

**An assessment of the integration of communicative language teaching
approach in teaching English in Tanzania**

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The study looks into whether or not the teaching of English language in Tanzania integrates the Communicative Language Teaching (henceforth CLT) approach in line with the 2005 English language syllabus in Ordinary Level secondary schools. The input, interaction and output theory of the second language learning and the Communicative Language Teaching approach were employed as a guide for the study. The data were collected through classroom observation, semi-structured interview and documentary review methods and were analysed qualitatively, using themes analysis technique. The major findings are that there are very minimal practices of the CLT approach in the teaching/learning of English. In addition, CLT approach is fairly included in the students' textbooks, but teachers hardly use teaching materials, including the authentic materials in classroom practices. Furthermore, formative examinations do not incorporate CLT approach as most of grammar questions are still prepared in traditional structural approach. Lastly, the CLT approach poses some challenges to teaching during its implementation. The findings suggest that there is a problem in implementing the CLT approach in teaching English in line with the 2005 English language syllabus. The study thus recommends teachers should be trained in appropriate strategies and techniques of CLT approach as well as given seminars/workshops on the approach. Teacher's guide books should be prepared and made accessible to teachers. Also, the assessment tools should be those that allow students to produce the language.