

**A critical analysis of the technical communication skills syllabus:
the case of Technical College Arusha
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The use of inappropriate Communication Skills syllabuses is among the factors established to be contributing to the problem of poor language proficiency among students in the technical institutions, such as the Technical College Arusha. To alleviate this problem, NACTE introduced new NTA-CS-Syllabus in the technical institutions. However, the syllabus still seems to be ineffective in addressing the language problem. The major purpose of this study, therefore, was to carry out a critical analysis of the new TCA-CS-Syllabus so as to establish the nature of such deficiency. A total number of 98 respondents were involved. Various methods of data collection were also used. Both qualitative and quantitative methods of data analysis were employed. The findings from this study have shown that the syllabus does not respond to the immediate students language needs, it prescribes the essential skills much later than they are needed and it focuses on providing elementary language skills. They have also shown that the syllabus lacks a reflection on the specific field of the learners, and its objectives cannot be effectively realized due to the limited time it prescribes for covering the course. Besides, a functional Syllabus has proven to be a more effective alternative to be adopted for an ESP course like this. It has therefore been concluded that, the TCA-CS-Syllabus is not an appropriate tool in addressing the curriculum objectives and improving students' language proficiency. Thus, an ESP oriented syllabus has been recommended instead.