PhD Viva Voce

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| **Candidate Current Qualifications** M.A (Linguistics), University of Dar es Salaam, 2010-2012.BA. with Education (Hons), University of Dar es salaam, 2006-2009. |
| Title Of Dissertation/ Thesis: | Implementation of the Communicative Language Teaching Approach in Tanzania Primary Schools: English Language Teachers’ Understanding and its Implication on Learning |
| Date of Viva Voce: | 1st July, 2020 |
| Venue: | Board Room, SoED |
| Time:  | 10.00 a.m. |
| Supervisors | Dr. Mwajuma Vuzo and Prof. Kitila A. Mkumbo |
| **Abstract** The adoption and implementation of competence-based educational approach in 2005 in Tanzania was essentially to ensure that teaching and learning process is conducted in a participatory. On English subject, efforts to improve its learning outcomes adopted Communicative Language Teaching (CLT) approach that targets communicative competence as its learning outcomes. At primary education level, it began as early as in 2010s, and it was more explicitly stated in the subject at subject Syllabus of 2015 following the implementation of 2014 Education and Training Policy. However, the change in the English subject pedagogical approach in 2015 and its implementation had more to be desired, including the subject teachers’ understanding of the CLT approach, their ability to implement its techniques; and its relevance on the subject learning outcomes. The study employed qualitative research methods. Five public primary schools were selected based on their good performances in their STD Seven National Examinations maintained for four years (2013-2016) consecutively. Data were generated through interviews with subject teachers, head teachers, Ward Educational officers (WEOs) and District Education Quality Assurers (DEQAs). Classroom observation guides with subject teachers; Focused Group Discussions (FGDs) with STD VI pupils and documents analysis were employed. The study shows that: first, teachers who teach English subject, irrespective of the fact that the Syllabus stated the CLT principles and techniques to be employed, they were generally not be able to associate the principles and techniques specified in the subject Syllabus with the concept of CLT. Second, teaching experiences could not be attributable to the teaching effectiveness of the English subject as teachers were not applying the techniques as required by CLT lessons. Third, although the study found that CLT was theoretically acceptable based on its underlying principles and its expected learning outcomes, when examined practically given the contextual constraints, CLT alone was found irrelevant especially to public primary schools in Tanzania. The study concludes that the adoption and implementation of the CLT approach in Tanzania public primary schools was considered before the subject teachers were adequately trained. ***Journal articles published from the PhD work:***John, P. (2020). [In print] “English Language Teachers’ Understanding of the Communicative Language Teaching Approach in Tanzania Primary Schools” A paper A paper ACCEPTED for publication in *Mkwawa Journal of Education and Development* (MJED).John, P. (2018). “English Language Teaching in Tanzania and the Question of Communicative Language Teaching Approach: Evidence from Literature”, Chapter 5 In: B. Brock-Utne, M. Ishmail & M. Vuzo (Eds), *Transforming Education for Development in Africa, 99-116*. *TRANSLED Book Series 1*. Dar es Salaam: Mkuki na Nyota Publishers.John, P. (2017). “Language Teaching and Literacy Learning in Tanzania Primary Education: A Critical Review.” *Papers in Education and Development, 35,* 87-106. Dar es Salaam: TUKI.John, P. (2016). “Constructivism: Its Implication in Language Teaching and Second Language Acquisition”. *Papers in Education and Development, 33/34,* 217-230. |

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| 2 | Dr. Septimi Kitta | Representing External Examiner | S/Lecturer | SoED-EPCS |
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