**PhD Viva Voce**

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| **Candidate Name:** | | | | JAFARI ABDALA OMARI | | C:\Users\User\Downloads\0_IMG-20191016-WA0009.jpg | |
| **Registration Number:** | | | | 2015-07-00092 | |
| **Candidate Current Qualifications:**  MA (Linguistics) 2008 - 2010  BED (Arts) 2004 – 2008 | | | | | |
| **Title Of Dissertation/ Thesis:** | | | Teachers’ Perception and Classroom Practices in the Application of Communicative Language Teaching in Secondary Schools in Tanzania | | | | |
| **Date of Viva Voce:** | | | 15th July, 2020 | | | | |
| **Venue:** | | | Board Room, SoED | | | | |
| **Time:** | | | 10.00 a.m. | | | | |
| **Supervisors** | | | Dr. Mwajuma Vuzo and Prof. Dr. Karsten Speck | | | | |
| **Abstract**  This study aimed at investigating teachers’ perceptions and classroom practices in the application of Communicative Language Teaching (CLT) in the secondary schools in Tanzania. There were four research questions; 1) What are teachers’ perceptions of Communicative language teaching? 2) What are the classroom practices in the teaching and learning of English Language? 3) How do teachers’ classroom practices reflect CLT principles 4) How do teachers’ perceptions reflect their classroom practices? The study was conducted in Tanga, Tanzania. The study used a qualitative approach and it was a case study by design. It involved six secondary schools, twelve English Language teachers, two school inspectors and form three students from six schools. Methods used to collect data were classroom observation, interviews, focus group discussion and documentary review. Data obtained were analysed qualitatively through inductive analysis.  As for teachers’ perceptions of CLT, teachers perceive CLT as an approach which focuses more on communication and not grammar; they also perceive CLT as a learner centred or participatory approach rather than teacher centred. They viewed CLT as a very useful approach in language teaching. However, teachers expressed their perceived difficulties towards the application of CLT in the Classrooms. They claim that CLT is difficult to practise because of difficult language used in the books meant for teaching. As such learners cannot comprehend the language contained therein, large class size and extra responsibility, poor infrastructure, lack of training to teachers, exam oriented teaching and disparity between the syllabus and assessment. With regard to classroom practice the study found the following: Teachers mostly teach grammar, linguistic forms and analysis and rarely do they teach language for communication. As for classroom activities, it was found that these contents are taught through question and answers, group or pair tasks, role play and classroom presentations. Contrary to the assumptions of CLT on the use of authentic materials, teachers use books most of the time in the teaching of English language. Yet, roles of teachers are more of instructor or supervisor which is against CLT that calls for the teachers to be facilitators or need analyst. As for assessment, teachers were observed assessing their learners using written tests, assignment either in class or take home and rarely assess learners’ spoken language. It was further learned that teachers’ classroom practices do not fully reflect the CLT principles. This is because CLT activities, roles of the teachers, the use of books to teach, and assessing using written test do not align to CLT principles for effective mastery of communicative competence. Further, it was found that teachers’ perceptions do not reflect the classroom practices especially on the content taught. This is due to the fact teachers perceive CLT as an approach that focuses on communication and not grammar, yet during the sessions, teachers were observed focusing more on grammar and not communication. The study recommends the following: professional development through training the teachers about CLT so that they gain mastery of the approach. There should be oral assessments in English language. The government should work out on the challenges of large class size and poor infrastructure. The study recommends for further study about how CLT is practiced in better resourced schools versus poor resourced ones.  ***Journal articles from the PhD work:***  Omari, J. A. (2019). Role of secondary school English language teachers in communicative language teaching (CLT) in Tanzania: Visual methodology study. *Papers in Education and Development 37*(2),90-111.  Omari, J. A. (2018). Class practices in the application of communicative language teaching in secondary school in Tanzania. A paper presented during the conference on *Inclusion and Diversity Pedagogy in Universities and schools in East and South Africa and Germany*, Oldenburg University, Germany 10th-16th June, 2018.  Omari, J. A. (2017). Teachers’ classroom roles in applying communicative language teaching in secondary schools in Tanzania: Teachers perspectives. A paper presented during the conference on *Research and Academic Writing*, Nelson Mandela Metropolitan University, South Africa, 2017. | | | | | | | |
| **Panel Members:** | | | | | | | |
| **No** | **Name** | **Designation** | | | **Rank** | | **Unit** |
| 1. | Prof. A.G. Ishumi | Chairperson | | | Professor | | SoED-EMFLL |
| 2. | Dr. Joviter Katabaro | Representing External Examiner | | | S/Lecturer | | soED-EMFLL |
| 3. | Dr. Erasmus A. Msuya | Internal Examiner | | | S/Lecturer | | Foreign Languages Dept. COHU |
| 4. | Dr. Mwajuma Vuzo | Candidate’s Supervisor | | | Lecturer | | SoED-EPCS |
| 5. | Dr. Wadrine Maro | Head of the relevant department (or his/her appointee) | | | Lecturer | | SoED-EPCS |
| 6. | Dr. Albert Tarmo | Co-opted Member (appointed by College/School/Institute | | | Lecturer | | SoED-EPCS |
| 7. | Dr. B. Kanukisya | Co-opted Member (appointed by College/School/Institute | | | S/Lecturer | | SoED-EMFLL |
| 8. | Dr. G.E. Kimambo | Appointee of the Principal for PhD only) | | | Lecturer | | Foreign Language Dept. COHU |