

ISSN Online: 2616-8383



**Learner Centred Teaching Techniques and Students' Engagement in
English Subject in Public Secondary Schools in Musha Sector,
Rwamagana District, Rwanda**

Christian Shema Nsenga, & Dr. Hesbon Opiyo Andala

ISSN: 2616-8383

Learner Centred Teaching Techniques and Students' Engagement in English Subject in Public Secondary Schools in Musha Sector, Rwamagana District, Rwanda

^{*1}Christian Shema Nsenga, & ²Dr. Hesbon Opiyo Andala

¹Post Graduate student, School of Education, Mount Kenya University

Kigali, Rwanda

*sheman.chrsitian.s@gmail.com

²Dean, School of Education, Mount Kenya University,

Kigali, Rwanda

How to cite this article: Nsenga, C. H. & Andala, H. O. (2022). Learner Centred Teaching Techniques and Students' Engagement in English Subject in Public Secondary Schools in Musha Sector, Rwamagana District, Rwanda. *Journal of Education*, 5(3), 27-40. <https://doi.org/10.53819/81018102t4080>

Abstract

Pioneers of learner centred pedagogy believe that learner centred teaching techniques play a significant role in students' engagement. In countries, where English is taught as a second language, this pedagogy is paramount to making English language classes engaging and impactful. The purpose of this study was to evaluate the influence of learner-centred teaching techniques has on students' classroom engagement in English language subject in Rwamagana district, Rwanda. The study used both descriptive and correlational research design. For data collection, questionnaires, focus group discussion and interview guide were used. In addition to simple random sampling, this study used purpose and stratified sampling techniques. The target population of this study was 318 people corresponding to the sample size of 187 respondents by using Yamane formula. To analyze quantitative data, IBM SPSS software version 26 was used and thematic analysis was used to analyze qualitative data. The findings revealed that learner-centred teaching techniques in English language subject are able to influence the students' classroom engagement at the level of 77.6% and the remaining 22.4% can be attributed to other variables as indicated by the R square of 0.776. Additionally, the study revealed that there is a statistically significance high degree of positive relationship between learner-centred teaching techniques and students' classroom engagement in English language subject with P-value = .000 which is less than .01 as the level of significance and Pearson coefficient of correlation $r=.861$. The study concludes that the effective implementation of learners centered teaching techniques influences the level of students' engagement in English language subject. The research recommends that school head teachers make regular supervision about teaching activities to enhance the level of students' classroom engagement by promoting the use of learners centered teaching technique. The study suggests

<https://doi.org/10.53819/81018102t4080>

that the further research can establish the influence of learner centered teaching techniques on students' academic performance in Rwanda.

Keywords: *Learner centred teaching techniques, Learner centred approach, students' classroom engagement.*

1.0 Introduction

Learner centred method has been a subject for philosophers and researchers for ages. Khumar (2020) traces the history of learner centred pedagogy. Khumar (2020) traces its history back to the time of Conscious and Socrates (400 B.C. and 500 BC). However, the scholar emphasises that the three pioneers of the existing learner centred approach are the American philosopher John Dewey, the Russian psychologist Lev Vygotsky and the Swiss Jean Piaget. Dewey believes that creating a classroom environment in which students are given tasks that requires them to use their critical thinking skills to solve real life problem results in preparing students for the future. Vygotsky sees learning in a constructive way which simply means that students get to construct their knowledge and the role of the teachers' shifts from being the content master to a facilitator of learning and Piaget who believes that students construct knowledge through new experience and working together as opposite to cramming the content. All these three scholars are the fathers of constructivism which gave rise to the Learner Centred Pedagogy as we know it.

In their Knowledge Societies Policy Handbook, UNESCO highlights the importance and the role of education to achieve a knowledge based economy (UNESCO, 2016). Some countries are already on the way to becoming knowledge based economies. In doing so, they create systems of education that enable lifelong learning of their citizens- they create educational systems that adopt learner centred pedagogy. According to Moni and Baldur (2016), in Thailand, creating a knowledge-based economy was at the heart of the changes that were happening in the education sector. The purpose was to create learners who were lifelong learners, therefore it was imperative to introduce learner centred learning (Moni & Baldur, 2016). Mini and Baldauf (2016) also explain that English learning was paramount for Thai students both at home and internationally. However, they showed that there was a need to close the gap between skills that students have in English and workplace demand. One of the reasons to that was because Thai teachers still used teacher centred because that was how they were taught: textbooks centred teaching, lecturing and focusing on summative assessment.

African countries have also embraced the movement of introducing learner centred method. In a UNESCO report called Global Monitoring Report 2005 Education for All which is also echoed in the newly published report in 2013, one understand that renewing pedagogies in all sub-Saharan countries to make room for learner centred pedagogy. In doing so, the traditional approach that tends to be teacher focussed will increasingly be replaced by more students focused teaching and learning. The reports adds that in some of the sub-Saharan countries, "child centred pedagogy" has already started to yield tangible inclusive results (UNESCO, 2013).

According to Binklet and Erstad (2011), some of the skills that are referred to as 21 century skills in learner centred approach include but are not limited to the ability to communicate, , to think critically and solve problem as well as the ability to collaborate, innovate and create. These skills are paramount to the achievement of developing a holistic citizen (Binkley & Erstad, 2011). It is in the same vein that countries like Zambia and Rwanda introduced learner centred methods in their education system and English which is an international language for business. According to Nyimbili (2003), the zambian curriculum gives the teacher the

responsibility of finding different and adequate methodologies to support students. Those methodologies should put the student at the centre by using role plays, group activities and class presentations. Nyimbili also adds that the curriculum gives a centre stage to English teaching which should be “eclectic”

In Rwanda, the Ministry of Education considers teachers and students as important stakeholders in the Rwandan education sector (MINEDUC, 2007). The ministry adds that quality education depends on competent teachers and motivated learners. These motivated learners should be engaged while learning. According to Wenceslas et al. (2019), in the 21st-century education system, the chief role of the teacher is to facilitate learning so that learners can have competencies that help them to live in the changing world by using innovative strategies and the main one is Learner Centered Pedagogy.

LCP drives the facilitator from the ultimate knowledge provider to the learning facilitator. The Competence-Based Curriculum, launched in Rwanda in 2015, advocates for the learner being engaged in active and participatory activities by building new knowledge through activating prior information or experiences, discoveries and problem-solving learning (MINEDUC, 2015). Additionally, it gives guidelines to how the English language should be taught in the Rwandan education sector.

It is worth noting that English has been a school subject or a course in the Rwandan education system since 1960 (Sibomana, 2014). Sibomana (2014) asserts that it is in 2008 that English was presented as the language of instruction from primary 4 to university. To date, English is a school subject and a medium of instruction in Rwanda. Now that the Government of Rwanda has introduced the new curriculum which advocates for a shift from teacher-centred instruction to a student-centred instruction (REB, 2015), that English is a compulsory course in general education and that students should be engaged in learning to become productive, the researcher wants to shed some light on this matter at hand.

1.1 Problem Statement

For modern teaching approach, learner centred teaching techniques are the best practices that leads to effective curriculum implementation which also puts the weight on the person who is learning (Weimer, 2012). Learner Centred Teaching approach involves various teaching techniques that put the students at the centre of learning and the teachers are no longer the sole provider of skills of knowledge, they are the facilitators (Moate, 2015). Apart from modernizing teaching approaches, the language is another important tool that facilitates effective learning of content subjects (Andala & Ng'umbi, 2016). In Rwanda, the language of instruction is English. Consequently, English is a language of teaching in all levels and a subject at all levels. Understandably, the low level of teachers pedagogical knowledge effect negatively the implementation of learner centred approach which reduces students' participation, collaboration and creativity as aspect of student' classroom engagement and this might results into students' low mastery of English language (Wenceslas *et al.*, 2019). Nizeyimana (2013) conducted the study in tertiary education and revealed that the average of 42.6% of students get challenges related to academic performance due to inadequate teaching approaches used by teachers which directly affects poor students' engagement in classroom. In addition, Kizito (2020) reported that there was lack of engagement in students learning English in Rwamagana District. He added that Musha sector in Rwamagana district had an average of only 30% of students who felt engaged in English classes.

In the same vein, the researcher's quest was emphasized by one of the key challenges highlighted in the Strategic Plan that will guide the education sector from 2019-2024. The challenge that the Ministry of Education highlighted is the fact that teachers are incompetent

in subject content and lack enough pedagogical skills and but most importantly the inability to master the language of instruction, English, that might negatively affect students achievements due to low engagement. (MINEDUC, 2018). Therefore, all the above reasons taken into account, this research seeks to investigate teachers' competencies in a learner-centred environment vis-as vis student's classroom engagement in English subject and the influence the former might have on the latter.

1.2 Objective of Study

The general objective of this study is to investigate the influence of learner-centred teaching techniques on students' classroom engagement in English language subject in public secondary schools, in Rwamagana District, Rwanda.

2.0 Literature Review

2.1 Review of Theoretical Literature

2.1.1 Learner Centered Pedagogy

Learner centred method, also referred to as student centred learning, the method of teaching that give the students the centre stage and puts them in the spotlight while learning and the ability to move away from the traditional approaches to teaching (McCabe & O'Connor, 2014). Learner centred teaching techniques intend to develop students' autonomy in learning by looking at their needs, the desires and their styles of learning in order to make sure that they have necessary knowledge, skills, and attitude. Rwanda, as most countries worldwide, is in the process of revolutionizing its basic education system by shifting from the teacher centered methods to learner centred methods (MINEDUC, 2015).

Over the years, English language teaching has moved from what was called Teacher Centred to Learner Centred (Joy, Sarah, & Sarah, 2010). These authors argue that learner centred instructional strategies into English language teaching involve both using the communicative approach and interactive approach. The former involves the teacher focusing on what students know and can do with linguistic structures and what they want to learn. The latter focuses on giving students opportunities to work collaboratively on specific tasks that reflect real-life experiences. In addition to using effective instructional strategies in learner centred approach, the teacher must differentiate instruction and reduce the teacher talk time to effectively implement learner centred teaching techniques.

Learner Centred Teaching Techniques Used in Teaching English Language

The choice of appropriate instructional strategies has a significant impact in the implementation of the learner-centred approach. If instructional strategies are teacher-centred, they won't have a learner-centred effect. In the Rwandan context, REB (2015) outlines some strategies that might be used in a learner-centred classroom. Those include but are not limited to the following: role plays, case studies, project work, research and investigation games, discussion and debates.

Role-plays

Role-plays are important in learning English as a Foreign/Second Language (EFL) education. As indicated by REB (2015), role-plays are utilized to allow students to talk in real-life situations which equip with the ability to speak fluently and to speak with confidence, survey their own progress, and put learning into action. Role-plays are regularly set up to target specific sentence structure and to test social cooperation abilities, for example, "negotiating, interrupting, asking for assistance and making small talk" (BritishCouncil, 2020).

Discussions and debates

In research carried on the effectiveness of discussions and debates in an ESL/classes, it was realized that debates contribute significantly to the critical thinking and public speaking abilities of a student (Iman, 2017). In the same regard, Schweisfurth (2003) discusses that discussions and debates contribute to improving collaboration in classes. It is obvious that discussions and debates would promote critical thinking, public speaking and collaboration skills among students who are learning English and use all the language skills. After reading a book, listening to material and writing about their favorite topics, students can debate and/or discuss their input or their output.

Games

Gozcu (2016) in her research published in the Journal of Educational Science, informs us that games are a great tool in an environment of learning a second language. Gamification of learning provides learner with an environment which allows them to express themselves in a fun atmosphere, hence getting motivated and achieved desired learning performance. This is echoed by Rwanda Education Board guideline (REB, 2015). The board, in the guidelines on the operationalization of the competence-based curriculum, emphasizes on the use of games in all subjects and at all levels of general education. While teaching English, games provide a great opportunity for students to practice concepts and skills learnt in an environment that is fun and that helps them to internalize learning without putting in much effort.

2.1.2 Students' Engagement in English Language Subject

Calvo (2008) argues that one of the main reasons why the learner centred approach is gaining momentum worldwide is because it boosts students' motivation both in and outside class. When students are motivated, either intrinsically or extrinsically, they are engaged. According to Mustapha & Norliza (2010), there are various factors that influence students' engagement. While some are student-related, others are related to the school. Some of the factors that are related to students are age, gender, emotions and the will to talk and those which are related to the school are the course level, the instructor's traits and the class size. Additionally, Vidergor (2015), in his work on engaging students in teaching second language, adds more principles in engaging students in classroom: relation and creativity.

Student classroom participation can be identified seen in two channels: that is verbal and non-verbal. According to Adbullah, Bakar and Mahbob (2012), verbal or oral involvement refers to activities of talking or giving ideas in the classroom, orally questioning and giving responses or comments and being active during classroom discussions." All of the above-mentioned activities might take place during a pair work, small group work or during a whole class share-out. In contrast to verbal participation, non-verbal participation relates to "behaviour related responses during the instructional period, including the nodding of the head, the raising of the hands, any type of body movements as well as eye contact." This non-verbal participation usually accompanies the verbal participation. It is related to students' clear responsiveness or unresponsiveness to instructions, students willing to take the lead and students willing to stay in the class without constantly getting outside. Adbullah, Bakar and Mahbob (2012) emphasize that classroom participation goes hand in hand with students' academic achievement. Therefore, it is not noting that if students are engaged in class, they actively participate and this should positively affect their academic performance holding all other factors constant.

Another indicator of engagement is attendance. In fact, when students are engaged in the content, they know they have to attend regularly and avoid missing classes. However, each learner is different. According to Joanne (2017), if learning is not personalized to suits individual needs, strengths and limitations of the students, research shows that absenteeism and

tardiness rates are more likely to increase. Students who don't attend or/and show up on time during lessons are likely to lose instructional exposure, to distract their fellow students and to be in bad terms with their instructor (Bicard, Lott, Mills, & Bicard, 2012). Briefly, if a student is not engaged in a course, he or she is likely to miss classes or attend classes late and this will begin to affect classroom success.

Vidergor (2015) emphasizes on the importance of relationship and creativity in the engagement of students. Firstly, students should be able to relate with their peers while they are working on a task. The more the student relate, the more they are engaged. This shown by the level of team working spirit and the confidence to verbalize learning or the problem they are trying to solve while learning. Secondly, the more engaged students are, the more creative they become. When students are fully immersed in the learning and the group dynamics are effective, creativity arise and this is shown by the fact that their final deliverable exceeds expectations and is authentic i.e. reflects real life examples.

2.2 Empirical Literature

There are a number of researches that were done in both the fields of Learner centred pedagogy and students classroom engagement.

Mundui (2012) conducted the study on the teaching of English in Kenya secondary schools. The researcher used a case study of Thika district. The aim of the study was to identify teaching techniques that teachers use. The population of the study was three schools from Thika district. In order to determine the sample, the researcher used simple random sampling. The research preferred the observation as the data collection instruments. The researcher, therefore, observed 6 classes in the three sampled schools. The study revealed that at that time most teachers were still using teacher centred approach because activities such as debates and role plays were teacher-led and the students were at the receiving end. Moreover, the study also revealed that students prefer learner centred approach and activities that promote participation and engagement to teacher centred approach.

Roucau (2016) conducted a research entitle Engagement with student-centred learning: The student perspective in Canada. The main objective of the study was to determine the factor that promote or hinder students' engagment in Student Centred Learning. The population of the study were 7 undergraduate students from science faculty at Concordia Universiy. The researcher used interview and observation as data colletion tools. The study found that that previous experience with the content, teacher guidance, peer influence and ability to accept discomfort are some of the factors that leads to students' engagment. Some factors that influence disengagement include lack of clarity, unfamiliarity with the methods and content and the risk of obtaining lower grades.

Additionally, Nyimbili (2018) conducted a research entitled The Use of Learner Centered Techniques in the Teaching of English Language in Selected Secondary Schools of Lundazi District in Zambia. The purpose of that study was to evaluate the practice of learner-centred approach in the teaching of English language in the high schools of Lundazi district. To collect data, the researcher used focused group discussion and Likert scaled questionnaires and the population of the study included students, teachers and heads of language departments. The total population was 99 respondents. The researcher found out that 38% of students found learner centred techniques very engaging, 31% found them to be engaging, 15% found them to be boring and 13 found to be very boring. The study found out that teachers use group discussion and presentations only when they were busy.

3.0 Research Methodology

In this research, the correlation design was used and linear regression analysis was performed to determine the influence of learner centred approach adoption on the students' classroom engagement. The target population was 1090 students. The sample size was done using basing on the recommendations by Yamane (1967). Using simple random sampling, 172 students were used in this study. To collect the data, a questionnaire was given to the respondents to find out the levels of agreement, perceptions and feelings as far learner centred and students' engagement are concerned. The data collected from students was analyzed using IBM SPSS software version 26 by using descriptive statistics that include frequencies and percentages as well as performing a linear and correlational regression analysis. The findings were presented through the use of figures and tables. It is worth noting that participant in this study participated voluntarily.

4.0 Findings

4.1 Introduction

The general objective of this study was to determine the influence learner centred teaching techniques has on students' classroom engagement. The assumption was that learner centred techniques would positively impact students' classroom engagement.

4.2 Analysis of Learner Centred Teaching Techniques Used in English Subject

Learner centred teaching techniques used in English subject was analyzed by using descriptive statistics of frequency and percentages to determine the extent to which the techniques are used.

Table 1: Students' responses on teaching techniques

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Using lecturer method to teach	38	24.5	57	36.8	22	14.2	28	18.1	10	6.5	2.45	1.22
Using group work method to teach	19	12.3	37	23.9	17	11.0	43	27.7	39	25.2	3.29	1.39
Using pair work in classroom	24	15.5	45	29.0	24	15.5	42	27.1	20	12.9	2.92	1.30
Regular participation in debate	20	12.9	38	24.5	26	16.8	43	27.7	28	18.1	3.13	1.32
Using games while teaching	26	16.8	41	26.5	26	16.8	42	27.1	20	12.9	2.92	1.31
Teaching through research	28	18.1	38	24.5	26	16.8	42	27.1	21	13.5	2.93	1.33

Source: Field data, 2021. SD: Strongly Disagree, **D:** Disagree, **U:** Uncertain, **A:** Agree, **SA:** Strongly Agree and **Std:** Standard deviation

The study collected the data from students and the questions were based on teaching techniques implemented by teachers while teaching. It was revealed that majority with the mean of 3.29 and 1.39 of standard deviation corresponding to 52.9% of students agreed that their teachers use group work in classroom. The data also informs that with the mean of 2.45 and 1.22 of standard deviation corresponding with 61.3% of students who disagreed that they teachers use lecture method. Next, with the majority of 45.8% of students with the mean of 3.13 and the standard deviation of 1.31 agree that they regular participate in the debates. However, it was also noted that the following learning centred teaching techniques are not widely used. Those

<https://doi.org/10.53819/81018102t4080>

are rest pair work, games and teaching though research to which students agreed on 40% for each and this doesn't represent the majority of respondents. Briefly, the data presented above revealed that teachers were using techniques that make lesson centred since for each technique highlighted despite the reluctance of using some that includes pair work, games and teaching through research which might not be familiar to them. As Nyimbili (2018) states, a full learner centred English lesson involves the combination of various techniques in which students play a big role.

4.3 Students' classroom engagement in English language

The respondents of the study as were 155 students submitted questionnaires that were given to them provided their responses while 3 school head teachers were given guided interview and 12 teachers participated in focus group discussion actively. The indicated respondents of the study provided their responses related to the level of students' classroom engagement in English language in Musha sector of Rwamagana district. SPSS software version 21 was used to perform data analysis of quantitative findings while thematic approach was used to analyze the qualitative data collected from interview guide as well as focus group.

Students' responses on students' classroom participation

The research collected data on students' classroom participation. In fact, participation is one of the indicators of students' engagement. Table 2 shows students responses on students' classroom participation.

Table 2: Students' class participation

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Ask and respond to questions	19	12.3	29	18.7	29	18.7	46	29.7	32	20.6	3.28	1.31
Regular class attendance	27	17.4	40	25.8	25	16.1	41	26.5	22	14.2	2.94	1.34
Remaining in class during teaching session	16	10.3	37	23.9	20	12.9	49	31.6	33	21.3	3.30	1.32

Source: Field data, 2021. SD: Strongly Disagree, **D:** Disagree, **U:** Uncertain, **A:** Agree, **SA:** Strongly Agree and **Std:** Standard deviation

The study collected the data from students based on students' class participation. This was done for the purpose of finding out the level of students' classroom engagement in English subject in public secondary schools in Musha sector of Rwamagana district. The study reveals that majority of the mean of 3.3 and 1.32 of standard deviation corresponding with 52.9% of students indicated that they take time to remain in class while studying English subject. In addition, with the mean of 3.28 and 1.31 of standard deviation corresponding with 50.3% of students indicated that participate in class by asking and responding to questions in class. However, with the mean of 2.94 and 1.34 of standard deviation corresponding with 40.7% of students they make regular class attendance compared to 43.2 who revealed that they don't attend class regularly. This implies that despite students who don't attend the class regularly, those who attend actively participate in class. According to Abdullah, Abu Bakar and Mahbob

(2012) verbal or oral involvement refers to activities of talking or giving ideas in the classroom, orally questioning and giving responses or comments and being active during classroom discussions. The above-mentioned authors emphasize that classroom participation goes hand in hand with students' academic achievement. Therefore, it is worth noting that if students are engaged in class, they actively participate and this should positively affect their academic performance holding all other factors constant.

Students' responses on students' classroom collaboration and creativity

The present study also collected data on the level of students' collaboration when working in pairs and/or in groups and students' level of creativity when submitting or presenting their final deliverable or projects. Both the level of collaboration and the level of engagement are indicators of students' engagement. Table 3 shows students' responses on students' classroom collaboration and creativity.

Table 3: Students' responses on students' classroom collaboration and creativity

	N	Minimum	Maximum	Mean	Std. Deviation
Being eager to work together	155	1.00	5.00	2.98	1.33
Having effective communication	155	1.00	5.00	2.95	1.35
Taking ownership during group activities	155	1.00	5.00	2.94	1.35
Relating the learning to the outside world	155	1.00	5.00	2.98	1.37
Deliverables exceed teacher' expectation	155	1.00	5.00	3.01	1.36
Valid N (listwise)	155				

Source: Field data, 2021.

The study collected the data from students of public secondary schools of Musha sector in Rwamagana district. In terms of class collaboration, as observed in table 4.8, the study reveals that majority having the mean of 2.98 and 1.33 of standard deviation agreed that they perform their class activities together while the mean of 2.95 and standard deviation of 1.35 agreed that they make effective communication with their English teacher. This implies that there is collaboration between students themselves and collaboration between teachers and students in English language lessons in Musha sector.

In terms of creativity, the study revealed that the majority of 3.01 and 1.36 of standard deviation agreed that deliverables in English subject exceed teacher' expectation. This implies that some teachers do not meet the students' expectation as the fact associated with the students' classroom engagement. This was followed by the mean of 2.98 and the standard deviation of 1.38 agreed that they are able to relate their learning activities to the outside world. This shows that some are creative, which is a indicator of engagement, but some other students do not get English content from their teachers associated with the real world which can also impact negatively the students' motivation and engagement. Vidergor (2015) emphasizes on the importance of relationship and creativity in the engagement of students. Firstly, students should be able to relate with their peers while they are working on a task.

4.4 Influence of learner-centred English language teaching techniques on students' classroom engagement

The objective of this study was to establish the influence of learner-centred English language teaching techniques on students' classroom engagement in English subject in Musha sector of

Rwamagana district. Therefore, this study performed linear regression analysis to indicate the extent to which the independent variables can influence students' classroom engagement in English subject. Additionally, correlational analysis was performed in order to find out the relationship between variables.

Table 4: R Square results of learner-centred teaching techniques and students' classroom engagement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.881 ^a	.776	.772	.57833	.776	174.705	3	151	.000

Source: Field data, 2021a. Predictors: (Constant), Teacher Talk Time , PDSI approach, Teaching techniques

The results in Table 4 indicate the R Square results of learner-centred teaching techniques and students' classroom engagement in English language subject. The findings present the R Square of .776. This means that the variables that make learner-centred teaching techniques in English language subject are able to influence the students' classroom engagement at the level of 77.6% and the remaining 22.4% can be influenced by other variables.

This study also desired to present the findings related to indicating the correlation between learner-centred teaching techniques in English subject and students' classroom engagement in Musha sector of Rwamagana district. The obtained results are presented in Table 5.

Table 5: Relationship between learner-centred teaching techniques and students' classroom engagement

Correlations

		Learner centered teaching techniques		Students' classroom engagement	
Learner centered Teaching		Pearson Correlation		1	
		Sig. (2-tailed)		.861**	
		N		.000	
Students' classroom engagement		Pearson Correlation		.861**	
		Sig. (2-tailed)		1	
		N		.000	

Source: Field data (2021) **. Correlation is significant at the 0.01 level (2-tailed).

The findings from the Table 4 indicates that there is a statistical significance high degree of positive relationship between learner centered teaching techniques and students' class engagement thus P-value = .000 which less than 0.01 as the level of significance and Pearson coefficient of correlation $r = .861$ which is high. This also implies that there is an association related to the influence learner centered teaching techniques and students' class engagement.

4.5 Summary of the Findings

The objective of this study was to stablish the influence of learner-centred English language teaching techniques on students' classroom engagement in English language subject in public secondary schools in Rwamagana district, Rwanda. The findings revealed that learner-centred

teaching techniques in English language subject are able to influence the students' classroom engagement at the level of 77.6% and the remaining 22.4% can be influenced by other variables can be influenced by other variables as indicated by the R square of 0.776. On the other hand, the study revealed that there is a statically significance high degree of positive relationship between learner-centred English language teaching techniques and students' classroom engagement in English language subject thus P-value = .000 which is less than .01 as the level of significance and Pearson coefficient of correlation $r = .861$ as presented in the Table 5engagement to some great extent.

5.0 Conclusion

This study was guided by the general objective which was to investigate the influence of learner-centred teaching techniques on students' classroom engagement in English language subject in public secondary schools, in Rwamagana District, Rwanda. This study concludes that the implementation of learner centred teaching technique enhances the learners centered pedagogy which could proportionally influence the level of students' engagement especially in English language subject. By contrast, the absence of learner centered teaching techniques could negative influence negatively students' classroom engagement. Additionally, this study also concludes that there is a statistical significance high degree of positive correlation between variables of the study, learner centred teaching techniques and students' classroom engagement.

6.0 Recommendation

Basing on the findings of this study and the conclusion which is established, the recommendations need to be addressed to school head teachers, teachers and Ministry of Education in the following way.

1. School head teachers should make regular supervision about teaching activities of their teachers to enhance the level of students' classroom engagement by making effective implementation of learners centered teaching technique.
2. Teachers should have effective collaboration in implementation the act of engaging students in classroom and learner centered teaching techniques especially in English language subject.
3. The Ministry of Education should provide regularly profession trainings to teachers for effective implementation of learner centered pedagogy and classroom engagement in English language subject.

REFERENCES

- Abdullah, M., Abu Bakar, N., & Mahbob, M. (2012). The Dynamics of Student Participation in Classroom: Observation on Level and forms of Participation. *Procedia - Social and Behavioral Sciences*, 59(2012), 61-70. doi:<https://doi.org/10.1016/j.sbspro.2012.09.246>
- Bicard, D., Lott, V., Mills, J., & Bicard, S. (2012). Effects of Text Messaged Self-monitoring on class Attendance and Punctuality of At-risk College Student Athletes. *Journal of Applied Behavior*, 45(1), 205-2010. doi:<https://doi.org/10.1901/jaba.2012.45-205>
- Binkley, M., & Erstad, O. (2011, October 13). Defining Twenty-First Century Skills. *Assessment and Teaching of 21st Century Skills*, pp. 17-66.
- BritishCouncil. (2020, April 15). *Role play*. Retrieved from British Council: <https://www.teachingenglish.org.uk/article/role-play>
- Calvo, A. S. (2008). A Learner Centred Approach to the Teaching of English as an L2. *Universidad de Valladolid*, 189-196.
- Government of Rwanda. (2019, March 10). *Statement on Cabinet Decisions of 28.01.2019*. Retrieved from http://gov.rw/newsdetails2/?tx_ttnews%5Btt_news%5D=2093&cHash=593e3bce6910d301bb4c19d329a102c7
- Gozcu, E. (2016). The importance of using games in EFL classrooms. *Journal of Education Science*, 1(26), 60-70. doi:<https://doi.org/10.18844/cjes.v1i1i3.625>
- Hall, T. (2002). *Differentiated Instruction*. Wakefield: National Centre On Accessing General Education.
- Happ, W. D. (2013). *Results of a survey of 21st century skills of communication, collaboration, critical thinking, and creativity*. East Eisenhower Parkway: ProQuest Dissertations Publishing.
- Iman, J. N. (2017). Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill. *International Journal of Instruction*, 10(4), 87-108. doi:<https://doi.org/10.12973/iji.2017.1046a>
- Joy Kreeft, P., Sarah Catherine K, M., & Sarah, Y. (2010). Evidence-Based, Student-Centered Instructional. *Centre for Applied Linguistics*, 1(1), 1-8. Retrieved from <https://files.eric.ed.gov/fulltext/ED540599.pdf>
- Kizito, N., Murasira, G., Niyigira, V., & Munyensanga, P. (2020). Is Competence-Based Curriculum well Monitored? Learning from Rwandan Sector Education Officers. *Rwandan Journal of Education*, 5(1), 82-94. Retrieved from <https://www.ajol.info/index.php/rje/article/view/202577>
- McCabe, A., & O'Connor, U. (2014). Student-centred learning: The role and responsibility of the teacher. *Teaching in Higher Education ; Critical Perspectives*, 19(4), 50-62. doi:<https://doi.org/10.1080/13562517.2013.860111>
- MINEDUC. (2007). *Teacher development and management policy*. Kigali, Rwanda, Rwanda.

<https://doi.org/10.53819/81018102t4080>

- MINEDUC. (2015). *Competence based curriculum: Curriculum framework, pre-primary to upper secondary*. Kigali, Rwanda.
- MINEDUC. (2015). *Teacher Training Manual : Roll out of the Competence-Based Curriculum*. Kigali, Rwanda, Rwanda.
- MINEDUC. (2018, 12 30). *EDUCATION SECTOR STRATEGIC PLAN 2018/2019-2023/2024*. Retrieved from https://mineduc.gov.rw/fileadmin/Documents/Research%20documents/Education_Sector_Strategic_Plan_2018_2024.pdf
- Moni, K., & Baldauf Jr, R. (2022, September 30). Learner Centredness in Teaching English as a Foreign Language: Teachers' Voices. 1-10. Brisbane, Australia. Retrieved from <https://espace.library.uq.edu.au/view/UQ:8562>
- Mundui, W. A. (2012). The teaching of spoken English in Kenyan secondary schools: a case study of Thika district. Retrieved September 30, 2020, from <https://ir-library.ku.ac.ke/handle/123456789/3604>
- Mustapha, S., & Norliza, A. (2010). Perception towards Classroom Participation: A Case Study of Malaysian Undergraduate Students. *Procedia: Social Behavioral Sciences*, 7, 1079–1084. doi:<https://doi.org/10.1016/j.sbspro.2010.10.017>
- Nyimbili, F. (2018). The Use of Learner Centered Techniques in the Teaching of English Language in Selected Secondary Schools of Lundazi. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 5(3), 143-149. doi:<https://doi.org/10.20431/2349-0381.0503015>
- Pearson, P. (2013). Policy without a plan: English as a medium of instruction in Rwanda. *Current Issues in Language Planning* 15, 15(1), 39-56 . doi:<https://doi.org/10.1080/14664208.2013.857286>
- Roucau, B. (2016, April). *Engagement with student-centred learning: The student perspective(Unpublished doctoral dissertation)*. Montreal, Canada: Concordia University, .
- Schweisfurth, M. (2003). Learner Centred Education in Intenational Persepective. *Journal of International and Comparative Education*, 2(1), 1-7. doi:10.14425/00.45.70
- Sibomana, E. (2014). The acquisition of English as a second language in Rwanda: Challenges and Promises. *Rwanda Journal of Education*, 2(2), 19-30. Retrieved from <https://www.ajol.info/index.php/rje/article/view/117147>
- TheNewTimes. (2019, March 10). *MINEDUC to promote learner-centred methodology*. Retrieved from The New Times: <https://www.newtimes.co.rw/section/read/33690>
- UNESCO. (2013). *EFA Global Monitoring Report 2013*. Paris: UNESCO.
- UNICEF. (2011). *Ensuring quality by attending to inquiry: Learner-centered pedagogy in Sub-Saharan Africa*. Addis Ababa.

- Vidergor, E. H. (2015). Relate-Create-Donate: Promoting Social Responsibility in Second Language Teaching and Learning. *Applied Practice for Educator of Gifted and Able Learners*, 31(1), 559-572. doi:[https://doi.org/10.1016/s0360-1315\(98\)00014-1](https://doi.org/10.1016/s0360-1315(98)00014-1)
- Wenceslas, N., Alfred, O., Alphonse, U., & Beata, K. (2019). From ambition to practice: An Analysis of Teachers' Attitude Toward Learner Centered Pedagogy in Public Primary. *SAGE*, 9(1), 1-11. doi:<https://doi.org/10.1177/2158244018823467>