



An Action Research for the Implementation of Learner Centred Approach for Students' Achievement: A Case Study of Samora Machel Secondary School Manjacaze, Mozambique

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Author's contribution

The sole author designed, analyzed, interpreted and prepared the manuscript.

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ABSTRACT

The educational system in Mozambique has been undergoing transformation since the national independence in 1975. Despite, Education in Mozambique has traditionally been teacher centred, where the attention and activities are especially on teacher and little attention paid to learners. The implementation of these approaches Mozambican Secondary Schools is a very important by becoming learners' active participants of the learning process and take responsibility. Even though,

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it was found out that these approaches are not accordingly adopted in some schools and consequently the students' performance is not desirable. Therefore, the learner-centred approach provides a practical and viable alternative to activate learners, and help them find out for themselves the grammar rules. Teachers try their best to help students learn the second language by themselves as much as possible, and they pay special attention to learners' needs when they are preparing the syllabus, the materials or the texts they are going to use in the classroom, because they are going to bring bright or positive impact in teaching and learning process.

Keywords: *Implementation; learner centred approach; teaching methods; achievement; learners performance.*

1. INTRODUCTION

"The educational system in Mozambique has been undergoing restructuring and transformation since the national independence in 1975. There is now growing consensus that education has to be about more than the traditional goals of students' mastery of subject-centred knowledge. This has led to a shift from a traditional teacher-centred paradigm of pedagogy to one that is student-centred. Education in Mozambique has traditionally been teacher-centred, where the attention and activities are especially on teacher and little attention paid to learners or their background and interests. This research work is organised under the following sections: Justification of academic and personal interest, research questions and objectives, theoretical background, methodology, study, results, discussion and conclusion in the implementation of learner-centred approach in teaching. With this approach, learners become active participant in the learning process. In Learner-centred teaching, the role of the teacher focuses on constructing authentic, real life tasks that motivate learner involvement and participation" (Weimer, 2002). "Learner-centred teaching, therefore, allows teachers to evaluate learners according to criteria that are important in actual performance for their future instead of memorisation of skills" (Wiggins, 1989). "The 21st century has witnessed plenty of Learner-centred teaching approaches. The use of Learner-centred approaches in teaching has gained worldwide approval due to its immense benefits which include; enhancing content retention by the student, promoting critical thinking, making learning enjoyable to the student and promoting creativity" (Maxwell, 1998; Slavin, 1990). "Every learner benefits from effective instruction no matter how diverse their learning needs" (Stuart, 1997). "Learner motivation and actual learning increase when learners have a stake in their own learning and are treated as co-creators in the learning

process" (McCombs & Whistler, 1997). Furthermore, advancement in Information Communication Technology (ICT) has influenced the development of Education by introducing Learner-centred teaching methods like Multimedia learning applications and Web-based learning resources. This has in turn created multiple platforms where learners are exposed to a more learning experience. Despite these developments in the teaching fraternity, the predominant teaching style in Mozambique is still characterised by transmission of knowledge. It maybe happens due to limited reforms in education across Sub-Saharan Africa, where Mozambique is also located. Partially explain the continued reliance on Teacher-centred methods saying that it occurs due to the insufficient time, large class size, heavy teaching load and pressure to cover the syllabus which affect negatively to effective implementation of learner-centred approach. According to Schweisfurth (2011), "Teacher-Education in Developing Countries is rarely Learner-centred and it does not provide suitable models upon which teacher trainees can base their practice because it merely is too theoretical. The content of teacher training programs did not focus adequately on reflective practice, active learning, innovation, creativity and partnership building". "If so, graduates of such training to instill in the learners what they were not instilled with in the first place. Therefore, we must make sure that teachers are well equipped and trained to implement the learner-centred approach as they are the most important school-related factors affecting student-achievement" (Orodho et al., 2013). "The study, therefore, aimed to establish the extent to which the various learner-centred teaching methods were used to enhance the learner's performance in Secondary Schools especially in Mozambican secondary schools. Purpose of the study is to explore Learner-Centred Methods to improves learners' attitudes in order to learn and lead for better performance" (Weimer, 2002). It is therefore critical that teachers incorporate

Learner-Centred Methods to their instructional design if we are to achieve the learners' better performance in teaching English.

The findings of this study are of great significance in the way that:

- a) The study would help the Government to establish how often teachers are using Learner-centred teaching methods to enhance better content mastery of English by the learners given the fact that English plays great role throughout the world.
- b) The study would help the Government and School Principals to find out the reasons why teachers are finding it difficult to incorporate Learner- centred teaching methods. This will be of great help to the Government and School Principals as they will then be able to formulate policies and action plans to mitigate these causes. This will in turn lead to learners' better performance in English and allow them to enjoy it.
- c) The researcher hopes this study would motivate other teachers to find out the better ways to use Learner-centred Methods in teaching English in other schools, place and regions of the Country. This would help in achieving a National outlook on the usage of Learner- centred Methods in teaching English.

1.1 Problem Description

Learner-centred teaching is known through research to enhance effective learning. It has varied advantages which include; enabling learners to link new information with the existing knowledge in meaningful ways, enabling learners to create meaningful coherent knowledge and facilitating creative and critical thinking in learners. Despite this, many teaching styles in Mozambique are still teacher focused; Peterson (2009) noted that "most teachers still prefer 'conventional methods' to complete syllabi in the given period of time. It reveals lack of implementation of Learner-centred teaching which has led to poor student performance in English. It should not be so as English is a language of business, technology, wide world spread, learners should have special interest and be able to master it". If Learner-Centred Approaches are available to the teacher for use and a lot of investment has been made by the

Government to enhance in teaching, then how come the performance in English is still low? Mwangi (2014) suggests that the teachers' attitudes towards Learner- centred Methods might be positive, but teachers might actually not be implementing these Methods accordingly or not implementing them at all.

N.B.: correct answers suggested

1.2 Objectives

- To analyse how often the Learner-centred methods are used in English lessons and find out the teacher and learner attitude towards Learner- centred methods
- To design and implement Learner- centred methods in a EFL class at Samora Machel Secondary School Manjacaze-Mozambique
- To analyse the implementation of Learner-centred teaching methods to improve the English language learners' performance in Mozambique;
- To make teachers of English at Samora Machel Secondary understand and discover the impact of using learner-centred approach for students' achievement.

2. METHODOLOGY

There are two main approaches to social science research; a positivist or scientific approach and an interpretive approach (Davidson & Tolich, 1999; Husén, 1997; Keeves, 1997). "Having adopted a social science orientation since the 1990s, educational research has absorbed two competing views: the traditional view established by natural and universal laws combined with empirical quantitative observations and an emerging radical view founded through human behaviours in relation to holistic and qualitative information" (Anderson, 1998; Cohen et al., 2000; de Landsheere, 1997; Husén, 1997). In educational research, the two paradigms are also described as the normative, positivist or quantitative approach, and the post-positivist, interpretive or qualitative approaches (Creswell, 2003; Davidson & Tolich, 1999; Gay & Airasian, 2000; Husén, 1997; Keeves, 1997).

This research into implementation of learner-centred approaches in teaching English as a Foreign language used a qualitative single case study as the form of inquiry. As it is considered more appropriate because it is a form of in-depth

interpretive enquiry which attempts to describe, explain and discover more about the world under investigation than it was previously known (Cohen, Manion, & Morrison, 2000; Creswell, 2003; Gay & Airasian, 2000). The reason why it was chosen to conduct this study for gaining an in-depth understanding of the topic at Samora Machel Secondary School- Manjacaze in Mozambique.

The research method employed must be appropriate for the purposes of this study. Due to limited time for data collection or action research was not feasible. An ethnographic approach also shared this timeframe limitation. A review of research theories revealed that a case study method was most suitable for this research project. As Merriam (1998) explains, "case studies focus on an intensive, holistic description and analysis of a single instance, phenomenon or social unit and illustrate relationships and particular influences in a particular context". Education is a process and as well as a research method and a case study are appropriate for this study because it is "process-oriented which is flexible, and adaptable to changing circumstances and a dynamic context" (Anderson, 1998, p. 152).

For data Collections Methods a range of methods was used for this study project, which would answer the research questions. As Anderson (1998, p. 156) claims, one of strengths of the case study is its use of multiple data sources. To maximise the findings of this case study, the researcher preferred to use different sources of data, namely individual interviews, class observations, a questionnaire. Among these tools, interviews were to explore experiences and opinions with regard to the implementation of learner-centred approaches at Samora Machel Secondary School- Manjacaze Mozambique. The main reasons for selecting the questionnaire and class observations were to triangulate the data identified during interviews and the literature review, and to establish the links between issues related to learner-centred approaches in this context in a systematic sequence.

3. RESULTS AND DISCUSSION

This chapter sets out the findings from the target population and class observation of this case study to investigate the implementation of learner centred approaches to teaching and learning

English as a foreign language at Samora Machel Secondary school Manjacaze. The researcher worked with 189 target people where 180 are students of grades 11 and 12, 6 teachers of English at Samora Machel Secondary School, one headmaster and two deputies. The aim is to identify the extent to which learner-centred approaches have been implemented during English classes in Manjacaze Secondary schools; suggestions and recommendations are brought for improvement and achievement of learners.

3.1 The Background of Participants (Principal and Deputy)

The interviews of principal and deputies of Samora Machel Secondary School were nominated individually in their offices where in each interview we took almost an hour and for the purpose of confidentiality, the interviewees are named.

3.2 Interview for Principal and Deputies

Based on the research objectives, the interview questions aimed to determine reasons for the adoption, advantages and disadvantages, challenges to implementation, and Educational suggestions for curriculum development of learner-centred approaches to English language teaching and learning context.

3.3 Adoption of Learner-Centred Approaches

The three interviewees said that the school adopts learner-centred in order to enhance the role of learners in the learning process, for pleasing their needs, responsibilities and development.

With this position of the Principal and the deputies, the researcher understands that these two figures interviewed comprehend the relevance the adoption of the learner centred approaches for the active participation of the learner.

3.4 Learner Centred Approaches as Philosophy to Develop Teaching and Learning

All school managers see learner centred approaches as active agents because they make learner brings own knowledge, past experiences and ideas.

3.5 Advantages and Disadvantages with Implementation of Learner Centred Approaches

According to the interviewees the advantages of implementation of learner centred approaches can be noticed in engagement of many learners in learning process, although some may not feel engaged due to many reasons such as not ready to handle the approach. They also said that learner centred approaches give responsibility to learners in learning process which results in deep learning. In addition, they mentioned as advantages of it giving learners freedom to acquire the knowledge. They said disadvantages may appear by the way the approaches are handled which may not please all learners, the classroom may be noisy and some learners may miss some important aspects.

3.6 Implementation of Learner Centred Approaches at Samora Machel Secondary School

Related to this point, the interviewees argued saying that the approaches are normally implemented in several ways in order to foster the active participation of the students in the teaching and learning process. Where teachers sometimes provide to students a problem to be solved, a topic to be discussed, tasks to be done in pairs or groups, debates, seminar presentations and also role plays. In addition, they said that group works foster collaboration.

3.7 School Running or Participating a Workshop about Learner Centred Approaches

About this, all school managers said that school has never run a workshop but teachers are normally invited to participate in workshops where the participants share their experiences about teaching and learning process and in many cases the debates focus on how to make our learner active participant in the process.

3.8 Challenges Faced at Samora Machel Secondary School for Implementation of the Learner Centred Approaches

About this issue the principal mentioned some challenges which the school faces to implement learner centred approaches such as lack of interest, learning materials and confidence in students, class size which result on some students' discomfort.

The deputies added saying that also school conditions related to lack of enough books in the library, lack of internet to be used by the students freely at school. Both think English not being our official in our country contributes a lot for students not participating actively in classes and also not being aware of the importance of this language in the world.

Analysing all these challenges mentioned by the principal and deputies, the researcher comprehends that Samora Machel Secondary School faces some challenges which may locally be overcome by creating partnerships which could help in building more classrooms, providing books to school. For the lack of motivation teachers and learners should play accordingly their role during English classes to overcome this problem by leveling the tasks and authenticating the materials that can stimulate or foster learners' interest and active participation.

3.9 School Suggestions for Implementation of Learner Centred Approaches to Education for Curriculum Development

In this point, the school managers suggested that the ministry of Education should:

- Guarantee the preparation of teachers for the implementation of learner centred approaches;
- Monitoring the process of implementation in schools;
- Recommend schools to identify students with slower learning problems and encourage to be active;
- Encourage continuous action research for teachers to find out the students' problems;
- Promote workshops focusing on implementation of learner centred approaches and;
- Guarantee the feedback and evaluation of the process.

3.10 Interview of English teachers

3.10.1 The background of participants (Teachers of English)

The interview for teachers of English at Samora Machel Secondary School, first the principal introduced me to the school English delegate and told him that I was there to do a research about the implementation of learner centred approaches at the school. The delegate also introduced me to his colleagues and then I

explained in detail the reason of my presence. For interview, we discussed and agreed that it should be individual on the day and time where each teacher would be free. It was conducted second semester of 2024, and each interview took almost an hour at school and for the purpose of confidentiality, the interviewees are not named.

3.10.2 Interview for teachers of English

Based on the research objectives, the interview questions aimed to figure out about the understanding of the concept of learner centred approaches, its importance, adoption of the approaches at Samora Machel, reasons for the adoption, advantages and disadvantages, challenges to implementation, ways of implementing them, its influence in teaching and learning process, challenges that they (as teachers) face during classes and suggestions for the achievement of the goals based on implementation of learner-centred approaches to English language teaching and learning context at Samora Secondary School.

3.11 Concept of Learner Centred Approaches

Related to this question three of six interviewees understand learner centred approaches as teaching methods by which learners are given a responsibility to create necessary conditions for their learning by participating directly in the process. And it gives opportunity to learners to practise in order to acquire the language, improve and perform their skills.

Other two interviewees said that learner centred approaches are methods that stimulate students

for their participation in the learning and teaching process by making questions and solving problems and make learners active.

One of the interviewees said that learner centred approaches are approaches that help learners to bring their own knowledge, experiences and ideas during teaching and learning process.

Analysing these three ideas from the interviewees, I conclude that they understand learner centred approaches as approaches which give chance learners to participate actively in teaching and learning process. It also gives learners opportunity practise, bring their own points of view, experiences and ideas during the process. Using these approaches learners improve their performance and skills.

3.11.1 Importance of learner centred approaches in teaching and learning English language at Samora Machel Secondary School

About this questions all interviewees agree that learner centred approaches are important because learners freely and actively participate in the learning process. With these approaches, learners get chance to practise the language which contribute for their skills and language improvement and performance. They also say that learner centred approaches contribute for retention of the contents learnt, performed and discussed during classes. With this, I understand that teachers recognise the importance learner centred approaches but the question is related to their implementation during classes which may sometimes not be successful.

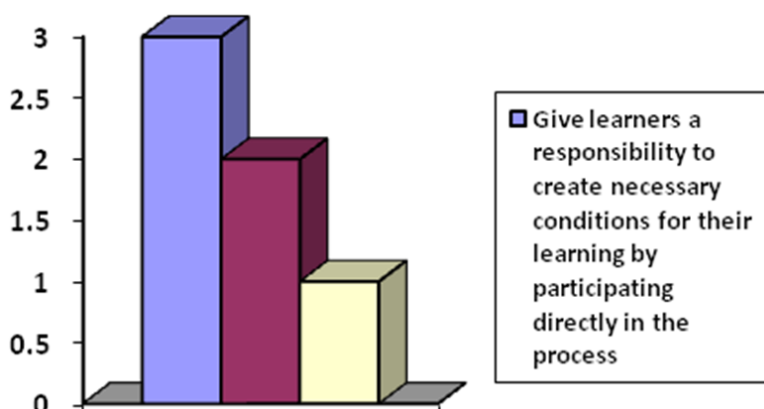


Fig. 1. Impact of learner participation on responsibility for learning conditions
(Agostinho Cavele, August 2024)

3.11.2 Adoption of learner centred approaches to teaching English language at Samora Machel Secondary School

Related to this issue, all six interviewee teachers said that the approaches are adopted. Although four of them said that the approaches are not accordingly adopted because many learners do not speak English during pair, group works, discussions and debates. They usually use Portuguese or local languages. They sometimes use English for answering questions asked by teachers. It means that, they make no effort, lack interest, intrinsic motivation and responsibility. While other two teachers said that the approaches are adopted learners are given opportunity to practise the language through tasks such as pair and group works, discussions, problem solving, debates.

To this point I understand that the two interviewed teachers' arguments are based on the tasks which they give to the learners to do while the other four are based on the results or consequences of what is being done. And I see this first as crucial because it takes them to research in order to find out the reason of failure while they implement the approaches.

3.11.3 The implementation and ways of implementation of learner centred approaches to Teaching English Language at Samora Machel Secondary School

About the implementation of learner centred approaches at Samora Machel all interviewees said that they implement the approaches through tasks such as debate, pair and group works, role plays, oral and seminars presentations.

3.11.4 School influencing in teachers' decisions for implementation of learner centred approaches

For this question three teachers said that the school influences by creating conditions, good atmosphere and environment for implementation. Although they were not able to explain or tell the researcher what they meant by creating conditions, good atmosphere and environment. While other three teachers said that the implementation of these approaches depend merely on the teacher not school.

3.11.5 Challenges that teachers face for implementation of learner centred approaches at Samora Machel Secondary School

For this question teachers presented many challenges such as:

- Time which is not enough because a single lesson takes forty- five minutes and double last ninety minutes. It means that time is not enough for the learners to practise the language;
- Lack of materials like visual aids and other tools;
- Large classes which do not facilitate to cover almost all learners during a lesson;
- Maximising the use of English during classes because learners usually use Portuguese and local languages during discussion, group and pair works;
- Learners intrinsic motivation, interest and encouragement and;
- Preparation of learners for even participation during discussion, debate, oral presentation.

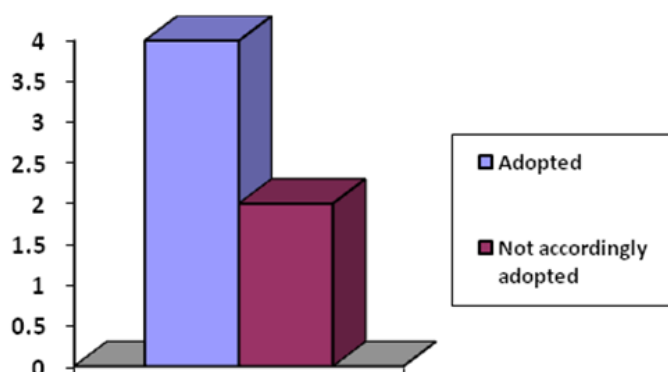


Fig. 2. Adoption vs. non-adoption of the approach
(Agostinho Cavele, August 2024)

3.11.6 Suggestions for implementation of learner centred approaches

For implementation of learner centred approaches, the interviewees suggest:

- Giving opportunity learners to practise the language;
- Allow learners to share their past experiences with others;
- Creating real situation and authentic learning experiences;
- Encouraging learners to maximise the use of English;
- Teachers should act as facilitators;
- Teachers should provide tasks at the level of the learners and;
- Avoid always correcting learners during their participation in certain tasks.

3.12 Learners' Questionnaire

Based on the research objectives, the questionnaire aimed to figure out whether the teachers make clear their instructions, respect each student's point of view, encourage and facilitate learners for participation and allow learners to share ideas for decision making and thinking of learners' activities, reduce their talking time and maximise learners' talking time, teachers give individual, pair and group works, implement role plays, learners present tasks orally and hold debates at Samora Machel Secondary School. There were designed eleven (11) questions, where five (5) questions are yes or no and six (6) are multiple choice for indicating the frequency of the activity.

For the questionnaire, learners were informed in advance that the researcher would go into their streams in order to give them a task which they should answer according to what happens during English classes. Students sat for the questionnaire in May during English class time. Students were told by their teachers to stay in their streams and the researcher and the teacher of the streams used to go there to administrate the questionnaire.

3.12.1 The teachers make clear on what they expect students

For this question all 180 said yes. It means that teachers give clear instructions to the learners during classes.

3.12.2 Teachers listen and respect each student's point of view

In this question all learners said yes. It means that teachers and learners at Samora Machel Secondary School get on.

3.12.3 Teachers encourage and facilitate students' participation and shared decision making

As well in this question, all 180 learners said yes. With this, the researcher understands the teachers at Samora Machel play their role of encouraging learners and facilitating them for their participation during English classes.

3.12.4 Teachers encourage students to think of activities during classes

For this question, all 180 students agreed that teachers encourage them to think of the activities during classes as way for giving value to what they do or learn at school.

3.12.5 The teachers reduce their talking time to minimum and maximise the students' talking time

About this point 72 students said yes while 108 said no. with this, the researcher assumes first that it may depend on each teacher as these students are from different streams and different teachers and each stream comprises of 45 students. And secondly the researcher understands that at Samora Machel Secondary School many teachers do not give much chance for students to practise the language. It makes the researcher assumes that learner centred approaches are not well or are less implemented and it creates conditions so that the learners' performance and competence become lower. In other words, at Samora Machel Secondary School teachers take much more time talking than students which contradict what is advisable in learner centred approaches.

3.12.6 Students doing tasks in pair

Related to this question 49 students said sometimes and 131 said seldom. It is understandable that at Samora Machel secondary School students rarely do tasks in pair.

Table 1. Teachers reducing their talking time vs maximise students talking time

Activity	Yes	No
Teachers reducing their talking time and maximise students talking time	72	108

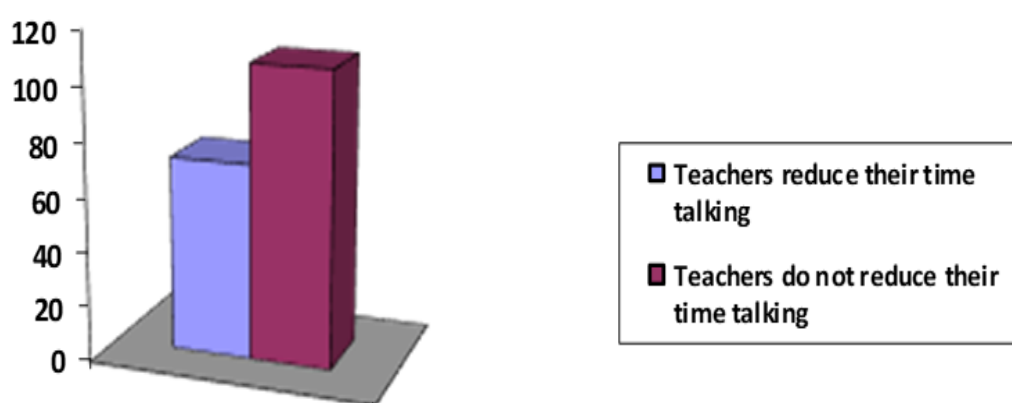


Fig. 3. Comparison of teachers reducing vs. not reducing talk time
 (Agostinho Cavele, August 2024)

Table 2. The frequency of pair work among Samora Machel Secondary School students

Activity	often	usually	sometems	seldom	never
Holding debate	0	0	49	131	0

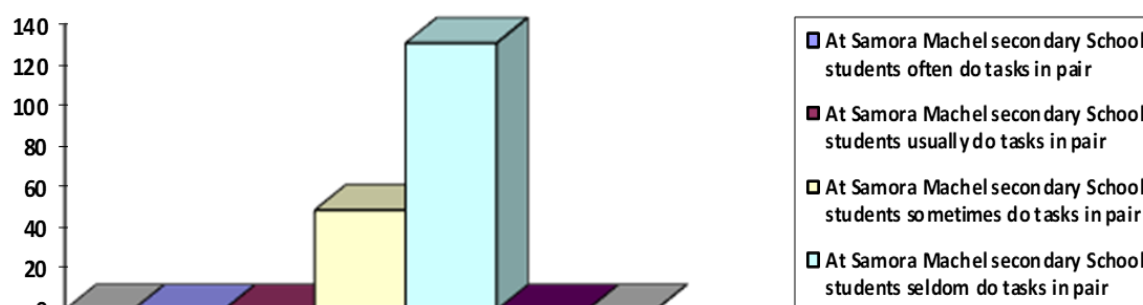


Fig. 4. Frequency of pair work among Samora Machel Secondary School students
 (Agostinho Cavele, August 2024)

Teachers at samora Machel secondary School should frequently use pair work because with it learners take much time talking, learn more, have chance to think and try out ideas and new language. Pair work provide a comfortable way for students to work through new skills and concepts. And taking into consideration the situation of this school which is of large classes this strategy fits or can be a better way to minimise the problem.

3.12.7 Students doing tasks in groups

For this question 52 students said sometimes and 128 said seldom. It means that at this school,

students are hardly ever given chance to share ideas, thoughts or point of view among themselves.

Teachers at this school should maximise the use of group works because they contribute a lot to break complex tasks into parts and steps, plan and manage time, refine the understanding through discussion and explanation, give and receive feedback on performance, challenge assumptions, develop strong communication skills, examine topics from the perspectives of others, creates more opportunities for critical thinking , promote students learning , achievement, reduce tension a stress.

Table 3. Frequency of group work among students

Activity	often	usually	sometems	seldom	never
Group work	0	0	52	128	0

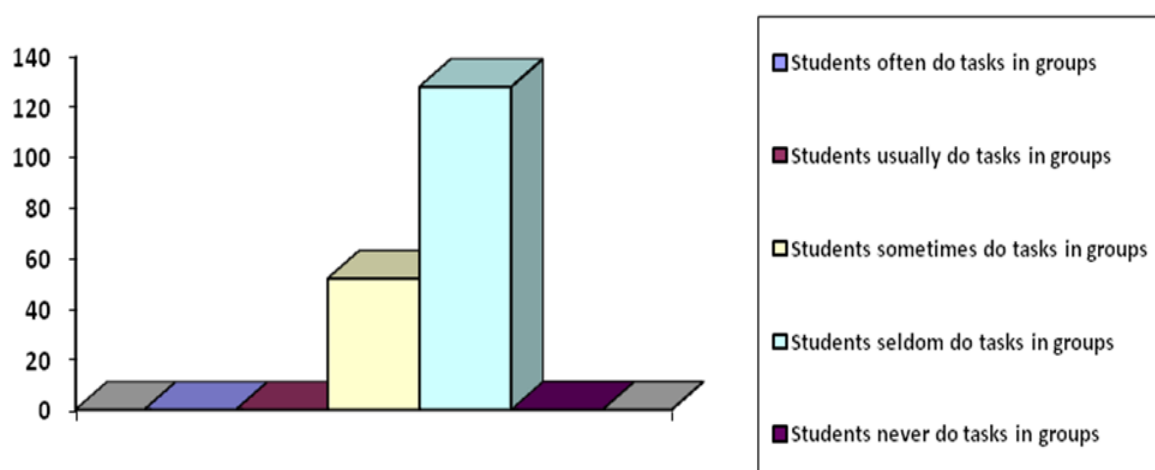


Fig. 5. Graph showing frequency of group work among students
 (Agostinho Cavele, August 2024)

As researcher I recommend the school to use this strategy for learners to get all these beefits mentioned above.

3.12.8 Students doing tasks individually

Related to this point, 171 students said that they often do tasks individually while 9 said they usually do it. It makes the researcher assume that at Samora Machel Secondary School, tasks are mainly done individually.

Lunt (2001) in a report on “classroom strategies, states that learners seem to like to work alone when they want to express their own feelings or views without being distracted by others. She further states that learners prefer to be working alone in a number of situations or stages: when they need to concentrate; when writing and when they need to maintain their own ideas without influence from others; and when they are required to express their own opinion”. It appears that learners’ preference for working alone depends on the work situation and type of task in hand (Lunt 2001). Working alone involves using a variety of communication skills to convey feelings, attitudes and expressions in language learning.

This is the ability to motivate oneself, exercise self-control, manage one’s emotions,

recognise others’ emotions, and handle relationships.

3.12.9 Dealing with role plays during classes

For this question all 180 students said that they have never dealt with role plays. Not using this strategy at Samora Machel Secondary School, it means that teachers do not provide students with real world scenarios to help them to learn better, do not provide learning skills using real worldsituations like negotiation, debate, teamwork and cooperation. Role plays are very important because they foster learners self-esteem, creativity, improve communication skills and better performance.

3.12.10 Presenting tasks orally

About this point, 148 students said that they seldom present while 32 students said sometimes.

At samora Machel secondary School teachers do not frequently present tasks orally which could enable students todemonstrate logical flow or development of idea, allowing students to be connected with audience on personal level, fostering empathy. Oral presentation are real test of communication skills. An effective oral presentation helps in saving the efforts, time and improve learners speaking skills.

Table 4. Frequency of individual task among students

Activity	often	usually	sometems	seldom	never
Individual task	171	9	0	0	0

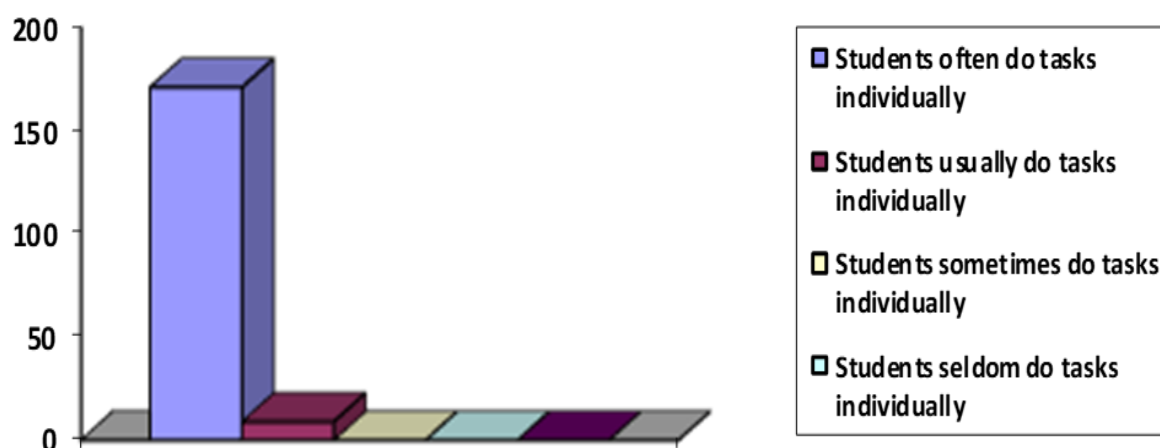


Fig. 6. Graph showing frequency of individual work among students
(Agostinho Cavele, August 2024)

Table 5. Graph showing frequency of role-play activities during classes

Activity	often	usually	sometems	seldom	never
Role plays	0	0	0	0	180

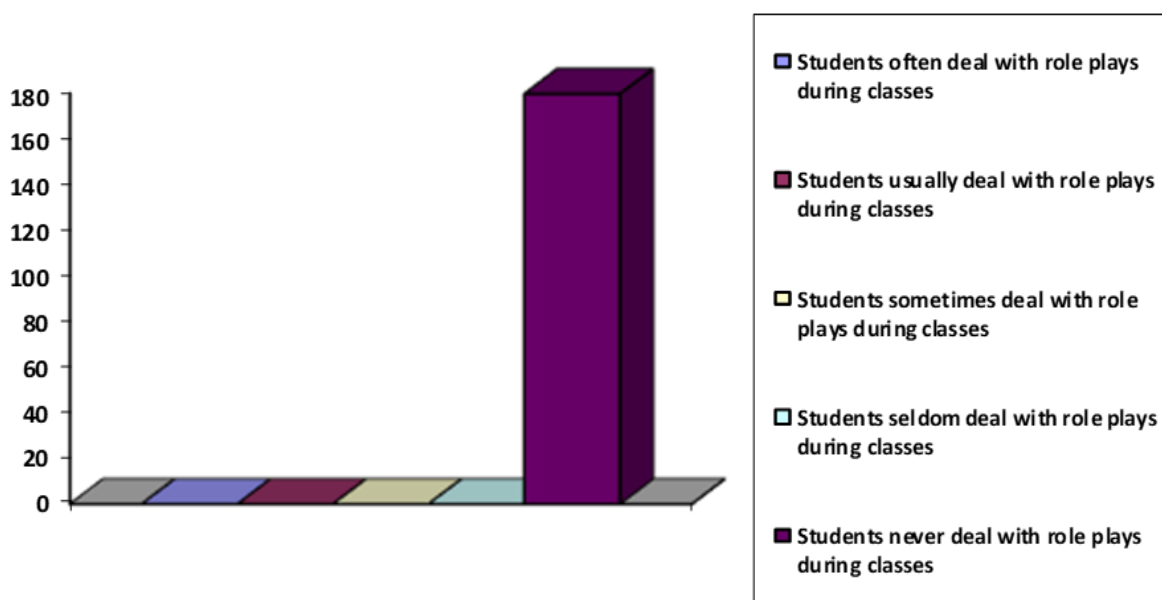


Fig. 7. Graph showing frequency of role-play activities during classes
(Agostinho Cavele, August 2024)

Table 6. Frequency of students presenting tasks orally

Activity	often	usually	sometems	seldom	never
Presenting task orally	0	0	0	148	32

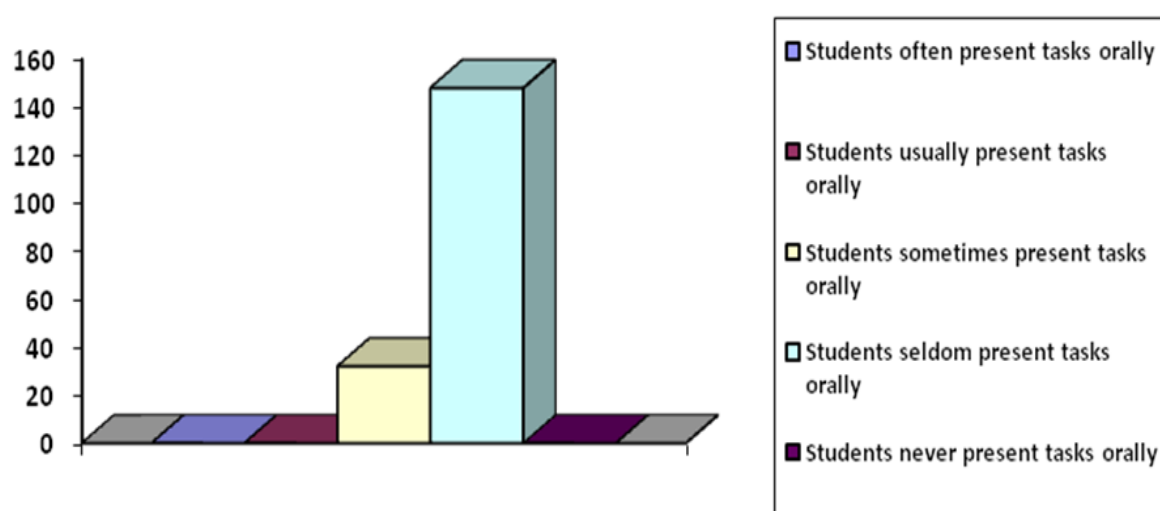


Fig. 8. Graph showing frequency of students presenting tasks orally
(Agostinho Cavele, August 2024)

Table 7. Students holding debates during English classes

Activity	often	usually	sometems	seldom	never
Holding debate	0	0	0	138	42

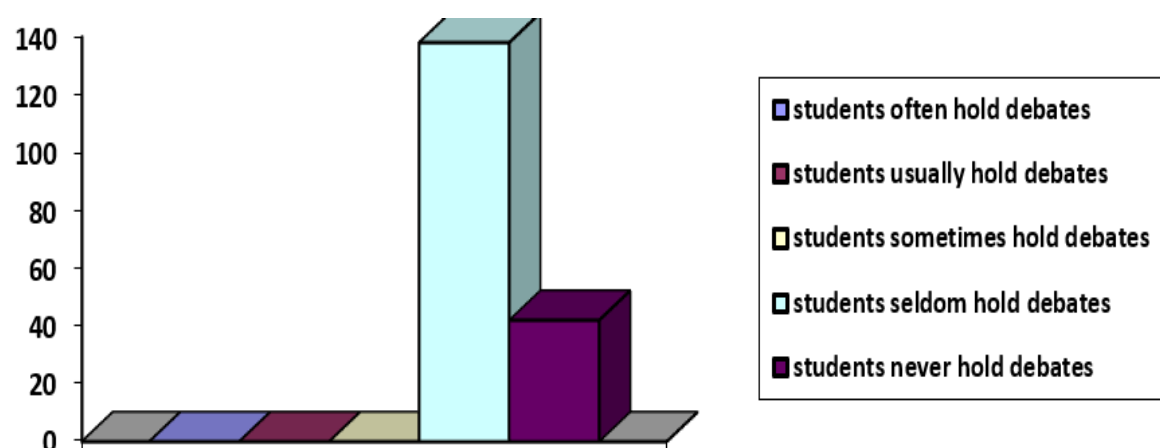


Fig. 9. Graph showing students holding debates during English classes
(Agostinho Cavele, August 2024)

3.12.11 Holding debates during English classes

For this point, 138 students said they seldom hold debates while 42 said never.

It is a really pity to see that at Samora Machel Secondary School teachers seldom use debates. And that worries me a lot as researcher and also teacher of English by knowing that debates help students learn through friendly competition, help students build their confidence, develop critical

thinking skills, foster collaboration and develop communication skills.

3.13 Class Observations

Observations were conducted for three teachers in six lessons. It means that each teacher was observed twice. The purpose of the observations was to identify classroom practices during English classes. Each teacher was observed during his teaching time according to what we had agreed before.

3.13.1 Class observation of the teacher 1 in grade 11

The number of students in this class was 43 but on that day, there were 39 students sitting individually on chairs.

The teacher started this lesson with a warm-up and then elicitation which included several questions on the board that had to be completed by all students before they could work on the actually lesson.

In this lesson, they were dealing with Listening-Speaking lesson. The teacher provided variety of activities where students worked on them. These activities were done in pair and groups of five. During the activities the teacher walked around the class to monitor and give instructions for each activity while students were working. This class was very loud and the teacher sometimes seemed not being able to control the students even though students seemed to work better and were more interested in the lesson. Although, they sometimes used Portuguese with their classmates. During the class the teacher was also facilitating the participation of the students and collaborating with them. The class looked excited and students appeared confident in giving their ideas with the teacher and their classmates. The total time spent observing was 90 minutes.

3.13.2 Class observation of the teacher 1 in grade 12

The total number of students in Class was 45 but on that day, there were 43 students sitting individually on chairs. The main activity of this class was Reading and comprehension about Taxes. This lesson started with an elicitation which included oral questions that students should answer about the concept of tax, types of taxes they know. Then the teacher asked students to open their books and read the text silently and answer the comprehension questions and then the teacher asked students to write three paragraphs composition about the importance of taxes. the class was very controlled.

The total time spent observing was 85 minutes where the teacher had about ten minutes to give them some general feedback on content and correct some wrong answers brought by students about comprehension task and reading of their compositions.

3.13.3 Class observation of the teacher 2 in grade 11

The total number of students registered in the class was 40 and on that day, the class had 38 students sitting on chairs. In this lesson, they were dealing with Listening-Speaking lesson which provided variety of activities. At the beginning, the teacher spent around 13 or 15 minutes providing students with some vocabulary related to the topic. Then, students worked with different speaking activities and after working on each activity, the teacher used to give a feedback. These activities were done pair and groups of five. During the activities the teacher walked around the class to monitor and give instructions for each activity while students were working. The class looked excited and students appeared confident in giving their ideas with the teacher and their classmates. Although students sometimes used Portuguese with their classmates. The total time spent observing was 90 minutes.

3.13.4 Class observation of the teacher 2 in grade 12

The total number of students in this class was 45 and on that day, there were 40 students sitting on chairs.

The main activity of this class was Reading and comprehension about Taxes. This lesson started with a pre- reading task which included oral questions that students should answer about the concept of tax, types of taxes they know. Then the teacher asked students to open their books and read the text silently and answer the comprehension questions and then the teacher asked students to write three paragraphs composition about the importance of taxes. the class was very controlled.

The total time spent observing was 90 minutes where the teacher had about fifteen minutes to give them some general feedback on content and correct some incorrect expressions brought by students while writing their compositions.

3.13.5 Class observation of the teacher 3 in grade 11

The number of students in this class was 43 but on that day, there were 39 students sitting individually on chairs. In this lesson, they were dealing with Listening-Speaking lesson which provided variety of activities.

This class had different kinds of activities such as group work discussions, listening and writing about students' experiences related to discussion topics. At the beginning, the teacher gave some guidance for group-work discussions. After fifteen minutes of discussion, some individual students were asked to present their group discussions. Then, students changed to writing and listening activities. Generally, these activities were changed after seven minutes. During these activities, the teacher played a role of a guide for students by explaining for better intervention of them in accordance with the content of the lesson. The class looked excited and the total time spent observing was 90 minutes.

3.13.6 Class observation of the teacher 3 in grade 12

The total number of students in this stream was 45 and on that day, all students were available sitting on the chairs and desks. The main activity of this class was Reading and comprehension about Taxes. This lesson started with a pre-reading task which included oral questions which were asked by the teacher and to be answered by the students. These questions were about the concept of tax; types of taxes they know and the importance of taxes for development of a nation or place. After that, the teacher asked students to open their books, read the text silently and answer the comprehension questions. The teacher asked students to write three paragraphs composition about the importance of taxes for development of their places. After, the teacher pointed out some students to read their paragraphs.

The total time spent observing was 90 minutes where the teacher had about fifteen minutes to give them some general feedback on content and correct some wrong expressions made by students while writing their compositions.

3.14 Summary of Class Observation

As way of bringing a general umbrella of the class observation, I would focus on the following aspects: class size, the use of cooperative strategies, class management and compare the role of teachers and students from different streams or classrooms.

About class size, I would say that taking into consideration that teachers did not have opportunity or chance to listen to all students

points of view during a lesson because of time I conclude that the classes are large.

Although the classes are large, teachers used good strategies in order to involve all students to the lesson by grouping them. This is important because students shared their thoughts among them.

Some activities were used during the classes observed such as pair works, group works, discussions, individual works. In none class observed was used role play. Which could provide students with real world scenarios to help them to learn better, provide real world situations and foster learners self- esteem, creativity, communication skills and better performance.

The teachers' attitudes during the classes observation I may say that they were positive as all the observed teachers encouraged the students' participation and listened to students when they presented some doubts and also facilitated or helped the students to overcome some difficulties that they faced during the process. Almost all observed teachers tried to minimise their talking time and in some streams classes were monopolised by small groups of students during group discussions. Analysing the class observation guide and what was observed, the researcher understands that the overall interaction between the teacher and students, among students and individual students fitted to the expectations of the researcher. Although, during pair and group works, many students were using their local languages and Portuguese. And they used these languages frequently, what in my opinion the frequent use of mother tongue enable the improvement of learner in the target language. I may also assume that at Samora Machel Secondary School teachers mainly use translation during their teaching. It is so strange, in a classroom of 45 students only two or three students try to use the target language and avoid mother tongue.

The previous section presented results of the research study done through questionnaires, interviews and observations. This section discusses and explains the results, linking them to literature review where applicable. The discussions and explanations are in line with research objectives of the study as they rely on the data collected from the principal, deputy, teachers, students and class observation.

This section discusses the significance of research findings described and illustrated in the previous section. The framework for analysis of data was based on categories that were taken from the literature review and themes emerging in the findings. The categories were: adoption of learner centred approaches to Teaching English Language at Samora Machel Secondary School, Importance of learner centred approaches in teaching and learning English Language at Samora Machel Secondary school, the implementation and ways of implementation of learner centred approaches to Teaching English Language at Samora Machel Secondary School, advantages and disadvantages with implementation of learner centred approaches, school influencing in teachers' decisions for implementation of learner centred approaches, challenges faced for implementation of learner centred approaches at Samora Machel Secondary School, school suggestions for implementation of learner centred approaches to Education for curriculum development and about learners' questionnaire

3.14.1 Adoption of learner centred approaches to teaching English language at Samora Machel Secondary School

The principal and deputy say that the school adopts learner-centred in order to enhance the role of learners in the learning process, for pleasing their needs, responsibilities and development.

The teachers said that the approaches are adopted. Although they diverge in terms of ideas. Some of them say that the approaches are not accordingly adopted because many learners do not speak English during pair, group works, discussions and debates. They usually use Portuguese or local languages. They sometimes use English for answering questions asked by teachers. It means that, they make no effort, lack interest, intrinsic motivation and responsibility. While other say that the approaches are adopted and learners are given opportunity to practise the language through tasks such as pair and group works, discussions, problem solving, debates.

Dimmock and Tan (2016), the effectiveness use of a learner centred approach should be measured by the degree to which improved student learning and achievement outcomes result.

Measuring the effectiveness of a learner-centred approach is relatively done looking for changes in increase of willingness to learning, level of engagement, improvement collaboration, the effectiveness of upskilling and development, the confidence and job satisfaction, levels of productivity and improvement of time management and meeting of deadlines.

With this arguments the researcher understands that some teachers at Samora Machel Secondary School only defend that implement learner centred approaches because they provide activities recommended for learner centred approaches but they do not try to find out the outcomes from the activities while the other teachers assume that the approaches are implemented but not accordingly because the results or consequences of negative. It means that they see no change in the students. And this last position is crucial because when we teach, we expect changes and/ improvement in our learners so that we can proudly say that the teaching and learning process is teaching.

3.14.2 Importance of learner centred approaches in teaching and learning English language at Samora Machel Secondary school

About this questions all interviewees agree that learner centred approaches are important because learners freely and actively participate in the learning process. With these approaches, learners get chance to practise the language which contribute for their skills and language improvement and performance. They also say that learner centred approaches contribute for retention of the contents learnt, performed and discussed during classes.

Schwartz and Pollishuke (1991) state the learner-centred approach is important because it encourages children to develop greater decision-making and problem-solving skills and hence to promote greater independence. and consequently, it involves and engages learners' minds in creative activities.

Schrenko (1996) observes that the learner-centred approach promotes each student's internal motivation and instructional practices such as modelling, asking higher order questions and mediating thoughts.

Hands-on problem solving is effective in helping students learn more abstract concepts, and

positive feedback is most effective in encouraging and allowing learners' multiple opportunities to practise and improve their learning. In this manner learners are encouraged to be creative in their own learning as all learners are of different abilities.

With all these ideas, the researcher understands that the implementation of learner centred approaches is important because learners participate actively in the learning process and it leads them to their better performance and successfully improve their learning and become effectively users of the target language.

3.14.3 The implementation and ways of implementation of learner centred approaches to teaching English language at Samora Machel Secondary School

About the implementation of learner centred approaches at Samora Machel the teachers say that they implement them through tasks such as debate, pair and group works, role plays, oral and seminars presentations. In addition for implementation of learner centred approaches, the teachers suggest giving opportunity learners to practise the language, allow learners to share their past experiences with others, creating real situation and authentic learning experiences, encouraging learners to maximise the use of English.

The principal and deputy say that the approaches are normally implemented in several ways in order to foster the active participation of the students in the teaching and learning process. Where teachers sometimes provide to students a problem to be solved, a topic to be discussed, tasks to be done in pairs or groups, debates, seminar presentations and also role plays and these activities foster collaboration among students.

During the class observation, the teachers used pair and group works, individual tasks and debates. Although during some these activities learners usually used Portuguese and local languages. And this hinders the improvement of the learners.

Gillies and Ashman (2003) argue that tasks are completed more easily in a group than individually. And doing an activity group members provide each other with information, prompts and reminders as well as

encouragement. As a result of this, learners have opportunities to model their thinking, reasoning and problem-solving skills and receive feedback, which will help them in constructing new understanding, knowledge and skills.

3.14.4 Advantages and disadvantages with implementation of learner centred approaches

According to the principal and deputy, the advantages of implementation of learner centred approaches are in giving responsibility to learners in learning process which results in deep learning, giving learners freedom to acquire the knowledge and in engagement of many learners in learning process, although some may not feel engaged due to many reasons such as not ready to handle the approach. And disadvantages may appear by the way the approaches are handled which may not please all learners, the classroom may be noisy and some learners may miss some important aspects.

The teachers at Samora Machel Secondary School agree that learner centred approaches are important because learners participate freely and actively in the learning process. They say that with these approaches learners get chance to practise the language which contribute for their skills and language improvement and performance. They also say that learner centred approaches contribute for retention of the contents learnt, performed and discussed during classes.

Schwartz and Pollishuke (1991) say that learner-centred approach encourages children to develop greater decision-making and problem-solving skills and promotes greater independence. This approach, therefore, involves and engages learners' minds in creative activities.

Schrenko (1996) observes that the learner-centred approach promotes each student's internal motivation and instructional practices such as modelling, asking higher order questions and mediating thoughts. And also in problem solving, it effectively helps students to learn more abstract concepts, and positive feedback is most effective in encouraging and allowing learners' multiple opportunities to practise and improve their learning. In this manner learners are encouraged to be creative in their own learning as all learners are of different abilities.

3.14.5 School influencing in teachers' decisions for implementation of learner centred approaches

For this question three teachers said that the school influences by creating conditions, good atmosphere and environment for implementation. Although they were not able to explain or tell the researcher what they meant by creating conditions, good atmosphere and environment. While other three teachers said that the implementation of these approaches depend merely on the teacher not school.

According to Barends (2004) and Tudor (1996) say that principals and management- level staff have an important role to play in managing a learner-centred school by creating an environment in which teachers and learners are able to realise their full potential, as well as supplying the material conditions for learner-centred teaching. The government should develop policies for educational innovations, for implementing learner-centred approaches, i.e. training courses for teachers and workshops about learner-centred approaches to instruction (Kavanoz, 2006). These policies should also be appropriate for each context in terms of culture, resources, teacher training and development (Nonkukhetkhong & Baldauf, 2006). As a result, learner-centred approaches need to be supported not only by internal but also by external factors at institutional and national levels.

With this literal view as the researcher I do believe that all intervenients are relevant for implementation of any approach in teaching and learning process. In this point, I would say that the School influences in teachers' decisions for implementation of learner centred approaches by creating conditions such as internal policies, management and materials

3.14.6 Challenges faced for implementation of learner centred approaches at Samora Machel Secondary School

Teachers of English at Samora Machel Secondary School mentioned many challenges that they face for implementation of learner centred approaches such as:

- Time which is not enough because a single lesson takes forty- five minutes and double last ninety minutes. It means that time is not enough for the learners to practise the language;

- Lack of materials like visual aids and other tools;
- Large classes which do not facilitate to cover almost all learners during a lesson;
- Maximising the use of English during classes because learners usually use Portuguese and local languages during discussion, group and pair works;
- Learners intrinsic motivation, interest and encouragement and;
- Preparation of learners for even participation during discussion, debate, oral presentation, group and pair works.

The principal mentioned some challenges which the school faces to implement learner centred approaches such as lack of interest and confidence in students, class size which result on some students' discomfort.

The deputy added saying that also school conditions related to lack of enough books in the library, lack of internet to be used by the students freely at school. He also said that taking into consideration of English being a language which is not official in our country, it contributes a lot for students not participating actively in classes.

Analysing the challenges mentioned by different intervenients above, the researcher finds out that the intervenients focus on all challenges like: time which is not enough for learners practise the language during a lesson; lack of materials like visual aids; large classes; use of the mother tongue and Portuguese during discussions, debates, group and pair works by the learners; lack of learner intrinsic motivation, interest and encouragement and even participation of students; school conditions (lack of internet, books which are not enough). These all challenges mentioned reveal that at Samora Machel Secondary School, learner centred approaches are not accordingly implemented.

To overcome some of these challenges mentioned above, Barends (2004) and Tudor (1996) say that, principals and management-level staff have an important role to play in managing a learner-centred school by creating an environment in which teachers and learners are able to realise their full potential, as well as supplying the material conditions for learner-centred teaching. And the government should develop policies for educational innovations, for implementing learner-centred approaches.

Tudor (1993), says that there is no teaching approach will succeed unless it is accepted by both teachers and learners. Teachers may usually feel challenged by their changing roles in order to become familiar with new reality which includes a wide range of teaching methodologies, new goals for language teaching programmes, new teacher-learner role relationships in the classroom, and ensuring the development of a successful learner-centred curriculum in line with school programme requirements.

Learners also need to adapt to learner-centred approaches, as they are the focal point of the process. Teachers should organise learning tasks, give assistance and guidance on new learning processes to please learners' needs.

With the literal support provided above, it is clear that all the intervenients of Educational system in mozambique should play their roles accordingly accepting changes, challenges and innovations.

3.14.7 School suggestions for implementation of learner centred approaches to education for curriculum development

The school managers (the principal and deputies) suggest to the ministry of Education to guarantee the preparation of teachers for the implementation of learner centred approaches, monitoring the process of implementation in schools, recommend schools to identify students with slower learning problems and encourage to be active, encourage action research for teachers to find out the students' problems, promote workshops focusing on implementation of learner centred approaches and guarantee the feedback and evaluation of the process.

And teachers interviewed about the suggestion for the implementation of learner centred approaches, they suggest giving opportunity learners to practise the language, allow learners to share their past experiences with others, creating real situation and authentic learning experiences, encouraging learners to maximise the use of English, teachers should act as facilitators, teachers should provide tasks at the level of the learners and avoid always correcting learners during their participation in certain tasks.

Analysing the points of view from the principal , deputy and teachers it is understood by the researcher that the principal and deputy suggest to the Ministry of education in Mozambique while

teachers suggest to themselves focusing on their roles as teachers, what they should do and what they should minimise like their time talking.

3.15 About Learners' Questionnaire

First of all, I would say that observing carefully the data provided by students through answering the questionnaire, it is noticed that in questions related to teachers making clear on what they expect from students, teachers listening and respecting students point of view, encouraging and facilitating students' participation for decision making and encouraging them to think of activities during classes all 180 students answered positively what means that teachers attitudes towards their roles inside the classroom are satisfatories.

Secondly, to say that about teachers reducing their talking time and maximising the students' talking time 72 students said that teachers reduce their talking time and miximise students talking time while 108 said that teachers do not reduce their talking time neither maximising students talking time.

Harmer. J. (1998:4) states that a good teacher maximises STT and minimises TTT so that students should have more time to speak than the teacher. In order to maximise STT, teachers should act as controllers. And the principle of learning must cover a two-way communication involving both teacher and student. Therefore, it will create an interaction between learner and teacher. When teachers are acting as controllers, they tend to do a lot of the talking, and whilst we may fell uneasy about the effect this has on the possibilities for Student Talking Time (STT) it should be remembered that it is frequently the teacher, talking at the student's level of comprehension, who is the most important source they have for roughly-tuned comprehensible input. Therefore, the domination of teacher talk in ELT classroom has become a major problem in succeeding a teaching and learning process.

According to Weimer (2002:59) on his seven principles especially on number 2 the reduction of teacher talk time increases student self-discovery. Instead of consuming the lesson in feeding students with information, give a quiz on your syllabus and policies without going over it first. Let students discover information in assigned readings without presenting it first or summarising it later.

About frequency use of the activities such as oral tasks, debates, group and pair works according to the answers from the students questionnaire, teachers at Samora Machel do not use them frequently. Role plays teachers there at Samora Machel never used them during classes. See the table and graphic below.

Cohen and Manion 1994 argue that cooperative learning is one learner-centred strategy or pedagogical practice which promotes learning, higher level thinking, prosocial behaviour, and greater understanding of students with diverse learning and social adjustment needs. Gillies and Ashman (2003) argue that tasks are completed more easily in a group than individually and provide each other with information, prompts and reminders as well as encouragement. As a result of this, learners have opportunities to model their thinking, reasoning and problem-solving skills and receive feedback, which will help them in constructing new understanding, knowledge and skills.

About individual tasks at Samora Machel, according to the answer from students teachers often use them. Lunt (2001) in a report on classroom strategies, states that learners seem to like to work alone when they want to express their own feelings or views without being distracted by others. She further states that learners prefer to be working alone in a number of situations or stages: when they need to concentrate; when writing and when they need to maintain their own ideas without influence from others; and when they are required to express their own opinion. It appears that learners' preference for working alone depends on the work situation and type of task in hand. Working alone involves using a variety of communication skills to convey feelings, attitudes and expressions in language learning.

Gardner (1983), working individually we can register the intrapersonal intelligence which deals with self-thinking processes, self-reflection and

self-knowledge and the understanding that leads to making decisions. With this, individuals are able to know their abilities and use discretion as to how best to use them.

Maulding's (2002) emotional intelligence is also registered when working alone and this is the ability to motivate oneself, exercise self-control, manage one's emotions, recognise others' emotions, and handle relationships.

Based on all these literature, as a researcher I may assume that teachers at Samora Machel should balance the use of varieties of learner centred strategies not to often rely on only one strategy.

Add the analysis of the table here, and the percentages, please Observing attentively the table about the students participation frequency across various classroom activities, it is clear that teachers of English at Samora Machel secondary school often give individual tasks to their students. As you can see in the table 171 students out of 180 corresponding to 95% said that they often do the individual ones. Still in this table about pair works 131 students out of 180 corresponding to 72.7% said that it seldom happens. What as to do with the use of group works most students (128 out of 180 corresponding to 71.12% said seldom do tasks in groups. As well as debate 138 students corresponding to 76.6% said that seldom debate in English and 42 students who almost belong to the same stream according to the situation of the school said that they have never held a debate during English classes. As a researcher I can conclude that teachers of English at Samora Machel Secondary school hardly ever use collaborative and cooperative methods during their classes which could guarantee the students exchange and sharing of experiences, opinions, thoughts and ideas during classes. and that could contribute a lot for students improvement and achievement.

Table 8. Student participation frequency across various classroom activities

Activities during English classes	Often	Usually	Sometimes	Seldom	Never
Pair works	0	0	49	131	0
Group works	0	0	52	128	0
Individual tasks	171	9	0	0	0
Role plays	0	0	0	0	180
Oral tasks	0	0	32	148	0
Debates	0	0	0	138	42

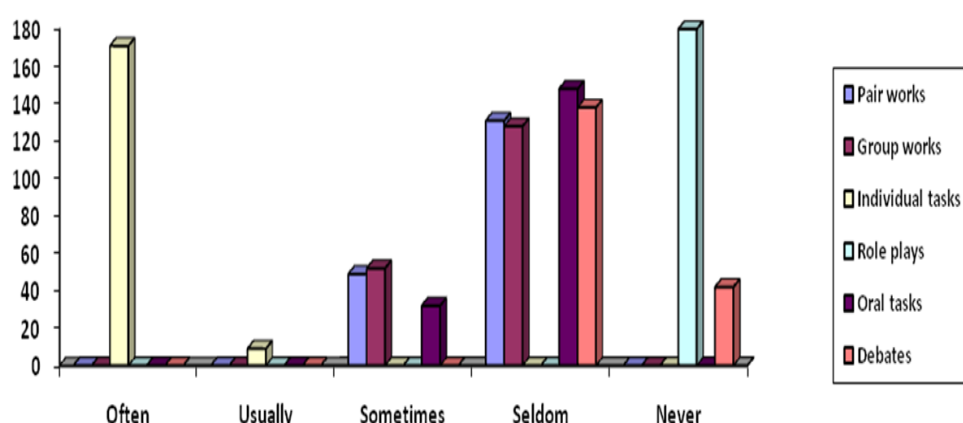


Fig. 10. Graph showing Student participation frequency across various classroom activities
(Agostinho Cavele, August 2024)

4. CONCLUSIONS

The learner-centred approach to teaching English as a Second Language is gaining ground, and more teachers are beginning to subordinate teaching to learning. There is no doubt that the learner-centred approach provides a practical and viable alternative to the traditional teacher-centred approach to activate learners, and to help them find out for themselves the grammar rules. Learner-centred teachers try to do their best to help their students learn the second language by themselves as much as possible, and they pay special attention to learners' needs when they are preparing the syllabus, the materials or the texts they are going to use in the classroom, because they are sure all that effort is going to bring bright or positive impact in teaching and learning process. The learner-centred approach to teaching a second language offers a stimulating, effective and rewarding alternative to those teachers who are willing to try something different and promising instead of going over the same old familiar ground.

And through this study, the researcher has come out with the following conclusions that the implementation of learner centred approaches in Education especially in Teaching English as a Foreign Language is a very important issues because it enables students to become active participants of the learning process and take responsibility for the study outcomes as they would have a possibility to accordingly choose the further study program and participate in different mobility programs.

In the context of Samora Machel Secondary School the adoption of learner centred approaches to Teaching English Language was found out that these approaches are adopted but not accordingly because the students' performance is not that expected. Because during debates, discussions in pair or groups learners usually use Portuguese or local languages. And it brings challenges for teachers in controlling and motivating learners to use English languages.

5. LIMITATIONS OF THE STUDY

The researcher recognises some limitations during the process of conducting this research study because:

- This study took place at one school at a certain period (2024) and from there up to now things might have changed but the topic is still relevant for the resolution of similar problems at the same school or in others.
- This study only interviewed the headmaster, deputies, teachers of English and questionnaire for grades 11 and 12 students for the future implementation of learner-centred approaches in this research context. And the classes observations were also integrated or planned for only teachers of English.

6. RECOMMENDATIONS AND SUGGESTIONS OF THE STUDY

After careful deliberations on the findings of this study, the following recommendations would greatly enhance the use of aforementioned

learner- centered teaching methods in English lessons which would in turn lead to better student performance.

6.1 For the Government and School

The school and government should support the building of libraries with sufficient learning materials especially English resources which could please the students' needs; Enough visual aids should be availed at school to enhance use of multimedia resources; The school should also support internal competitions among students and give prizes as a way to motivate them for even and active participation during the learning and teaching process; The school should run and promote workshop about learner centred approaches; There is a need of close cooperation among many levels of management to support the development of learner-centred approaches, from the lower to higher levels because it helps to limit challenges from external factors and support internal factors when implementing learner-centred approaches. There is a need of creating partnership with some companies and other organisations for building more classrooms to reduce the number of students in a classroom in the context of social responsibility.

6.2 Recommendations for Further Research in Implementation of Learner Centred Approaches

The findings of this study have led to discovery of areas of concern; some from the limitations of this study and others from findings that came up from the study. The study would specifically recommend that:

Similar studies should be carried out in the whole district, province and nation in order to draw definite conclusions if the findings of this study apply to other schools of the district, province and nation. And should also be carried out in other subjects to find out better strategies which each subject should use to implement the learner centred approaches for the betterment of the quality of Education in Mozambique.

All the Education stakeholders should understand that English is essential for someone, community or nation success in business, communication and technology and development. The reason why its teaching should be taken into consideration and seriousness. The desired goals of English

program in Mozambique in the learners include what the government hopes that children will achieve in three different areas: content, processes, and attitudes. These all are accomplished when learner-centred approaches are implemented for the purpose of improving English teaching methods. It is found out through this study that there is a positive degree of influence on the implementation of learner-centred approaches in the teaching and learning of English, if teachers regularly implement or use learner-centred teaching method to improve the effective teaching and learning of English activities. Therefore, there is need for teachers to ensure that learners are not passive in classrooms but consider interaction with the active learning. And they should adopt constructivist approach when preparing for instruction in English in order to bring up a new generation of science and to foster English thinking by viewing young children as active learners and give them varied opportunities to explore more about the power of the language. Moreover, teachers need to consider the classroom learning content management in order to capture the learner attention during classes.

6.3 Suggestions and Recommendations of the Study for the Ministry of Education and Human Development in Mozambique and Teachers of English

The ministry of Education and Human Development should guarantee the preparation of teachers for the implementation of learner centred approaches; Monitor the process of implementation in schools; Recommend schools to identify students with slower learning problems and encourage to be active, encourage action research for teachers to find out the students' problems; Promote workshops focusing on implementation of learner centred approaches and guarantee the feedback and evaluation of the process.

Teachers of English should: give more opportunities learners to practise the language; Allow learners to share their past experiences with others, creating real situation and authentic learning experiences; Encourage learners to maximise the use of English; Act as facilitators, provide tasks at the level of the learners and; Avoid always correcting learners during their participation in certain tasks. They should do it if necessary. reduce their talking time and maximise the students' talking time giving

opportunity for students to practise; Often use cooperative strategy because it promotes learning, higher level of thinking, prosocial behaviour, and greater understanding of students with diverse learning and social adjustment needs; Research on students' problems and they should try to find out about their students' needs; Be aware of how to implement these approaches and how to deal with the problems that may arise such as large and crowded classrooms, mixed-ability classes, the difficult faced by students which need the teacher's interference by putting things across through confident students or acting it out by oneself; Pay special attention to learners' needs when they are preparing the syllabus (scheme of work), the materials or the texts they are going to use in the classroom.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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