

**The role of input simplification and interactional modification strategies in EFL classrooms: a case of Dar es salaam secondary school teachers**

**Adriano Utenga**

**Master of Arts (Linguistics)**

**University of Dar es salaam, College of Social Sciences, 2014**

This study present a classroom-based research on input simplification and interaction modification strategies used by English language teachers to make their oral input comprehensible to their learners, especially those in Forms I and II classes learning English as a foreign language in Dar es salaam Region. Students' inter language was also examined so as to make a link with the roles of linguistics and international strategies in enhancing students' comprehension and language development. This study used a case study design to accomplish its objectives. The main objective was examine the input simplification and interactional modification strategies used by English language teachers in EFL classrooms. An assessment of the role of these input simplification and international modification strategies for students' comprehension and inter language development was also takes into account. The study focused on lexical and syntactical aspects of the language as the phonological aspect had very little data. Some secondary data were collected through the review of the English language syllabi in Tanzania. The literature also present and discusses the theoretical and empirical studies on how to make the input comprehensible to learners. The subject in this study were four (4) English teachers and 183 students from four selected classrooms. The study was carries out by means of radio recordings, classroom observations and interviews. The main finding of the study is that teachers employ different linguistics implications and interaction modification strategies in EFL classrooms to enhance student's comprehension and language development. The study also found that the use of foreigner talk (FT) strategies is influenced by combination of factors personal style teaching in conjunction with lesson content, methodology, students' proficiency level and linguistics background. The study recommends that more studies should be conducted so as to extent our knowledge of NS-NNS discourse for various contexts, tasks and addresses, to establish triggers of FT, and then discover which discourse modifications, if any, actually facilitate foreign language learning.