

Implementation of learner- centred approach in the teaching and learning of English in secondary schools in Tanzania: An assessment in Kibaha district

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This study aimed at investigating the implementation of learner- centre teaching approach in Tanzania ordinary secondary schools by focusing on three issues, namely examination of English language teacher's awareness of learner- centred approach; assessment of the implementation of the learner –centred approach ; and determination of the challenges teachers face in the implementation of learner- centred approach in the teaching and learning of English. The study employed a descriptive survey research design. Purposive and simple random sampling techniques were employed to arrive at a sample size of 76 respondents. The sample included 56 students from four different secondary schools, 16 English language teachers, 2 secondary school inspectors and 2 curriculum developers. Questionnaires, interviews, documentary review and observation methods were used to collect data. Data collected were analysed both quantitative and qualitatively. Quantitative data were analysed and summarized in terms of frequencies and percentages and qualitative data required interpretation to obtain information in regard to the implementation of learner- centre approach . Content analysis was used to analyse the data. The findings show that some English language teachers do not know their roles in the application of learner- centred teaching/learning methods. However, those teachers who know their roles do not implement LCA effectively on the account of some challenges such as lack of learning materials and students' poor English language background. The study recommends to the government, through the MoEVT, to provide training to those teachers who do not know their roles in LCA learning materials are made available.