THE USE OF LEARNER CENTRED TECHNIQUES IN THE TEACHING OF ENGLISH LANGUAGE IN SELECTED SECONDARY SCHOOLS OF LUNDAZI DISTRICT.

By

NYIMBILI FRIDAY

A dissertation submitted to the University of Zambia in Partial fulfillment of the Research requirement for the award of the Master of Education in Applied Linguistics.

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THE UNIVERSITY OF ZAMBIA

LUSAKA

2016
DEDICATION

I dedicate this dissertation to the hard working women behind this success. My ever loving mother Regina Safuke whose back I enjoyed when I wept after a good beating because of being naughty at times. My lovely wife Mirriam Mumba Nyimbili, who sacrificed her time and resources towards my academic achievement. My son for being kind to my computer and my lovely daughter who missed my fatherly love. Your patience has built this piece of writing.
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AUTHOR’S DECLARATION

I, Friday Nyimbili, do hereby declare that, the use of learner centred techniques in the teaching of English language in the secondary schools of Lundazi District, is my own piece of writing. All the works of other persons cited have been dully acknowledged and that this work has never been submitted or presented for any degree at any University for similar purposes.

Signature of author: …………………………………………………………………………..

Date: ……………………………………………………………………………………………

Signature of supervisor: ………………………………………………………………………..

Date: ……………………………………………………………………………………………
APPROVAL

The University of Zambia approves the dissertation by Nyimbili Friday as a fulfilling part of the requirements for the award of the degree of Master of Education in Applied Linguistics.

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ABSTRACT

The purpose of the study was to investigate the use of learner centred techniques in the teaching of English language in the secondary schools of Lundazi district of eastern province. The objectives of the study were to: establish the nature of classroom activities which facilitate the teaching and learning using the learner centred approach; establish how children were learning English using learner centered techniques; identify the attitudes of the learners towards learner centered techniques in secondary schools of Lundazi District; and identify the challenges in using the learner centered activities in the secondary schools of Lundazi.

The research design for the study was a mixed method which adopted a concurrent triangulation. The population comprised of all the secondary schools of Lundazi District, its teachers of English and grade 12 learners of 2015. The sample size was 100 respondents. 72 respondents were pupils, 24 were teachers of English while 4 were heads of departments for languages in the secondary schools. Random sampling was used to select pupils and schools while purposive sampling was applied on teachers and heads of departments. Focus group discussions were used to collect data from 32 learners and 24 teachers while 39 answered a likert scaled questionnaire and 4 heads of departments were interviewed. Microsoft excel was used to analyse quantitative data while thematic analysis was used to analyse qualitative data.

Findings of the study indicated that projects, field trips, debate, group discussions, pair work, quizzes, question and answer, role play and drama were the classroom activities used to teach English in learner centred approach. Learners were taught in groups which were too large with limited teaching and learning materials. Learners preferred learning English using the learner centred techniques despite teachers not using them regularly. The numerous challenges unearthed included; inadequate teaching and learning material, over enrolment, rushing to cover the whole syllabus and teaching to make children pass examinations. The study recommended that teacher training institutions should use learner centred approach to train teachers so that teachers could also use the techniques learnt to teach learners. Government should control enrolment in government schools so that quality learning can be realized through teaching English using learner centred techniques in the secondary schools.

**Key words:** Learner centred techniques, teaching English, Lundazi District.
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**ACRONYMS AND ABBREVIATIONS**

<table>
<thead>
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<th>Acronym</th>
<th>Description</th>
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<tr>
<td>LCT</td>
<td>Learner Centred Techniques.</td>
</tr>
<tr>
<td>DRGS</td>
<td>Directorate of Research and Graduate Studies.</td>
</tr>
<tr>
<td>UNZA</td>
<td>University of Zambia.</td>
</tr>
<tr>
<td>UNESCO</td>
<td>The United Nations Educational Scientific and Culture Organisation</td>
</tr>
<tr>
<td>SARE</td>
<td>Southern African Review of Education</td>
</tr>
<tr>
<td>IICBA</td>
<td>International Institute for Capacity Building in Africa (IICBA)</td>
</tr>
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CHAPTER ONE
INTRODUCTION

1.0 Introduction.
This chapter presents the background information to the study on the assessment of the usage of learner centred techniques in the teaching of English in Lundazi District of Zambia. It will also discuss the statement of the problem, the purpose of the study, research objectives, research questions, research hypothesis, significance of the study, limitations of the study, delimitation, theoretical framework, operational definitions of terms used in this dissertation and the ethical considerations. The last section will be a chapter summary.

1.1 Background

The term background has been defined by Kasonde-Ng’andu (2014) as a brief overview of the problem the researcher aspires to tackle. Tromp and Kombo (2014), noted that the background section in the dissertation refers to the setting or position of the study. It helps to convince the reader that the problem or opportunity exists and that it should be addressed. Tavakoli (2012) notes that a background to a study is a knowledge giver on the problem emanation and how you think it has to be addressed. The next paragraphs outline the background of the study.

Traditionally, teachers direct the learning process and students assume a receptive role in their education. With the advent of progressivism education in the 21st century, and the influence of psychologists, most countries have replaced traditional teaching approach which focused on how teachers taught (teacher centred) and have adopted how learners learn (learner centred) (Blumberg, 2008). According to Simasiku (2011), learner centered learning is an approach to education focusing on the needs of the learners, rather than others involved in the educational process. The learner centered paradigm departs from the traditional teaching methods (lecture methods) by focusing on learners more than teachers and learning more than teaching.

According to Du-plessis and Muzaffer (2010), Froebel developed a teaching method that recognized child’s play as one of the main ways that facilitates learner centred lessons. Since language may be learnt through similar principles of play and interaction with the pupils around,
learner centered techniques should be the best and suitable techniques of teaching a language like English which has limited learning and teaching materials in secondary schools of Lundazi District.

In this case, teaching techniques must give room for active involvement and participation of learners in the learning process. Teachers should structure their classes in a manner that facilitate this active learner role. This will mean organising learners in smaller or larger groups, or pairs, or working with them individually (Rodgers and Richards, 1992). It will also mean using teaching techniques that fit the purpose and content of the lesson and at the same time encourage active learner participation. This includes for example, explaining, demonstrating, posing questions, checking for understanding, helping, providing for active practice, and problem solving (MOE, 1992). Learner centered techniques acknowledges the importance of the learner in the teaching and learning process yet the instruction is broadened to include other activities that produce desirable learners’ outcome. The government is advocating for the usage of the learner centered techniques in the teaching of English language at senior secondary school level and other didactic techniques which make the child be at the centre of the lesson. This is evident from the senior secondary school English teacher’s and pupil’s books which are structured through various learner centered techniques or activities which needs to be followed by the teachers. The communicative language teaching approach is learner centred based in theory. The Zambian syllabus is text based and has CLT activities which are followed. However, this study never went into the theory of language teaching. It focused on how the learner-centered techniques were used to teach English language in the secondary schools of Lundazi District.

1.2 Statement of the Problem

Sampson (2005: 24) defines statement of the problem as, “…a statement that typically takes the form of a concise question regarding the relationship between two or more variables.” With regards to Kothari (2004: 24), a research problem, in its general terms, “refers to some difficulty which a researcher experiences in the context of either a theoretical or practical situation and wants to obtain a solution for the same.” Kasonde-Ng’andu (2014) says a statement of the problem refers to an issue or concern that puzzles the researcher. With these definitions, the next paragraph outlines the statement of the problem or research problem of the study.
The teaching of English in Zambian schools has mainly been done through teacher centered or lecture methods for a long time. One of the reasons for this is that the schools do not have adequate facilities to foster effective learner centered techniques (MOE, 1992). In the recent past, learner centered techniques have emerged as an alternative and complementary form of lesson delivery and have been accredited in a variety of ways such as, avoidance of boredom, durability of learnt material and proper understanding of teaching points. Of late, policy documents in education like the syllabus and books for teaching English at senior secondary are based on learner centeredness. The teachers in the colleges and universities are trained to use the learner centered techniques to teach English language in the Zambian schools. Despite this surmountable effort from the government, there is no clear evidence on the use of learner centered techniques in the teaching of English language by teachers in secondary schools of Lundazi District.

1.3 Purpose of the study.
According to Locke et al. (2007), the purpose of the study statement indicates, "why you want to do the study and what you intend to accomplish" (p. 9). Creswell (2009) notes that the purpose statement in a research conveys the overall intent of a proposed study in a sentence or several sentences. Simpson (2005) observes that the purpose of the study statement sets the objectives, the intent, or the major idea of a proposal or a study. In this study, the purpose was to assess the use of the learner centered techniques in the teaching and learning of English in secondary schools of Lundazi District.

1.4 Objectives of the study.
Kombo and Tromp (2014:38) perceive an objective as,”… a specific statement relating to the defined aim of the study.” Kasonde-Ng’andu (2014) also echoes that objectives are the successive steps presented in behavioural terms that the researcher needs to take in order to answer the research questions. Marczyk, DeMatteo and Festinger (2005) also note that objectives involve defining the general purpose and goal of the study. Having given the definitions, the study sought to address the following research objectives:
4.1.1 Main objective

The main objective of the study was to assess the use of learner centred techniques in the teaching of English in Lundazi District of Zambia.

4.1.2 Specific objectives

The study was guided by the following specific objectives. To:

i. establish the nature of classroom activities which facilitated the teaching and learning using the learner centred approach;

ii. establish how children were learning English using learner centered techniques;

iii. identify the attitudes of the learners towards learner centered techniques in the secondary schools of Lundazi District; and

iv. identify the challenges in using the learner centered activities in secondary schools of Lundazi.

1.5. Research Questions

In the view of Kombo and Tromp (2014), research questions are issues that the researcher seeks to address. In the same vain Mackey and Gass (2005), intimates that a research question is a question that will be addressed or investigated in a study. Meanwhile, Creswell (2009) said that a research question is a broad question that asks for an exploration of the central phenomenon or concept in a study. This study sought to address the following research questions.

1.5.1 Main research question

How were teachers using the learner centred techniques in the teaching of English language in the secondary schools of Lundazi District?

1.5.2 Specific research questions

The study was guided by the following specific research questions:

i. What classroom activities were teachers using in their teaching of English?

ii. How were learners leaning English using the learner centred activities?

iii. What attitudes did learners have towards learner centred techniques in secondary schools of Lundazi District? And;
iv. What were the challenges in using learner centred techniques in secondary schools of Lundazi District?

1.6. Significance of the study.

The significance of the study section in research elaborates on the importance and implication of a study for researchers, practitioners and policy makers (Kasonde-Ng’andu 2014). Kombo and Tromp (2014) observe that the significance of the study section outlines the significance or importance of the issue at hand. Creswell (2009) views the significance of the study as a writing that aims at conveying the importance of the problem for different groups that may profit from reading and using the study.

To this effect, the significance of the study was that the findings might be useful to teachers, teacher educators, education administrators, curriculum developers, policy makers and other stakeholders who may find this information relevant. Through the various views from the teachers and learners, policy direction may be changed to suit the successes and challenges teachers and pupils were going through in the teaching and learning of English using learner centred techniques.

1.7. Delimitation.

Delimitation, according to Ghosh (2013), is the boundary created by the researcher for the sake of the research. With regards to Kasonde-Ng’andu (2014), delimitations are factors that affect the study over which the research generally does have some degree of control. She further says that delimitation describes the scope of the study or limits for the study. Tavakoli (2012) observes that delimitation means to localize the problem in terms of class subject; group and period in which a researcher perceives the problem. The delimitation of the study was on the assessment of the usage of learner centred techniques in the teaching of English in selected secondary schools of Lundazi District. It targeted the learners who were in grade twelve and learning English. It was also limited to teachers who were teaching English to grade twelve in selected secondary schools of Lundazi District.

1.8 Theoretical framework
A theoretical framework has been defined by Kombo and Tromp (2014: 56) as, “…a collection of interrelated ideas based on theories.” Kasonde-Ng’andu (2014) asserts that a theoretical framework is a set of prepositions derived from and supported by data and or facts. According to Tavakoli (2012), a theoretical framework is a composed set of related assumptions that guides the research argument on a given research topic. The study on the assessment of learner centred usage in the teaching of English language in secondary schools of Lundazi District was therefore based on the constructivists’ theory of learning.

**Constructivist Theory of Learning**

Learner centred was first advocated for by Dewey (1933). He thought that learners should be given enough choices in their learning environment. A class should be democratic in other words. Many scholars like Kinnucan-Welch and Jenlink (1998) have questioned the extent of this freedom in a classroom situation. The teacher’s role is neglected in this case. The humanistic theory too is another psychology which pushed for learner centeredness although it was not aimed to be a teaching theory. Carl Rodgers and Abraham Maslow developed this theory. Munsaka (2014) wrote that the humanistic theory has been used to create school and classroom atmosphere in which learners can freely pursue their goals and tap into their full potential. This theory lacks active learner participation for it to guide this study.

In recent years, the constructivist theory of learning has emerged as one of the preferred theories used when transforming teaching practices. Expanding on the work of John Dewey (1933), scholars like Piaget (1966), Mezrow (1978), Vygotsky (1978), Glaserfeld (1995), Fosnot (1996), Anderson, and Herr (1999; 2005) have provided a strong rationale for teaching from the constructivist perspective. Constructivism represents a shift from teaching that is based on behaviorism to teaching that is based on cognitive theory. Constructivism is a learning theory based on the premise that individuals construct their own understanding of the world by reflecting on their own experiences. Social Constructivism was appropriate for this study because it holds that individuals generate their own rules or beliefs. This helps them make sense of their experiences.

**Social Constructivism**
Social constructivism is mainly associated with Vygotsky, and hence the reason why it is sometimes referred to as Vygotskian constructivism. Munsaka and Matafwali (2014) notes that Vygotsky believed that culture provides the unique ingredient that determines how children’s cognitive development progresses. It is this form of constructivism that emphasizes the role education plays in people’s social transformation. Social constructivists believe that an individual’s development is influenced by the socio-cultural context within which they live. They see an individual’s development as being derived from a group of social interactions in which culturally shared meanings are internalized (Stofflett, 1998).

It is believed that the individual’s interactions with the environment will help in constructing knowledge that changes not only the individual but also the environment. With this view, children’s interaction in a conducive learning environment makes the child to learn through others by sharing ideas, discussing and presenting to the class among the many methods. Learner centeredness enables the children to be brought together and work as a group to solve a problem. This collaborative learning is what Vygotsky said to be making the children learn through the Zonal Proximal Development, (ZPD). Lightfoot et al. (2009: 24) define ZPD as,’.. the gap between what children can accomplish independently and what they can accomplish when they are interacting with others who are more competent.’ It is from this reasoning that the Vygotskian theory seems appropriate for the assessment of the learner centred techniques study in teaching English. Language learning calls for meaningful interaction in a conducive social environment which is a classroom. Through learner centred activities in a social environment

Teaching that is based on the constructivism theory of learning is based on the belief that learning mainly occurs when students are actively involved in meaning making and the construction of knowledge through meaningful interaction (Vygotsky, 1978). It is also argued that learning does not occur in isolation. Learning occurs when students interact with new knowledge, the learning environment, as well as with other students’ past experiences (Dershem, 1996). These interactions change the pre-existing knowledge of the students. Thus, what is learned is not just based on an individual's past experiences, but rather on the collective experiences of the entire community of learners. This implies that students are actively involved in the learning process. The teacher, as
facilitator, fosters critical thinking and helps create motivated and independent students (Kwo, 1994).

The essence of learner-centered teaching is where students are active in creating their own knowledge. Knowledge is seen as being created, discovered, and experienced by both the students and the teacher, (Fardanesh, 2006). In this environment, students have the opportunity to personally take responsibility and exercise their own initiative by controlling the classroom setting with their varied life experiences. The constructivist teacher will empower students and help them construct and interpret their own understanding of knowledge. This challenges the traditional classroom dynamic by allowing the student to be the main architect of the learning process. The social constructivism has become the preferred theoretical framework for assessing the teaching of language using the learner centred techniques in secondary schools.

1.9. Definition of Terms

Definition of terms in any study is very important so that the reader can understand your work better. Kasonde-Ng’andu (2014) calls this section as operational definition of terms which she says these are the terms used in the study that are extraordinary or not widely understood by everybody. According to Blessings and Chakrabarti (2009), definition of terms section provides a vivid meaning of synonymic terms used in a particular study. Marczyk, DeMatteo and Festinger (2005) comment that the definition of terms section makes the reader to use the words in a particular report the way they have been defined and used by the writer. The following key concepts in this study were used as defined below;

*Learner centred teaching* - is a broad teaching technique that utilizes active learning instead of lectures, holds students responsible for their learning, and uses self-directed and or group collaboration cooperation in learning.

*Learner centred* - Describes a concept and a practice in which students or learners learn from one another. This also means *student centred*.

*Learner centred techniques* - The teaching that involves using classroom activities like, role play, drama, discussions, field trips, projects, debate and quizzes among others. The activities which
make children to take an active role and participate in the teaching and learning process while the teacher facilitates the learning process only.

*Technique* - Means the different kinds of classroom activities which facilitates learning.

*Classroom activity – Technique*

*Approach* - Different theories about the nature of language and how languages are learned

**1.10. Ethical considerations**

Research ethics deals primarily with the interaction between researchers and the people they study (Macks, Woodsong, Macqueen, Guest and Namey 2005). Marczyk, DeMatteo and Festinger (2005) consider ethics in research as codified principles which are intended to ensure that researchers consider all potential risks and ethical conflicts when designing and conducting research. Moreover, these principles are intended to protect the participants in the research. Tavakoli (2012) defines ethical considerations as guidelines or sets of principles for good professional practice, which serve to advise and steer researchers as they conduct their work. This study considered the following research ethics. Firstly, no names were published and mentioned in any part of the report. An informed consent form the researcher was filled in before the interview or discussion could start. Lastly, participants were aware that they were free to withdraw as participants at anytime if they did not feel comfortable with the discussion.

**1.11 Organisation of the dissertation**

This dissertation was organized in the following manner;

Chapter one looked at the background of the study on the usage of learner centred techniques in the teaching of English language. It also presented state the statement of the problem, purpose and the objective of the study. Presented were also the research questions, significance of the study, delimitation and the theoretical framework. Lastly, definition of terms, ethical considerations, organization of the dissertation and the chapter summary came last. Chapter two reviewed different literatures which were related to the research topic from different studies in so as to provide an in-depth understanding of the topic at hand. Chapter three looked at methodology. This presented research design, target population and sample size. Sampling techniques was followed by the research instruments, data collection procedures and data analysis methods. After the study limitations, the chapter summary was discussed last.
Chapter four presented the findings of the study. Chapter five discussed the findings of the study in relation to other researcher’s views, findings and critiques on the topic. Chapter six presents the summary and recommendations of the study. The last parts provided the references used in the study, photocopies of relevant letters of permission and lastly was the attachment of the research instruments used to collect data.

1.12. Summary of chapter one

The chapter started with an introduction which was merely an overview of the main discussion. All topic concepts were defined to provide a discourse meaning for the study. The statement of the problem has been put forward, purpose of the study and objectives have been discussed too. The chapter has also discussed the research questions, significance of the study, delimitation and theoretical framework. Ethical considerations are the last ones to be discussed. The next chapter will present a review of literature relating to the studies conducted on the usage of leaner centred techniques in the teaching of English language in different parts of the world and Zambia in particular.
CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The previous section presented the background of the problem. It looked at the statement of the problem, objectives, research questions and ended with a chapter summary. This section presents a review of literature relevant to the usage of learner centered techniques to the teaching of English language. The term, Literature refers to the works the researcher consulted in order to understand and investigate the research problem. Literature review therefore, is an account of what has been published on the topic by endorsed scholars and researchers (Kombo, 2006). Creswell (2012) defines literature review as a written summary of journal articles, books and other documents like conference papers on the topic of your research. Kasonde-Ngandu (2014) notes that literature review assists in developing the researcher’s knowledge, and identifies the boundaries of previous research, therefore, focusing and justifying the research problem. Through the review of literature, the researcher was able to understand the parameter of the study. It also allowed the researcher to unveil the gaps in the studies conducted by various authors. These gaps included the research instruments used, the population and sample size, type of the country and the subjects and fields in which research was conducted.

This chapter begins with the understanding of what learner centered teaching and learning is from different sources. It will establish the classroom activities which facilitate the teaching and learning using the learner centered approach. The section will also establish how children learn using learner centered techniques. Later, it will identify the attitudes of the teachers and learners towards learner centered techniques in secondary schools. Lastly, various challenges of using learner centered activities in secondary schools will be discussed. Objectives of the study were used as subheadings for proper guidance.

2.2 Definition of learner centered techniques

The emphasis on Learner centered techniques in the African education system has been in existence for a good number of years. The United Nations Educational Scientific and Culture Organisation (UNESCO) and the International Institute for Capacity Building in Africa (IICBA) have committed their time to enhancing the quality of education in Africa assisting in capacity
building and promoting learner-centered education (UNESCO and IICBA, 2011). A number of African countries have been reforming the traditionally common teacher-centered curriculum which employs authoritarian lecture style and promotes rote learning. In the 2000s, Ethiopia, Mali and Tanzania have instituted policies specifying that teachers should use pedagogical approaches that engage students and make learning more interactive (SARE, 2013) and (Guthrie, 2013).

National curricula in Zambia, Botswana, Ghana, Kenya, Senegal, and South Africa among others seek to promote skills like problem solving, discussions, creativity, interpersonal relation, critical thinking and analysis in classrooms and after school skills (SARE, 2013). The main purpose of these educational reforms is to enable teachers to move away from rote learning to self centered learning, where learning actively participate in the generation of knowledge through inquiry among students as they develop research skills (Henson, 2001). How the teachers were changing to learner centered techniques in their teaching of English in Zambia is what this research sought to investigate.

In the context of teaching, scholars such as (Brodie, Lelliott and Davis, 2002; APA, 1997; McCombs and Whisler, 1997; Pine and Boy, 1977; Robertson, 2005; Weimer, 2002) have defined learner centered teaching with slight variations. They said learner centered teaching is involving learners in the learning situation where they act as knowledge manipulators. The children too are said to be in control of the learning environment while the teacher facilitates the process because learners were the ones to gain knowledge. However, there seems to be a common understanding on how the ingredients which should constitute the definition. McCombs and Whisler (1997:9) define learner centered teaching as:

*The perspective that couples a focus on individual learner (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are effective in promoting the highest levels of motivation, learning, and achievement for all learners). This dual focus then informs and drives educational decision-making. The learner – centered perspective is a reflection of the twelve learner-centered psychological principles in the programs, practices, policies, and people that support learning for all.*
Other scholars have simpler ways of looking at learner centered teaching and learning in the education system in the world. Zohrabi, Torabi and Baybourdiani (2012) observe that student centered learning or active learning is a method of instruction in which the student is in the center or focus and the teacher has the least impression in (grammar) language instruction. The teacher in the learner centered is a facilitator while the learners play the central role in the classroom activities. Learners have freedom in such a learning environment than the authoritarian class.

In other words, the learner centered approach means self and life-long education. Teachers should change their traditional roles from teacher to coordinator and from material users to teaching material providers (Baldauf and Moni, 2006). The learner has to learn and not to be taught. This means that a learner should be involved practically in the learning process with the taking up of the major role in class. The teacher should provide activities that should make the learners interact and share knowledge, experiences, failures and successes in order to have new experiences.

Surrounding these definitions, a principle by all proponents and researchers of the learner centered approach suggests that learning in making learners interact and share experiences with a view of creating or refining the existing knowledge (Guthrie, 2012). This is that learner centered approach is based on the philosophy that the student or the learner is at the heart of the learning process. This is a notion which underlies all attempts at applying the learner centered approach (Attard, Di Ioio, Geven and Santa, 2010). Whilst this means that the student is the focal point of the process, the role of the teacher remains paramount, particularly when one considers that students are not all the same.

From the different definitions, it is clear that the learner centered approach has specific classroom activities which enable it be identified as a distinct technique of teaching. English language is taught in a social setting which involves interaction and active participation by the learners whose motive is to use the target language (Vavrus, Thomas and Bartlett, 2011). The learner centered classroom should have specific learning activities thereof.

2.3 Learner Centered Techniques (activities) in English
There are a number of examples for learner centered activities used in the teaching of English in Zambia and the world in general. Some of the notable learner centered activities used in English are as follows.

2.3.1 Group work

The size of groups directly influences the amount of possible “talking time” each student has so that every learner is given a chance to contribute some knowledge to the group. Jones (2007) says that group work involves a collection of pupils with different ages put together in one place for the purpose of them generating ideas through interaction. Jonson (2013) added that group work provides a platform for learners in a class to employ their thinking skills and share knowledge in a calm environment directed by fellow peers. A group can be any number above a pair. Group work uses interaction between learners in groups depending on the kind of assignment given and size of the classroom. Kagen (1995) noted that group work gave pupils the opportunity to work together on a task with a common goal thereby developing essential social skills.

The basis of learner centred approach in the teaching and learning of language is to make the children interact and generate knowledge through experience. Carusa and Wooley (2008) hold the view that through group work, learners of English are encouraged and motivated to develop critical thinking communication and decision making skills regarding what to say, how to say and what they want to say before others. Such a skill enables learners to only say what is viewed as worthy to other learners regarding the lesson at hand. Jones (2013) notes that group interaction in a language class promotes peer to peer interaction while collaborative thinking can lead to an abundance of knowledge and spoken linguistic competence.

A study was conducted by Lynch (2010) on ‘Student Centred Learning: The Approach That Better Students, in Virginia USA.’ His sample consisted of college students and lecturers at a polytechnic college. Interviews and focus group discussions were used to collect data from the students and lecturers at the college. The findings were that teaching English involved a number of techniques like discussions, drama, role play, debate and projects among others. He emphasized that using group discussions enabled learners to use the target language since they come from different linguistic background. The study by Lynch had positive findings which are worthy considering by
teachers and the education fraternity if they are to consider using learner centered techniques in class. As much as his study focused on college students and lecturers, this study was anchored on the pupils in secondary schools and the secondary school teachers in Lundazi District.

A research in Malawi was conducted on how learner centred approach were being implemented in schools by Brian and Chiphiko (2014). They found a number of imbalances. Interviews were conducted in rural primary schools with teachers, pupils and parents on how they taught and learnt in schools regarding the teaching methods. The duo recorded that teachers in schools were unable to use learner centered techniques like group work effectively among others due to the large numbers of pupils in classes despite the lesson plans showing activities. The research does not specify the subjects where the group work activities did not work in the Malawian schools. This study investigated the learner centred activities teachers used to teach English language in the Zambian secondary schools of Lundazi District amongst grade 12 pupils.

The usage of learner centred activities in sub Saharan countries is not effectively implemented despite the governments documenting policies compelling teachers to use the approach (Eli, 2013). Guthrie (2011), Tabulawa (1998), Mtika, (2012), Brian and Chiphiko (2014) and Simasiku (2012) have all seen the need for African countries to change teaching and learning approaches with caution and not with donor funding. The Zambian curriculum and the senior English syllabus states that

\[... \text{the onus is on the teacher to find different methodologies for effective teaching. The activities would include individual work, pair work, group work, role playing of different situations and class presentations, (MoE, 2012:23).}\]

It is clear that the teaching of English is supposed to be learner centred characterised with activities like group work. Research has its own findings of the extent to which group work is used as a learner centred technique in the teaching of English. A research to determine if learner centred activities like group work is used in the teaching of English language in Zambian schools is inevitable.
2.3.2 Pair work

Pair work is one of the most effective ways of engaging learners into using a target language in a classroom situation for practice (Adams, 2008). Brown (2008) defines pair work as a classroom activity which involves learners to have a one to one discussion with each other on a given topic or question. Adams (2008) notes that pair work is the most abused learner centred activity which makes learners to directly discuss a given topic and get feedback immediately. Johnson (2013) concurs that pair work is widely used in the teaching of language for obvious reasons; learners are forced to interact, share ideas and review their new knowledge as partners while using the target language. This partnership creates friendliness amongst learners and enhances communication. Different researches in pedagogy have yielded different merits and demerits regarding the use of pair work activities in the teaching of English language in the different parts of the world.

Research in Europe on learner centered teaching and learning has provided another dimension in the education system. Coskun (2012) in a study conducted in Turkey on the application of communicative language activities in English amongst high school learners. He used a quantitative research design. The findings were that communicative activities were widely used by teachers to teach English in secondary schools of Turkey. He also found that pair work was an effective learner centered activity in language class because learners talked, interacted and progressed in their knowledge sharing on a given topic. Learners were able to shy away and openly use the target language in the classroom. Despite the study presenting enough evidence on the findings, it does not point out the area whether the research was in the rural, urban or town schools. This study was carried out in the rural secondary schools of Lundazi District of Zambia.

Studies in Africa have a different perception regarding teaching using learner centered approaches. Harber (2006) in his study named Democracy, Development and Education in Gambia had good recommendations regarding learner centered teaching. He recommended that African schools need to use learner centered activities in the teaching of English language because English is not the first language, but it is spoken and learnt as second third or fourth language. He used a mixed method design of data collection and his findings indicated that the usage of interactive activities like pair work, group discussions and projects in teaching English language was a milestone in ensuring learners use the language for the intended purpose. Zambia being a multilingual nation
with more than seventy tribes learnt as first language for the children unlike Gambia. The research in question had lapses in that it did not only tell the population, but it did not clearly state the theoretical framework used in the study. In order to answer the stated research questions comprehensively, this study employed the social constructivism theory as a framework and it targeted the teachers and pupils being the people concerned in the teaching and learning process.

2.3.3 Project based learning

Project-based learning combine’s visual, listening, and practice as tools to help students remain interested and remember information. It can be used in all subjects from Mathematics to language and Arts (Faravan, 2006). Trips outside the classroom are an excellent ways to get students excited about learning due to their active involvement in the planning and knowledge generation. The aim of making children under take projects in language classes is to enable them speak and write correct English in order to function effectively in the social contexts (MoE, 2013). Cari (2014) says that projects are activities which the teacher and learners plan together but are under taken by the students outside the classroom. Such ventures are somehow a result of long term planning.

Projects are used to teach children interpersonal skills which involve research, information organisation and presentation. Faravan (2006) holds that children learn to be polite in information sourcing and develop courage to face people with the desired information. Involving learners in projects helps them to develop excellent listening skills and they listen for a purpose (Lynch, 2010). Therefore, involving learners in projects exposes them to listen to the target language, English, from different sources and people of the community and the world and this enables them acquire the perfect Received Pronunciation.

The Zambian senior secondary English pupil’s book has most units that contain a stage where the main activity is project work. This usually comes from a background of an extensive reading which gives the learners a hint of what they are supposed to do when they are asked to interview, find out from the community or develop some venture of knowledge construction. The MoE (1994:9) writes that,
“...as stated in the syllabus, project work gives the pupils the opportunity to put into practice many of their language skills including reference skills, note taking, composition and even nonlinguistic skills such as graphic design and illustration.”

Pham (2005) asserts that language learning is through practice. Language is a skill which needs acquisition, perfection and practice. This process takes some time hence projects are supposed to be used on learners who have learnt the language for some time and have acquired sufficient skills to use. It is not very clear in the Zambian context how the teachers in schools are involving the learners in projects in the English classes.

Chinese researchers, Wang, Jensen and Yeh (2011) looked at the characteristics of learner centered learning models and specifically dealt with project based learning in the Chinese schools. The research used classes which had a maximum of 28 students and it was a comparative study. The findings were that an effective project based teaching of language should be theme based and it should help learners to cognitively engage themselves through language use. The reporting skills of the learner’s findings are a good platform to their being courageous with public speaking. The study by the duo cannot be applied to the Zambian education system because the minimum number of learners in class is about 50. It is therefore, not clear on which language the researcher used for this study in order to come up with such conclusions since there is Chinese and English in their schools. This study was conducted on teachers and learners who used English language in their teaching and learning in Zambian secondary schools.

Other countries, just like Zambia, have a clear curriculum content which call for teachers to use projects in the teaching of English language to secondary school learners. This is done in the quest to promoting learner centered teaching and creative thinking amongst learners. In Iran, a study conducted by Zohrabi, Torabi and Baybourdiani (2012) on Teacher-centered and or student-centered learning in public schools of Iran had overwhelming findings. Their report indicated that most teachers were not conversant with teaching English language using project. Mtika (2012) also in his study on Developing Learner Centred Education among Secondary Trainee Teachers in Malawi reported similar findings. He echoed that teachers were not well trained to use learner centered activities from their colleges hence it was difficult for them to implement involving
activities like projects in teaching English language. He also cited lack of motivation from the supervisors and adequate teaching and learning materials to effectively give project activities to learners. The two studies do not state the actual grades of learners and the level of teacher training as either preschool or primary teachers used to come up with their conclusions. This study bounds on the grade 12 pupils in the English classes and the teachers of English in secondary schools.

Project based learning poses a challenge in the Zambia schools due to the large number of children in class. A study entitled ‘Improving the learner’s performance in matrix evaluation by using problem based learning approach in mathematics’ was conducted by Banda (2011) in Zambian secondary schools on the Copperbelt. He used quantitative methods of data collection and analysis. His findings indicated that projects can be useful to small classes with learners who are self motivated and are competent in language. The research method used was not sufficient enough to guarantee effective data collection and sound findings which can represent the truth on the ground. Despite Mathematics being a practical subject like English language, the best way of investigating this phenomenon was to use qualitative methods or a mixed method. It is for this reason that this study employed a mixed method and conducted a research in English language and not Mathematics.

2.3.4 Class discussion

Class discussion is one of the widely used learner centered activity in the teaching of English by most teachers. ThiHanh (2005) defined a class discussion as a formal conversation among learners which aims at exploring, examining and presenting views on a given topic initiated by the facilitator in a learning situation. Larson (1997) indicates that class discussion encourages student involvement, higher participation and it is effective since it helps in the development of learners’ cognitive skills, such as evaluation and synthesis. Class discussions are the simplest to organize and they need nothing to buy for the lesson.

According to Altan (2012), class discussions make learners to use English in their presentation making it an effective way to promote higher level of spoken language. It also consolidates the development of learner’s attitudes and advance learners’ capability for moral questioning. Townsend (1993) stated that genuine classroom discussions involve the exchange of questions and
perspectives among all participants. Class discussions provide interaction of purpose between the different ages of children in the class. The young are helped to understand certain concepts by the older and mature students so that both contribute to the topic at hand. With regards to Vygotsky (1978), meaningful interaction amongst children which is meant to teach each other and share experiences is what he called the zonal proximal development. The teacher as a facilitator should therefore ensure that children are grouped in a mixed sex and ages so that through experience they learn from one another.

A study was conducted by Lom (2012) to determine how classroom activities and simple strategies can be used to incorporate student-centered activities within undergraduate Science lectures. He noted that practical subjects like Sciences, Mathematics and languages should involve a lot of guided discussions facilitated by the teacher. A discussion should start from a simple topic which should also have simple answers. He recommended that groups should have a limited number of learners like five or six to enable everyone participate in the discussion. This study by Lom was done in a University and it is not clear if the students were in the first or final year of their studies. The study also does not give a justification on how many students were involved in the study. In addition, it was done with bias to science while conclusions included Mathematics and English. In order to have valid conclusions regarding the usage of learner centered techniques in the teaching of English language in the secondary schools of Lundazi District, this study involved grade 12 pupils learning English and the teachers of English in the secondary schools.

2.3.5. Debate

Debate is the one commonly used learner centred method which engages learners into a direct usage of English in class (Simasiku, 2011). Vavrus and Bartlett (2012) defined debate as a discussion between two parties which have contradicting ideas but willing to learn from each other. Kagan (1995:56) defined debate from a classroom point that

“... it involves a situation whereby the teacher gives a motion to two groups and one of them opposes the motion while the other group proposes. Afterwards a class discussion or presentation can follow.”
Debate is created by a provoking dialogue necessitated by a controversial topic. The topic makes the learners to have contradicting opinions thereby making the classroom divided in feeling, beliefs and point of view (Johnson, 2003). Scholars like Abbasiian (2011) added that learners have passive role in English classes and during the learning process they find that they know a lot about the English language, but can hardly say they know English. Therefore, a learner centred class facilitated by the use of debate compels learners to use English in class. Learners are encouraged to utilize the different linguistic competencies they have learnt over their school life. Debate engages learners into a mind provocation process which allows them to think actively.

A research was conducted to determine the prevalence of the formalistic paradigm in African schools by Guthrie (2013) and he raised a number of pedagogical concerns. He argues that African schools should continue using the formalist methods of teaching because teachers are not conversant with the learner centred activities which the democratic tendencies have come with. He further stated that it shall take more time to use the new methods, learner centered, because they do not agree with the cultural aspects of the African community. He also said that knowledge should be revealed to the learner by the teacher so that the learner can use it with time. The study has no specific names of countries in Africa hence such assumptions cannot be relied upon.

Another study was conducted by Barrett (2007) who centred on models of classroom practices in Tanzanian primary schools. He found that learner centred activities were cardinal to the teaching of English language in Tanzania. He further cited few activities like debate, role play, group work and class discussions to be effective activities. He further recommended that debate was a useful learner centred activity which was supposed to be used in language classes to enhance thinking, presentation skills and instill courage in learners to speak in public. Barrett’s research centered on the primary schools while this study centered on the secondary school pupils of English and their teachers in the secondary schools of Lundazi District.

Zambian researchers have also seen the importance of learner centred activities in the teaching of different subjects in Zambia. Simasiku (2011) conducted a research the usage of learner centred approaches to teach History in Mongu. He used a mixed method of data collection. He found that teachers were using debate irregularly in class and that pupils were interested in the activity while
teachers were not. History is different from English language because English is taught with more communicative interactions. The study for Simasiku was conducted in Mongu which is the Western Province of Zambia and his focus was History. This study was done in Lundazi the Eastern province of Zambia and its focus was the teaching of English language.

2.3.6 Problem-Based Learning or Problem solving

Problem based learning according to Kilpatric (2010) is a whole hearted purposeful activity proceeding in a social environment. He further stated that the teaching of problem solving falls under group work which tasks a team of students to work together and work out an assignment outside the classroom environment. Such a task takes days to be accomplished and every participant has a role to play. Santa (2010) mentioned that problem based learning does not provide the benefits at the time of the lesson, but it is days, weeks and or months after the lesson. Examples for problem solving in English include coming up with a performing drama and a poem. The learners work together, share ideas in the target language, practice the lines or parts and lastly, they perform to an audience.

A study was conducted by Zohrabi, Torabi and Baybourdiani (2012) on a topic entitled ‘Teacher-centered and or student-centered learning: English language in Iran. The sample consisted of primary school going children from about grade five to seven. The findings pointed out a number of barriers to effective learner centered activities teaching in Iranian English classes. They cited barriers like teachers not considering learners to be able to use the English language effectively because they did not give them enough practice time. The findings also showed that learners could not fully explain simple procedures using English to and could not fluently put across their thought. In other words, they could not solve their problems using language through formal interaction in their community and school life. These barriers can be genuine looking at the sample chosen for the study, primary school going pupils. This study took a different sample which involved a mature set of learners, grade 12 pupils in secondary schools of Lundazi District and their teachers were among the sample. This sample helped the researcher to draw valid conclusions regarding the usage of learner centered techniques in the teaching of English language in the secondary schools of Lundazi District.
Using problem solving as a learner centered teaching activity for English language, learners take an active role to create, integrate and generalise knowledge. A study conducted to ascertain the implications of learner centered methods in learner’s life (Sarkhosh, and Seifoori, 2015). The study was conducted in Mozambique in selected public and private universities. The researchers sampled learners who were argumentative and dramatists. They carried out in-depth interviews with them to find out the activities which they liked learning within their classes. The findings were that projects and problem solving activities promoted deep learning, Meta-cognitive skills, develop problem solving skills, creativity and learner engagement. Such activities also create a perfect understanding of language usage in different situations through mental model and information retention. The sample for the duo’s study was university students while this study researched on the pupils and teachers of English in the secondary schools of Lundazi District. These were chosen because they were the groups who were learning and teaching English using learner centered techniques in classes.

In Zambia, Phiri (2015) conducted a study on student’s perceptions of instructional techniques by tutors in university of Zambia extension education programs in Lusaka District. He used a mixed method design to collect and analyse data. His sample was the students at the university of Zambia, former graduates and lecturers in the extension studies department. The conclusions were that students referred teaching techniques which included those that promoted freedom of interaction and participation in the teaching and learning process. They also preferred those teaching techniques that incorporated technological teaching aids, as well as those that improved their research skills. Phiri’s research and this study meet in one area of looking at instructional techniques. The area of divergence is that, his research centered on university students, graduates and lecturers while this study researched from pupil and teachers in the secondary schools who are learning and teaching English language.

**2.3.7 Cooperative and Collaborative learning**

English language is taught and learnt through social interaction and communication between the speaker and the listener. This involves two or more people collaborating and cooperating in speech. It is then prudent to mention that English is not taught and learnt in isolation but within the speech community parameters through cooperative activities which involve collaboration. Cooper (2000) pointed out that cooperative learning is more concerned with the products of the learning process.
On the other hand, while collaborative learning concentrates on the interaction with the process of learning. Cooperative learning involves pupils learning in groups of purpose, doing a learning activity together, Felder et al, (1996). Examples include planning a role play, drama and debate among others. Such activities call for all the members to collaborate, cooperate and work together for the success of the group and not an individual.

Documented studies in the Southern African Review of Education have a number of pedagogical related studies. According to research findings documented by SARE (2013), cooperative learning produces better academic performance, enhances short and long-term memory, improved self esteem, improved intrinsic motivation and emotional involvement, more pro-social behaviour and better interpersonal relationships with the peer group and enhanced aspirations to achieve good academic results. It makes learners learn and practice how to use appropriate English language in the right context with the help of other students. Learners learn from each other and copy good linguistic skills of English from others who are better. Their findings are from a number of countries whose education systems are organized differently. This study represented the findings from the Zambian schools and the secondary schools of Lundazi District only.

Some research conducted in Zambia indicated that cooperative learning or team learning was not very effectively done by most teachers in schools. Lungu (2012) investigated on the effectiveness of communicative approaches and traditional methods on reading and writing achievement in English in grade eight in selected Zambian Basic Schools. The study took a quantitative design and analysis was quantitatively done. His findings were that teachers who did not use communicative activities in class to teach English had the pupils not using English effectively both in reading and writing. The study did not specify the actual communicative activities which were neglected by the teachers. Communicative activities are the learner centered activities in English. This study is for this reason investigating the actual learner centred activities which teachers use to teach English language in Zambian schools using the qualitative research design.

2.3.8 Drama

As a general term drama refers to a body of plays and performances of plays, weather scripted or unscripted. It also means “acting out” miming or impersonating, Applebbe (1990). UNICEF (2004) noted that drama in a classroom provide children and young people with a means of
communication and a safe space in which to explore ideas and emotions. The basic idea is that learners in class use the target language, for the Zambian schools it is English, to express their emotions and views. Learners gain confidence to use English when they practice through what they are supposed to speak as actors. Their speech is perfect and mature at an early age in the learning environment.

Studies regarding the importance of drama and arts in education were conducted in European countries (UNESCO, 2005). Surveys were conducted in different countries in schools on high school pupils in different countries. High school pupils who took drama and performing arts were involved in the study and responses were collected using a questionnaire. The findings were that, schools should use drama as a method of teaching languages in secondary schools. Drama activities should involve all learners in class so that if they could have a simple role to play, they were able to speak some English to the audience. The continuous exposure of such learners makes them be confident speakers, perfect writers of English and above all, appropriate users of the English language in all conditions. These findings were from schools which taught drama and performing arts and the conclusions were drawn from a number of countries not one country. This study was limited to Zambia, the secondary schools of Lundazi district limited to the grade 12 pupils taking English and the teachers of English language only.

In Africa, Mtika and Gates (2010) in their study regarding the development of learner centered education among secondary trainee teachers in Malawi had another side of the story to tell. They found that trainee teachers had little knowledge regarding the usage of learner centered techniques and that the colleges did not expose them to most learner centered methods. Drama, group discussions and projects were too hard to be used in their teaching in class because the classes had a bigger number of pupils ranging from seventy to one hundred. The study by Mtika and Gates was conducted on a larger scale which was the teacher training program. This study diverts from teacher training and looked at the usage of learner centered techniques in the secondary schools of Lundazi District.

A comparative study undertaken by Huba and Freed (2000) in sub-Saharan African entitled, ‘teacher centered versus learner centered paradigms,’ had their own findings. The duo found that teachers were using teacher centered methods because learners were unable to actively participate in English lessons. They also mentioned that it took too long for a class to organise itself to
demonstrate a task like drama, debate and presentation. With such challenges, they recommended that simple learner centered activities should be used in English lessons like question and answer and pair work which did not require movements within learners.

Lynch (2010) in his study on Student-Centered Learning, gave different recommendations. He wrote that debate; role play and presentations should be frequently used in the teaching of English to learners who take the subject as a second language. The reason was that such activities involved learners to use the various structures, phrases and words children learnt in class and outside class. The two researchers did not use Zambia as a study site hence their findings are not applicable so much to Zambia. The sample was also undefined on which conclusions were drawn. This study investigated how learner centered techniques were used to teach English in Zambian schools. The study was confined to grade 12 pupils and teachers of English in the secondary schools of Lundazi District.

Related studies conducted by Munakaampe (2005) on A Critical Appraisal of the Communicative Approach in Selected Lusaka Basic Schools. She used a descriptive survey method to collect data and data analysis was done both qualitatively and quantitatively. From her class observations, she concluded that drama was not used by teachers of English to teach English and its related skills. This method she used to base her conclusion was not good enough because learners were not asked if drama was used at one time in the English lesson. To fully pass a better conclusion, this study used focus group discussions with learners and interviewed teachers in order to come up with enough evidence on how learner centered activities were used to teach English language in Zambian schools. Her findings were based on the schools in Lusaka and grade 5 learners while this study considered grade 12 pupils in Lundazi District of Zambia.

2.3.9 Role play

Role play is one of the mostly learner centered methods used in the teaching and learning of English in Zambian schools. Role playing refers to the changing of one’s role to assume another role, either unconsciously to feel a social role, or consciously to act an adopted role. Maloch (1999) states that when learners engage in role play, it helps them to develop their way of thinking and feelings that surround the situation they are representing. Role play helps learners to cope with real life situations which support their social and emotional growth by expressing them through
language. Ratey (2009) further indicates that role play is a vital activity for the learners because it stimulates their imagination and enhances their social development.

According to cognitive load theory (CLT), our brain utilizes two primary types of memory, the working memory and the long term memory, to process, store, and access information. This information can be retrieved better and faster if the learner was part of the information (Kalyuga, 2011). It is from such a researched theory that Park (2015) said that language teaching should make learners interact and share roles so that they are able to use the language efficiently both in class and in their environment in any situation. Role play encourages friendship through cooperation, listening and turn taking. It can improve the fluency and creativity of the learners.

Role play has been recommended by most language teachers to be an effective method which enables learners to use English language in a given situation. Luangala (2014) writes that cue cards are used to learners who are beginners while role cards are used by learners who have more linguistically competent. With the use of role cards, learners are given a role and create sentences to complete a conversation. Research findings from Sullivan (2004) and Tabulawa (1998) noted that teachers in Namibia and Botswana did not change their authoritarian teaching methods to learner centred. Their studies followed teachers in workshops. With regards to this study, learners were asked to tell how they learnt English in class because they are the learners who are supposed to learn. They also recorded that teachers never used role play as a technique to teach English language. The workshop method of data collection could not be relied upon because the attendants of the workshop might not be active teachers but managers of schools, hence their knowledge might be limited. To ensure that the right data was collected regarding the usage of learner centered techniques in the teaching of English language in the secondary schools of Lundazi District, the study involved grade 12 pupils and teachers of English language being the affected individuals.

Simasiku (2011), in his research on the pupil’s and Teacher’s Perceptions of Learner centred Methods in the Teaching and Learning of History in Mongu, found that role play was a useful learner centered activity to teach learners history. He used a mixed method of data collection. His findings indicated that pupils were interested in learning history using role play while teachers did not use the teaching technique to teach history. He did not go further to explain how role play could improve learning abilities of children like speaking the target language in class and outside
class. Simasiku’s study seemed to have limited learner centred techniques perhaps because he looked at History which is more passive than English which is interactive. For this reason, this study diverted from history and sought to explore the learner centred techniques used in the teaching of English language in the English classes and with teachers of English and their students in the secondary schools of Lundazi District.

2.4.1 Learning English using learner centered techniques

The teaching and learning of English like other languages demand that pupils are actively involved in the learning process. This requires that a teacher chooses appropriate approaches, methods and techniques with a number of class activities that would facilitate learner involvement in the learning process. Teaching a language involves active participation in listening from the accurate speakers and using the words through practicing. Different researchers have highlighted a number of issues on how English should be taught in the different parts of the world and Zambia in particular.

2.4.2 Teaching English using learner centered techniques outside Africa.

Research by Lin (1999) in Taiwan proposed that teaching English was better done using learner centered activities in class. In this study, Lin sought to investigate the effectiveness of integrating a learner-centered blogging approach into English as a Foreign Language writing classroom in Taiwan. The researcher used a mixed method design to study a class of 18 students. Written tasks in English were given to learners, time after time, to assess their writing skills on line. The results suggested that the integration of learner-centered blogging into English as a Foreign Language (EFL) helped students develop writing skills as well as motivation and self-efficacy. This study involved teaching language using computers so that learners could write their own views on the topic which gave them room for creativity. The study may not be applied to the Zambian set up because the schools which were researched did not have the required technology such as computers for every learner. The study by Lin did not suggest the specific activities that promote learner centred initiatives which this study sought to address.

Another study observed that the teaching of English language using learner centred techniques makes learners to become social towards each other and interact for a beneficial purpose at various levels (Malekzadeh, Mustafa and Lahsasna, 2015). The focus of this study was to review the
emotional regulation in intelligent tutoring system in Malaysia. The researcher used quantitative methods of data collection and analysis. The findings were that learning a language such as information processing, communication processing, decision making processing and negotiation processing, were used by learners in the English class. The trio concluded that language learning for upper classes should include problem solving tasks coupled with group work. The researcher did not clearly show the sample and the level of language competence of the respondents hence it is difficult to relate the study to the Zambian education system whose learners were from a multilingual community. The basis of this study was to find the other learner centred techniques which teachers used to teach English language in their classrooms on a sample of grade 12 learners of English language in secondary schools of Lundazi District.

Second language learning is meaningful when the classroom environment is made conducive for the learners since language is not physical. In china, there was a research conducted by Hwang et al., (2014), who suggested that context plays an important role in language learning to Chinese speakers. Another study with similar results by Shadiev et al. (2015), emphasized that when designing learning activities in language, educators have to ensure that the environment where learning takes place is authentic and relevant to real-life situations. On the contrary, Chu’s study (2014) explored an indigenous culture as a part of their language course by observing learning objects and completing the learning activities. Her results showed that learners were able to use language in a social environment yet they failed to coherently write and pass an English examination. This argument leaves the teaching fraternity with many questions to answer as to how English should be taught. Therefore, this study sought to investigate how the learner centred activities were used in school to teach English language in the secondary schools of Lundazi District.

2.4.3 Teaching English using learner centered techniques in Africa.

Most African countries use English as a second language for the purposes of school especially in southern Africa. Teacher centered teaching has been despised in most African countries with the coming in of democracy. Revised educational policies for schools and teacher education now use phrases like, ”learner centred,” “inquiry pedagogy,” “participatory teaching,” “critical thinking,” “child friendly methods,” and “constructivist strategies,” (Vavrus, 2009). The main aim is to make learners be active in class while teachers remain as facilitators. Vavrus and Barlett (2015) carried
out a research in Tanzania which looked at comparative pedagogies and epistemological diversity; social and materials contexts of teaching in Tanzania. The research was in six secondary schools whose teachers participated in a workshop on learner centred pedagogy and pedagogical content knowledge. The findings were that teachers viewed knowledge production as profoundly shaped by the cultural, economic and social contexts in which they taught. Secondary school classes are taught by many teachers. The researchers did not specify the teachers who were involved in the training. This study specifically targets the teachers of English and their learners with reference to the actual activities the learners are being engaged in by the teachers in Zambian schools in English lessons.

Further research in sub Sahara proved that teaching in African schools using teacher centred was more appropriate than learner centred methods. In a study carried out by Guthrie (2011) entitled, ‘the progressive education fallacy in developing countries,’ favoured the teacher centred approach because of the cultural factors. He further found that traditional formalist teaching was appropriate for school teachers and students in cultures where knowledge is revelatory rather than scientific. An earlier study conducted by Stein (2008) also criticized learner centred paradigm in Africa because the society was authoritarian starting from the homes up to school. He concluded that changing the mind set of Africans from teacher dependence to self teaching cannot take few years. These studies are significant since learners in Zambia consider learning to be taking place if the teacher is present in class. The studies did not specify the subjects which could not be taught using learner centred approach in Africa. The study did not look at the actual learner centred activities used in teaching of English language in schools. The two took the pedagogical research from a broader perspective while this study simplified it to classroom activities which teachers were using to teach English language in the secondary schools of Lundazi District.

In a study conducted by Tabulawa (2003) in Botswana entitled ‘Pedagogical Classroom Practice and the Social Context,’’ he found that it was difficult for learners to use most techniques since they were imposed ideas from the Western World. He argued that learner centred approaches aimed at elevating democratic social relations in schools. The study was an ethnographic one and mainly used qualitative methods. He found that student to student interaction was absent except in occasional small groups, limited verbal interaction was initiated by the teacher through question and answers and the teacher took more control of the lesson. He concluded that despite some
variations in classroom activities which involve learners to use the language at intervals, teachers still used more of teacher centred approaches in classes. The learners are made to be public speakers when they represent their groups in class and probably informing everyone that leadership ought to oscillate from one person to another. Tabulawa did not point specific learner centred activities which teachers of English should use to teach English effectively and that was what this study sought to investigate.

2.4.4 Teaching English using learner centred techniques in Zambia.

The Zambian syllabus gives a guide regarding how teachers should teach in schools. The education policy does not emphasise the usage of a specific teaching method for teachers of English but they have to be resourceful as quoted below:

*The onus is on the teacher to find different methodologies for effective teaching.*
*The activities would include individual work, pair work, group work, role playing of different situations and class presentations (MOE, 2012:06).*

The teaching of English in this context calls for the usage of different learner centred activities that shall make learners interact and use the language in practice sessions. The language policy again emphasizes that;

*The teaching of English should be eclectic so as to include various approaches such as question and answer group work and class discussions (MOE, 2012:36).*

Policy guideline is what guides the teaching and learning in Zambian schools. English in the secondary schools of Zambia is taught through text based approach coupled with communicative activities (MOE, 1996). The senior secondary English textbooks have specific activities which are learner centered as mentioned in the first quotation. A teacher of English for this reason is guided on the kind of activities learners will engage in at a given time. An instance is the teaching content for grade 10 English book one teacher’s book. Every unit has more than two learner centered activities which include, debate, pair work, project, discussion and drama among others. These activities get complex as the learners ascend up in the education ladder to grade eleven and twelve. It is then important for a research to be conducted to investigate how the teachers are using such activities to teach English in class.
A study was conducted by Munakaampe (2005) on a critical appraisal of the communicative approach in selected Lusaka Basic Schools. She used questionnaires, interviews and observations to collect data. Her results showed that there were no real communicative activities in English classrooms as teachers took up the whole show of teaching. The study did not have a theoretical framework to give a clear guidance of a learning theory guiding the study. Further, investigating such a real phenomenon needed focus group discussions so that interaction with the respondents could give more information if communicative activities took place in class. To have a clear picture regarding the activities teachers of English use to teach English in class at secondary school, the study employed focus group discussions with teachers and learners while the heads of department were interviewed and used a social constructivism theory.

2.5. The attitudes of the learners towards learner centered techniques in the secondary schools of Lundazi District

Various studies have been conducted outside Africa, in Africa and in Zambia on the teaching of English language using learner centred approaches and techniques. Other studies have hinted on the attitudes learners had in the lesson and towards the approach. This objective therefore, centred on the attitudes learners and teachers had regarding using learner centred techniques in teaching and learning English language.

2.5.1 Studies outside Africa on the attitudes teachers learners had regarding learner centred techniques in teaching English.

An Indian researcher, Sriprakash (2009), conducted a study which looked at child centred education and the promise of democratic learning, pedagogic message in rural India. He documented that the Nali Kali ‘Joyful Learning” pedagogy provided a place for laughter, happiness, and in some cases individual expression in the classroom. Learner’s attitude towards learning was positive and they were happy when class discussions were used. Kaul (2004) noted that despite the children being happy with their involvement in the classroom activities, the syllabus was not being followed at the required pace due to the over prolonged discussions. Kaul and Sriprakash did not unveil to the academic world the kind of classroom activities which facilitated language learning. This study in this view investigated the actual classroom learner centred activities which teachers used to teach English language in Lundazi District.
One of the most rewarding aspects of a student centred language lesson which sets it apart from other lessons in other subjects, is sharing knowledge after creating it collaboratively as learners Jones (2007). A study conduct by Layne et al. (2008) in Indian schools on student outcome from learner centred activities noted that students had a chance to talk about personal feelings and private experiences. Group discussions guided the interaction between the students and the researcher. The findings were that discussions in English lessons gave students chance to step back, reflect, find out about other people, and even share their secrets. Such moments enable learners to develop a positive attitude to a subject and perform better. The study by Layne does not explain clearly the methods used to conclude that learners developed a positive attitude. Attitudes can best be measured using the likert scaled questionnaire not through group discussion. It is for this reason that this study used a likert scaled questionnaire among other instruments to determine the attitudes which learners had towards the usage of learner centred techniques in the teaching of English in Zambia.

2.5.2 Studies conducted in Africa regarding the attitudes learners had on learning English language using the learner centred techniques.

Teachers and learners have their personal attitudes towards the classroom teaching and learning. A bad attitude by a teacher towards a class makes the class not to learn effectively (Guthrie, 2011). The teaching is affected regarding planning and delivery in class. A bad attitude from learners towards a particular lesson frustrates the whole learning process because learners do not pay attention to what the teacher is teaching. From this perspective, it is important for the teachers and learners to develop intrinsic motivation towards the usage of learner centred techniques so that teaching and learning takes place effectively. Research by Tabulawa (2008), Mtika (2012) and Chiphiko and Shawa (2014), had shown evidence that a negative attitude by the teachers towards learner centred techniques makes the teacher not to use the activities in class while the failure to use these activities correctly in class make the learners not to like them. The study therefore investigated the attitudes learners and teachers had towards the usage of learner centred activities in classroom to teach English language.

A study called the reconceptualisation of learner centred approaches in Namibia was conducted by (O’Sullivan (2004). The study was of a three year INSET (Inservice Education and training) program for 145 unqualified primary teachers in Namibia. She came to understand that learner-
centred pedagogy was beyond the capacity of a group of unqualified primary teachers in a rural part of Namibia since they lacked the required resources and levels of theoretical understanding. Through a series of action research cycles, she was able to test out hypotheses about teaching approaches which were better harmonised with the realities in which the teachers actually worked and concluded that a learning centred rather than learner centred pedagogy would be more appropriate in local conditions. The problem seen was that, O’Sullivan proposes that research might start by fully examining what is involved for teachers in the paradigm shift from a formalistic to constructivist orientation. Such a study needed a lot of time for effective results to be recorded. This study did not compare the paradigms but investigated the usage of learner centred techniques in the teaching of English in Zambian school considering the interests of learners and teachers. It was also conducted on trained teachers not the untrained.

The African studies conducted on learner centred and pedagogical related topics by most researchers show that teachers had negative attitudes towards teaching using learner centred techniques. O’Sullivan (2004) reported that the Namibian teachers did not use learner centred activities effectively because they claimed that it was a tiresome task for them. These results tally with what Mtika (2011) found in Malawi which said that teachers were not willing to use the learner centred techniques in class because the children were too many to be put in groups and it made the teachers tired. The results show the negative attitude that teachers have towards the usage of learner centred techniques in both countries. The two studies do not specify the actual learner centred activities which the teachers had a negative attitude with. This study sought to establish the specific learner centred activities which teachers and learners had a negative attitude with regarding the teaching of English in Zambia.

English classes are live classes because the learners and teachers interact freely in the process of knowledge sharing and creation. With regards to the research study conducted by Chiphiko and Shawa (2014) which investigated implementing learner centred approaches to instruction in primary schools in Malawi, the findings highlighted teacher and learner attitude towards the approach. The study used qualitative methods of data collection which included interviewing 12 teachers, class observations and document analysis. The findings showed that learners were not interested in certain learner centred techniques like group work because the classes were
overcrowded and they also thought that it brought a lot of noise making in class. The other finding was that the teachers did not know the language the children used in the groups because they could not manage to supervise all of them at the same time. Zambian schools are overcrowded in most secondary schools. Learner-centred activities in English are many and not group work only. This study used a mixed method of data collection. It also involved discussing with learners and teachers on how learners were learning English language using the learner centred techniques in the secondary schools of Lundazi district.

2.5.3 Study conducted in Zambia regarding the attitudes learners had on learning English language using the learner centred techniques.

In Zambia, a research conducted by Simasiku (2011) had interesting findings to learn from. He used a likert scaled questionnaire to investigate the learner’s attitudes towards learner centred activities used in class while on teachers he used an interview schedule. His findings suggested that learners were very interested to learn through learner centred activities while teachers were not interested to use the activities citing issues that they were very involving. The findings simply showed a positive attitude from learners towards the learner centred activities in class while the teachers had a negative attitude. The likert scaled questionnaire might be an excellent tool to gauge learner’s interest but it favoured the learners who were competent readers, hence it cannot be relied upon always. With regards to this study, a likert scaled questionnaire was used to provide validity of the results gathered through interviews and focus group discussion. This study also focused on the learner centred techniques used to teach English unlike Simasiku who focused on History which has limited learner centred activities.

2.6. Challenges of using the learner centered activities in teaching English

Pedagogical movement from teacher centred to learner centred has not been an easy process because it came with a number of advantages and disadvantages. The pedagogical shift has come with a number of advantages and challenges on the teachers, learners and the education system in many countries. Advantages of using learner centred activities to teach English will be discussed first then the challenges last.
2.6.1 Studies conducted outside Africa citing challenges of using the learner centered activities in teaching English.

Different countries in the different parts of the world have had their own unique challenges in the education systems regarding adopting and using learner centred approach. A study conducted by Huba and Freed (2000) in Iran found that that the culture of teacher-led learning is competitive and individualistic; it means students cannot think aloud or interact, among others. In contrast, the culture of a student-center classroom is cooperative and supportive and does not support the outcomes of the examinations but how much competencies that learners has acquired. Teacher centred teaching and schools support classroom intelligence which learner centred supports learner creativity and interaction as a mode of knowledge sharing (Ghorbani, 2009). These studies are European based whose schools are modern unlike most African countries like Zambia whose education systems are different.

The education systems in most countries in the world do not support failures in the schools and education system. The pride of a parent is to see a child excel in the examinations and tests. According to Khaniya (1990:51) “a large number of teachers help students cope with examinations in order to preserve their reputation as good teachers.” A study by Zohrabi, Torabi, Baybourdiani, (2012) noted that the process of obtaining a higher score is commonly important to both teachers and students, hence teaching process is controlled by external pressure from students, parents, and school principals. In this case, teachers use their best teaching methods in their classes so that they build their names and avoid losing employment. The parents, head teachers and the entire education system did not care the techniques the teachers used to teach learners provided the children were passing. Therefore, this study filled this knowledge gap and identified the challenges the teachers encountered in the teaching of English language in the secondary schools of Lundazi District.

In another study conducted by Ghorbani (2009), there are several limitations for using learner centred methods because they follow the course books. First teachers cannot choose a course book in line with their students’ needs and classroom conditions. Furthermore, teachers’ input is controlled by the prescribed curriculum. Second, they could not develop tests, which have positive wash back on teaching and learning. With such limitations, it is difficult for educators to teach
English using the learner centred techniques and help learners pass the set examinations which are not learner centred based.

Mina and Zohreh (2015) in their research ‘Iranian English Teachers’ Beliefs about Teacher-centered education vs. Their Beliefs about Actual Classroom Roles’ recorded challenges faced by teachers in using learner centred approach. The findings obtained in this research led to the conclusion that teachers are interested to use other methods instead of Teacher-centered methods, but their actual teaching roles did not show strong adherence to their beliefs. It might be based on some limitation that Iranian teachers have, so they still feel obliged to rely partly on teacher-centered activities like covering the course content regardless of students’ problems possibly owing to executive restrictions imposed by the overall educational policy. If other countries have challenges regarding teachers using the learner centred techniques, this research focused of the usage of learner centred techniques in the secondary schools of Lundazi District.

Other studies conducted in China regarding learner centred techniques by Chu (2014) suggested that effective learner centred classroom should have a small number of learners which should be twenty or less. The study looked at the whole learner centred approach. The study did not specify the grade of the sample on which findings were drawn from. The challenges found in his study could not be relied upon so much because the approach has a lot of dimensions which needs to be examined separately. It was found worthy to look at the usage of learner centred techniques in the teaching of English language in the secondary schools of Lundazi district. This study examined the teaching technique usage only.

2.6.2 Studies conducted in Africa citing challenges of using the learner centered activities in teaching English.

Teacher in most African schools and the sub Sahara in particular teach English to children for the sake of making them pass the national examinations. In a study conducted by Tabulawa (2008) in Botswana and number of challenges were found. Findings reflected that teachers used learner centred approaches to instruction to fostering critical thinking and problem solving skills in learners. Alas, learners were unable to apply the critical thinking learnt in class to apply to the situations in class because English was only used in class while outside class the learners used
their indigenous language. This challenge was also reported by Vavrus and Bartlett (2015) in the study conducted in Tanzania where the challenges in effective learner centred implementation included lack of language practice by learners outside classroom. The teacher’s role ended in class hence the learner’s failure to speak the language outside was not the teacher’s sole responsibility. This study sought to justify if Zambian learners had challenges in their classroom regarding the usage of learner centred techniques to teach English.

Learner centred teaching has failed in most countries due to a number of challenges which learners, teachers and the system itself faced. Schweisfurth (2011) warns that implementing the approaches has mostly failed in African countries because the pedagogy does not agree with the African norms and culture of its society. For example, a study on the implementation of learner centred approaches in Namibia showed non implementation of the strategies citing challenges of teacher professional capacity, limited resources, cultural factors and learner background, (O’Sullivan, 2004). As this was not the only study, reporting on a study conducted among in-service teachers in South Africa, Brodie, Lelliot and Davis (2002) posit that the challenge with the implementation of learner centred approaches is that teachers tend to understand reform and implementation differently. Teachers never want to leave the class to be democratic but to conform to the teacher’s dictatorial powers in class. Mtika and Gates (2010) also researching on learner centred approaches in Malawi conclude that appropriation and application of learner centred education is problematic. With such numerous challenges, it was not clear if the Zambian teachers were facing similar or more challenges in their teaching of English using the learner centred techniques in classrooms.

The other challenge to pedagogical reform is that the theories, debates, and methods associated with learner centred teaching are often quite unfamiliar to the teachers and teacher educators who are meant to carry out this policy reform. Lewin and Stuart’s (2003) five country study of teacher education concludes that pre-service teachers gain little experience in using new pedagogical approaches because they do not see these approaches modeled in teacher training colleges. Teachers are praised for making a good number of children pass the examinations not for being good at learner centred methods. Vavrus and Bertlett (2015) agree that teachers do not “cover” all of the topics in the syllabus but rather engage students in deeper analysis of a few of them, students may perform poorly and be denied the chance to attend college or university. The two studies used quantitative methods of data collection which could not bring out the real issues of the pedagogical
concerns. It is from this background that this study took a mixed method approach to investigate the challenges being faced by teachers and learners of English in Zambian schools.

Teaching English calls for active participation between the teacher and the learners through a live session of communicative exchange. The focus of this communication is to hear from each other how the language is flowing so that errors are corrected by the teacher while learners listen to a deemed perfect English language. With regards to a research conducted by Chiphiko and Shawa (2014), they mention that teachers found learner centred methods a challenging task to implement in their classrooms effectively. They further found that the poor planning limited teachers’ selection of learner centred teaching and learning techniques to employ in their lessons and deprived learners of a chance to benefit from the desired learner centred approaches. These challenges agree with the challenges O’Sullivan (2004) found in Namibia. She also found that teacher were unable to effective plan their teaching because the classes were many for the teachers to handle and teach effectively. The two studies used the progressive theory as a theoretical framework which seems to give enough guidance to the actual needs of a real learner centred lesson. This study employed the constructivism theory which allows learners to interact, create and share knowledge in a social setting. Through this theory, the flaws of learner centred techniques in the teaching of English language were fully investigated in a learning situation.

2.6.3 Studies conducted in Zambia citing challenges of using the learner centered activities in teaching English

Learner centred implementation in the teaching of English language has been facing a number of challenges in most secondary schools. The investigation carried out by Simasiku (2011) on learner centred approaches in teaching history pointed out the lack of appropriate teaching and learning material for effective learner centred activities. Materials like textbooks, maps and libraries were some factors hindering effective teacher preparation. The study conducted by Simasiku (2011) could not be generalised to other subjects like English because History is an optional subject and material might be a challenge. This study sought to investigate the challenges associated with the usage of learner centred activities in the teaching of English in secondary schools through focus group discussions.
Munakaampe’s findings in her study on communicative activities in English classes reviewed that children in class used vernacular and outside both the teachers and the pupils used vernacular for interpersonal communication (Munakaampe, 2005). From such studies, teaching learners using learner centred techniques seemed easy but implementing the activities into real life situations is a major challenge. This study therefore investigated the challenges the education system was having in the implementation of learner centred techniques in the teaching of English in schools.

2. 7. Conclusion of the chapter

This chapter has reviewed literature relevant to the usage of learner centred techniques in the teaching of English language. It started with an introduction to the study. It later looked at the definitions of learner centred teaching with regards to different scholars. The first objective was discussed citing the learner centred activities in English. The second object was discussed by identifying various scholars who looked at how English and language in general was taught through learner centred techniques. Challenges of using learner centred techniques to teach English language were discussed with reference to scholarly research findings and recommendations. A conclusion has been given for the chapter as the last part of the section. The next chapter will look at the methodology the researcher used in this study.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

The previous chapter reviewed literature related to the study. This chapter discusses the methodology that was used in this study for data collection and analysis. It describes the research design, target population, sample size, sampling procedure and research instruments. It also discusses the data collection procedures, data analysis, limitations of the study and problems encountered during the data collection, analysis and interpretation. Lastly, a summary of the chapter is also provided at the end.

3.1 Research design

Research design is defined as a plan used to study a problem or questions (Hines and Valiant, 2000). In the same line, Orodho (2003) defines a research design as the scheme, outline or plan that is used to generate answers to research problems. A clearer definition has been given by Msabila and Nalaila (2013:27) that, “…a research design is a plan on how a study will be conducted or a detailed outline on how an investigation will take place.” In order to fulfill the objectives of the study, a case study design was used and employed mixed methods of data collection which allowed the triangulation of research instruments. Kombo and Tromp (2014: 72) write that, “…a case study seeks to describe a unit in detail, in context and holistically. It is a way of organizing educational data and looking at the objects to be studied as a whole.” Mugenda and Mugenda (1999) explain that a mixed method combines both qualitative and quantitative methods of data collection and merge them at some point. Creswell (2003) adds that mixed method studies
need to have both qualitative and quantitative research questions. The qualitative part allowed the researcher to carry out an in depth investigation using interviews and focus group discussions so as to understand the whole phenomenon as it existed in the schools. This was used to fulfill objectives number 1, 2 and 4. The quantitative method was used and administered a likert scaled questionnaire to grade twelve pupils. This was used in order to fulfill a quantitative objective number 3 and backed on findings of research questions 1 and 2. This is called triangulation in a research.

Triangulation involves the use of multiple research techniques in order to ensure reliability and validity of research results (Ridenour and Newman, 2008). There are different types of triangulation. These include research theory triangulation, research assistants, research sites, methods and research instruments. With regards to this study, the researcher triangulated research instruments in order to ensure reliability and validity of the research findings. Blessings and Chakrabarti (2009) says validity refers to whether the measurement is correct. Reliability refers to whether the measurement is consistent (Creswell, 2009). In order to ensure validity of the research instruments, the supervisor verified the instruments to ensure they were suitable to collect correct data. The Mixed methods research was adopted because it has a unique potential to produce evidence for the validity of research outcomes through the convergence and correlation of the findings. Indeed improving the validity of research has been at the heart of the notion of triangulation.

3.2 Target Population

The term ‘target population’ has been defined differently by different scholars. White (2003) defined a population as the universe of units from which the sample is to be selected. Population of the study, according to Msabila and Nalaila (2013), refers to a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. The population for this study was all the teachers of English and pupils learning English in the secondary schools in Lundazi District. The heads of departments for languages were also included in the study.

3.3 Sample size
A sample is defined by Sidhu (2014) as a small proportion of a population selected for observation and analysis. Kasonde-Ng’andu (2014) looks at sample as a portion of the population. Bless (1995) notes that a sample, in research, refers to the number of participants selected from the universe to constitute a desired sample. The sample size for the study was drawn from four secondary schools of Lundazi district. 71 respondents were pupils from 4 school, 24 teachers and 4 heads of department making a total study sample of 99 respondents.

### 3.4 Sampling Procedure

A sampling design or technique is a definite plan for obtaining a sample from a given population (DeVos, 2000). It refers to the technique or the procedure the researcher would adopt in selecting items for the sample (Kothari, 2004). This study used two types of sampling techniques namely, random and purposive sampling. The two sampling designs were chosen in order to come up with specific individuals who were involved in the teaching and learning of English using the learner centred techniques.

Both simple random and purposive sampling techniques were used. According to White (2003), simple random technique is a selection technique that provides each population or element with an equal chance of being included in the sample. DeVos (2000) adds that in random sampling, each individual case has an equal chance to be selected for the sample. In relation to this study, simple random sampling was used to come up with the four schools. The same sampling technique was used to come up with the 18 pupils in each school to participate in the focus group discussion and answer the questionnaires. This was done by getting an inventory of all the grade twelve pupils who were in school and a ruffle draw was conducted to come up with the schools and the participants. Another ruffle draw was conducted to determine who went for a focus group discussion and who would answer the questionnaire. This was done by allowing all students in classes to pick a paper from a box. Those who picked the paper marked (yes) took part in the study while those who picked (no) did not take part. This meant that all the secondary schools in Lundazi District and all the grade twelve pupils respectively had an equal chance of being included in the sample.
Purposive sampling was used to come up with the grade twelve teachers of English and heads of department. Singleton et al, (1988) note that purposive sampling is a type of sampling which is based entirely on the judgment of the researcher, in that a sample is composed of elements which contain the most characteristic, representative of typical attributes of the population. White (2003) observes that purposive sampling is based on the researchers’ knowledge of the population and a judgment is made about which subjects should be selected to provide the best information to address the purpose of the research. Msabila and Nalaila (2013) add that purposive sampling involves nothing but purposely handpicking individuals from the population based on the authority or the researcher’s knowledge and judgment. With regards to the study, purposive sampling was used to come up with the grade twelve teachers of English, all teachers of English and the heads of department for languages in the four secondary schools of Lundazi District. Purposive sampling was suitable for the teachers because they are the ones who teach English to grade twelve in the secondary schools of Lundazi district and the HODs supervise them as they teach.

3.5 Research instruments

Research instruments according to Kaonde-Ng’andu (2014) are the tools that the researcher uses in collecting the necessary data. This study used three research instruments to fulfill the stated objectives namely; focus group discussion guides, semi structured interviews guides and a likert scale questionnaire.

3.5.1 Focus group discussion

The researcher used focus group discussions to collect data from respondents. The groups comprised 8 pupil and 6 teachers sharing views on a given topic. The same instrument was used on teachers as well since no school had more than 8 teachers of English and the smallest number of teachers was 6 in the department. Focus group discussion is “…a way of collecting qualitative data, which essentially involves engaging a small number of people in an informal group discussion (or discussions), ‘focused’ around a particular topic or set of issues” (Wilkinson 2004: 177). Subjective responses in the focus group provided more information through certain gestures and expressions regarding the usage of learner centred techniques in the teaching of English language in the secondary schools of Lundazi district.
3.5.2 Semi-structured interviews

Semi-structured interviews are non-standardized and are frequently used in qualitative analysis. David and Sutton (2004) add that the researcher has a list of key themes, issues, and questions to be covered. In this type of interview the order of the questions can be changed depending on the direction of the interview and additional questions can be asked (Corbetta, 2003). In this study, semi structured interview guide was used to collect data from 4 heads of department for languages in the 4 sampled schools. A face to face interview helped the researcher to gather more information from the heads of department because their emotions, attitudes and body language contributed to the words spoken when answering the questions.

3.5.3 Likert scaled questionnaire.

A likert scale is also known as a summated scale. According to Kothari (2004:84), “*a summated scale consists of a number of statements which express either a favourable or unfavourable attitude towards the given object to which the respondent is asked to react.*” In this type of a questionnaire, the respondent indicates his agreement or disagreement with each statement in the instrument or gives preferences. Marczyk, DeMatteo and Festinger (2005) define a Likert scale questionnaire as being an instrument that asks participants to provide a response along a continuum of possible responses. Each response is given a numerical score, indicating its favourableness or unfavourableness, and the scores are totaled to measure the respondent’s attitude. A summated scale provides data validity for qualitative approach. In other words, the overall score represents the respondent’s position on the continuum of favourable-unfavourableness towards an issue. This study used a likert scale questionnaire to investigate the learner’s attitudes towards the usage of learner centred techniques in the teaching of English language in Lundazi District. The total number of respondents was 39 for this research instrument. This tool was used because it was the best tool which could measure the attitudes correctly in the study.

3.6 Data collection procedure

Data collection procedures with regards to Creswell (2009), include setting the boundaries for the study and collecting information through various instruments. Kasonde-Ng’andu (2014) defines data collection procedure as the steps taken in the gathering of information to answer the research questions. With regards to this study, the following data collection procedure was followed. Firstly,
the School of Education at the University of Zambia through the Assistant Dean Postgraduate Studies granted the researcher permission to conduct research in Eastern Province. Secondly, permission was sought from the Lundazi District Education Board Secretary (DEBS) to conduct research in four secondary schools of Lundazi District. The letter requested the four schools to assist the researcher so that data was collected. Raffle draws were conducted in classes to pick the 18 respondents. 10 participants answered the questionnaire while 8 were involved in a Focus group Discussions (FGD). Another FGD was held with teachers of English in the selected schools while a face to face interview was conducted with the heads of languages department in each school. The researcher took a minimum of two days per school and a maximum of three days where the school program failed to accommodate the researcher’s schedule.

3.7 Data analysis

Data analysis, according to Sidhu (2014:276), “….involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for purposes of interpretation.” Ghosh (2013) makes a point that there is no single methodology which is universally applicable for the purpose of analysis of qualitative data but what is determinant is the research objective.

Different methodologies of data analysis were used. Subjective responses from focus group discussions and semi structured interviews were analysed qualitatively using thematic analysis. In the view of Valsiner (2006), thematic analysis involves the researcher looking for related themes and describing the information in themes and patterns exclusive to that set of participants. Theming means putting data into identifiable themes and categories after which interpretations and discussions were done (thematic analysis) (Kothari, 2004). Objective responses from questionnaires were analysed quantitatively using the Microsoft Excel Package. Descriptive statistics was then used and this involved the use of frequencies and cross tabulations. Data was presented in form of graphs, tables and statistical figures so as to give meaning to the findings from the questionnaire.

1.8. Limitations of the study.
Creswell (2009) says limitations in research enable the researcher to identify potential weaknesses of the study that might make the findings be questionable or not generalised. Kombo and Tromp (2014) argue that the section for limitations of the study indicates the challenges anticipated or faced by the researcher. Kothari (2004) adds his voice to clear the meaning of limitations for a research study by saying that these are the challenges the researcher foresees or went through that might influence the validity of the study. In relation to this study, the study was limited to the four schools of Lundazi District in Eastern Province. Therefore, the findings could not be generalised to the entire district, province and country due to the limited sample chosen from one district. The study was on the use of learner centred techniques in the teaching of English hence the findings were only applicable to English language teaching in the sampled schools and not other subjects and schools.

1.9 Chapter summary

This chapter exhaustively outlined the steps which were taken to collect data for this study. The researcher adopted a mixed method approach which allowed conducting in-depth methods of data collection like face to face interviews and focus group discussions. A likert scale questionnaire was used on pupils to check the validity of the qualitative responses the pupils gave in the focus group discussion. The sample of the study was 100 respondents and they were sampled through purposive and random procedures. The chapter also looked at the data collection procedures which were adopted for the study and why they were used. Data analysis methods were covered in the chapter. Themes which were similar from the responses were generated and thematic approach was adopted while for the likert scaled questionnaire, the excel package was used. Limitations of the study were written. The next chapter will look at the findings of the study.
CHAPTER FOUR
PRESENTATION OF FINDINGS

4.1 Introduction

The previous chapter looked at the methodology used to collect data. This chapter reports the findings on the usage of the learner centered techniques in the teaching of English language in Lundazi District. This chapter ankles on the views of the respondents in the focus group discussions, interviews and the likert scaled questionnaire. The findings in this chapter have been partitioned according to the diverse categories the respondents participated in. For this reason, this chapter unveils the findings of this study with regards to the issues expressed by the following respondents being; four heads of departments, twenty four teachers and seventy one pupils. The presentation of the findings will follow the stated research questions in chapter one. The following were the research questions:

i. What classroom activities were teachers using in their teaching of English?
ii. How were learners learning English using the learner centered activities?
iii. What attitudes did learners have towards learner centered techniques in secondary schools of Lundazi District? And:
iv. What were the challenges in using learner centered activities in secondary schools of Lundazi District?

The above research questions were used as subheadings for the sake of systematic answering of the questions which was the aim of the study.

4.2 Research findings

The research findings were from the three research instruments the researcher used namely; focus group discussion, interviews and a likert scaled questionnaire. The contents of the research instruments were analysed so that comprehensive meanings of the data were obtained. Qualitative data had been coded into emerging themes while quantitative data was entered into the excel package. Diagrams, charts and tables have represented the views of the learners.
4.3. Questions 1. What classroom activities are teachers using in their teaching of English?

The first question to be responded to was a question meant to establish the nature of classroom activities which teachers used in the teaching and learning of English using the learner centered techniques. Responses came from focus group discussions, interviews and the likert scaled questionnaire. The respondents were teachers of English in various schools, languages heads of department and the grade twelve pupils who were learning English language in schools. The first part of the findings was from the qualitative instruments and the last part was from the quantitative research instruments.

4.3.1. Findings from the languages head of department (HODs).

Part B of the interview guide was directly investigating the nature of classroom activities which teachers of English used in their teaching of English language to grade twelve learners in schools. A total of four heads of department were interviewed representing 100% of the target population in this category. Three of the four were secondary degree holders while one was a diploma holder. Three heads of departments were able to define correctly the term ‘technique’ in the teaching of English while one failed to give a satisfying definition. The main definition from three heads of departments mainly was …strategy the teacher uses in the teaching of English to learners in class. While one head of department in defining techniques said that, it was the various skills used to teach a certain topic.

From the definitions given by the heads of department, it is clear that some heads of department are not capable of teaching English using the leaner centered techniques or activities because they hardly understood the meaning of the term. The respondents were able to mention the different types of teaching techniques which they learnt in colleges and universities. They mentioned, group work, question and answer, role play, brainstorming, debate, group discussion, interviews, field trips, drama, teacher centered and projects. This showed that the heads of departments knew the different teaching techniques which were learnt in colleges and universities although teacher centered was not part of the answer. The heads of departments were also asked to define what learner centered meant to each of them. One said it was the teaching strategy which focused on the learner and considers their needs and wants. The other HOD stated that
This is an approach where learners are allowed to express what they know about a topic and they are able to research and come up with solutions to problem questions.

With such well articulated definitions, it was understood that the heads of department were experts in the department since they demonstrated understanding of what they are supposed to teach and supervise their teachers on what they ought to teach. This meant that teaching using learner centered techniques should be effective in the secondary schools where these heads of departments were.

Another question posed on the heads of departments asked them to mention some learner centered activities which they usually found in the teacher’s preparation books or lesson plans they checked every week. A female HOD mentioned, group work, role play, drama, group discussions, were the common activities they planned. Another HOD cited debate, question and answer, quizzes and pair work as common learner centred activities they found in the preparation books. Such well prepared English lessons tell that the teachers were using the learner centered techniques in the teaching of English language in the secondary schools of Lundazi district. The implication in this context is that the teachers of English were following the secondary school English syllabus and books with keen interest so as to make the children learn the skills meant for them.

A follow up question sought to enquire why other learner centered techniques were not used by teachers to teach English in classrooms. One response was that certain teaching activities did not make pupils learn hence they were not used to teach English. Another response was that some activities required more time on the part of the teacher and they encouraged noise making. Another head of department mentioned that

teachers may in one way or the other do not know about the activities they did not use or they do not know how to use them to teach English. A good example is project which is in Geography and Agriculture science.

With such diverse responses, it was clear that the teachers were not using all the learner centered techniques in their teaching of English language in their classes. This meant that the teachers were using the easier learner centered techniques which did not consume their time. The implication
was that the teaching and learning of English language was not effective in the secondary schools of Lundazi District if these responses from the heads of departments were true.

The last question asked the heads of department on what they had done to ensure that all the learner centered activities were used in the teaching of English by the teachers. A response from a HOD explained that, *I conducted lesson study cycle to share on how to deliver certain topics using certain activities*. Another HOD indicated that, *I ensure they also schemed and taught listening and speaking in their English lessons*. The other HOD responded that

*the department conducts the continuous professional development meetings (CPD) where demonstration lessons are conducted on how to use learner centered activities. These meetings enable my teachers to learn on how to teach English using different learner centred activities.*

The learners needed more instructional oriented teaching like research, role play, peer teaching said the respondent. If such measures were really put in place, it then meant that the teaching of English language was based on the learner centered activities in the secondary schools of Lundazi district. The implication is therefore that the teachers were following the prescribed syllabus for English teaching in schools. The lack of using all the learner centred activities in the teaching of English was depriving the learners certain important elements which they are supposed to learn in school and use in the community. These include research skills and interview conducted through projects and role play. The teaching of English language was not effectively done by the teachers as proper monitoring from HODs was lacking.

4.3.2. Findings from the teachers.

Twenty four teachers were purposively sampled. This was because these were the teachers who taught English in the secondary schools. A focus group discussion was used on teachers in order to answer the following research question, *What classroom activities are teachers using in their teaching of English?* Each school had one focus group discussion because the teachers were less than seven including the heads of department. The qualification of teachers varied from diploma to degree while the teaching experience was between two years to fifteen years. Findings showed that teachers used some learner centered techniques in their teaching of English while others never used them.
In defining the term ‘technique,’ one teacher said *it is a style of teaching which the teacher uses in class to deliver a lesson*. The other respondent defined the term ‘technique’ as *a way of tackling a problem or a method of teaching*. Another respondent mentioned that, *it is a system of achieving something planned or it is a style, plan or ways of reaching a point in class*. A female respondent defined that *it is a method employed in the teaching of language in class*. The teachers seemed to have a great idea on what a technique was in the teaching of English since they all linked the definition to the classroom practices involved in class and in the teaching of English. This tells that the teachers should be using different techniques in their teaching of English language and the teaching in this case should be effective.

Question six asked the teachers to mention some teaching techniques which they learnt in the colleges and the universities they went to. The responses varied as others mention of the teaching approaches while other mentioned the techniques. One respondent mentioned, *situational approach, cognitive code approach and communicative language teaching* as teaching techniques. Another respondent settled on, *silent method and audio lingual* as the teaching techniques she knew. With such responses which did not answer the posed question, the teachers were not aware of the difference between technique and method. The practices and theoretical basis of teaching correlate many a time with the personal views teachers hold in their preparation of the classroom work. This finding might mean that there is some confusion in the way teachers were using the techniques and teaching methods in teaching English in the secondary schools of Lundazi district.

The next question was on the definition of learner centered in the teaching of English language. A male respondent noted that, *learner centered is a teaching and learning where the lesson is learner driven and the teacher is just a facilitator*. The second respondent said, *learner centered involves learners discussing and explaining concepts in a class while the teacher controls*. The other respondent defined that *“it is a method that gives pupils freedom with minimum supervision and learners are directly involved in the lesson.”* A female respondent stated that, *it involves learners participating actively in groups and report to the class on their findings.*

The responses show that teachers were conversant with the definition of learner centered and they linked it to their teaching in classroom. It then meant that the teachers were able to use the learner centered method correctly or they have had used them before in their teaching of English language in Lundazi district.
Question eight of the focus group discussion with teachers requested them to mention the learner centered activities or techniques which characterize the learner centered approach. *Role play, projects, group work, question and answer and field trips,* were listed by one female respondent. Another respondent counted *drama, debate, brain storming, dialogue and pair work.* This meant that the teachers were very much aware of the learner centered techniques which are supposed to be used in the teaching of English language in the secondary schools of Lundazi district.

### 4.3.3 Responses from the focus group discussion with pupils.

A focus group discussion with pupils was the third category to answer the first research question in this study. Thirty two pupils responded to the questions and the findings were a bit detailed because some respondents mentioned how teachers taught them using the learner centered activities in the English classes.

Findings showed that teachers used the text based approach coupled with some learner centered techniques at times. It was discovered that teacher took English text books with them to English classes during the lesson and made pupils read loudly. One of the respondents said that

> Our teacher comes with books and tells us to read a long passage either loudly or silently. Mostly, we read silently while he is on phone or marking our previous work. When we finish he asks questions and we write the exercise without an explanation of what we have read.

Another respondent added that

> Our teacher teaches English with text books. If he has no textbook then he will teach composition and we shall write a lot of notes on a topic.

Another respondent mentioned that teachers used *debate, quizzes, discussions and presentations.* One girl said that *my teacher puts us in groups to discuss when he comes to teach English.* It is clear from the findings that other learner centered activities were not used by the teachers in the teaching of English language since the learners never mentioned them despite a list being read to them. This means that teachers were not teaching all the skills learners were supposed to learn in the secondary schools of Lundazi district.
4.3.4 Findings from the likert scaled questionnaire

Thirty nine respondents answered the likert scaled questionnaire which had a number of questions. The questionnaire was answered by more males than female pupils because there were disparities in the enrolment between boys and girls as shown below in bar chart 1.

Bar chart 1 below shows the gender of respondents

Bar chart 1. Distribution of respondents by gender

Bar chart 1 above shows the number of respondents who took part in the answering of the questionnaires in this study. The bar chart shows that there were (23 = 59%) male pupils against (16 = 41%) female pupils. The number of males enrolled in the schools researched from were more than the number for female pupils. This disparity in gender does not affect the outcome of the study in anyway.

The age group of the respondents was recorded on the questionnaire. The number of female respondents was less than males respondents because the schools had more boys enrolled into school than girls. The pie chart below shows the number of respondents.

Pie chart 1. Distribution of respondents by age group
Majority of the respondents ranged between the ages of 15 – 20, represented 31 (79%) of the population, while 8 (21%) was in the ranging 21 – 25 years. This meant that the respondents were in school for a good number of years and they had been exposed to a number of learning techniques by different teachers. Their responses were out of experience and could be relied upon in this case.
The pie chart above shows that more children came from the rural schools 24 (62%), seconded by the peri-urban schools 9 (23%), while few 6 (15%) were from the urban schools. Lundazi is a rural District and most schools are in the outskirts of the district.

As indicated in bar chart 2 above, the findings indicates that out of the 39 (100%) respondents, 7 (18%) attested to the fact that the teachers have never used quizzes in the teaching of English, 8 (21%) noted that their teachers rarely used this technique while 15 (38) doubted their teachers using the quizzes in the teaching of English language. Only 4 (10%) respondents thought that their teachers used the technique often and 5 (13%) affirmed that their teachers used quizzes very often in their teaching of English language.

In order to determine the frequency in which teachers used file trips as a teaching technique in the English class, a pie chart was used to present the findings from the questionnaire as displayed below in pie chart 3.
The results in pie chart 3 above show that 24 (62%) said their teachers never used field trips as a teaching technique in English language while 6 (15%) said teacher rarely used field trips. 4 (10%) were undecided while 3 (8%) said the teachers used the teaching technique often. 2 (5%) mentioned that their teacher used field trips to teach English language in their classes. These results meant that teachers never used field trips to teach English language in the secondary schools.

The frequency on how teachers used debate as a teaching technique in the teaching of English language in the secondary school classrooms was the next question to be answered. The responses were 39 and these were equated to a 100%. The results were as presented in pie chart 4 below.
The data in pie chart 4 above shows that a largest number of the respondents 15 (38%) were undecided as to whether teachers used debate as a teaching technique in their English classes. Those who said the teachers used the technique often represent 6 (23%) while 8 (21%) represents those who said the teachers used the technique rarely. 4 (10%) of the respondents thought that the teachers used debate in the teaching of English language very often while 3 (8%) said the teachers had never used the technique.

The next questions requested the respondents to give the frequency on how their teachers of English used brainstorming as a learner centered technique in the teaching of English language in class. The results are shown in pie chart 5 below.

Pie chart 5 below shows responses to the following question: *How often does your teacher use brainstorming on a topic before you learn it in English lessons?*
Pie chart 5. Distribution of respondents by their responses on how often teachers used brainstorming as a way of teaching English

Bar chart 3. Distribution of respondents by their responses on how often teacher engaged students in group discussion as way of teaching English.

Pie chart 5 above shows that teachers used brainstorming as a teaching technique in the teaching of English language in the secondary schools of Lundazi district. 12 (31%) were undecided which was the largest portion, 9 (23%) said teachers used brainstorming technique often. 8 (20%) said rarely, 7 (18%) said very often while 3 (8%) indicated that teachers never used brainstorming as a teaching technique to teach English language in the secondary schools of Lundazi district.

Bar chart 3 shows responses to the following question: How often does your teacher allow class discussions in your English class?

In the bar chart below, 11 (28%) respondents noted that teachers used class discussions very often while 10 (26%) thought teachers used the technique often. Only 9 (23%) respondents said teachers used discussion sometimes while another 9 (23%) said teachers rarely used the technique. Apparently, no respondent said teachers never used the teaching technique.
The other question sought to determine the frequency on how the teachers engaged learners into projects in the teaching of English language in the secondary schools of Lundazi District. The results were presented in a pie chart pie chart 6 below.

**Pie chart 6. Distribution of respondents by their responses on how often teacher took students for projects as way of teaching English.**
The responses in pie chart 6 above suggests that a large number of learners 9 (38%) said teachers never used projects in the teaching of English language in their classes. 7 (18%) respondents thought teachers rarely used projects while 12 (31%) were undecided. 2 (5%) respondents said that teachers used projects very often while 3 (8%) respondents said they often used projects in the teaching of English language. It is clear from the findings that teacher hardly used projects to teach English language in schools.

In finding out how frequent the teachers used role play to teach English to their classes, a pie chart was used to illustrate the responses in percentages form. Pie chart 7 shows the responses below.

Pie chart 7 Distribution of respondents by their responses on how often teacher engaged students in role play as way of teaching English

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>23%</td>
</tr>
<tr>
<td>Rarely</td>
<td>13%</td>
</tr>
<tr>
<td>Often</td>
<td>21%</td>
</tr>
<tr>
<td>Very often</td>
<td>15%</td>
</tr>
<tr>
<td>Undecided</td>
<td>28%</td>
</tr>
</tbody>
</table>

that role play was never used by teacher to teach English, 8 (21%) were of the view that teacher rarely used role play. 6 (15%) said teachers used role play often while 5 (13%) said teachers used role play oftenly to teach English while 11 (28%) were undecided.
of English language to their learners. 3 (8%) of the respondents said their teachers of English used discovery learning very often while 8 (20%) said often. 17 (44%) respondents were undecided if teachers used discovery learning. 5 (13%) thought discovery method was rarely used while 6 (15%) said the method was never used in the teaching of English language in class.

4.3.5 Summary of quantitative findings

In order to have a comprehensive analysis of the quantitative findings, the likert scale responses were categorized into three categories. These were, often, undecided and rarely. The findings below in bar chart 4 indicated that 95 (30%) were undecided while 94 (30%) said that learners learned English language using learner centred activities prescribed by the learner centred approach. However, 126 (40%) of the responded noted that learner centred activities were rarely used to teach English language in the secondary schools of Lundazi district
The above results mean teacher rarely used learner centred techniques to teach English language in the secondary schools of Lundazi District. The implication is that teachers are not impart all the required attitudes, values and knowledge into the learners since not all the techniques are used to teach English language. The results also implies that certain topics and units which were learner centred were not taught by the teachers thereby depriving learners the much needed knowledge for their after school survival.

4.3.6 Summary of findings on research question number one (1).

Research question number (1) sought to establish the classroom activities teachers were using in their teaching of English in the secondary schools of Lundazi District. All the categories of respondents confirmed that the teachers used a variety of learner centered activities in English classes. From the qualitative findings, the teachers counted a number of learner centered activities which they used in their English classes like; group work, pair work, class discussions, role play, drama, debate, projects, question and answer, group work and brainstorming. The interviews with the heads of departments reviewed that teachers used frequently learner centered activities like debate, class discussions, question and answer, projects and role play in the teaching of English language. On the contrary, learners counted that teachers used a limited number of learner centered activities which included debate, group discussions, group work and quizzes to teach English.
The quantitative findings indicated that teachers used learner activities frequently like debate, discussions, brainstorming and role play in that order. While discovery learning, quizzes, field trips and projects were not frequently used or never used in the teaching of English language in the secondary schools of Lundazi District. With such findings, the general view of the teachers was that they were using learner centered activities in the teaching of English language in the secondary schools. The learners alluded to the fact that the teachers were using some learner centered activities more frequently than others in the teaching of English language. The conclusion therefore, can be that the teachers used the same learning activities in class while other activities were not used to teach English language.

The findings for research question one mean that teachers were not teaching English language effectively in the secondary schools of Lundazi district because they hardly used the prescribed learner centered techniques as the English syllabus prescribed. The learners were not exposed to research and character building activities like projects, role play and drama to enable them acquire perfect linguistic competence to face the public with confidence and defend their point of view. Therefore, learners were half baked and learners were not fully prepared for the various careers and tasks in the world of work after leaving school.

4.4 Research Question 2: How are learners learning English using the learner centered activities?

To address this question, qualitative data was collected from 24 teachers, 32 pupils using focus group discussions while 4 heads of departments for languages were interviewed and 39 pupils answered a likert scaled questionnaire. Teachers were asked to describe how they taught English using the learner centered activities they identified earlier in the study. The respondents were asked to identify the activities they used frequently in their classes as well.

4.4.1. Findings from the interview with heads of departments

Heads of departments were interviewed in order to answer the research question because they also taught English and inspected the teachers’ work. To answer the question on how the teachers taught English using the learner centered activities, the general picture was that the heads of departments used group discussions mainly. They divided the students into groups and gave them a topic to discuss. After the discussion, the learners presented their findings. One HOD mentioned that
I usually involve my learners into my lesson by making them be in groups. I will first teach and explain a concept and after that I will break them into groups. I will give each group a task to work on and one member of the group will report to the class on their findings.

Another HOD said she usually saw the learner centered activities in the lesson plans of teachers which she marked. She also mentioned that teachers usually abused the group work technique because it was frequently used than other learner centered methods. She noted that

*I see a lot of group work here and there but I have never seen these groups doing work when I go to supervise them in their classes. Maybe they do them when I am not inspecting them.*

The other findings revealed that HODs prepared the schemes of work and included the various learner centered teaching and learning activities which the English textbooks outlined. What was difficult was that teachers on teaching practice failed to follow the schemes keenly. They only taught what they deemed simple to handle like structures and comprehension through group discussions. It was learnt that some learner activities which were schemed for various grades were not taught in English classes. One HOD pointed out:

*I have not seen teachers teaching project or involving them in outside learning activities. I usually put about four to five projects and field trips in the scheme but no one has ever come for permission to carry out these activities.*

The HODs stated that teachers were lazy at teaching learner centered activities which consumed their time in school. They also noted that certain activities needed enough time to plan and execute if learners are to enjoy the venture. They also bemoaned the lack of resources to make the children undertake field trips. It was also known that few learner centered activities come in the examination hence it was pointless to teach all of them as one HOD conceded

*Even if the government and the textbooks are emphasizing on teaching projects, drama, role play and field trips with those others, they do not come in the exams. I am praised to be doing well with my teachers if my pupils pass English that year.*
So I do not push my teachers to strictly teach English using these involving methods since they do not come in the final examinations.

The teaching of English using some learner centered activities was resisted by teachers because the activities in were not part of the examined curriculum content. HODs encouraged teachers to teach English using learner centred techniques which were important for the examination only.

The implication of these findings are that teachers will continue teaching English language using simple and the same learner centred techniques since they are the ones which are examined. Learners are in this case, not given the opportunity to learn different skills for their life after school like projects and research since they are not a factor for their passing English in school. The teaching and learning of English language was not effective in the secondary schools of Lundazi District.

4.4.2. Findings from the focus group with teachers

In answering the question regarding how learners were leaning English using the learner centered activities in the secondary schools of Lundazi District, twenty four teachers of English discussed the topics in four different focus groups. It was established that teachers made pupils break into groups of different numbers in the classroom when they used certain activities. One respondent mentioned that

When I am teaching English language and structure in particular,
I put my children in groups to make sentences using the rules I have explained. After that, I engage them in a class discussion to review the answers from their friends. My class is live at this stage and they tend to understand better than when I don’t involve them.

Other respondents took a different approach to the teaching of English using the learner centered activities. They said that there were few and limited activities which are applicable when teaching English in class as one female teacher explained

I use debate to teach how to write an argumentative composition. What I do is, I will first explain what argumentative composition is. After that, I will write a topic on the board which is contradictory like “to be a girl is better than to be
a boy.’ The boys shall make two groups so are the girls and they will argue against each other. This makes the pupils not to forget this composition.

Other respondents noted that learner centered teaching activities were the best because pupils practice what the teacher taught. They also added that argumentative composition did not miss in all English examinations hence teachers used debate frequently to teach composition. It was also learnt that debate was used widely by teachers to teach English because the aim of teaching English was to involve learners into activities that would make them speak English frequently.

The teachers also recognized that they used learner centered activities like pair work to teach English in their classes differently. While other teachers said they used pair work in discussion on certain topics in the course of the lesson, others used pair work to teach comprehension. One teacher noted that

*I was given a grade 10 class which had pupils who could not read and write. I identified the pupils who were able to read better than others and made them sit with the friends who could not read better. Whenever it was time for reading comprehension, I asked the slow readers to read while the fast reader was helping controlling the pronunciation errors. By the end of grade 11, all pupils were best readers.*

Therefore, pair work proved to be a very good teaching learner centered activity that enhanced the teaching and learning of English language. Other respondents acknowledged that through quizzes and question and answer session, learners were forced to speak English. Teachers explained that they told children that after the lesson they would answer questions orally. This was done to ensure that learners paid attention to the lesson. A female teacher explained that

*I make every pupil stand in class after teaching and I ask them questions on what I have taught. The ones who give correct answers they sit down. I do this to make sure that the pupils speak English in my lesson and they grasp what I am teaching them.*

Despite other teachers saying it was a violation of human rights for girls to stand for a long time in class, they all agreed that it was the best way of making children speak English. This was recommended because other children were too quiet in class and never learnt how to speak English.
Therefore, through quizzes and question and answers, learners were forced to speak English in class, meaning the objective of teaching English by the teacher was being achieved.

With regards to teaching English using projects, role play and drama, teachers mentioned that they did not use these activities regularly because they consumed a lot of time for both the children and the teacher. They noted that projects, drama and role play needed a lot of time for planning, monitoring what the children were doing which was difficult to be achieved in a single lesson. Moreover, it was not every child who was involved like in question and answer hence they were rarely used. One respondent said:

*Planning a project is like doing it yourself because the questionnaire it’s you the teacher to make, the interview you have to demonstrate and the findings, it’s you the teacher to tell them. I have to work outside my knocking off time. So it is not possible because I will not be paid for over time that is why I don’t use them.*

The teachers were also quick to conclude that they were perceived to be hard working if the children passed the examinations and not on how many role plays, drama and projects they carried out in school. They argued that their teaching using certain learner centered activities was not contributing to their children passing at grade 12 because they were not in the examinations. They plainly said that unless the activities came in the examination that was when they would start using them in the teaching of English language in schools.

**4.4.3. Findings from the focus group with pupils.**

The FGD explored how learners were learning English using the learner centered activities in class. To address this question, 32 grade 12 pupils were involved in the discussion and their responses were qualitatively recorded. The respondents mentioned that their teachers divided them in groups in most instances when the teacher wanted to involve them in a lesson. The groups were formed by either counting numbers from 1 to 5 then they formed five groups or by considering the desks. In other classes, a respondent mentioned that, *we have permanent groups which are made every term.* One respondent mentioned that, *groups were made at random by their teacher in the class.* In other classes, a female respondent mentioned that, *we choose ourselves and make our own groups because the teacher just says that make groups of six, six or five, five each.*
Respondents noted that their teachers at times never allowed the chosen secretary in the groups to present the discussion. Instead, the teacher pointed at any member of the group to present the written work since it was assumed that everyone participated and contributed to the written work. In one group, one respondent noticed that

- *My teacher usually asks the presenter to call one group member to the front.*
- *She tells the one has been called to present what the group discussed to the class.*
- *If you fail, he pinches hard. So we are all made to concentrate because our teacher is hard on us.*

Other respondents mentioned that teachers of English only put the learners in groups when they were busy marking books for the previous exercise or when they wanted to pass time outside with their friends. They explained that teachers left work with learners in groups and went outside telling stories with friends. Other teachers became busy on phone playing games or on face book or on whatsapp. Respondents concluded that teachers used learner centered activities when they never felt like teacher on a particular day.

The respondents spoke frankly that some teachers wasted time by using the learner centered activities like group work in teaching English because they failed to control the noise in the class. A female respondent noted that

- *I feel irritated when our teacher puts us in groups because he will just be seated while we are making noise. I feel it’s not learning when we are put in groups in class.*

It was also established that the teachers never supervised the discussions or the work which they gave the learners as activities in groups. The learners even used vernacular to discuss but wrote the answers in English. The respondents also said that teachers only went round to mark some books during individual work not when groups have been given work.

Learning through learner centered activities helped some students to be courageous in class and the shyness goes away from them. It came to the researcher’s attention that most students were shy to stand in front of others and present to the class in grade ten when the teachers slowly
introduced learner centered activities like class presentations. Currently, the respondents boasted of facing any crowd of people and defend their opinion. On girl explained that

*I was very shy in grade ten to speak, but when my English teacher started forcing to present, I started become courageous and as at now, I even stand and read the bible to the whole school during morning assembly. I am no longer shy.*

Respondents also mentioned that they had improved in their spoken and written English because the activities which their teachers used forced them to do so. They named activities like the question and answer sessions which force the learners to speak some English if they have to be allowed to sit down. The forcing of the learners to present to the class when the group had come up with points was another method which forced everyone to be involved in the discussion of the group. The respondents said that through these activities, the learners were able to learn and use the English language in class and school.

4.4.4. Findings from the likert scaled questionnaire from pupils on learners’ attitudes on using learner centered techniques.

The questionnaire was used to collect responses from 39 pupils. The respondents answered 8 likert scaled questions. The learners indicated their level of interest in learner centered technique in the English class. The findings were analysed through the excel package. Charts, tables and graphs were used to represent the learners’ interests in the study to show the respondent’s level of interest in learner centered techniques in bar chart 5 below.
The findings in bar chart 5 above give a general impression that the majority of learners were interested in learning English using learner centered techniques. The learners’ interest in learning English using learner centered techniques was that 28 (10%) were very bored, 29 (10%) respondents said they were boring. 97 (33%) responses said were interested while 138 (47%) said they were very interested in learning English using the learner centred techniques. The results mean that learners were motivated to learn English using learner centered techniques in the secondary school of Lundazi district.

4.4.5. Summary of findings on research question number 2. How are learners leaning English using the learner centered activities?

Question 2 attracted responses from 24 teachers, 4 heads of department and 71 pupils. The question was; how learners were leaning English using the learner centered activities. The findings indicated that teachers had well planed schemes and lesson plans which had included detailed learner centred techniques to teach English to learners. On how teachers were teaching English language using the learner centred techniques, teachers asked learners to be in groups and gave tasks which they prepared in their lesson plans. Most of these activities came from the pupils’ English book. Debates, group discussions, question and answer sessions and pair work were rampant while class presentations of the discussions were the order of the day. They followed the English textbooks as evidenced from their well prepared teaching files. However, their teaching
of English in class only involved few learner centred techniques which were easy to use in the different classes they handled.

Learners on the one hand enjoyed learning English language using the learner centred activities but the teachers did not supervise the groups effectively to enable them enjoy the lesson. Quantitative findings from learners also indicated that learners had interest at learning English using the learner centred techniques while teachers used the same techniques instead of teaching employing all of them. The implications of the findings are that learners are not being built in all the areas of development as the syllabus was designed to. Learning and teaching of English language for this reason was not well conducted by the teachers of English in the secondary schools of Lundazi District.

4.5. Responses to question 3: What attitudes do learners have towards learner centered techniques in secondary schools of Lundazi District?

In order to provide answers to the above question, the study interviewed 4 HODs for languages in four different schools, held FGDs with 24 teachers of English and other FGDs with 32 pupils while 39 pupils answered a questionnaire. Their responses were qualitatively and quantitatively collected. Detailed FGDs were held as presented while graphs, charts and tables were used to present quantitative responses from the questionnaire.

4.5.1. Responses from the interviews with the HODs.

Teaching English language was considered to be an interactive process which should be enjoyed by the teacher and the learners. The HODs concluded that learners had some mixed attitudes towards the learner centered activities the teachers were using to teach English in secondary schools. One HOD pointed that, learners are interested in some activities which are not longer but shorter. Activities like debate and discussions are the most liked. Another HOD mentioned that learners were interested in pair work, group work and question and answers. It was established that teachers never used activities which were involving and time consuming like projects, drama, role play and discovery learning. These activities were not reflected in the lesson plans despite being schemed.
The HODs being among the teachers who have been teaching English language for a good number of years, had made enough observations on the learners’ attitudes towards learner centered activities in classroom. It was noted that learners developed a positive attitude towards activities which they saw being beneficial to themselves. One HOD mentioned that

\[
\text{my learners have a tendency of being excited whenever I ask them to debate a topic in class. My class infact makes up the panel for the school debate club which has been winning medals in the district.}
\]

It was conclude that learners had interest in the learner centered activities which the teachers used frequently while the activities which were not used were not known to the learners. It was then difficult for the learner to develop interest in such activities. It was also established that the learners’ interest could only be activated if the teachers planned their teaching effectively and exposed the learners to the different learner centered activities in English. This would force the learners to speak and use English language in their real life situations. These findings meant that learners acquired limited skills in life like courage to present their thoughts, yet research skills endowed in project are neglected.

4.5.2. Findings from the FGDs with the teachers.

The FGD with 24 teachers on the learners’ attitudes on the usage of learner centered activities in English language had few specific findings. Teachers noted that learners developed interest in activities which were commonly used in class. One teacher said that

\[
\text{pupils fail to cope with a new activity which you have never used in class. I remember given a project to children, I didn’t get the response. So I use debate and discussions which they know.}
\]

Teachers said that learners had a positive attitude towards learner centered activities because they participated with enthusiasm in the lesson. "I usually see learners who are normally quiet in class trying to speak out their mind in discussions," one teacher said. The huddle was that teachers were not preparing their lessons effectively so that they could use the activities regularly.
4.5.3. Findings from the FGDs with the pupils on their attitudes on learner centered.

Findings from the FGD with learners indicted a mixed attitude towards the using learner centered techniques in the teaching of English language. This was concluded from the number of activities which they chose to be interesting and boring in the learning of English language. In one school, a respondent indicated that, *we love the English lessons when the teacher brings activities like group discussion, pair work and debate because such activities involve us as learners in a lesson.* Another respondent revealed that

*I learn English better when the teacher puts us in groups because I am forced to contribute to the discussion. When I fail to make a good sentence to make my thought be heard in class discussion, friends control me. Through such contribution, I am now able to speak English better than before.*

A female respondent shared her experience that

*I like to be involved in the lesson like presenting work in class after group discussion because I am forced to speak English unlike when I am keeping quiet in a lesson.*

The respondents noted that they were interested in learning English using learner centered activities because the learning process was lively and they realized that they were able to communicate using English unlike when the teacher came and dictated lessons. It also came to be understood that learners prefer learner centered activities because fellow learners were able to explain to other group members in the simplest terms where they did not understand from what teacher had presented. One respondent recounted that

*I understand what our teacher teachers faster when she puts us in groups because she speaks difficult English. When we are put in groups, my friends do explain in “Tumbuka” which I understand better and I get the concept.*

Other respondents concerted that they understood what the teacher taught better when the teacher taught and divided the learners in groups. They mentioned that they got different ideas from their friends which enriched their knowledge. A girl said that *even if I am not contributing in a group, I benefit from the way others are contributing more than when the teacher is teaching me.* A boy
added that, *I am delighted to learn in English in groups because my friends speak slowly and usually repeat were I do not understand.* Class activities made learners get excited, think and pass one knowledgeable conclusion according to their experience they had in English classes. One male respondent stated that

*People like me, I am a slow learner, I speak some English and contribute to the lesson when my teacher puts me in a group to discuss. The fast learners do explain to me clearly and I understand. I even started presenting in class because of my friends who encourage me.*

Another respondent concerted that, *I love class activities because it gives me chance to guide and explain to my friend what I heard and they also teach me what they learnt from the teacher.* Another respondent mentioned that, *the class performs better when my teacher uses class activities.* Respondents revealed that both slow and fast learners move at the same tempo in class. The respondents recognized that they enjoyed the English lessons which involved them in the learning process. A girl expressed her interest in learning English through various learner centred techniques through the following words, *activities in English class gives me confidence to face the world and talk about my problems, experiences and needs without fear, and shyness.* Learners noted that they learnt more English language because they were able to interact with others to listen and use their friend’s vocabulary. Learners became interested in learning English using the learner centred techniques in the secondary schools of Lundazi District. These results meant that teachers were teaching English language using a number of learner centred techniques hence learners developed interest in learning English using the learner centred techniques. Such results meant that English language was well taught to the learners in secondary schools of Lundazi District.

4.5.4. **Quantitative findings from the questionnaire with the pupils on their attitudes on learner centered techniques.**

Quantitative findings from the questionnaire were from 39 respondents who were learning English. The learners answered ten questions regarding their preference for learning English in the secondary schools of Lundazi District. Data was analysed using the Microsoft excel package and
a bar chart was generated to show the findings. Bar chart 6 below presents the findings on the learners’ attitudes towards learning English using the learner centered techniques.

Bar graph 6: Respondents’ rate of preference for learner centred techniques in learning English

Findings from bar chart 6 above shows that 82 (21%) and 100 (26%) preferred learning English using learner centred techniques while 59 (15%) and 57 (15%) had low preference. 92 (23%) of the respondents were undecided. The meaning of the results was that 47% of respondents had a positive attitude towards learning English using different learner centered techniques in secondary schools while 30% respondents showed a negative attitude towards teachers using learner centered techniques in teaching English language. Therefore, the data meant that learners had a positive attitude towards learning English through learner centered techniques in the secondary schools of Lundazi District.

4.5.5 Summary of question 3

Findings from the HODs and teachers indicate that learners had a positive attitude towards learning English using learner centered techniques. Teachers did not have interest in teaching English language using learner centered techniques because they were involving and time consuming to use in class. Despite the teachers not having interest in teaching English using the learner centered
techniques, the learners indicted that they had very high interest in learning English using the learner centered activities.

4.6.1 Research question 4: What are the challenges in using learner centered activities in secondary schools of Lundazi District?

In the quest to answer the question on the challenges encountered in the process of using learner centered techniques in the teaching of English language, a number of respondents were involved in data collection. They included responses from HODs for languages department, teachers of English and pupils learning English whose total number was 99 respondents.

4.6.2 Findings from the HODs on the challenges encountered by learners in using learner centered techniques.

The first challenge which the HODs collectively noted was that the learners in most cases did not use English in class or outside because they were not familiar with it. This was the reason some learners never wanted to be involved in certain learner centered activities since they demanded the use of English. A female HOD revealed that, *I don’t hear children speak English when they are alone or outside. To ask them to report in English it’s hard for them in class.* One HOD pointed another challenge that

> The classes for English are too big to be taught consistently using learner centered techniques. For example my class, I have 80 pupils who regularly come to school. It is difficult to make groups.

A male HOD mentioned that *learner centered techniques in English classes only spark noise in class which disrupts the mood of learning. This was because the big groups usually argue from time to time without reaching an agreement.* It was also recorded that the slow learners and those who did not speak English conversantly usually kept quiet as the extroverts dominated the conversations.

The other challenge which was cited was the shortage of teaching and learning materials in English language. One respondent lamented that,
Certain English classes have more than 80 pupils against 10 textbooks of English in school. This made speaking and listening through the reading of textbooks to become a challenge in the teaching of English language.

This challenge led to the teachers not to follow the schemes of work as planned by the department but to teach what they could teach using teacher centered unlike learner centered techniques.

HODs also pointed out the fact that teachers were not very conversant with most of the learner centered teaching techniques in English language. This led to the over usage of certain techniques like group discussion and debate. These did not miss in the lesson plans although they never used them in the actual teaching. One HOD lamented that

Projects, drama and role do not need books and teaching material to involve learners into speaking English, it is just laziness from our teachers which is making them not to teach English using the learner centered techniques.

The enormous challenge should be the largest numbers of learners in the classes and the lack of teacher commitment to duty. Teachers were able to attend workshops on a weekend but never wanted to plan what to teach over the weekend hence the learners failed to know other techniques teachers used apart from discussions, debate and quizzes. The mentioned challenges implied that teacher were not using learner centered techniques effectively to teach English language. Learning for this reason was not going on effective in secondary schools of Lundazi District.

The HODs also proposed the solutions to these challenges which hindered the effective implementation of learner centered techniques in the English classes. One female HOD suggested that learners need more vocabulary lessons in English in order for them to ask or comment about the issues in life and in the education circles. Another male respondent proposed that, the government should ensure that the schools were supplied with enough teaching and learning materials in English language. He further added that such a move would help the teachers to use different sources of materials to teach English unlike relying on the already limited materials, English books for a given grade.

It was established that the challenges regarding the lack of effective usage of the learner centered techniques in English could be solved by ensuring that regular CPD meetings were held in the
departments to build capacity amongst teachers in the department. A male HOD noted that, *the other solution is to ensure that teachers use each other’s strength in the different teaching techniques they have learnt and share skills as a department.* Another HOD proposed that,

> teachers should be free to teach in each other’s classes especially
certain topics which posed a challenge to some teachers and
required the application of specific technique.

Such would ensure that the teachers used the various learner centered techniques in English thereby motivating the learners in an English class and encouraged learners to use the language. If these solutions could be considered by the HODs in schools, they would impart positive attitudes in teachers so which, in turn, would enable them teach English using learner centered techniques.

### 4.6.3 Findings from the teachers on the challenges learners were facing in using learner centered techniques.

24 teachers took part in the FGD to answer the question on the different genres of challenges which were encountered in the process of teaching English language using learner centered techniques. It was agreed that the classes were over enrolled in such a way that the classes were too full to a point where teachers failed to pass and mark books. One teacher highlighted that

> My class has over 90 pupils those who come on a regular basis, you know these
classes were designed for primary school children. They get too packed that
desks cannot be moved, so I fail to move and supervise group activities.

Due to such challenges, it was difficult to ensure that learner centered techniques in English language were used effectively in English classes to teach. The teachers bemoaned the lack of story books and libraries where children could read English after class so that they could practice what they read in class. The children in other words depended on the teacher’s English books; hence it was difficult for learners to learner English using other learner centered techniques in class. Such a perception resulted into the teachers considering learners to be slow learners and considered them to have failed to participate in the teaching and learning process of an English learning class.
The training of teachers too was cited to be a challenge in the implementation of learner centered techniques. One teacher said that

> my lecturer never exposed us to the different learner centered techniques apart from group discussions, pair work and debate. So these are what we also use. As for projects, I know that those are found in Geography and Sciences like Agriculture not English.

It was also made known that learners failed to speak English language in class hence shunned the English activities the teacher gave the learners because they could not participate. The learners were also unable to answer questions posed on them in correct English because they only heard the language in class while outside class nothing in English was heard. Some learners who never wanted to speak English because they did not know how to speak thought learner centered activities were used when the teacher was not willing to teach that day. Their belief was that teaching was about the teacher explaining in class until he or she left the class. This mentality made the learners assume that learner centered techniques were used when a teacher had nothing to teach.

The other challenge was that, extroverts took over the running of the groups because the groups were too large to have order in class, another teacher mentioned. A female teacher complained that, learner centered activities in English sparked a lot of noise making in class. Another teacher noted that, because of the noise the learners made, they feel that using learner centered activities in the teaching of English language was a boring venture. A male teacher also noted that, there was more usage of Zambian languages in the groups instead of discussing in English. Another female respondent revealed that, groups were not effectively monitored hence the learners were not interested in the activities even attention was not paid by the learners in groups. The implication these findings are that learners developed a negative attitude towards learning English using learner centered techniques.

The teachers also suggested some solutions to the challenges experienced in the process of using learner centered activities. They proposed that classrooms should have a manageable number of pupils, like in the catholic and private schools, where the maximum number of learners is about
In such classes, learners can easily form groups for discussion which are manageable unlike where they were over 80 learners.

A favorable learning environment should be created by the teacher to ensure that positive learning attitudes are instilled in learners. Such can be done by making the learners feel free to participate in the teaching and learning process through the application of eclectic teaching techniques. It was also agreed that the teaching should be practical to make sure that every child participated in the lesson. One teacher mentioned that *as teachers, we are supposed to improvise were the teaching and learning material was concerned because it is our role to help the learners learn.*

Another teacher proposed the daily giving of homework on various topics so that learners could go and research from home, thereby developing research skills because projects were not easy to teach in class. A female teacher thought of the creation of different clubs which should be assigned to teachers of English. This would help the learners to be actively involved in the usage of English language since they will be familiar with it from their membership and participation in the activities of clubs.

### 4.6.4 Findings from the pupils on the challenges they were facing in learning using learner centered techniques.

The findings were collected from 32 learners who were in grade 12 and have been learning English at secondary school. Learners reviewed that the classes had large numbers of learners which made it impossible for the teachers to effectively pay attention to individual learners. One student said; *in our class we are more than 80, when the teacher makes groups, we overcrowd making contributions to the topic very difficult.* Another female student noted that;

> when we are put in groups, I usually know that it is time to make noise for the naughty boys. I do not even waste time forcing myself to make a contribution.  
> Even presenting, it is the boys who make the presentation so I do not take part.  
> So, I don’t like to learn in groups.

Apart from the noise from the overcrowded groups, teachers were blamed for leaving the classes making noise in big groups while they charted outside or became busy on the phone. They also complained that teachers never gave clear instructions when she had put us in groups. The other challenge was that teachers failed to control classes when a learner failed to present his or her work.
effectively to the class, *the pupils bullied at the presenter and laughed carelessly discouraging other presenters who wanted to try their courage*, one respondent said.

Learners faced challenges in their groups and the teacher was not at their disposal to assist them. A female respondent complained that *as girls when we make a contribution, boys just say 'shut up what do you know’ this makes us girls to keep quiet*. Girls preferred written work to discussion because they never benefited much. Younger boys also complained that their contributions were turned down with a reason that they knew nothing. Such remarks made them not to like the learner centered activities like discussions and group work in class because they made no meaning to their learning. Other respondents alluded to the fact that teachers were full of jokes and such discouraged learners who failed to present group work effectively. At times, teachers were noted to be very moody and never liked educational noise. One female respondent said; *during such days, the whole class is slapped or pinched for making noise. Us who do not make noise are beaten for nothing.*

Pupils also proposed solutions to the challenges they faced with their teachers in the effective implementation of learner centered techniques in English classes. They proposed that teachers should ensure that they gave clear instructions regarding what they had to do in the discussions and they should be inspecting what was going on to ensure the class never made noise.

Another female respondent said that, *teachers should not be moody when they come to teach because the class is not part of their personal problems. They have to leave their problems home.* Respondents also noted that jokes and belittling learners should not be the habit for teachers if learners were to be interested in the lesson. Teachers were also asked to reduce charting on phone at the expense of teaching learners. Learners also noted that the activities should just be avoided by the teachers because they were time consuming because the presentations were always scheduled for the next lesson. Teachers were also noted not to be observing time hence the class activities did not end on time.

**4.6.5 Summary of Findings on the challenges faced in using learner centered techniques.**
The major challenges which were faced by the teachers and learners in the process of using learner centered techniques were numerous. Firstly, teachers used limited number of learner centered activities like debate, pair work and class discussions while the rest were not used. This resulted in learners only developing interest in the activities which the teachers used. The HODs highlighted that teaching and learning materials was not enough to guarantee good and effective learner centered activities for the children in school. This made the teachers not to follow the prepared schemes of work for the children.

Teachers noted that they were unable to use learner centered activities effectively because the classes were over enrolled. They also mentioned that the children hardly used English and that there were few children who could speak fluently, making the whole process of engaging them into an interactive learning situation fail. The teachers accepted using some learner centered activities and not all. They also mentioned the fact that they never used projects, drama and role play among the others because they did not have enough time in school for such activities since they were supposed to be organized outside the normal working hours.

Learners too noted different challenges which surrounded the use of learner centered activities in the learning process. They explained that teachers did not give clear instructions to the class when work was given. They also pointed that the classes were too large hence when the teachers put them in groups. Teachers were not in class to control the learners when they were in groups discussing instead, they went outside talking on phone and charting with friends. Such challenges resulted into the learners losing interest in learning English using learner centered techniques.

4.7 Summary of the findings

Research question one sought to establish the classroom activities teachers were using in their teaching of English in the secondary schools of Lundazi District. All the categories of respondents confirmed that the teachers used a limited variety of learner centered activities in English classes. Teachers had the knowledge of the kind of learner centered techniques they were supposed to use in teaching the English language. These included: group work, pair work, class discussions, role play, drama, debate, projects, question and answer, group work and brainstorming. The interviews with the heads of departments revealed that teachers used frequently learner centered activities like debate, class discussions and quizzes in the teaching of English language. On the contrary,
learners stated that teachers used a limited number of learner centered activities which included debate, group discussions and quizzes to teach English. The conclusion is that teachers used fewer learner centered techniques in their teaching of English language to learners in the secondary school of Lundazi District.

Question two addressed how learners were leaning English using the learner centered activities. Teachers used learner centered techniques to teach English haphazardly which reduced the learners’ interest in learning English through the techniques. They planned to teach using learner centered techniques in the lesson plans, yet they never used them effectively in class. The pupils had preferred learning English language using learner centered activities while teachers used only a handful from the many. The meaning of these results is that teachers were not teaching English using learner centered techniques as the Ministry of Education required them to do. This means that learning English is not being effectively being taught in schools of Lundazi District.

Question three investigated the learner’s attitudes towards the use of learner centered techniques in teaching English in secondary schools of Lundazi District. Teachers did not have interest it teaching English language using learner centered techniques because they were very involving and time wasting. It was thus, established that teachers did not have interest in using learner centered techniques because they never used some of the activities at college, meaning that now as teachers, they never knew how use them in teaching English. Despite the teachers not having interest in teaching learners using the learner centered techniques, learners indicted that they had very high interest in learning English using the learner centered activities.

With regards to the challenges which surrounded the use of learner centered techniques in the teaching of English language, a number of them were noted. First, teachers used limited number of learner centered activities like debate, pair work and class discussions while the rest were not used because they did not know how to use them. This resulted in learners only developing interest in the activities which the teachers used. The HODs highlighted that teaching and learning materials were not enough to guarantee the using of good and effective learner centered activities for the children in school. This made it difficult for teachers to adhere to prepared schemes of work for the learners.
It was revealed that teachers were unable to use learner centered activities effectively because the classes were over enrolled. The children hardly spoke English and that there were few children who could speak English fluently, making the whole process of engaging them into an interactive learning situation difficult. It was discovered that teachers never used projects, drama and role play among the others because they did know how to teach English through them.

From the learner’s perspective, they apparent that teachers did not give clear instructions to the class when work was given. They also established that the classes were too big hence when the teachers formed discussion groups; they failed to control them. Noise making in groups made the lesson flop. Teachers were not in class to control the learners when they were in groups discussing instead they went outside talking on phone and charting with friends, aspects which made learners lose interest in learning English using learner centered techniques.
CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1. Introduction.

The previous chapter presented the findings of the study which investigated the usage of the learner centred techniques in the teaching of English language in the secondary schools of Lundazi District. The findings were presented using the research questions. The section of discussion of findings is an essential part of the dissertation which brings the findings to reality by giving reference to the existing knowledge (Hofstee, 2006). A definition by Bell and Water (2014), states that the discussion of findings contained valid findings that answered the research questions and fulfilled the set objectives. They are supposed to be backed by literature and the theoretical framework or conceptual theory. To this effect, this chapter ventures into a discussion using the research objectives, literature review and the theoretical framework which adopted the social constructivism.

The following objectives guided the study. to; establish the nature of classroom activities that facilitate the teaching and learning of English using the learner centred approach; establish how children are learning English using learner centered techniques; identify the attitudes of the learners towards learner centered techniques in secondary schools of Lundazi District; and, identify the challenges encountered in using the learner centered techniques in secondary schools of Lundazi District. The findings from the various respondents fulfilled the set objectives and answered the research question. The findings were validated by other studies from different parts of the world.

5.2. The nature of classroom activities which facilitate the teaching and learning of English using the learner centred approach.

In investigating the usage of learner centred techniques in the teaching of English language in the secondary schools of Lundazi District, the first objective aimed at establishing the nature of classroom activities which facilitated the teaching of English language in the secondary schools of Lundazi District. The study established a good number of classroom activities which teachers used to teach English language.
Findings from the study indicated that teachers frequently used learner centred activities such as debate, discussions, brainstorming and role play. While discovery learning, quizzes, field trips and projects were rarely or never used in the teaching of the English language in the secondary schools of Lundazi District. This finding is in agreement with Jones (2007) who counted a number of learner centred techniques which teachers used in their teaching of English language. He mentioned pair work, group work, role play, problem solving, question and answer, debate and brainstorming activities. He stated that teachers used the few activities according to the subject, grade and cultural background of learners. The commitment of the teacher also matters in the usage of these activities in his or her teaching. Mtika (2014) argued that teachers were unable to use all the learner centred technique in schools because the classes were over enrolled in Malawi. Guthrie (2011) noted that teachers sampled few techniques because they hardly wanted the learners to take the centre stage as creators of knowledge instead they were supposed to listen and get knowledge from the teachers. They chose activities which needed their control at all cost. With this cultural perception, it means that learning in the secondary schools will continue to be centred on the same learner centred techniques.

The study established that teachers and learners knew very few learner centred techniques in the teaching and learning of English language with regards to the qualitative findings. Quantitative findings from bar chart 4 indicated that 30% (95) were undecided, 30% (94) said teachers used LCT oftenly while 40% (126) said LCT were rarely used. This finding correlates to a number of studies in the field of linguistics. Firstly, a study conducted by O’Sullivan (2004) in Namibia revealed that, teachers had considerable problems in using the learner centred activities. It was further indicated that teachers were not familiar with activities which sought to use their own knowledge to explore and address problems. For example, brainstorming, discussion, group work tasks, and problem solving were not used in their classrooms.

A study conducted by Vavrus (2011) also agrees with the findings of this study in the sense that teachers used a limited number of learner centred techniques in their classrooms. They further found that despite teachers using group discussions and group work, they dictated the learners on what they ought to learn and practice in the lesson. These findings also agree with the findings of Simasiku (2011) which indicated that teachers used a limited number of learner centred techniques
which were easy to teach History with. His findings have also come to agree with this study in the sense that teachers were not familiar with the learner centred techniques which they never used in classroom when they taught.

The study also established that learners were learning English through different kinds of activities. It is clear from the study that learners were working alone, preparing ideas and making notes in groups or pairs before a class presentation while the teacher facilitated the learning. The findings of this study are in line with the constructivism learning theory which is based on the principle that individuals construct their own understanding of the world by reflecting on their own experiences in the environment. Since learning is sharing experiences from one learner to another, the teachers had been working hard to ensure that learners shared experiences, knowledge and ideas in group discussions, pair work and class presentations.

Despite the learners working alone in groups and sharing knowledge, which constructivism advocate for, teachers have limited knowledge in their area of specialization. The teachers’ knowledge and experience ought to be a driving force for learners to work hard and equal him or her. Learners are graduating from school with little knowledge on how to research or solve their own problems because the teachers never exposed them to such learner centred skills. Perhaps it was the reason that teachers resorted to strike when their labour matters were not attended to because they could not solve their own problems. It is a paradox for them to inculcate personal skills of problem solving which they do not have.

5.3. How children are learning English using learner centered techniques

The second objective established how learners were learning English language using the learner centred techniques in the secondary schools of Lundazi District. The study pointed out that teachers followed their schemes and records of work in their teaching of English language. It was also found that teachers asked learners to be in groups and gave tasks which they prepared in their lesson plans. Most of these activities came from the English text book for learners.

The study also found that learning was through collaborative activities like debates, group discussions, question and answer sessions and pair work while class presentations of the
discussions were the order of the day. These findings indeed correspond with other findings from literature review and other academic research findings. This finding is in agreement with Malekzadeh, Mustafa and Lahsasna (2015) who stated that language teaching should involve problem solving tasks and group work. Other studies for instance, Aschermann (2010:46) says, 

...cooperative activity settings in a classroom allow children to create their own path towards a specific goal. These areas are more flexible and give children a more open area to work and interact. By providing these learning environments in a classroom, children are able to form a cohesive group where they can express their ideas....

The social constructivism theory which provided the foundation for this study was being fulfilled in that it looked forward to learners interacting with each other and share knowledge. The role of the teacher was to provide an enabling environment for learners to share knowledge in groups while the teacher facilitates the process. The more capable peers shared their experiences of language use with the less experienced in a social environment which the teacher created. In this case, these were the groups in classes and the enabling freedom which they were accorded. With such a conducive environment, learners become interested in learning English language using the learner centred techniques while teachers remain contended and rigid with their knowledge, hence do not allow learners to interact in groups in the English lessons.

The qualitative findings of the study further indicated that learners enjoyed learning English language using the learner centred activities but the teachers did not supervise the groups effectively to enable them enjoy the lessons. This finding coincides with Phiri (2015) who noted that learner centred techniques were preferred by majority students in the extension studies of the University of Zambia. This finding is also validated by Chipiko and Shawa (2014) who found that teachers failed to stimulate learner’s interest and arouse their curiosity to learn in class due to overcrowding and hence, boredom was created. The learning of English using learner centred techniques is one way of creating a platform for learners to assist each other to work in the zone of proximal development which this finding had failed to establish to fulfill the theoretical framework. The teacher as a facilitator ensures that learners interact using the target language in order for the learners to have a collaborative interaction and help each other perform functions
which they cannot perform on their own. Language is learnt in a social environment with a purposive interaction which teachers failed to frequently provide as the learning theory suggests.

Quantitative findings in bar chart 5 on page 72 indicated that learners had interest at learning English using the LCT. The learners’ interests showed that; 28 (10%) were very bored, 29 (10%) were boring, 97 (33%) were interested while 138 (47%) were very interested in learning English using the learner centred techniques. This finding concur with Simasiku (2011) whose findings indicated that learners had interest in learning History using learner centred approach while teachers did not have the interest to teach History using the learner centred approach. The forgoing is contradicted by Zohrabi, Torabi and Baybourdiani (2012:19) who noted that, “Some students do not like to become the focus of attention and do classroom activities and instead prefer to stay in their more comfortable zone and simply be physically present but mentally inactive.” However, Zohrabi, Torabi and Baybourdiani (2012) further findings established that learner centred approaches had a higher standard deviation of 4.999 while teacher centred approach had 4.119. The quantitative findings concur with this study that learners had interest in learning English language using the learner centred techniques. The only factor is to make teachers develop interest and have confidence that learners can do it with minimum supervision.

5.4. The attitude learners have towards learning English language using learner centered techniques in the secondary schools of Lundazi District.

The qualitative findings in this study revealed that learners in the secondary schools of Lundazi District preferred learning English using the learner centred techniques. This was confirmed by the quantitative findings which revealed that 47% preferred the techniques, 23% were neutral while 30% did not prefer learning English using learner techniques. Omolewa (2007) agrees with the finding that learners are usually interested in learner centred activities when used in teaching and learning from a cultural point of view. He states that traditional informal and non formal education in African villages is often empirical, activity based and collaborative, transmitting local culture, religion and history from one generation to another through language, music, dance and oral tradition. It is through practical guidance and activities that informal education took place. It is from this perspective that learning is embedded in play for a child as it captures their interest.
Chiphiko and Shawa (2014) findings are in agreement with the finding that learners have a positive attitude towards learning using the learner centred approach in the secondary and primary schools despite the numerous hardships. The positive interest in learners draws from the fact that learning for them is perfect when they interact within themselves and share knowledge. The finding is in congruent with the social constructivism theory in the sense that it believes in learners scaffolding each other in the learning process while the teacher is facilitating (Vygotsky, 1978). Since the teacher’s role is to create a conducive learning environment, the learners share experiences and help each other catch up, hence they allow everyone to present the shared knowledge in groups. To a child, play is embedded in education hence they are interested in learner centred techniques in their learning in the schools.

The other finding was that teachers were not interested in teaching English using learner centred techniques in the secondary schools of Lundazi District. The finding is similar to findings by O’Sullivan (2004) who reported teachers were not interested in using learner centred approaches because it was a tiresome process of teaching learners. This finding also tallies with Mtika and Gates (2010) who found that learner enrolment was too high in government schools hence the approach was too involving to teach with. Meanwhile, Guthrie (2011) opposes that teachers are culturally knowledge providers hence they feel they should continue dominating in the teaching and learning process. He further argues that learner centred teaching is a non African phenomenon because it does not agree with the cultural setting and political organization of the African community. From the foregoing discussion, it is evident that teachers in African schools have their own African perspective rooted in them which cannot make them leave learning be for the children. What is interesting is that the constructivism theory emphasizes the presence of the teacher in every lesson before learners could take a centre stage which is similar to the informal education paradigm.

5.5. Challenges in using learner centered activities in secondary schools of Lundazi District.

The fourth objective sought to explore the challenges which were encountered in the process of using learner centred activities in the teaching and learning of English language in the secondary schools of Lundazi District. Teachers and learners noted that the classes were over enrolled which made the learners make noise in groups and failed to respect the views of each other. The revelation
coincides with Chipiko and Shawa (2014) study which found that Malawian classrooms were overcrowded and this influenced teachers to avoid learner centred activities like group work which promoted meaningful interaction amongst learners. O’Sullivan (2004) and Bartlett (2015) concur that overcrowded classrooms prevented pupil interaction in the learning situation thereby defeating the purpose of learner centred teaching approach in African schools. The discussion is not in agreement with the constructivism theory which stands for learner interaction in knowledge sharing.

The study established that teachers failed to use the learner centred techniques to teach English language effectively in the secondary schools of Lundazi District because the lecturers in the various colleges and universities never exposed them to the activities effectively. This finding is in line with Musonda (2009) who in his study discovered that lecturers at Nkumah College of Education and Copperbelt Secondary Teacher’s College used teacher centred methods regularly to train teachers, hence teachers did not use learner centred approaches effectively in schools to teach the learners. This finding tells the reason why teachers shunned teaching using the learner centred activities in the secondary schools.

Teachers in the secondary schools of Lundazi District complained of not having adequate teaching and learning materials to effectively use the prescribed learner centred techniques in English lessons. English textbooks for pupils were not enough for learners to effectively learn comprehension and reading lessons. The lack of adequate teaching and learning materials was a drawback to learner centred approach implementation in the Tanzanian schools as echoed by Vavrus and Bartlett (2015). Simasiku (2011) agrees that lack of teaching and learning materials such as books posed a challenge to the effective delivery of learner centred lessons in Zambian schools. Reading in pairs enables learners to scaffold each other as they strive to attain linguistic competence through purposive interaction which constructivism strives to achieve in a classroom.

Female learners were unable to participate competitively as boys were doing because they felt they could not argue with boys or turn down a man’s idea in class. This cultural problem limited girl’s participation hence they reprihved themselves from conversations which were learner centred. The finding is in harmony with Schweisfurth (2011) who warned that learner centred implementation
in African schools was bound to fail because it never agreed with the African culture and norms. Guthrie (2011) too agrees that democratic values which learner centred approaches advocate for are not part of the African society and way of life. He further states that implementing learner centred approach will need to reorganize the African closed community because a classroom is an example of the community. Constructivism looks forward to learners sharing knowledge in the classroom while the African society looks forward to teachers sharing their knowledge with the learners in a teacher centred situation. The theory in this case is challenged on its effective usage of learner centred techniques in the African schools.

The study found that teachers were not concentrating on teaching English language in the secondary schools of Lundazi District using the learner centred techniques because the techniques were not examinable. Teachers were praised for making pupils pass the examinations and not for making learners role play or perform drama and consequently fail the examinations. This finding is in line with Chiphiko and Shawa (2014) who found that teachers in Malawi were compelled to use technique method because learner centred techniques consumed a lot of time. Musonda (2009) argues that if learners were well taught using the learner centred techniques, they will easily recall the practical steps they took in class to solve the problem. The retention of the learnt material is higher than in teacher centred meaning that learners can easily pass the examinations when they are well involved in a lesson. The aim of constructivism is to make learners share knowledge and experiences so that they can solve their own problems at all cost. The gained knowledge in groups can later help children solve any related problem since they have learnt the skill of problem solving.

The study further recorded that there was a lot of work to cover from the syllabus which was helpful for learners to pass the examinations to enter secondary school. This finding is in harmony with Khaniya (1990:51) who found that “a large number of teachers help students cope with examinations in order to preserve their reputation as good teachers.” The finding also agrees with Mizrachi, Padila and Banda (2010) who established that teachers used more time when they used learner centred techniques to teach learners unlike when they used teacher centred approaches. This finding does not agree with the constructivism theory because the finding is protecting
teachers who are employed to make learners learn and progress to the next grade. The theory looks like a limiting factor to the fast progression of the syllabus to help learners pass the examinations.

5.6 Summary of chapter five (5)

This chapter has discussed the findings as presented in chapter four. The discussion has been discussed in line with the authorities and studies in the field of applied linguistics. The findings have been related to the social constructivism theory which guided the study. The study findings have revealed that teachers of English language in Lundazi District are using a limited number of learner centred techniques to teach English in classroom. Secondly, learners were learning English in groups which they enjoyed due to the constructive sharing of ideas. The study established that learners had a positive attitude towards learning English using learner centred techniques while teachers had a negative attitude. The challenges encountered in the process of using learner centred techniques included; overcrowding, inadequate teaching and learning materials, lack of exposure to the techniques and cultural barriers. The next chapter presents the summary and recommendations of the study.
6.1. Overview

The previous chapter provided a discussion regarding the usage of the learner centred techniques in the teaching of English language in the secondary schools of Lundazi District. This chapter therefore, presents the conclusion and recommendations of the study based on the findings and discussions. It will combine the objectives and the research questions and state if they were fulfilled and answered effectively or not and provide valid conclusions.

6.2. Conclusion.

The study was based on four objectives and responded to four research questions. The first objective of the study was to establish the nature of classroom activities that facilitate the teaching and learning using the learner centred approach in the secondary schools.

The study objective was successfully fulfilled and the subsequent research question was answered too. The study established a number of learner centred activities which were used in the English classroom to teach learners. These activities included; role play, debate, group discussions, field trips, discovery learning, quizzes, pair work, projects, brainstorming, question and answer and drama. Out of these classroom activities, the respondents noted that a limited number of learner centred activities were used in the English classroom to teach English language. The qualitative findings from all categories of respondents revealed that the few classroom activities which were mainly used in the English classroom included; group discussions, debate, pair work and question and answer. Quantitative findings as shown in bar chart 4 indicated that 95 (30%) were undecided, 94 (30%) said teachers used LCT oftenly while 126 (40%) said LCT were rarely used.

In connection with this, previous studies have shown consistent results like from Mtika (2014) and Simasiku (2011). The study concludes that teachers were aware of the many learner centred teaching techniques used in the teaching of English language in Zambian secondary schools. However, teachers were conversant with a handful of the teaching techniques which they scantly used in their teaching of English language in class. For this reason, objective 1 established that in spite of the teachers in the secondary schools of Lundazi District teaching English language using some learner centred techniques to teach English language, the English classroom was more prominent with teacher centred approaches.
The second objective sought to establish how children were learning English using learner centered techniques in the secondary schools of Lundazi District. The findings of this study have fulfilled objective two and the research question was answered. Qualitative findings indicated that teachers used groups of purpose to make learners learn English language using the learner centred activities in class. Teachers did not engage learners in groups regularly yet learners liked the teaching techniques. Quantitative findings from learners were in tandem with the qualitative findings. The learners’ interest in learning English language using the learner centered techniques was high. Bar chart 5 indicates that; 28 (10%) were very bored, 29 (10%) respondents said they were boring. 97 (33%) respondents said were interested while 138 (47%) said they were very interested in learning English using the learner centred techniques. The two methods have produced the same findings which have come to agree.

Despite the teachers teaching English language to pupils by grouping them only, learners had interest in learning English language using the learner centred techniques in the secondary schools of Lundazi district. The findings were to be a mixture. 20% of the learners were not interested in learning English using the learner centred techniques while 80% indicated interest. Objective 2 in this case established that teachers in the secondary schools of Lundazi District were using groups of purpose to teach English language and that learners were interested in learning English using the learner centred techniques.

The third objective of the study labored to identify the attitudes learners have towards learning English language using the learner centred techniques in the secondary schools of Lundazi District. The findings of the study have fulfilled the stated objective and the research question was responded to in the due course. Qualitative findings from teachers indicated that learners had a positive attitude in learning English language through the learner centred activities in English classes. Pupils from the qualitative data established that they had a positive attitude towards learning English language using the learner centred activities in English classes. Quantitative findings in bar chart 6 established that 47% of the respondents preferred learning English through the learner centred techniques, 30% were not interest while 23% were undecided.
Although the percentage of the learners who showed a negative attitude being substantial, 30%, the respondents who showed a positive attitude 47% is higher quantitatively. However, literature from Zambia and other parts of the world has supported that learners preferred learning English language using the learner centred techniques despite other scholars citing cultural barriers. This finding is in tandem with various studies conducted such as Zohrab, Torabi and Baybourdiani (2012) and Chipiko and Shawa (2014) who said learners in schools have positive attitude towards learning using learner centred approaches in schools. Based on objective and research question 3, it is justified to conclude that learners prefer learning English language through the learner centred techniques. Therefore, the study identified that learners had a positive attitude towards learning English using the learner centred techniques despite.

The fourth objective aimed at establishing the challenges encountered in using learner centred activities in the secondary schools of Lundazi District. The research findings had achieved the set objective and the research question was answered successfully. Teachers and learners faced a number of challenges in their teaching and learning using the learner centred activities in the English classes. These included the over enrolment of learners in English classes which made the implementation of group work unsuccessful. Overcrowding of learners in groups and class discussions hampered the effective delivery of English lessons using the learner centred activities in classrooms. Teachers were not exposed to the various learner centred activities whilst at colleges and universities hence they were unable to use the techniques effectively to teach learner of English in their classes. The study found that female learners were unable to argue to a point suggested by male learners due to cultural barriers.

Further, the study instituted that learner centred activities were time wasting in the teaching of English. The examinations never tested learners on learner centred techniques apart from debate which was one composition question. The glory of the teacher was to make learners pass the examinations while the ministry looks forward to the completion of the syllabus not to how effective learner centred activities were used to teach English as the syllabus prescribed. With such reasonable challenges, it is inevitable that few learner centred activities were used in the English classrooms to teach English language in the secondary schools.
Based on the foregoing challenges, it can be deduced that teaching English language using the learner centred techniques in the secondary schools of Lundazi District was not effectively done. This was due to over enrolment, overcrowding in groups, inadequate teaching and learning materials, lack of exposure to all the LCT and teaching to make learners pass the examinations influenced teacher to teach English using teacher centred techniques. In a nut shell, the mentioned challenges hampered the effective teaching of English language using the learner centred techniques in the secondary schools of Lundazi District of Zambia.

6.3. Recommendations

The following recommendations arose from the findings, discussions and the conclusions which the study has established:

i. teachers should use the CPD meetings to share fully the process of teaching English language using learner centred techniques in the secondary schools. This would make the teachers teach and impart the relevant skills which are enshrined in the experience of teaching English language using learner centred techniques;

ii. colleges and universities that train teachers should ensure they train teachers with a view of them implementing the syllabus in schools. Lecturers should ensure they engage trainee teachers in learner centred activities so that they can also use them to teach pupils in schools. This will help the values and attitudes that come with the learner centred approach;

iii. the Ministry of General Education should ensure there is effective and timely delivery of appropriate English language teaching and learning materials to all secondary schools since it is its responsibility. This will enable teachers plan effectively the teaching of English language using learner centred techniques easily;

iv. teachers should develop a positive attitude towards work by using the afternoons to construct the needed teaching and learning materials like charts which they can use in their teaching of English language. This can be enhanced through the cooperation and activeness of the HODs;

v. practical examinations would force the teachers to teach English language using learner centred techniques. Procedural and practical presentations of projects and reports should be the content of such an examination since the teachers teach to enable learners
pass the examination. In turn, the syllabus will be followed as planned. The examinations council of Zambia and the curriculum development centre should work on curriculum and examination harmonization if practical aspect of language and the skills behind them can be learnt by pupils;

vi. effective teaching goes with effective teacher/learner constant contact in the lesson. Government should standardize the enrolment of learners in class to the required 40-45 as the policy stipulate. This will help teachers to effectively teach English language using learner centred techniques in class because they will be no overcrowding in their groups. Noise making and truancy will also be curtailed; and

vii. learners should be sensitized by the teachers of English on the significance of classroom interaction initiated in lessons and why they should contribute. This will help break the cultural barriers seen by girls in classrooms. Further teacher encouragement through group participation would help girls open up and discuss with boys freely in class.

6.4. Proposed areas for further research.

2. An investigation into the desired outcomes in teaching English using learner centred approaches in Zambian schools.
3. The English curriculum implementation in secondary schools; teacher centred or learner centred?
4. Teacher training investment in English curriculum implementation, teacher centred or learner centred?
6. The realities of classroom democratization in the Zambian secondary schools.
7. Teaching soft skills using learner centred approach in English language.

6.5. Summary of Chapter 6
This chapter provided a conclusion for this study in relation to its purpose, objectives, research questions and the theoretical framework. It also presented recommendations based of the findings.

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APPENDICES

Appendix 1: Interview Guide for Heads of Departments

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

INTERVIEW GUIDE FOR HEADS OF DEPARTMENTS
Dear Respondent

I am a postgraduate student from the University of Zambia. I am conducting a research on the usage of learner centred techniques in the teaching of English language in Lundazi District of Zambia. I am therefore pleased that you have taken some time to respond to these questions as we discuss. This study is purely academic hence all responses will be treated with maximum confidentiality. Please, answer the questions with regards to your classroom experience as teachers teaching English as a subject. All the responses we shall give are correct during this gathering. Let us feel free and share our teaching experiences.

a. Bio data
   1. What are your professional qualifications?
   2. How many years have you saved as a teacher in the Ministry of Education?
   3. For how long have you been teaching English?

b. The nature of class activities teachers use
   4. What does the term ‘technique’ mean in teaching English language?
   5. Let us remind each other on the different teaching techniques you learnt in the different colleges and universities?
   6. In your opinion, what is learner centered?
   7. What activities do you think characterize the learner centred approach?

c. Learning using learner centred
   8. From you experiences, is using learner centred activities easy or difficulty?
   9. In your own opinion, is the shift from teacher centred to learner centred acceptable?
   10. In the teaching of English, which language components do you frequently use for learner centered activities?

d. Challenges of using learner centred activities.
   11. What challenges do you face in using learner centred activities in your English classes?
   12. How can these challenges be solved for the benefit of the child?
   13. There are so many in service trainings the MoE organizes. Let us share what you learnt regarding new trends in language teaching from meetings and workshops.
Thank you very much for the time we have spent together during this discussion. Your spirit of sharing experiences should continue even to other people who will come after me. May God bless us all.

Appendix 2: Focus Group Discussion Guide for Teachers

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS
Dear Respondent
I am a postgraduate student from the University of Zambia. I am conducting a research on the usage of learner centred techniques in the teaching of English language in Lundazi District of Zambia. I am therefore pleased that you have taken some time to respond to these questions as we discuss. This study is purely academic hence all responses will be treated with maximum confidentiality. Please, answer the questions with regards to your classroom experience as teachers teaching English as a subject. All the responses we shall give are correct during this gathering. Let us feel free and share our teaching experiences.

a. The nature of class activities teachers use
1. What are your professional qualifications?
2. How many years have you saved as a teacher in the Ministry of Education?
3. For how long have you been teaching English?

b. Learning using learner centred
4. What does the term ‘technique’ mean in teaching English language?
5. Let us remind each other on the different teaching techniques you learnt in the different colleges and universities?
6. In your opinion, what is learner centered?
7. What activities do you think characterize the learner centred approach?

c. Learner’s attitudes on using learner centred activities.
8. From you experiences, is using learner centred activities easy or difficulty?
9. In your own opinion, is the shift from teacher centred to learner centred acceptable?
10. In the teaching of English, which language components do you frequently use for learner centered activities?

d. Challenges of using learner centred activities.
11. What challenges do you face in using learner centred activities in your English classes?
12. How can these challenges be solved for the benefit of the child?
13. There are so many in service trainings the MoE organizes. Let us share what you learnt regarding new trends in language teaching from meetings and workshops.
Thank you very much for the time we have spent together during this discussion. Your spirit of sharing experiences should continue even to other people who will come after me. May God bless us all.

Appendix 3: Focus Group Discussion Guide for Pupils

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Focus Group Topic for Pupils.
Dear Respondent
I am a postgraduate student from the University of Zambia. I am conducting a research on the usage of learner centred techniques in the teaching of English language in Lundazi District of Zambia. I am therefore pleased that you have taken some time to respond to these questions as we discuss. This study is purely academic hence all responses will be treated with maximum confidentiality. Please, answer the questions with regards to your classroom experience as a pupil taking English as a subject. If you feel uncomfortable during the course of the discussion, you are free to withdraw from this interview.

a. The nature of class activities teachers use
1. Let us start by talking about the ways or methods which your teacher uses in the teaching of English language to your class?
2. In the teaching and learning of English, does your teacher include; debate, quizzes, field trips, drama, class discussions, projects and role plays in class? What are your comments?
3. Which activities does your teacher use more frequently than others in class?

b. Learning using learner centred
4. How does your teacher organize you in class when he or she comes with the above activities to teach English?
5. How does your teacher make you speak, write and read English using these activities?
6. Do you think it is time serving to use such activities in your class, why do you think so?

c. Learner’s attitudes on using learner centred activities.
7. Which techniques do you feel are boring to learn with English and why do you say so?
8. Do you enjoy lessons where the teacher is talking throughout while you are listening passively? Give your comments.
9. Why would you want to be involved in the learning situation in an English class?

e. Challenges of using learner centred activities.
10. What difficulties do you face when the teachers are trying to use the mentioned techniques in your class to teach English?
11. Why do you think some activities should not be used in your English class?
12. Suggest ways which you think can help you learn English better?
Appendix 4: Likert Scaled Questionnaire for Pupils.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
Questionnaire for pupils
Dear Respondent

I am a postgraduate student from the University of Zambia. I am conducting a research on the usage of learner centred techniques in the teaching of English language in Lundazi District of Zambia. I am humbled that you have taken some time to kindly respond to questions in this questionnaire. This study is purely academic hence all responses will be treated with maximum confidentiality. Please, answer the questions with regards to your classroom experience as a pupil in the English class.

INSTRUCTIONS

For every question, kindly cross or mark an X the box which you suggest has the answer of your choice. Use a dark but light pencil for your crossing. For example:

0. Mwanawasa is the president of Zambia. Yes [ ] No [X]. The answer is No

Section A: Bio data (please tick or cross against your choice)

1. What is your sex?
   a) Male [ ] b) Female [ ]
2. Age group
   a) 15-20 [ ] b) 21-25 [ ]
3. How do you classify the location of your school?
   a) Urban [ ] b) Per-Urban [ ] c) Rural [ ]

Section B: Respondent’s views on the extent at which teachers use learner-centred techniques in the teaching of English in class.

4. How often does your teacher use quizzes to teach English in class?
   a) Very often [ ] b) Often [ ] c) Undecided [ ] d) Rarely [ ] e) Very Rarely [ ]
5. How often does your teacher take you on field trips to learn more of English?
   a) Very often [ ] b) Often [ ] c) Undecided [ ] d) Rarely [ ] e) Very rarely [ ]
6. How often does your teacher allow you to debate certain topics in the English class?
   a) Very often [ ] b) Often [ ] c) Undecided [ ] d) Rarely [ ] e) Very Rarely [ ]
7. How often does your teacher brainstorm on topics before you learn them in English?
   a) Very often [ ] b) Often [ ] c) Undecided [ ] d) Rarely [ ] e) Very Rarely [ ]
8. How often does your teacher allow class discussions in your English class?
Section C. Respondents’ level of interest in learner-centred techniques.

12. How do you find class discussion in learning English?
   a) Very Interesting [ ] b) Interesting [ ] c) Boring [ ] d) Very Boring [ ]

13. How do you find learning when your teacher allows you to discuss certain topics in class?
   a) Very Interesting [ ] b) Interesting [ ] c) Boring [ ] d) Very Boring [ ]

14. How do you find learning using field trips in an English class?
   a) Very Interesting [ ] b) Interesting [ ] c) Boring [ ] d) Very Boring [ ]

15. How do you find learning English using projects?
   a) Very Interesting [ ] b) Interesting [ ] c) Boring [ ] d) Very Boring [ ]

16. How do you find learning English when issues are discussed in groups?
   a) Very Interesting [ ] b) Interesting [ ] c) Boring [ ] d) Very Boring [ ]

17. How do you find learning English using quizzes in class?
   a) Very Interesting [ ] b) Interesting [ ] c) Boring [ ] d) Very Boring [ ]

18. How do you find learning English when debate is applied as a teaching strategy?
   a) Very Interesting [ ] b) Interesting [ ] c) Boring [ ] d) Very Boring [ ]

19. How do you find drama in an English class?
   a) Very Interesting [ ] b) Interesting [ ] c) Boring [ ] d) Very Boring [ ]

Section D: Respondents’ rate of preference for learner-centred techniques in learning English.

20. How would you rate your preference for quizzes?
   a) Very High [ ] b) High [ ] c) Average [ ] d) Low [ ] e) Very Low [ ]
21. How would you rate your preference for debates?
a) Very High [ ] b) High [ ] c) Average [ ] d) Low [ ] e) Very Low [ ]

22. How would you rate your preference for field trips?
a) Very High [ ] b) High [ ] c) Average [ ] d) Low [ ] e) Very Low [ ]

23. How would you rate your preference for brainstorming activities?
a) Very High [ ] b) High [ ] c) Average [ ] d) Low [ ] e) Very Low [ ]

24. How would you rate your preference for class and group discussions?
a) Very High [ ] b) High [ ] c) Average [ ] d) Low [ ] e) Very Low [ ]

25. How would you rate your preference for discovery learning?
a) Very High [ ] b) High [ ] c) Average [ ] d) Low [ ] e) Very Low [ ]

26. How would you rate your preference for drama?
a) Very High [ ] b) High [ ] c) Average [ ] d) Low [ ] e) Very Low [ ]

27. How would you rate your preference for role play?
a) Very High [ ] b) High [ ] c) Average [ ] d) Low [ ] e) Very Low [ ]

28. How would you rate your preference for Projects?
a) Very High [ ] b) High [ ] c) Average [ ] d) Low [ ] e) Very Low [ ]

29. How would you rate your preference for textbook study?
a) Very High [ ] b) High [ ] c) Average [ ] d) Low [ ] e) Very Low [ ]

We have come to the end of the questionnaire answering. Thank you very much for your time and participation. If you so wish to contact me, kindly use the following address.

Cell: 0987 810225 – 0968 848584

Appendix 5: Introductory Letter from DRGs
TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS / PhD STUDENTS

The bearer of this letter Mr./Ms........................... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

Yours faithfully

Daniel Ndlovu (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc. Director, DRGS
    Dean, Education
Appendix 6  Letter of permission from DEBS Lundazi

CHIKOMENI DAY SECONDARY SCHOOL,
BOX
LUNDAZI

6th August, 2015
The DEBS,
BOX 33,
LUNDAZI

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN FIVE SECONDARY SCHOOLS OF LUNDAZI DISTRICT.

I write to ask for permission conduct an academic research in five secondary schools namely; Emusa Day, Lundazi Day, Kabinda Day, Lumezi Day and Lumezi Boarding secondary school.

The research topic is, “An assessment on the usage of learner centred techniques in teaching English in Lundazi District of Zambia.” Attached is permission from the school of education, University of Zambia.

Your consideration will be highly appreciated.

Yours faithfully,

NYIMBILI FRIDAY

TS: 803595