Effectiveness of language teaching methods in improving the 11th grade English competencies: a case of Nampula secondary school in Mozambique

Germito de Castro Alexandre*, Peter Tsvara

*Lecturer, Department of Languages, Culture, and Sports, Faculty of Social and Human Sciences, Universidade Lúrio, Rua. Pedro Alvares Cabral-Ilha de Moçambique, Nampula, Mozambique
b Acting Dean, Faculty of Education and Humanities, Solusi University, Bulawayo, Zimbabwe

Abstract

Education's language teaching techniques play a crucial part in enhancing students' linguistic competence in any given language. Assume that educators are acquainted with and aware of the elements that influence the selection of a technique for teaching and learning a language. Then, teachers may apply suitable and successful teaching strategies based on the language abilities they want to impart to their students. This research aims to evaluate the efficacy of Language Teaching Methods (LTM) in enhancing the English language skills of grade 11 students at Nampula Secondary School (NSS) in Mozambique. To evaluate the efficacy of LTM at NSS, a quantitative research strategy and descriptive study design were used. The sample comprised of eight English language instructors and 113 students. Learners were recruited using a basic random chance sampling approach, whereas instructors were recruited using a purposive sampling strategy. The examination of data used descriptive statistics. The research revealed that the English language was taught using Communicative Language Teaching (CLT) and Cognitive Code Method (CCM). Students were supposed to acquire speaking, writing, reading, and listening abilities in the English language. The LTM used to teach English at NSS was unproductive since it failed to provide the desired teaching capabilities. Teachers should employ eclecticism to foster both productive and receptive abilities in their students.

1. Introduction

Teaching is the art or knack that one has to impart or instill knowledge into learners. It is preponderant to underscore that teaching and learning are two sides of the same coin because learning is the result of teaching, and teaching can only occur when there is learning "teaching in the absence of learning is just talking." Therefore, it is conspicuously apparent that there is a consistent correlation between teaching and learning, simply because the most acceptable criterion for good teaching measurement is highly hinged upon the amount of student learning that occurs and the competence he possesses as a consequence of teaching.

There are many opinions about what effective teaching is, but one would say that effective teaching requires the teacher to achieve the planned goals and assigned tasks in accordance with school goals and the aspirations of the educational system concerning the type of learners it wants for its country. It is, however, disappointing that in Mozambique, fundamentally at Nampula Secondary School (NSS), teachers are not meeting the educational goals that have been set by the Ministry of Education and Human Development, which clearly aim at forming learners who are fairly able to express...
themselves in English language through the four language skills namely, speaking, listening, writing and reading.

The introduction of the English language in the Mozambican school curriculum was out of the realization that it is the most studied and learned language because of its global status. On the other hand, Mozambique is a Portuguese-speaking country circled by English-speaking countries. The government felt duty-bound to introduce it to the school curriculum so that its people could not be marginalized from the world, for it is an axiomatic fact that English is the world-leading lingua franca. Nonetheless, English as a subject has been successfully implemented in Mozambique's public education, particularly in the 2nd Grade primary education (EP2)-grades 6 and 7 and secondary schools (grades 8-12) according to Mawere (2012). However, there are still significant problems, particularly in the teaching and learning of the subject. Since learning is a result of teaching, one may voice out that teachers at NSS are not efficiently teaching the subject in that their teaching methods are not effective, which is why their learners are unable to attain the necessary competencies as prescribed by the grade 11 syllabus.

The purposes of education and the definitions of the quality and effectiveness of education are strongly related, therefore defining successful teaching must take into account the aims of education. Promoting the cognitive growth of students may be seen as one of the primary aims of education and instruction, while there are likely to be other significant social, behavioral, and emotional present and future-oriented purposes and objectives of education (Education Development Trust, 2016).

It is the core desideratum of any educational teaching method in any educational setting to ascertain that learning takes place without any inconveniences. For this to be translated into reality, there is a huge need to have teachers and educational officers conversant with factors that determine the use of one method over the other when teaching because there are many methodological factors involved when choosing a method. According to Guirguis and According to Pankowski (2017), it is essential to understand how your students learn and which tactics work best in your classroom and institution. The strategy used serves an essential purpose in education. However, before utilizing a method, its rules and limits must be understood, as well as the classes and purposes for which it will be used, and the pros and drawbacks of the way (Okmen & Kılıç, 2016). In addition, according to Yildizlar (2013), the approaches must be chosen to achieve the predetermined objective and structured in this manner. The chosen approaches must be organized to maintain the consistency and integrity of the learning experiences.

It is critically preponderant that teachers consider the environmental factors and learners' needs before selecting a method simply because many studies have shown that teachers can influence learners' performance. According to Adunola (2011), most students' low academic achievement is directly attributable to their professors' use of inadequate teaching strategies to transfer information. Substantial research on the efficacy of teaching approaches reveals that students' accomplishments often mirror the quality of instruction. Moreover, Muema, Mulwa, and Mailu (2018) indicated that alignment of teaching methods with learners' needs and preferred learning influences learners' academic attainments. The same study was conducted by Okmen and Kılıç (2016), it was discovered that approaches indeed effect success, and that students who were taught using the Dunn and Dunn Learning style performed better than those who were taught using standard methods. The authors felt obliged to investigate this topic since teaching approaches have a significant influence in establishing high performance among students. In light of the above arguments, it was evident that teaching techniques may have such a substantial influence on the skills of students, either positively or adversely. Consequently, the purpose of this research was to evaluate the efficacy of language-teaching strategies in enhancing the English language proficiency of grade 11 students at Nampula Secondary School.

2. Method

2.1. Research Approach

A quantitative research approach was used in this piece of study. The researchers selected the quantitative research approach because it offers consistent, reliable, and repeatable information and can immaculately generalize or infer the findings of a study. Since the study was about the effectiveness of language teaching methods in improving learners' competencies in the English language among grade 11 learners: in the case of Nampula Secondary School, Mozambique, a consistent and reliable approach was needed to generalize the findings.

2.2. Research Design

A descriptive research design was employed in this study. The research design of this work was descriptive because the researchers aimed to describe, explain, and test the relationship between variables and particularly examine the cause-effect of the relationship between independent and dependent variables.

2.3. Population of the Study

The population of the study constitutes the collection of units under which the researchers aspire to study and make a quantitative statement for research reliability. The population of this study was made up of eight teachers of English language and 1125 learners at NSS. The population is the complete collection of items or persons who target the research. The population is, thus, a statistical term that refers to the collection of persons, groups, events, or things that the research will focus on (Muleya, 2018).

2.4. Sample and Sampling Techniques

The sample of this study constituted of 8 teachers of English language and 113 learners at NSS. The researchers used the simple random probability-sampling technique on learners. Probability sampling is advantageous because it reduces the chance of systematic errors, minimizes the chance of sampling biases, produces a better representative sample using probability sampling techniques, and inferences drawn
from the sample are generalizable to the population (Alvi, 2016). The research used purposive sampling techniques for the teachers since only eight teachers were teaching English in the school. Therefore, the total sample for the research study was of 121 participants (113 learners and 8 teachers).

2.5. Research Instruments

To accomplish this work, two research instruments were used: a questionnaire and a participant observation tool. The questionnaire was in two sets, one for teachers and the other for learners. The researchers used a questionnaire because it was practical, efficient, saved time, and made it possible to get different viewpoints about one matter. It was very important to punctuate the structured questionnaire used for both teachers and learners because they were definite, concrete, practical, and not time-consuming and frustrating.

As it has been alluded to above, the participant observation tool was also used as a research instrument in this study. It was extremely advantageous because the researchers got involved and saw every step of the lessons’ flow and was able then to make judgments about the questions at hand, although it was sometimes disadvantageous because it made some teachers nervous and some learners nervous not behave as usual.

2.6. Data Collection Procedures

The researchers asked for an introductory letter from the Faculty of Graduate Studies to seek permission to gather data from NSS. The first step was to seek permission from the District Director of Education and Human Development in Nampula. After that, the researchers went to Nampula Secondary School along with the authorization letter from the district to introduce themselves to the school and state the motives behind this research. Then, the researchers collected the data through questionnaires and an observation tool.

2.7. Data Analysis Procedure

After collecting data from the school, the researchers analyzed and presented their findings thoughtfully, whereby all converging answers were gathered apart, and subsequently, their respective percentages were calculated and contrasted with opposing answers to secure informed generalization. Responses to the study were coded and analyzed using a statistical software package (SPSS Version 23.0) and married with the relevant literature that the researchers gathered in chapter two. Data from lesson observation was described according to what was witnessed in the classroom based on the observation guide that the researchers had designed.

3. Results and Discussion

3.1. RQ1: What language teaching methods do teachers of the English Language employ?

The first research question was meant to find out from the English language teachers at NSS the types of language teaching methods they employed to teach the English language. The researchers believed that by so doing, he could get accurate information concerning the methods used to teach English in that school. Thus, the answers to this question are shown below in Table 1.

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Total</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLT</td>
<td>4</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>GT</td>
<td>1</td>
<td>12.5</td>
<td>62.5</td>
</tr>
<tr>
<td>DM</td>
<td>1</td>
<td>12.5</td>
<td>75.0</td>
</tr>
<tr>
<td>Eclecticism</td>
<td>2</td>
<td>25.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 revealed that most respondents (50%) used CLT to teach English, and 25% used Eclecticism. On the other hand, 12.5% of the respondents used DM and GT, respectively. The above table revealed that the CLT was the most used method at NSS for English Language Teaching, and Eclecticism was the second used method. However, DM and GT were the least used methods, with 12.5% each.

3.1.1. Classroom observation

The researchers used a participant observation tool as a research instrument to see and watch how the English language is taught, what teaching methods are used to teach it, and how it is learned at Nampula Secondary School. Throughout the classroom observation, the researchers observed that five respondents out of 8, which corresponded 62.5%, used the CCM while teaching the English language and two respondents, which corresponded to 25%, used CLT, and finally, one respondent, corresponding to 12.5%, using GT. The participant observation tool revealed that CCM was the most used method among the respondents, for more than 50% of the respondents used it while teaching, and CLT was the second most commonly used, for 25% of the teachers used it to teach the English language as a subject. However, GT was the least used with 12.5%.

There is an apparent discrepancy between teacher questionnaire responses and the classroom observation conducted by the researchers. Table 1 above revealed that CLT was the most commonly used method with 50% of the respondents who used it as an instructional method, and Eclecticism was the second most commonly used method with 25% of the respondents who used it as an instructional method. As opposed to the questionnaire responses from the teachers, the classroom observation tool revealed that CCM was the most commonly used method for ELT, for more than 50% of the respondents used it as an instructional method, and CLT was the second most commonly used method with 25% of respondents who used it for ELT.

The apparent disparity between questionnaire responses and classroom observation might have been because the grade 11 syllabus punctuated that the method to be used to teach English was CLT, and the 50% of the respondents, as shown in Table 1 above, might have selected CLT as their instructional method because it was the prescribed one. Nonetheless, it was not the actual method because only two teachers throughout the participant observation tool, corresponding to 25% of the respondents, used CLT while teaching the English language. This resonates with the finding of Mangaleswaran and Aziz (2019), who postulated that, although most teachers recognize the importance of
CLT, many do not have much confidence in practicing it effectively in the classroom.

The results from both questionnaires and classroom observation revealed that CLT was one of the prevalent methods used to teach English at NSS because 50% of the respondents from the questionnaire used CLT as their instructional method, and 25% of the respondents throughout the classroom observation tool used CLT as an instructional method, too. On the other hand, from the questionnaire responses, CCM was not selected as an instructional method. However, 62.5% used CCM as their instructional method throughout the teaching and learning the English language through the classroom observation tool. Therefore, from the findings above, it can be concluded that CLT and CCM were the most commonly used methods to teach the English language at NSS, Mozambique, and Eclecticism, DM, and GT were the least used methods.

3.2. RQ2: What are the expected learning competencies that learners are supposed to master in English subjects?

Research question two was made to discover from the teachers the skills that the grade 11 learners at NSS were supposed to acquire as a consequence of teaching. The answer to this question is shown below in Table 2.

<table>
<thead>
<tr>
<th>Valid speaking, writing, reading and listening</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Eight out of eight, which corresponded to 100% of the respondents, said that speaking, writing, reading, and listening were the skills their learners were supposed to acquire as a consequence of teaching. Thus, from Table 2, it was clear that speaking, writing, reading, and listening were the skills that learners at NSS were supposed to acquire as a consequence of teaching.

3.2.1. Classroom observation

Throughout the participant observation tool, the researchers observed that five respondents out of 8, which corresponded to 62.5% of the respondents, used CCM as an instructional method, where English grammar (Present Perfect, past perfect) was explicitly explained. Learners were given some exercises to do through which the teachers could measure their levels of perception. It is very important to punctuate that, throughout the teaching and learning process, the researchers observed that writing and listening were privileged skills to the detriment of speaking and reading. However, two respondents out of eight, which corresponded 25% used CLT, and one respondent out of eight, which corresponded 12.5% used GT.

As much as the Table 2 revealed that eight responded out of eight, which corresponded to 100% of the respondents, said that speaking, writing, reading, and listening were the skills that their learners were supposed to acquire, it was quite impossible to arrive at such desideratum simply because the researchers observed that more than 50% of the respondents used CCM throughout the teaching process. This method emphasized the learning of conscious grammatical rules, for it believed that language was rule-governed, so for people to be accurate speakers, they needed to master the target language's grammar. This resonates with Mwanza (2017), who asserted that, with the focus of this method (CCM), it is possible to have learners or graduates who can have a good mastery of language rules but fail to use them appropriately in real-life communicative situations. Moreover, Krashen (1983) averred that conscious learning is available only as a "Monitor", which can alter the output of the acquired system before or after the utterance is spoken or written. It is the acquired system that initiates normal, fluent speech utterances.

Although the language teaching methods that the teachers used to teach the English language did not promote the acquisition of the two language skills (productive and receptive), the Table 2 above revealed that eight respondents, which corresponded to 100% of the respondents, said speaking, writing, listening, and reading were the skills that learners at NSS were supposed to acquire.

3.3. RQ 3: To what extent do the language teaching methods derive the desirable teaching competencies?

This question was made to assess whether the language teaching methods used by the NSS teachers effectively derived the desired teaching competencies. It is preponderant to underscore the fact that two sets of questionnaires were used for the teachers and the learners to explore this question. The answers to this question are shown below by the following Tables 3, 4, 5, 6, and 7.

<table>
<thead>
<tr>
<th>Valid Yes, they can</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>37.5</td>
<td>37.5</td>
</tr>
<tr>
<td>Valid No, they can't</td>
<td>3</td>
<td>37.5</td>
<td>75.0</td>
</tr>
<tr>
<td>Valid Not sure</td>
<td>2</td>
<td>25.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The above Table 3 revealed that 37.5% of the respondents said that their learners were able to speak, write, read, and listen to the English language. However, the same percentage (37.5) of the respondents said their students were not able to master the four language skills, which are speaking, writing, reading, and listening. And 25% of the respondents said that they were not sure if their learners spoke, wrote, listened, and read in the English language. From what has been illustrated by the table above, one may infer that the respondents said their learners did not speak, write, listen nor read in English plus 25% who said doubted if their learners were able to speak, write, listen, and read in English.
respondents. However, only 37.5% of the respondents said their learners were able to speak, write, listen and read in the English language.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>25.7</td>
<td>25.7</td>
</tr>
<tr>
<td>No</td>
<td>84</td>
<td>74.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4 above revealed that 74.3% of the respondents said they could not speak, write, read and listen in the English language. However, only 25.7% of the respondents said they could speak, write, read and listen in the English language. From the table above, it was revealed that most respondents could not speak, write, read and listen in the English language. Thus, one may say the English language teaching methods at NSS did not ensure the desired learning competencies. This is supported by Adunola (2011), who asserted that the poor academic performance by the majority of learners is fundamentally linked to the application of ineffective teaching methods by teachers to impact learners’ knowledge. Substantial research on the effectiveness of teaching methods indicates that learners’ achievements often reflect the quality of teaching.

Moreover, Muema, Mulwa, and Mailu (2018) indicated that the alignment of teaching methods with learners’ needs and preferred learning influences learners’ academic attainments. The same study was conducted (Ökmen & Kılıç, 2016), and it was discovered that approaches indeed effect success, and students who were taught using the Dunn and Dunn Learning style performed better than those who were taught using standard methods. Methods of instruction have a significant impact on the performance of students; hence, instructors must be familiar with techniques that stimulate and inculcate students’ learning.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>75.0</td>
<td>75.0</td>
</tr>
<tr>
<td>No sure</td>
<td>2</td>
<td>25.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5 revealed that 75% of the respondents said their methods were effective enough to ensure the desired learning competencies. However, 25% of the respondents said they were unsure if their teaching methods effectively ensure the desired learning competencies. From the illustration above, it can be concluded that the respondents said their teaching methods were effective in ensuring the desirable learning competencies.

As much as the Table 5 revealed that 75% of the respondents assumed that their language teaching methods were effective, the Table 5 is conspicuously apparent that 74.3% of the respondents said they could not speak, write, read nor listen in the English language, which means the LTM was not able to instill the four language skills.

Table 6: Variability of teaching methods

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
<td>37.5</td>
<td>37.5</td>
<td>75.0</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>37.5</td>
<td>37.5</td>
<td>75.0</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>25.0</td>
<td>25.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above Table 6 revealed that 37.5% of respondents said they always varied teaching methods depending on the skill or subject matter to be taught. However, the same percent (37.5%) said they sometimes varied the teaching methods depending on the skill or subject matter to be taught, and 25% of the respondents said that they never varied their teaching methods no matter the skill and the subject matter to be taught. Thus, from what the Table 6 revealed, it can be inferred that the majority of the respondents did no always vary the teaching methods depending on the skill or subject matter to be taught because 37.5% of the respondents said they sometimes varied, and 25% of the respondents said they never varied the teaching methods. However, only 37.5% of the respondents said they always varied the teaching methods depending on the skill or subject matter to be taught.

3.3.1. Classroom Observation
Throughout the classroom observation, the researchers observed that six respondents, who corresponded to 75% of the respondents, used the CCM and GT fixed, and they never changed or varied to other methods. However, two out of eight, which corresponded 25% of the respondents interchanged CLT with DM and used different techniques such as role play, debate and discussion, but they were unsuccessful due to the crowded classrooms.

The result showed that teachers at NSS did not always vary methods depending on the topic or subject matter to be taught. Table 6 above revealed that 37.5% of the respondents said they sometimes varied, and 25% said they never varied the teaching methods. However, only 37.5% of the respondents said they always varied the teaching methods. This is congruent with the classroom observation tool, which revealed that 75% of the respondents used the CCM and GT fixedly and never changed or varied to other methods. However, two out of eight, which corresponded 25% of the respondents, interchanged CLT with DM and used different techniques such as role-play, debate, and discussion.

This was not satisfactory because teachers were supposed to vary teaching methods depending on the subject matter, skills to be taught, the environment in which the teachers were, and other teaching factors. According to Guirguis and Pankowski (2017), knowing how your learners learn and what strategies best fit your classroom and school is fundamental in learning. However, before utilizing a method, its rules and limits must be understood, as well as the classes and purposes for which it will be used, and the pros and drawbacks of the way (Ökmen & Kılıç, 2016).
These categories are social formulas and as their presentation deduced that the LTM used by the teachers at NSS was likely to be other important social, behavioral and affective cognitive development can be seen as one of the prime because effective teaching must be done in this. From the discussion above, it can be concluded that the LTM used by the teachers at NSS did not derive the desirable learning competencies and only 24.8% of the respondents said their teachers did not use different teaching techniques such as role-play, discussions, debates, group work, and presentation when teaching. Thus, from the above table, it can be concluded that most respondents said their teachers did not use different teaching techniques. The results shown in Table 7 above revealed that 43.4% of the respondents said their teachers did not use different teaching techniques such as role-play, discussions, debates, group work, and presentation when teaching, which is deleterious for teaching and learning. According to Anil (2017), teaching materials and techniques should be updated to the interest of second language learners. Innovative methodologies like games, role play, reading newspaper, watching TV, dictionary, etc., should be used as tools in the classroom. Moreover, Mangaleswaran and Aziz (2019) revealed a few classifications of activities that may bring the maximum benefits to learners' effort to master communicative competency. These categories are social formulas and dialogs, community-oriented tasks, problem-solving activities, and role-plays. Therefore, teachers must use new technological methods such as video, role-play, discussion, debate, computer based-learning, and other teaching aids to ease learners' comprehension and learning. Kaniadewi, Sundayana, and Purnawarman (2017) posited that video could help students' comprehension since it can be seen and heard. Through video, learners can see the language used.

The study revealed that the LTM that teachers used at NSS did not derive the desirable learning competencies because the Table 3 above revealed that only 37.5% of the respondents said their learners mastered the four language skills while the remaining 62.5% of the respondents 37.5% of them said their learners did not master the four language skills and 25.7% said they were not sure if their learners mastered the four language skills. Moreover, Table 4 above revealed that 74.3% of the respondents said they did not master the four language skills, and only 25.7% said they mastered the four language skills. From the discussion above, it can be concluded that the LTM used by the teachers at NSS was ineffective in deriving the desired learning competencies because effective teaching must be done concerning understanding the education objectives. Promoting learners' cognitive development can be seen as one of the prime purposes of education and teaching, though there are also likely to be other important social, behavioral and affective current and future-oriented purposes and goals of education (Education Development Trust, 2016).

3.4. RQ 4: Are the Language Teaching Methods effective in improving learners’ English language competencies at NSS?

Research question four was made to assess the effectiveness of the language teaching methods by teachers employed when teaching the English language at NSS. This question was asked to get to know what the students thought about their teacher teaching methods in ensuring that they could make them speak, write, read and listen in English.

Table 8: Learners’ Responses to the effectiveness of their teachers’ ELT Methods

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes, I do</td>
<td>44</td>
<td>38.9</td>
<td>38.9</td>
</tr>
<tr>
<td>No, I don’t</td>
<td>33</td>
<td>29.2</td>
<td>29.2</td>
</tr>
<tr>
<td>I doubt</td>
<td>36</td>
<td>31.9</td>
<td>31.9</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above Table 8 revealed that 38.9 percent of the respondents said that the teaching methods that their teachers used effectively ensured they acquired speaking, writing, reading, and listening skills. 29.2 percent of the respondents said that their teachers’ methods were ineffective in ensuring that they could make them speak, write, read and listen in the English language. However, 31.9% of the respondents said that they doubted the effectiveness of their teachers’ teaching methods. From the table above, it can be concluded that the students thought their teachers’ language teaching methods were not sufficiently effective to instill both productive and receptive skills because only 38.9% of the respondents said their teachers’ methods were effective. However, 31.9% of the respondents said they doubted the effectiveness of their teachers’ teaching methods. From the above table, it can be concluded that the students thought their teachers’ language teaching methods were not sufficiently effective to instill both productive and receptive skills because only 38.9% of the respondents said their teachers’ methods were effective. Therefore, if we add 31.9% of those who doubted the effectiveness of their teachers’ methods and 29.2 said their teachers’ methods were not effective, it will accrue to 61.1% of the respondents who said their teachers’ methods were not effective. This is supported by Murray (1994), who opined that research on student evaluation of teaching generally concludes that student ratings tend to be reliable, valid, relatively unbiased, and useful.

Table 9: Chi-Square Tests on types of methods used by teachers

<table>
<thead>
<tr>
<th>Value</th>
<th>df</th>
<th>Asymptotic Significance (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.325a</td>
<td>2</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>3.552</td>
<td>2</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>2.751</td>
<td>1</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>113</td>
<td></td>
</tr>
</tbody>
</table>

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 2.82.

The majority of the students 81 (71%) were found to be from CCM followed by 21 (18.6 %) from CLT, and finally, 11 (9.7%) from GT. These results showed that CCM was the most commonly used method, for more than 50% of the

Table 7: Use of different teaching techniques

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes, he does</td>
<td>28</td>
<td>24.8</td>
<td>24.8</td>
</tr>
<tr>
<td>No, he does not</td>
<td>49</td>
<td>43.4</td>
<td>43.4</td>
</tr>
<tr>
<td>Seldom</td>
<td>36</td>
<td>31.9</td>
<td>31.9</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
learners were taught through CCM as an instructional method. Furthermore, it was observed that there was no significant relationship between the teaching methods and the improvement of learners' competencies in the English language at NSS, for $X^2 = 3.325, P = 0.190, > 0.05$. Therefore, it can be concluded that the language teaching methods employed by the teachers of the English language as a subject were not effective in that they did not derive the expected learning competencies at NSS, for more than 50% of the learners at NSS did not master the four language skills as prescribed in the grade 11 syllabus.

4. Conclusion

This study revealed that speaking, writing, reading, and listening were the skills that learners at NSS were expected to develop. However, the study also revealed that the methods used to teach English were not effective in that they did not derive the desirable teaching and learning competencies. CLT and CCM were the most commonly used methods by the teachers to teach the English language, and Eclecticism, DM, and GT were the least used methods at NSS, Mozambique.

5. Future Research Direction

In order to have effective teaching methods for improving learners' competencies in the English language among grade 11 learners at NSS, the recommendations below are made in line with the findings established by the researchers:

- Teachers should not rely on one method to teach; it is recommended that teachers use Eclecticism to teach the English language at NSS.
- Teachers at NSS must be capacitated on matters and factors that determine the selection and use of one method over the other so that they may be able to select and use a method depending upon the skills they want to instill into their learners.

References


Patel, N F. & Jain, P. M. (2008). *English Language Teaching (Methods, Tools and Techniques)*. Jaipur. Sunrise Publisher and Distributors:


