

**An assessment of classroom teaching strategies and their implications for learning English language: a case of selected primary schools in Mkuranga district**

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This study assessed the English language teaching strategies and their implications for pupils' English language learning in Tanzania using a case of selected primary schools in Mkuranga District. Specifically, the study assessed the teaching strategies used by teachers in teaching English subject in the classroom; it investigated the factors affect English language teachers to choose the teaching strategies and assessed the implications for teaching and learning strategies in classroom teaching. The main data gathering techniques used were documentary review, focus group discussion, classroom observations and interviews. Purposive sampling procedure was used to select a sample of 84 participants. The study mainly employed the qualitative method of data analysis. The findings of the study revealed that many English language subject teachers in primary schools used teacher-centred strategies more regularly than pupil-centred strategies. The major factors influencing teachers' selection of teaching strategies included the accessibility and inaccessibility of teaching and learning resources, number of teachers in the school, ability of the pupils, interest and linguistic background of the pupils, sociolinguistics situation of the pupils, teachers' competence and experience, class size as well as English Language syllabus. Lastly, the study found that the rare use of pupil-centred approaches made the pupils fail to acquire the requisite communicative competence. Moreover, it was found that pupils lack motivation to participate in language learning in the classroom because teachers controlled the learning session at the expense of interactive learning. The study therefore, recommends that the primary school English language subject teachers should choose appropriate teaching strategies, particular the pupil-centred strategies which allow for participation of pupils in the classroom to generate pupil interest and foster learning, aptitude in the English language. Likewise, the study recommends that the Ministry of Education, Science, Technology and Vocational Training should motivate teachers by giving them in-service training, workshops and seminars that orient them on strategies and adoption of pupil-centred strategies to enhance language teaching and learning.