

Do Tanzanian Secondary School Teachers of English Use the Communicative Approach as Required? Lessons from Kilimanjaro Region

Doris H. Lyimo and Gastor Mapunda***

Abstract

English language teachers in Tanzania have been instructed to use the Communicative Language Teaching approach at the secondary level of education. The recommendation follows failures observed with structural approaches whose main claim is the teaching and learning of grammatical structures of English. The structural approaches used in Tanzania included situational language teaching and audiolingualism. Using classroom observation, semi-structured interview, and review of the teaching materials, the researchers show that the communicative approach is minimally practised in the classrooms, but is adequately included in the students' textbooks used in schools. Teachers rarely use teaching materials, including textbooks. Additionally, formative examinations are not designed according to the requirements of the approach. As such, what was expected of the approach is, in the end, not achieved. It is therefore suggested that teacher training institutions and school inspectorate should help trainee and in-service teachers acquire the requisite skills and aptitude. Likewise, teacher guide books need to be availed to teachers for guidance.

Keywords: *English language teaching, Tanzania, communicative language teaching, structural language teaching, Kilimanjaro Region*

Introduction

This article looks at whether or not Tanzanian teachers of English apply the communicative language teaching approach (henceforth CLT) as required by the 2005 syllabus, which is so far the latest. The 2005 syllabus is a continuation of several reviews which have taken place in the country since the colonial times.

Starting from the mid-1970s, it came to be realised that mastery of English by many Tanzanian students, especially those joining secondary and tertiary education, was badly deteriorating (e.g. Cripser & Dodd, 1984; Omari & Kimambo, 1975; Roy-Campbell & Qorro, 1997). The general feeling about the standard of English in Tanzanian secondary schools is that the performance of students, both in

* Assistant Lecturer, English Department, Mwenge Catholic University, P.O. Box 184, Himo, Tanzania, E-mail: lyimo.doris@yahoo.com

** Senior Lecturer, Department of Foreign Languages and Linguistics, University of Dar es Salaam, P.O. Box 35040, Dar es Salaam, Tanzania, E-mail: mapundag@gmail.com

examinations and in general usage, is not satisfactory (Brock-Utne et al, 2010). In response to this situation, in 2005 the Tanzania Institute of Education (TIE) released a syllabus which instructs the use of the CLT approach in all secondary schools as a panacea to the problem. Accordingly, this is a shift from the structural to a more communicative approach, otherwise referred to as competence-based approach to language teaching (URT, 2009).

On a related note, the adoption of the CLT approach was in line with the global paradigm shift regarding language teaching and learning, and particularly that of English, starting in the early 1970s (Nunan, 2004). As it might be well known, CLT is a cover term for a variety of language syllabi, teaching and learning methods, as well as approaches. So the introduction of the CLT in the 1970s was the beginning of a shift to process-based approaches (Breen & Candlin, 1980). This was based on the general feeling that language should be for communication and not just for mastering discrete grammatical structures mostly out of context, as has been the case for a long time. The CLT approach of language teaching then is an attempt to put into practice the concept of communicative competence and applying it across all levels of language programme design from theories to syllabus design (Richards, 2006:22). Communicative competence refers generally to the ability of a person to express, interpret, and negotiate meaning with language (Howatt, 1984; Hymes, 1972).

For communicative competence to be achieved, teachers need to facilitate the communication process between learners during the classroom activities while acting as independent participants within the learning-teaching group (Breen & Candlin, 1980). In addition, Chaudron (1988) contends that teachers are to allow students to talk, ask questions, accept their ideas, and stimulate their participation in classroom activities which are devised and carried out meaningfully. Despite the fact that the CLT approach has been introduced in language teaching instructions in Tanzania, it has been observed that the CLT approach has been more successful in Europe and North America, but has not been successful in Asia and Africa because the local needs and conditions do not favour the implementation of the CLT (Nunan, 1996:27). One possible explanation to this situation is that in Africa and Asia English is not readily encountered by the learners in the community because the communities usually already have other languages. However, in Europe and America the English learnt in the classroom has immediate utility in the community.

Likewise, Tillya and Mafumiko (2010) who studied the adoption of the competence-based curricula from educational perspectives are critical of the fact that, despite the adoption of competence-based behavioural objectives, there is no evidence of emphasis on step-by-step learning of specific concepts, skills or tasks first and then assessing its mastery before moving on to other concepts and skills, and possibly the more difficulty ones. Besides, they note that some teachers were not clear of the meaning of a competence-based curriculum and student-centred approach.

Domician (2008) studied the implementation of the new English curriculum in the teaching of English, and confirmed that the introduction of CLT in Tanzania has been met with a lack of re-orientation of English language teachers on the new approach as well as a lack of teaching and learning materials in the CLT orientation. Duly, the current study sought to address three issues: how teachers of English include CLT in language teaching, how teaching and learning materials are designed for CLT, and whether formative examinations are designed according to the CLT approach, especially in line with the 2005 English language syllabus.

On another note, Cummins (2000:58) distinguishes two types of language mastery. He talks about basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). It is important to make this difference clear at this point because there has been a general urge for CLT even without understanding the various intentions for which people learn language. The tendency has usually been universalisation of CLT. Regarding the Tanzania's situation, the Tanzania Institute of Education (2004), which is responsible for preparing curricula in the country, argued that language is essentially for communication, and many Tanzanian graduates cannot communicate well in English compared to graduates from neighbouring countries like Kenya and Uganda. This became one of the main reasons for adopting CLT. Nevertheless, the Tanzania's 2005 English language syllabus does not make explicit the CLT model which it wanted to adopt. Spada (2007:272–274) distinguishes CLT on the argument that there is CLT which is exclusively meaning-based, and there is that which takes on board both form and meaning.

The Tanzania Institute of Education (2004) does not mention explicitly whether the CLT teaching should focus on BICS or CALP. Instead,

teachers are left to make their own interpretation of the CLT approach, as if they had the same intention.

Target Population and Sample Size

This study was carried out in Kilimanjaro Region, Moshi District. This was particularly so because the presence of all categories of schools in Moshi District provided easier accessibility to the schools. Likewise, Moshi District gave the researchers the possibility of choosing schools which had classes from Form One to Form Four in relation to the time which was available for the research.

In addition, access to major, established schools and the different proprietorships of schools contributed to the choice of the area too. Variations and similarities in school attributes provided a diverse sample that would enable the study to establish if the teaching and learning of English in Tanzania incorporated the CLT approach.

Eleven teachers were involved in the study. Eight English language teachers, who were purposively selected, participated in classroom observations. The observation involved 499 students in Forms I and III because they were the classes in which teaching was being conducted because by the time the study was carried out Form IV students had completed their studies and Form II were preparing for their national examinations. Table 1 shows the descriptions.

Table 1: Description of Teachers in the Observed Classes

Schools	Teachers	Sex	Qualification	Experience	Classes observed	No. of students
School A	2	2 F	Degree in education	3 years	Form III	70
			Diploma in education	6 years	Form I	82
School B	2	1 F	Degree in Education and on MA studies	35+ years	Form I	31
		1M	Degree in Education studies	1 year	Form III	55
School C	2	1M	Diploma in Education	15 years	Form I	80
		1M	Diploma in Education	10 years	Form III	65

			Education			
School D	2	1F 1M	Both Degree in Education	1 year 3 years	Form I Form III	53 61

Note: F-Female; M-Male

Table 1 shows secondary schools with teachers and classes that participated in classroom observation. In total, there were four female and four male teachers. Additionally, all teachers were qualified because they had either a diploma or degree in education. All diploma and degree holder teachers in Tanzania have passed through the ordinary and advanced levels of secondary education. The difference between these two categories is that diploma holder teachers attended teacher training programmes in non-university teacher training colleges where they learnt English content and teaching methodology for two years, while degree holder teachers have gone through university education for three or four years of studying English as a subject and education courses.

Our observation regarding the application of the CLT practices was that it was to some extent employed, regardless of the qualification of the teachers. Furthermore, diploma holder teachers were more experienced than the degree holders, with the exception of the retired officer who applied it well.

Three teachers whose lessons were observed and other six English teachers whose lessons were not observed were interviewed, including two heads of school who were purposively selected. Purposive sampling was used in order to give an equal chance to every teacher of English in the chosen schools based on the fact that the adoption of the CLT of 2005 English syllabus of Ordinary Level secondary schools has been proposed to all classes. Nevertheless, heads of school were purposively included in the study because they were the ones who oversee the implementation of government policies in the schools as well as supervise learning and teaching.

All English language teachers were trained teachers, and had teaching experience of between four (4) and seventeen (17) years while one of them had an experience of more than 35 years. English language teachers helped in accounting for the teaching and learning processes that were carried out in the classrooms daily where issues related to

the implementation of the CLT approach were addressed. The heads of school were picked with the expectation that they had the capacity to explain issues relating to teaching and learning of English language in their schools.

The researchers reviewed some documents in collecting data for complementing classroom observation and interview findings. The 2005 English syllabus and lesson plans were examined to see how the teaching and learning activities complied with CLT in order to determine whether or not the CLT approach was integrated in the teaching of English. Furthermore, teaching and learning materials such as text books and authentic materials were analysed to find out how they were appropriate to the CLT approach. Formative examinations were investigated to observe if questions are constructed and prepared in line with the CLT approach. Such data were coded in subsequent themes in relation to the CLT principles suggested, and are presented according to research objectives.

Theoretical and Methodological Consideration

The study used the input, interaction, and output theories of second language learning. In addition, it is configured within the CLT principles of second language teaching. These principles are applied when implementing the teaching and learning of English. However, we would like to argue here that, when implementing the CLT, it is the CALP target which should be the way to go because the target goal of language skills in educational settings is to go beyond the basic skills (BICS) in order to develop the requisite academic English language skills.

According to Krashen (2002), input is the language to which learners are exposed, and it becomes comprehended input once the learner is able to internalise the language which is ahead of what they have known earlier through meaningful interaction and negotiation. As for Long (1980), this happens either in natural environments or in classroom contexts. For this internalisation to occur successfully, Richards (2006) proposes that learning should occur where meaningful communicative tasks are carried out in classroom contexts that allow negotiation. This is meant to enable the learner to identify the gap that exists in acquiring communicative competence, which is the main goal of the CLT.

The study used the case study design to achieve a better understanding and insight on how the CLT approach was incorporated in the teaching of English in Tanzania. Classroom observation, interview, and document review were employed as methods of data collection. As for observation, semi-structured and non-participant observations were employed in order to enable the researchers to determine the variables that would be observed, and also to provide flexibility in observing whatever was taking place in the classroom when the variables would not work (Cohen, Manion & Morrison, 2011). As such, 15 lessons were observed, and each lasted 80 minutes. These lessons were also recorded with a high quality digital voice recorder, and field notes were also taken. The voice recorder was placed on a desk to capture voices from teachers and students while the researchers took notes. Such classroom observations provided evidence on whether or not the CLT is applied in the teaching of English in Tanzanian secondary schools.

Eleven semi-structured interview sessions were recorded. Interview guide was prepared and used during the interviews. One question required the respondents to recommend or not recommend methods of teaching English, and provide reasons for their option. Another question wanted to know if teachers were aware of the CLT approach, including the challenges they faced in implementing it in teaching English. The researchers further asked for some of the activities which the teachers used in the classrooms, and also how authentic the teaching materials were. It was realised that teachers were not aware of the CLT approach; instead they understood that the 2005 English syllabus meant the CLT approach. The interview was used to provide access to data that could not be observed (Hatch, 2002) so as to provide deeper insights on how well the CLT approach is used in the teaching of English. The 2005 syllabus and lesson plans were reviewed to determine if the CLT was integrated in the teaching of English, while textbooks and authentic materials were analysed to find out how they were appropriate for the CLT approach. Formative examinations were investigated to examine how they were prepared in line with the CLT approach. The findings were analysed qualitatively using thematic analysis techniques.

Findings and Discussion

This section presents the findings on how the CLT approach is adhered to. To do this, the first part presents extracts from recorded and transcribed data, showing some of the activities and practices that

reflect the application of the CLT approach by teachers. Group discussion, which was accompanied by the question-and-answer technique, was one of the CLT activities observed as illustrated in Extract 1.

Extract: 1 Discuss the question (A Group Task in the Lesson)

- 85 TA3 I want one person to present the work. If you are through, stand up and read what you have discussed... Are you through? Let us start with this group. Stand up and read what you have discussed...
- 86 Sx The play *Three Suitors One Husband: Until Further Notice*. Things to consider before reading a book. We discussed the cover of through the book...before we read the book. Through the book before.
- 87 TA3 Read what you have discussed
- 88 Sx Title of the book. Three Suitors One Husband playwright... playwright...
- 89 TA3 Playwright?

TA3 was a university graduate teacher with teaching experience of six years in School A; presented the lesson in Extract 1. This information is important because in the end it will be possible to see how training and experience matter in the application of the CLT approach. Students were grouped into pairs or small groups of five to seven in order to practise reading or discussing questions. However, the majority of students were noted to stay quiet while few students responded to the questions with minimal discussion because of poor language proficiency (Ellis, 2009). On the other hand, some lessons did not incorporate the CLT approach as required. Extract 2 presents a lesson of a diploma-holder with teaching experience of not less than 15 years who led students to discuss only the first question in an 80 minutes lesson.

Extract 2: The difference between HIV and AIDS

- 97 TC3 Now in pairs, write the answers to questions that you have written.
- 98 SS [Underground noise]
- 99 TC3 Ok lets us hear to each at least question number one. In pair.
- 100 Sx [inaudible]
- 101 TC3 The rest listen please!
- 102 Sx The difference between HIV and AIDS.
- 103 TC3 Mmh this pair here.

104 Sx The difference between HIV and AIDS is that HIV...

In Extract 2 lesson, students were put in pairs and were given an opportunity to interact with his/her interlocutor as well as present their answers to the entire class, but the teacher spent 43 minutes out of one hour and seven minutes reading the passage related to HIV/AIDS issues to Form III students and giving only 27 minutes for students to re-read and discuss. This showed that students were not given enough time to discuss in their groups. As a result, students were deprived time to interact with one another as well as to negotiate meaning for them to produce the language. The fact that such teachers used a lot of time to talk while some students could not talk to each other in group discussion activities suggests that the CLT principles are inadequately incorporated in line with 2005 English syllabus.

The information-gap activity which falls on meaningful practices was noted too (Richard, 2006). Teacher B1 guided students to form meaningful sentences using prepositions based on the context provided in their small groups as presented in Extract 3.

Extract 3 Can you follow me?

- | | | |
|-----|-----|--|
| 130 | TB1 | Can you read here? |
| 131 | SS | No |
| 132 | TB1 | The problem is that there are so many pictures so I have written in small letters that is why I told you not to stay in your desk but come close. What is happening here? What animal is this? |
| 133 | SS | A cat. |
| 134 | TB1 | Let's make it a cat what is the cat doing? |
| 135 | SS | Jumping. |
| 136 | TB1 | Jumping where? |
| 137 | Sxx | Onto |
| 138 | TB1 | Can you make a sentence? |
| 139 | Sx | The cat is jumping onto the car. |

This extract was an information gap activity in the sense that the teacher taught prepositions using games, demonstration, and songs. At the consolidation stage, he wanted the learners to look at pictures drawn on manila cards and compose sentences using prepositions. The information gap activity enabled each student to interact with one another and produce meaningful choices of sentences. This lesson was presented by a retired teacher with teaching experience of more than 35 years. This officer was also the facilitator in teacher resource

centre for a cluster of schools for eight years in implementing the new methods of teaching English. The experience that she had in facilitating the teaching methods at the cluster level enabled her to employ a more varieties of practices and procedures of CLT principles than the other experienced teachers observed.

Furthermore, student-student interactions were identified and adequately practised in lessons conducted by the more experienced teachers who facilitated the teaching methods but inadequately practised by the other teachers regardless of their qualification and experience. For example the a teacher with experience of 35 years in teaching and eight years as a facilitator of English teaching methods at the cluster level spent 35 out of 75 minutes discussing and students forming sentences. The context in which the lesson was introduced was controlled but meaningful, and so students were able to negotiate meaning and form sentences as proposed in the CLT approach.

Apparently, the more experienced teachers seemed to employ more varieties of the CLT activities than the less experienced ones. Group discussion, which was accompanied with the question-and-answer technique, was one of the CLT activities observed as illustrated in Extract 1.

Traditional Language Teaching Approaches

The question-and-answer method was the dominant method practised in the lessons observed. The interactions were between the teacher and individual student. In addition, the grammar lessons were introduced out of context whereby the interactions were that of the teacher-student response. For example, in a lesson on simple present tense in Form I in School C, Teacher C1 guided students to form answers on the questions shot to them such that questions and answers function in the simple present tense could be practised. Extract 4 serves as an example.

Extract 4: It helps us to know tenses and plural forms of words

- 44 Sx It helps us to know tenses and plural forms of words
45 TC1 It helps us to know tenses and plural forms of words... Ok.
Today we are going to learn about simple present tense...
we said that present simple tense is tense which used to
describe or express tense with frequently do or we usually
do. For example I can ask you one question. What is your
name?

- 46 Brenda My name is Brenda.
47 TC1 Brenda. Ok. I can ask you one question Brenda. Do you play netball?
48 Brenda Yes, I do.
49 TC1 I am asking Brenda...here...double there means teacher and double s here means students. So there is conversation between the teacher and a student. The student is Brenda. Do you play netball Brenda?

In this lesson, neither situation nor a pair or small group work was provided to students to practise the language, similar to a future time lesson taught to Form I students in School A. Teacher A1 asked students questions aiming at receiving sentences that would express future time using will/shall as illustrated in Extract 5.

Extract 5: What is your future plan?

- 1 TA1 Here we are going to learn of future plan our activity. I think everyone is having his future if or his or her future plan. What is your future plan? What is your future plan? Jesca?
2 Jesca My future plan is to be doctor.
3 TA1 My future plan is to be a doctor. Very nice, another one? What is your future plan?... Yes
4 Sx My future plan is to be a teacher.
5 TA1 Your future plain is to be teacher. Another one? Yes

Such lessons in which the focus was to enable students to produce a certain language form in an acceptable way did not engage students in communicating meaningfully with his or her fellow students (Littlewood, 2006). Furthermore, the question-and-answer method was observed in reading lessons. For example, a lesson in which reading and theme analysis were conducted, students were asked questions for them to respond as demonstrated in extract 6.

Extract 6: Theme analysis

- 184 TC3 OK. Misunderstanding, that is one of the theme but where to meet the truth that in the act there is a theme of poverty? Eeh Doreen. where is theme of poverty shown in the act three? When Atangana failed to give money to Ndi. Where to witness the truth apart from Atangana? Eeh so according Atangana...?

- 185 Sxx Oko failed to pay the bride-price for Juliette.
186 TC3 How?
187 Sxx Oko failed to pay the bride-price for Juliette.
188 TC3 OK. Oko failed to pay money as the bride price for Juliette, how much?
189 Sxx Three hundred francs.
190 TC3 Three hundred francs, another theme?

The turns in extract 6 did not allow students to form longer sentences to stretch their interlanguage (Ellis, 2009); instead students produced facts based on the questions. Lessons whereby individual learning and questions demanded facts were more encouraged while language forms were presented out of context. This implied that traditional teaching approach was preferred over the CLT practices in the lessons observed.

Moreover, it was observed that majority of teachers employed the lecture method. Some teachers spent most of the time explaining concepts as well as writing on the blackboard for students to copy in their exercise books. Extract 7 presents an example of such lessons.

Extract 7 [Silence] Are you through coping notes?

- 26 TD1 Past participle tense, these are tenses that show something that have ever happened before and they mostly have "has" and "have" parts in their expressions. For example she has eaten her food already. Has eaten *hii* (this) eaten hapa (here) shows past participle. *Tumeelewena?* (Have you understood?) *Kwa mfano umepewa* (for example you are given) verb I mean eat *sawa* (Okay) eat...?
27 SS Eats.
28 TD1 *Tumeelewana?* (Have you understood?) *Ikiwa kwenye* (when it is in) present continuous tense *itakuwa?* (will be what?)
29 SS Eating.
45 Sx *Sasa mwalimu umesema ikiwa kwenye* (Now teacher you have said when it is in) past... present tense *itakuwa* (becomes) participle *si unaangalia* verb *gani?* (Which verb do you look at?)

In this lesson, Teacher D1 spent 23 minutes writing and explaining tenses for 39 minutes without any interruptions from students. Then she asked students questions individually and discouraged any form of group discussions. Thus students were encouraged to be the recipients of what was presented while the teachers were the knowledge givers. These are practices that reflect traditional teaching approach. In addition, code-switching and code-mixing were noted. Students were able to ask questions and reject a concept which was not clear to them because students were allowed to use Kiswahili, a language which is known to them. In general, traditional teaching approach was more practised than the CLT approach by most of teachers for the classroom observations.

Analysis of Teaching and Learning Materials

In assessing whether or not the teaching and learning materials incorporated the CLT approach and how authentically these materials were prepared, the study found that teachers used textbooks with teaching and learning activities that ranged from the CLT to the more traditional approaches. It was also observed that authentic materials such as novels, plays, and newspaper extracts in students' textbooks were employed in teaching. In fact, such materials are not basically prepared for teaching and learning process but they were used to expose students on how language is used in real world. Besides, non-authentic teaching materials were noted in students' textbooks when grammar became the prominent content introduced in meaningless contexts. In addition, the text and other instructions were clearly instructed to be followed during the teaching and learning processes. However, most of the teachers, whose lessons focused on form, did not use textbooks or any teaching and learning materials despite the fact that these teachers claimed to often use teaching materials like newspapers and textbooks when interviewed. Besides, there were fewer textbooks compared to the number of students in all schools in which the study covered, with the exception of School C in which the ratio of books to students was 1:2. As a result, teachers could not lend books to students fearing that students would lose the books and create more shortage. As such students did not have books to read and practise privately.

Moreover, these textbooks carried both the activities that allow learners to produce language as well as those that enable learners to acquire linguistic forms. Figure 1 presents an activity that facilitates

learners to communicate. It is an example of a rehearsal rational task found in the textbooks.

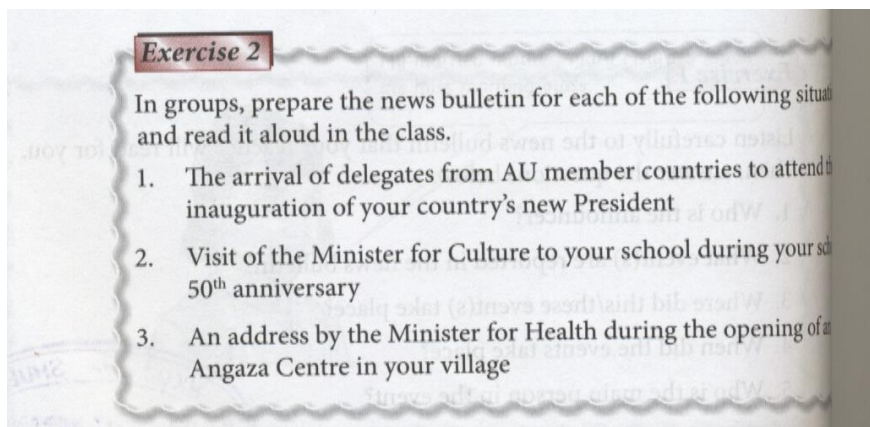


Figure 1: Rehearsal Rational Task Source: Kariuki, Kioko and Korogoto (2011)

Figure 1 shows a simulation activity that encourages students to produce the language as they would need it in the future when they are outside the class. The students are no longer reporters; instead they rehearse what they might do in giving reports in the future with language. Besides, the activity provided students with a chance to produce their own language as proposed in the CLT approach.

Some other activities in the textbooks seem to help learners to acquire some language skills (such as listening, reading and writing skills). In most of the textbooks observed, activities that encouraged the acquisition of forms or vocabulary were emphasized more than the others. Figure 2 serves as an example.

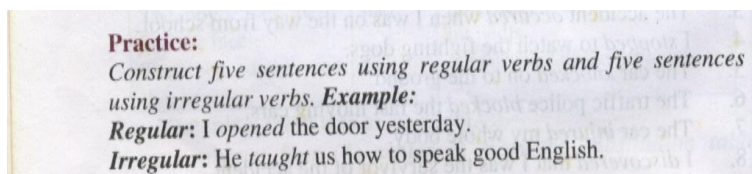


Figure 2: Language Form Activity Source: Bukagile and Maziku (2005)

Figure 2 is an activity that assesses students' ability to acquire linguistic forms. The activity does not allow students to produce language meaningfully, instead; it requires students to express their ability in achieving the regular and irregular verbs as part of

linguistics form in English. Though teaching of forms is also a focus in the CLT approach, the teaching and activities in the communicative lesson are suggested to be introduced or dealt with in meaningful contexts.

Authentic Texts

Plays and novels were the authentic texts used in some of English lessons observed. They were considered authentic because they were not originally intended for classroom teaching, but rather for general aesthetic purposes. The language was presented in meaningful contexts such that students could participate in interactions during the learning process. For example a Form III lesson in extract 8 showed one student was assigned to read one character in the act while the other students followed what was read on their text book. Then, the students answered the questions given individually as exemplified here.

Extract 8: Reading act III

Key: S=student Narrator=S1 Bella=S2 Juliette=S3 Makrita=S4, Matalina = S5, All=SS

Turns	Speaker	Transcription
1	SS	[Noise as they were forming groups while looking for the books]
2	Sxx	Shi
3	TC3	Hey give it to the owner Ok. Two pages proceed...
4	S1	...basins and plates of various sizes, knives, forks, pots etc, in the corner in the corner opposite the fire Makrita Bella and Juliette are cooking the evening food. Bella is taking peanuts out of an enormous basket set on a low table next to the shelves containing kitchen ware. Makrita, who is cooking plantains, puts them in a huge pot which is boiling over... over the fire as she peels them. Juliette is now less smartly dressed...
5	S2	Now that we are all by ourselves, Juliette I want you to explain to me your attitude. Why won't you marry the civil...?

A degree-holder teacher with experience of one year in teaching in secondary school level in School B engaged students in reading activity. Students were observed to be interested in reading the scripts written in a simple and interesting language with content that

matches the Tanzania culture. Similar lessons in which a play and a novel were used as authentic teaching materials were observed in Form III lessons in School A. The presence of such authentic materials implied that some of the teaching materials used were appropriate to the CLT approach.

Flash cards and drawings were some of the non-authentic materials prepared to enhance the teaching of form and encourage interaction among students during the learning process. For example, the flash cards with a picture drawn on one side and a vocabulary item with a question, or a vocabulary with a description of another vocabulary on the other side were used as shown in Figure 3.

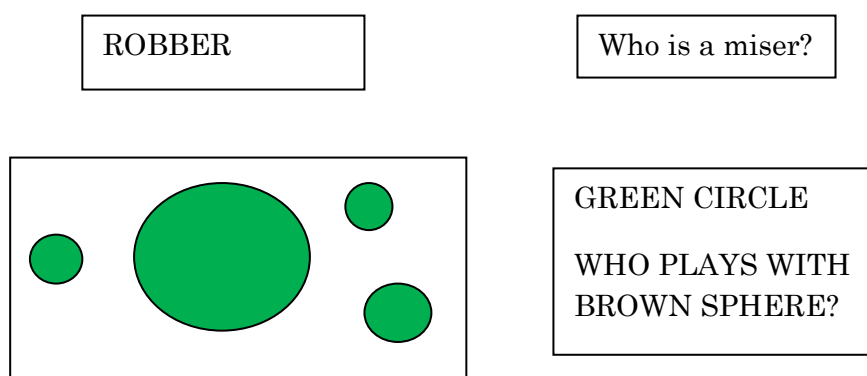


Figure 3: Non-authentic Materials

Source: Field Data, 2013

Teaching materials demonstrated in the Figure 3 were used by the retired officer mentioned. Her 35 years in teaching as well as being a facilitator of English teaching methods for eight years, apparently, enabled her to spend time in preparing the teaching materials that she used in classroom despite having other duties in the school. Having such teaching materials that encouraged students to exchange information or interact with one another implies that the CLT approach is somewhat practised in Tanzania in relation to 2005 English language syllabus.

Inclusion or Exclusion of CLT in Formative Examinations

Formative examinations refer to terminal and annual examinations which are set by teachers in the school. However, the results from what students score are sent to parents. Terminal and annual examinations were examined to establish how formative examinations are prepared in relation to the CLT approach in the secondary schools

attended. According to Broughton, et al. (2003:154), assessment means setting up simulations of situations and evaluating how effective the communication takes place if knowing a language means the ability to communicate in particular sorts of situation. From the document review, the study found that the end of term and annual examinations were prepared and given to students. The results obtained from these examinations were sent to parents. Additionally, such examinations were set following the national examination format. So during reviewing, it was noted that the examinations were very similar to national examinations. For example, the examinations were divided into sections. Each section had questions which required students to write rather than to speak or listen despite the fact that the CLT approach favours questions which provide students with opportunity to speak and listen.

It was also noted that the examinations had questions that tested both productive and receptive knowledge of the language. The questions that tested the productive knowledge of the language were attested to by the use of modified cloze questions, short answer questions, including the open questions used in writing skills and questions that respond to reading. Short-answer questions may require students to produce the language, but questions in Extract 8 which did not give students a chance to produce the language were observed:

Extract 9: Short answer questions

team, choir, gang, bench,

Fill the blanks with the suitable word from the box.

- i. A group of players.....
- ii. A group of people.....

Source: Form 1 (2010) Terminal Examination in School B

Questions in Extract 8 aimed at testing the ability of students to comprehend what they had read, or the vocabulary acquired, but these questions did not test language use in context as proposed by the CLT approach; instead they tested language as a discrete grammatical unit or vocabulary.

On the other hand, open questions which aimed at testing students' ability to produce the language were observed. Incidentally, since such

questions were set situationally, they provided students with an opportunity to produce language in meaningful contexts. However, they did not provide students with the opportunity to actually practise the language as it occurs in real world as proposed in the CLT approach.

Receptive questions, which Marrow (1979) claims students may actually produce no language because they are limited to selecting alternatives, were identified too. Some receptive questions observed were multiple choice questions, the filling in the gaps questions, and transformation sentences. Figure 4 is an example of transformation sentences.

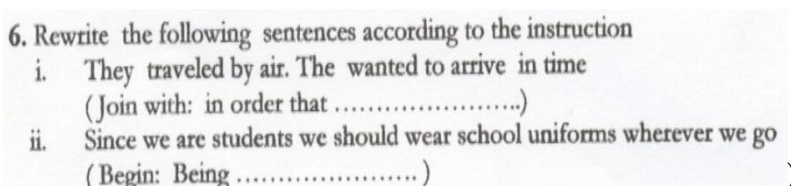


Figure 4: The Transformation Sentences

Source: Form Three (2010) Annual Examination in School A

The receptive questions illustrated above explain that students were tested in what they could recall or achieve in the course of learning. Additionally, both receptive and productive questions could not explain how students accomplish tasks with language, communicate and interpret intentions, and use language strategically to attend to certain functions or achieve social functions. Moreover, no oral examinations were given to students to explain the actual performance of the language either in speaking or listening in spite of being crucial in regard to the 2005 English language syllabus. As such, the CLT approach was not fully apparent from the examinations and tests given.

Conclusions and Recommendations

The study concludes that the CLT approach was rarely integrated in the English language teaching and learning processes in the secondary schools observed because the more experienced teachers with more exposure to English teaching methods adhered to the CLT approach in line with the 2005 English language syllabus, but the approach was partially employed by teachers with less teaching experience. There was also fair inclusion of the CLT approach in the textbooks used in

the teaching and learning processes. However, teachers rarely used teaching materials, including authentic materials in the teaching and learning processes.

Furthermore, formative examinations were still prepared based on the traditional structural approach with a few questions which test knowledge of the language that conforms to the CLT approach. With such observations, the teaching and learning of English do not prepare students to achieve communicative competence, which is highly encouraged in the CLT approach. As such, the study recommends that the government should provide training as well as workshops and seminars to teachers on appropriate strategies and techniques for employing the CLT approach. In addition, teacher guide books should be made available to teachers while ensuring that the assessment tools used in secondary schools should go along with CLT approach practices.

References

- Breen, M. P. & Candlin, C. N. (1980). The Essential of a Communicative Curriculum in Language Teaching. *Journal of Applied Linguistics*, 2: 89–112.
- Brock-Utne, B. (2004). English as the Language of Instruction or Destruction-How do Teachers and Students in Tanzania Cope?. In B. Brock-Utne, Z. Desai & M. Qorro (eds.). *Researching the Language of Instruction in Tanzania and South Africa*. South Africa: African Minds, 57–84.
- Broughton, G. et al. (2003). *Teaching English as a Foreign Language*. London: Routledge.
- Chaudron, C. (1988). *Second Language Classrooms: Research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Criper, C. & Dodd, W. A. (1984). *Report on the Teaching of the English Language and its Use as a Medium in Education in Tanzania*. Dar es Salaam: The British Council.
- Cummins, J. (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Clevedon: Multilingual Matters Ltd.
- Domician, I. (2008). The Implementation of 2005 English Language Curriculum: A Case Study of the Resource and the Better Resource Secondary Schools in Dar es Salaam Region. Unpublished MA Dissertation, University of Dar es Salaam.
- Ellis, R. (2009). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.

- Hatch, A. J. (2002). *Doing Qualitative Research in Education Settings*. New York: State University of New York Press.
- Howatt, A. P. R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Hymes, D. (1972). On Communicative Competence. In J. B. Pride & J. Holmes. (eds.). *Sociolinguistics*. Harmondworth: Penguin, 269–293.
- Krashen, S. D. (2002). *Second Language Acquisition and Second Language Learning*. California: Pergamon Press.
- Littlewood, W. (2006). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Long, M. H. (1980). Input, Interaction and Second-Language Acquisition. In Winitz, H. (ed.). *Native Language and Foreign Language Acquisition: Annals of the New York Academy of Science 379*, 259–278.
- Nunan, D. (1996). *The Learner-Centred Curriculum: A Study in Language Teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Omari, I. M. & Kimambo, I. N. (1975). Towards Improving University Teaching. Mimeo: University of Dar es Salaam (Unpublished).
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Roy-Campbell, Z. M. & Qorro, M. (1997). *Language Crisis in Tanzania: The Myth of English Versus Education*. Dar es Salaam: Mkuki na Nyota Publishers.
- Spada, N. (2007). Communicative Language Teaching: Current Status and Future Prospects. In J. Cummins & C. Davison (eds.). *International Handbook of English Language Teaching*. New York: Springer Sciences-Business Media, LLC., 271–288.
- Tanzania Institute of Education. (Nov. 2004). Report on Rapid Survey for Reviewing Secondary Education Curriculum in Tanzania Mainland. Dar es Salaam: Ministry of Education and Culture.
- Tillya, F. & Mafumiko, F. (2010). The Compatibility between Teaching Methods and Competence-based Curriculum in Tanzania. *Papers in Education and Development*, 29: 37–55.
- United Republic of Tanzania. (2009). *English Pedagogy Syllabus for Diploma in Secondary Education*. Dar es Salaam: Ministry of Education and Vocational Training.