

CHALLENGES IN IMPLEMENTING LEARNER-CENTERED METHOD FOR ENGLISH LANGUAGE TEACHING IN TANZANIAN SECONDARY SCHOOLS

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ABSTRACT

Learner-centred methods (LCM) are vital in improving students' cognition; however, they are practiced less by teachers in Tanzania. This study explores LCM teachers' use in teaching the English language, the challenges related to the use of LCM, and how teachers respond to the challenges in the selected schools. Fifty (50) teachers from secondary schools deemed to use LCM were selected. A descriptive study design was used. Data were collected through interviews and then analyzed through content analysis. The findings reveal that teachers in visited schools preferred debating, group discussions, and probing questions and answers. Nonetheless, shortage of study materials, time factor, large number of students in classes, and students being uncomfortable with the methods were reported as key challenges. Teachers responded to the challenges by setting separate learning sessions, borrowing learning materials from other schools, and setting extra hours. The findings of this study inform the need for interventions to promote the effective implementation of learner-centered methods. This study adds to the empirical evidence regarding using LCMs in English language teaching, especially in countries with poor resources.

Keywords: English Language Teaching, Learner-Centered Method, Student-Centered Approach, Tanzania

INTRODUCTION

The traditional way of imparting knowledge tends to involve instructors as sole distributors of knowledge and learners as submissive members of the learning process. In such learning, instructors play a part as providers while learners are receivers in the learning process. This teaching approach is mainly based on behaviorism theories, which view learners as passive individuals whose role is to replicate what the instructor gives (Budiman, 2019). The traditional method primarily employs a lecture style whereby the emphasis is on rote learning.

Teacher-centered teaching practice has been challenged as ineffective in enhancing students' learning (Bature & Campus, 2020). Consequently, learner-centered teaching methods (LCM) have been introduced following movements such as constructivism, connectionism, and progressivism. LCM helps build knowledge and reasoning ability and

makes students active in learning (Nzogela, 2015; Kawishe, 2016; Arseven, Sahin, and Kilic, 2016).

Learner-centered methods are approachable, mutual, problem-oriented, and independent (Oyelana, 2016). Both learners and teachers choose what to learn and when and how the learning process has to occur. Teachers use various methods during the learning programs depending on the topic, the nature of students, the time available per period or lesson, and classroom size (Hatch & Clark, 2021). LCM, like group discussions, probing questions, role play, dramatization, think pair share, and debates, are the most used by teachers during the learning process because of their effectiveness, stimulation, and activeness among learners. They are also key in improving speaking and writing skills, retention ability, and confidence due to class presentations (Lintangsari, Emaliana, & Kusumawardani, 2022).

Countries in Africa and beyond emphasize using LCM (Vavrus, Thomas, & Bartlett, 2011). For Instance, The Tanzania Education and Training Policy of 2014 insists on using a student-centered approach to teaching and learning. The policy stipulates that teachers should not be regarded as sole sources of knowledge but as facilitators providing a broad range of learning experiences. By doing so, student teachers are encouraged to assume more responsibility for their learning (Tanzania Insitute of Education, 2013).

Nevertheless, it becomes hard for a teacher to manage students and use LCM in large classes because such methods require effective interaction. When there are overcrowded classrooms, learning resources fail to meet the standards for providing quality education (Ross & Gray, 2006). Studies also show that some students dislike the LCM because they are used to spoon-feeding. They lack confidence and are overwhelmed by such learning methods (Kumar, 2016).

Regardless of the benefits of LCMs, studies by Mgyabuso and Mkulu (2022) and Kumar (2016) have shown that LCM is underused in secondary school teaching in Tanzania. Various reasons have been attributed to the poor use of such methods in multiple subjects, especially science-related ones. As such, there is a need to investigate whether teachers in secondary schools use LCMs, the challenges they face, and how they overcome them, especially in teaching language subjects such as English. English language is a core subject for all students from primary to secondary education in Tanzania. English is also used as a medium of instruction for teaching all subjects in secondary schools in the country.

This study begins by identifying familiar LCM teachers' use, their challenges in using LCM, and how they respond to such challenges in their teaching. The current study contributes to the existing literature on the difficulties of learner-centered methods by providing empirical evidence on how these challenges manifest in teaching English subjects. Unlike most previous studies that focused on techniques used to teach English in secondary schools and the challenges teachers face during their implementation in general, this study also explores how teachers respond to the difficulties associated with learner-centered methods.

The study is guided by constructivist learning theory. The theory suggests that a teacher uses experience to guide or instruct learners so that they may gain insight into the learning process. Through the instructors' guidance, students achieve complex skills and competence more independently (Wertsch & Sohmer, 1995). This theory adds that knowledge cannot be separated from communal and artistic perspectives. Therefore, students construct their understanding from their surroundings, mainly in the class where a teacher employs LCM, which stimulates students' minds.

METHODS

This study employed a qualitative approach to gather in-depth, contextual data regarding the use of learner-centered methods (LCM) and teachers' understandings, meanings, and perceptions of how they respond to challenges related to the use of LCM in selected secondary schools in Morogoro Municipality, Tanzania. This study amplifies teachers' voices by exploring teachers' views on implementing LCM and their strategies for addressing associated challenges. It enables them to express their feelings, stories, and experiences regarding LCM in their terms and language. As advocated by Cohen and Manion (2006), qualitative data collection methods were particularly well-suited for capturing the nuanced perspectives of teachers in this context.

The study was conducted in the Morogoro Municipal Council. The targeted population of the study was teachers in public schools. The decision to select teachers followed the guidelines established by Miles and Huberman (1984), which recommend specific criteria for sample selection. When choosing a sample, selecting a group that is likely to provide rich and relevant information about the topic under investigation and a sample that accurately represents the study population is essential. Overall, teachers were thought to be imparting knowledge to students using different learner-centered methods to facilitate teaching and learning. Since LCM is reported to be used almost everywhere in the country, the Morogoro region was selected based on the convenience of the researchers. Moreover, like other regions, Morogoro has several secondary schools using LCM (Fidelis, 2024). Also, the area has many ordinary-level secondary schools with characteristics that comply with the research purpose and focus.

However, before the main study, the first author conducted a pilot survey in secondary schools in Morogoro to identify which schools were implementing LCM in their English classes. The researcher visited several schools to observe teaching practices and interviewed English teachers as part of the pilot. This initial survey confirmed that approximately twelve area secondary schools were utilizing LCM.

Regarding the selection of the schools, the researcher divided the region (the municipality) into five main zones (A, B, C, D, and E) and then randomly selected two schools from each zone. The study population comprised ten (10) secondary schools known to implement LCM. Two schools from the initial surveyed 12 were dropped due to their remote location. This study's participants were qualified English teachers with at least three years

of teaching experience. The researchers considered the schools to have similar characteristics since they were all public schools under the same municipality. The sample comprised 50 participants, all English teachers selected from ten secondary schools. Detailed and comprehensive information was gathered from these teachers until we reached a saturation point. Saturation was assessed using a constant comparative method, in which new data were continuously compared to existing codes. When no new patterns or ideas emerged, the researchers concluded that saturation had been achieved.

The study used interviews to collect data from key informants (50 English teachers from the selected 10 secondary schools). The researchers used a semi-structured interview approach to question participants and collect rich, in-depth information about the topic under study. In conducting the interview, the following procedures were followed: firstly, the researcher (the first author) was introduced to the head of the school, then to the English teachers. She explained the purpose of the study to the teachers, and then the teachers were requested to participate in the study after obtaining their consent. Only those who willingly agreed to participate in the study were interviewed.

This study used content analysis (Krippendorff, 2004) to analyze qualitative data. The transcription process began with carefully listening to the recorded audio and converting it into written form. The audio was then translated from Kiswahili to English to ensure accuracy and consistency in interpretation. Once the transcripts were prepared, the researchers thoroughly reviewed the descriptive responses to identify key themes. This process involved systematically analyzing the data to discover recurring patterns and meaningful insights. The interview transcripts were carefully examined, and responses were categorized under the relevant thematic headings. After establishing these categories, the identified responses were integrated into the report, ensuring a clear and coherent presentation of the findings. The main themes identified included prominent LCMs used, the effectiveness of the LCMs used, and examples of the LCMs used. This organized approach facilitated a comprehensive analysis, preserving the integrity of the qualitative data while effectively communicating the respondents' perspectives.

RESULTS

Learner-Centred Methods used in Teaching English subject

This study investigated the challenges of using learner-centered methods in English language teaching in selected Tanzanian secondary schools. The study's first objective was to identify learner-centered methods used by teachers in English language teaching in the selected secondary schools. The main questions asked of the respondents were: (i) Which learner-centered methods do you use in teaching your subject? (ii) How effective are these learner teaching methods to your students?

The researcher interviewed 50 teachers. The interviews show that group discussion, debate, question, and answers were the methods teachers used the most in teaching English in the selected secondary schools. In some cases, case studies and role plays were used. In

an interview session with respondent 8, the respondent replied, “...I prefer using group discussion in a class with fast learners than in a class with lower learners... (Teacher, SUA secondary). Additionally, in an interview with respondent 14 from Morogoro secondary, it was highlighted that:

“As I teach, I like to use group discussion method because of the nature of students in the class, they are too lazy to speak, to make them active I divide them into discussion groups and provide questions for presentations” (Teacher, Morogoro secondary). Regarding the above statements, it implies that English teachers use the group discussion method in the classroom because it keeps students active during the teaching and learning process.

Furthermore, respondent 17 added that the group discussion method is very suitable in the learning environment. In the interview, it was stated that: “I like using group discussion method because of the nature of students in my class, they are not willing to speak, so, through group discussions they get the ability to speak and build teamwork spirit” (Teacher, Kilakala secondary). The above statement shows that teachers use this method; it enables the students to have confidence, improves speaking ability, and builds teamwork spirit in students as they cooperate.

However, the debate method was mentioned by respondent 35: “I prefer using debate method in various topics because this method plays a part in making student active members in the learning process” (Teacher, Morogoro secondary). Additionally, respondent 18 said, “Sometimes I use dialogue in terms of debate where learners argue concerning a certain topic which I have assigned to them” (Teacher, Kilakala secondary). Regarding the above statements, the debate is used as a teaching method to activate learners' minds in the learning process.

Further, question and answer is another method that was found to be used. In the interview with respondent 17, it was stated that: “I like to use question and answer method to measure students understanding in various issues” (Teacher, Kilakala secondary).” The statement above assures us that English teachers use the question-and-answer method in the selected schools.

Therefore, the standard methods used by English language teachers include group discussion, debate, and question and answer. Also, teachers preferred to use these methods for various reasons, such as making students active and involved and stimulating students' learning. However, no evidence was provided regarding the claims that such methods bring out what the teachers thought they did.

Challenges Encountered by the Teachers in the Use of Learner-centred Methods

The study's second objective was to discover the teachers' challenges in using LCM. The main questions asked of the respondents were: Are there any challenges you face when using the LCM in the classroom? If yes, what are they? To this end, the researchers interviewed 50 teachers. From interviews with respondents, it was found that classroom size is the biggest challenge facing teachers when using LCM.

In the interview with Participant 2, it was pointed out that: “... Aaah, we have a large number of students compared to some classes... You might find that you have seven group discussions in a single class, and the class size is insufficient to accommodate all the groups” (Teacher, Mafiga secondary).

Participant 7 added, “...there are many students in the classroom, and it gets even harder to pass through all students to supervise if they are writing or doing exercises” (Teacher, SUA secondary). The statements above show that there are large numbers of students compared to classroom size; this becomes a challenge in arranging group discussions.

The second most mentioned challenge was the shortage of teaching and learning resources. This finding is based on the notion that LCMs, such as group discussions, require learners to have their materials, such as books. This case is especially true in subjects such as English, requiring students to read stories from books. In an interview with Participant 8, it was highlighted that: “the issue of resources is another challenge because you find a whole class has a single textbook” (Teacher, SUA secondary). Further, participant 15 pointed out that: “we do not have enough books just as I have told you, we have many students such that it is hard to have enough books which will support each learner to learn comfortably” (Teacher, Morogoro secondary). Regarding the above statements, the teaching and learning materials shortage hinders teachers from effectively using LCM.

The third most reported challenge was related to students’ readiness. Some teachers reported that students were not ready to learn through LCMs. This finding was evidenced in some schools. For instance, in an interview, participant 9 pointed out that: “Unreadiness of students to participate in the methods is a challenge, as students are used to the old method called teacher-centered method where a teacher does almost everything for his or her students” (Teacher, Uwanja wa Taifa secondary). This finding shows that some students in secondary schools are not ready to cooperate with their teachers in the learning process. As the new syllabus and curriculum show that a teacher has only to do twenty-five percent and a student has to do seventy-five percent, students fail to fulfill their duty as they give no cooperation to their teachers because they are used to the old method where they were given everything.

Lastly, using LCM was considered time-consuming; therefore, some teachers felt that it consumed time to complete the curriculum. An interview with a teacher at Lupanga Secondary School reported that “the other challenge is the time limit, as the period is 80 minutes, so it is difficult to attain the learning objective” (Teacher, Lupanga Secondary).

Teachers’ responses to Challenges accrued from the use of LCM

Objective three explored how teachers responded to the challenges accumulated from using LCM. Big classroom sizes, inadequate teaching and learning resources, lack of students’ readiness, and time factors were presented.

Regarding classroom size, some visited schools opted to have two different sessions or add extra learning time after normal class hours to accommodate their many students. Yet, some teachers became innovative and used peer-to-peer teaching to resolve the large number of students in classes. In the interview with Participant 3, it was pointed out that:

“...in the issue of classroom size, our school has a program of successions, where there are those who come to school in the morning and those who come in the afternoon, so by that, it becomes easy to manage the classroom” (Teacher, Mafiga secondary). Concerning the use of peer-to-peer teaching, one participant highlighted that “In overcrowded, we try to use peer teaching which is done after the lessons or free time although it is a bit challenging to manage” (Teacher, Kihonda secondary).

Regarding the shortage of instructional materials, such as books, participants reported that they made copies of a few available books and shared them with students. Some asked students to buy their copies or bring copies from their homes. Still, other teachers used to borrow books from neighboring schools. One participant reported that: *As for me, I like to take some few books available in school and make copies from our school stationery then distribute them to the class so that we can learn quickly because without doing that, students will have a hard time in learning and that means it will be a barrier for their knowledge acquisition.* (Teacher, SUA secondary).

However, the use of extra time outside of regular class hours was reported by some participants to compensate for curriculum completion. Teachers continued to encourage students to learn through LCM. A summary table, table 1, has been provided showing frequencies of responses based on teachers mentioning and some selected examples of quotations.

Table 1: A summary table showing frequencies of responses and selected quotes

Objective	Frequency (Teachers Mentioning)	Example Quotations
Learner-Centered Method	7	<p>“I prefer using group discussion in a class with fast learners than in a class with lower learners...” (Teacher, SUA secondary:</p> <p>I prefer using debate in various topics because this method makes students active members in learning.” (Teacher, Morogoro secondary)</p>
Challenges Encountered by the Teachers	11	<p>“Most of the time, I prefer using the question-and-answer method.” (Teacher, Morogoro</p> <p>Classroom size: “You might find in a single class you have seven group discussions; the class size is insufficient to accommodate all the groups.” (Teacher, Mafiga secondary).</p> <p>Insufficient learning materials: “A whole class may have a single textbook.” (Teacher, SUA secondary).</p>

		Challenging to adopt change: “Students are used to the old method where the teacher does almost everything for them.” Teacher, Uwanja wa Taifa secondary school).
		Language barrier: “The big challenge to my classes is the language of instruction as most of the students cannot use English. For instance, it is difficult to get 10 students who can speak English in every class.”. Teacher, Kola Secondary School)
Teachers’ Responses to Challenges	10	“In the case of inadequate materials, we tell students to buy textbooks” (Teacher, Kola secondary). “As a teacher, I have been motivating students to learn and speak English by rewarding them.” (Teacher, Kayenzi Secondary School). “In overcrowded classes, we try to use peer teaching, which is done after the lessons or free time, although it is a bit challenging to manage” (Teacher, Kihonda secondary

DISCUSSION

Learner-centered Methods Used in Teaching English Subject

The first objective identified teachers' learner-centered methods in teaching English language subjects in the selected secondary schools. This study presents that teachers in the schools chosen use debate, group discussion, and probing questions and answers as the most preferred learner-centered methods. In their research, Arseven, Sahin, and Kilic (2016) found that teachers used different LCMs, including debate and group discussion.

Teachers in the current study report that they used these methods because such methods activate learners' minds during the learning process, improve their retention ability and reasoning abilities, and help them in confidence-building due to the various kinds of presentations they do in debate and class presentations. The methods used by the teachers are also supported by constructivism theory. The theory purports that such methods enable learners to construct their knowledge from different classroom practices, like debates and discussions, because such methods allow them to participate directly in learning (Wertsch & Sohmer, 1995). A study by Rahman et al. (2020) reports that group discussion helps students learn and improves their academic performance. The same understanding is shared by Msonde (2011), who reports that appropriately arranged group discussions strengthen

individual and group skills, including the ability to do complicated questions and tasks and break them down to get solutions for the challenges.

Nevertheless, some studies, such as lecturing, indicate that teacher-centered methods are valid for practical reasons and tend to be flexible (Zakirman, Lufri, & Khairani, 2019). The current study revealed that LCM's effectiveness depends on learners' abilities. While case studies and role-play benefited older students, their application in lower classes may be challenging due to students' limited understanding.

Challenges Encountered by the Teachers in the Use of LCM

Classroom overcrowding was reported as a significant challenge in many schools due to insufficient high student enrollment. This leads to cramped spaces, shared desks and chairs, and difficulties for teachers to navigate the classroom and assess student progress. Previous studies by Kawishe (2016) and Elizabeth and Lazarus (2014) have identified inadequate classroom size as a significant obstacle to effective learner-centered method (LCM) implementation. Recently, similar challenges have been reported in Somalia by Jirde & Arifin (2022) and by Nghia, Phuong & Huong (2020) in Vietnam. As such, effective implementation of the competence-based curriculum proposed in the 2014 Tanzanian educational policy may continue to be hindered if the issues of overcrowding and shortage of resources are not addressed.

Insufficient resources, including books, teaching aids, and technology equipment, posed another challenge to effective LCM implementation. These limitations hinder student learning and require teachers to find alternative methods to support their students' education. Previous studies by Kawishe (2016) and Jabbour (2013) have highlighted the impact of inadequate resources on student learning outcomes and LCM implementation.

Students' lack of readiness with the LCM method was reported as a challenge in its implementation. This finding is primarily due to the previous reliance on teacher-centered methods (TCM), a teaching strategy where teachers are active participants and students are passive. In TCM, the teacher is the central figure, providing all materials and activities, while students are limited to writing and taking exams to assess their readiness for advancement. This approach contrasts sharply with LCM, which emphasizes student engagement and active learning. The findings of Mwazi et al. (2023) in the Zambezi region of Namibia report that students lacked the motivation to learn through LCM. The issue of learner readiness has been further emphasized by the study of Badjadi (2020).

Interestingly, several studies have reported systemic factors behind the challenges leading teachers to fail to use learner-centered methods in Tanzania. These factors include issues such as curriculum implementation, assessment methods, teacher training and professional development, classroom environment, teaching and learning resources, policy-practice gap, teacher workload, and cultural and societal expectations (Rugambwa, Anangisye & Mwaikokesya, 2022); Msonde & Msonde, 2019; Makunja, 2016). For instance, Rugambwa, Anangisye, and Mwaikokesya (2022) examined the contribution of school-based teacher professional development to learner-centered pedagogical practices in secondary schools in Tanzania and found that professional development program contributed to the improvement of the application of LCM, improvisation of teaching aids, and laboratory

management practice among teachers. This finding entails that the lack of it may affect the utilization of the method. Similar findings were reported by Msonde & Msonde (2019). The study of Makunja (2016) reported systemic factors such as lack of in-service training, insufficient teaching and learning resources, and low ability of students. Consequently, there seems to be a cycle of events that contribute to and affect one another. While, on the one hand, there is a policy provision for the use of LCM in schools, a gap exists in implementation due to a combination of factors cited by the current study and the literature.

Teachers' responses to Challenges accrued from the use of LCM

Objective three explored how teachers responded to the challenges accrued from using LCM. Big classroom sizes, inadequate teaching and learning resources, lack of students' readiness, and a shortage of time were presented. Schools employed innovative solutions to address the overcrowding issue, such as establishing class sessions in shifts. This action allowed students to attend school in different periods, reducing the number of learners in each classroom. Additionally, the government was reportedly working to increase the number of classrooms in schools, providing a more conducive learning environment for students. This finding is supported by a study by Elizabeth and Lazarus (2014), who stated that the government has to put plans and considerations on some students who are taken in schools and provide enough funds to support those schools so that they may provide a conducive environment for learning. The current study's findings are supported by studies conducted by Kawishe (2016) and Elizabeth and Lazarus (2014), who highlighted that the biggest challenge faced by LCM implementation in secondary schools is overcrowded classrooms. However, the cited studies did not show how teachers responded to such challenges.

In responding to the challenge of insufficient resources, including books, teaching aids, and technology equipment, teachers were reported to use various tactics such as borrowing from neighboring schools, making copies of books, and asking students to bring their copies from home. Similar strategies were reported by Jabbour (2013), who found that borrowing books from other schools with enough resources and making copies helped solve the inadequate number of resources. However, such an approach may not be consistent if systemic arrangements do not support it.

Furthermore, the challenge of lack of readiness among students was responded to by teachers encouraging students to learn and see the beauty of engaging in the lesson. This corresponds to the findings of the studies conducted by Munish (2016) and Annie (2017), which pointed out that to solve those problems, various tactics should be used to encourage learners to participate and make their learning process in English. And that such tactics would enable students to learn quickly as well. Teachers and learners have to play their part fully to implement the method better, as teachers have to set goals and standards and make plans and strategies for teaching.

From the current study, teachers have responded differently on how to cope with the challenges they encounter when using LCM in schools. However, in the light of various studies, the sustainability and effectiveness of teachers' coping strategies are questioned. While some coping strategies assist teachers in navigating systemic obstacles, their overall

impact remains limited. For instance, some teachers reported adapting learner-centered approaches by incorporating small group discussions, even in large classes, which fosters some level of participation; however, the impact is constrained by resource limitations (Donkoh & Amoakwah, 2024).

It further argued that in large classes, teachers struggle to provide individualized learning experiences (Donkoh & Amoakwah, 2024), even when they attempt to use small groups. Other teachers rely on peer support and informal networks, collaborating with colleagues to share learning materials and experiences. While this collaboration can be beneficial, it often lacks consistency. This problem is because peer support networks lack formal institutional support. This finding highlights the need to develop guidelines to enhance peer support among educators during curriculum innovation and implementation (Shawa & Botma, 2020).

Furthermore, some teachers pursue external training and self-learning opportunities, such as online courses and workshops, to improve their pedagogical skills; yet, the impact of these efforts remains limited without systemic professional development reforms (Garet et al., 2001). Accordingly, without structural support, these beneficial practices are insufficient to drive a sustainable shift toward effective learner-centered education. As such, there is a need to form formalized collaborations among teachers to enhance knowledge sharing, resource sharing, and professional development. The existence of teacher resource centers in Tanzania can help support such collaborations.

Furthermore, in light of the current study's findings and the cited literature, regardless of the efforts to expand classes and build more schools, teacher collaboration, sharing of meager resources among teachers, and continued teacher professional development programs must be redesigned to implement LCM effectively. This suggestion is because teachers rarely receive or attend such training. As noted in this study, teachers have been using informal ways to support each other. Training should incorporate experiential learning (Darling-Hammond et al., 2022) and enhance school-based practicums through mentorship. Assessments should transition to competence-based learning, and training should tailor LCM to local contexts. Teacher professional development should move from brief workshops to sustained learning models, such as microlearning, blended learning approaches, and online learning (Machumu, Zhu & Almasi, 2018) and mentorship, with technology-driven options broadening access (Ghasia & Rutatola, 2021).

CONCLUSION

The study investigated English subject teachers' challenges when using LCM to teach secondary school students in Morogoro, Tanzania. Based on the findings, this study concludes that group discussions, debates, and probing question-and-answer sessions are the most frequently used LCMs by English Language teachers in selected schools in Tanzania. These methods have been reported to increase the likelihood of student's intellectual growth and participation in the subject. Moreover, these methods have fostered positive relationships between teachers and students. This implies that teachers can effectively interact with their students, identify potential problems, and take appropriate actions to

address them. It would be interesting to research why teachers use only a limited range of learner-centered methods. This study did not go beyond to establish such reasons.

Furthermore, when using LCMs, teachers face the challenge of bigger class sizes, shortage of teaching and learning materials, lack of readiness among students, and time limitations since most LCMs require much time. Teachers have addressed these challenges by developing different tactics; however, such tactics may not be sustainable for a long time. This challenge calls for government intervention to enable students to learn in a way that is

Based on the current study's findings, it is suggested that the Ministry of Education should implement policies to recruit more teachers and build additional classrooms to reduce student-teacher ratios, ensuring LCMs are effectively implemented. This step can include introducing double shifts to schools with many students as a temporary solution. Regarding the shortage of teaching and learning materials, the ministry should encourage using digital content developed by the Tanzania Institute of Education. Teachers must be trained to utilize the available digital resources. On the school side, schools may establish school-based professional learning communities to allow teachers to share best practices in LCM implementation.

The ministry and schools may work to promote community-based initiatives, such as locally sourced learning materials and volunteer teaching assistants, to support English teachers. This solution can go hand in hand with developing low-cost digital resources, such as mobile apps and audio-visual aids, to support interactive learning. Schools may collaborate with nearby Universities to study and address practical challenges. This action may be a form of community engagement between universities and schools.

On the students' side, schools may introduce orientation programs at the beginning of secondary education to familiarize students with active learning approaches such as LCM. This step may help students be aware and adapt to new ways of learning that they perhaps never used in primary schools.

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