

**COMMUNICATIVE APPROACH STRATEGIES TO ENGLISH
LANGUAGE TEACHING IN TANZANIAN SECONDARY
SCHOOLS: ARE THEY REALLY WORKING?**

**By
Paschal Levina**

**A Dissertation Submitted In Partial Fulfillments of the Requirements for
Award of the Degree of Master of Arts in Education (MA-ED) of the Mzumbe
University**

2017

CERTIFICATION

We, the undersigned certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled: ‘**Communicative Approach strategies to English Language Teaching in Tanzanian Secondary Schools: Are they really working?**’ In partial fulfillment of the requirements for award of the degree of Master of Arts in Education of the Mzumbe University.

Supervisor

Internal Examiner

Accepted for the Board of Faculty of Social Sciences

DEAN, FACULTY OF SOCIAL SCIENCES

DECLARATION AND COPYRIGHT

I, Levina Paschal hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature: _____

Date: _____

©

This dissertation is a copyright material protected under the Berne Convention, The Copyright Act 1999 and other international and national enactments, in that behalf, on intellectual property. It may not be reproduced by any means in full or in part, except for short extract in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgement, without the written permission of the Mzumbe University, on behalf of the author.

ACKNOWLEDGMENTS

First and foremost I would like to thank God Almighty for giving me strength, and good healthy throughout my study.

I am grateful to my supervisor Prof. George Shumbusho who devoted his time giving me guidance, corrections, and comments to make this report successful.

I also want to thank Mr. Dominick Msabila, my lecturer, who taught me Research Methods in Education when pursuing my Post graduate studies. I will never forget my classmates for their advice and cooperation in making this research possible. Many thanks also go to my respondents for their effective participation during data collection.

I would like to extend a word of thanks to my lovely husband James Kapaya for the encouragement, moral and material support, he was there to make sure that I undertake my studies smoothly; I will forever remain indebted for him. I also thank my son Zacharia, my daughters Elizabeth, Careen and my grandson John for their patience and love during my studies.

Furthermore, I wish to express special appreciation to my mother Fauster Mponzi for the prayers and my late brother Batistino who supported me with a recording instrument for data collection.

Last but not least, I wish to thank all those who might have supported me in this study directly or indirectly but do not appear in the acknowledgements, I recognize and appreciate their support and advice.

DEDICATION

I dedicate this research to my beloved husband James, my late father P.M.G. Mponzi, my mother, my late brother Batistino , my children and grand son John for their contribution towards success in my life

ABBREVIATIONS AND ACRONYMS

ALM	Audial Lingual Method
CA	Communicative Approach
CC	Communicative Competence
CLT	Communicative Language Teaching
EFL	English as Foreign Language
ELT	English Language Teaching
GTM	Grammar Translation Method
LC	Language Competence
LoL	Language of Instruction
NABA	North America Broadcasters Association
SPSS	Statistics package for Social Science
TESOL	Teaching Language to Speakers of other Languages
TL	Target Language
UG	Universal Grammar

ABSTRACT

This study intended to examine the communicative approach strategies to teaching English language in Tanzanian secondary schools, and find out if they are really working. The study specifically intended to examine the application of CA Strategies to English Language Teaching, assess the extent to which CA strategies were used in ELT situation and lastly find out the effectiveness of CA teaching strategies in ELT. The study was conducted in Morogoro municipality involving five sampled schools obtained through random sampling. The study employed Questionnaires, Interviews and observation as methods of data collection. It involved a sample of 99 respondents comprising of 69 students, 20 English teachers, 05 History teachers and 05 Civics teachers. It involved a cross-sectional, case study research design; whereby data were collected from both secondary and primary sources once in a time. Data were analyzed through both quantitative and qualitative analysis.

The findings revealed that to some extent the respondents do apply CA principles as the requirement of the competence based syllabus. It was also noted that many teachers are not competent in English language as they sometimes do mix Kiswahili and English when teaching. This is one of the sign of incompetence to some of them; this incompetence was also observed during the interview sessions. This shows the discrepancy between theory and practice in regard to our policy. It has been observed that students lack willingness in using English language at school, unless they are forced to do so. It can be concluded that the communicative approach strategies to ELT in Tanzanian secondary schools are somewhat working, it needs strategies and commitment by stakeholders to have them work effectively.

The study made several recommendations, however in this abstract only the major ones have been presented as follows; students should be insisted to speak English all the time inside and outside the classrooms, English and other subject teachers should, as much as possible use English when teaching their subject except Kiswahili subject; the Government should ensure that schools are provided with sufficient teaching and learning resources so as to make CA successful; and the Government should also see to it that schools have enough teachers so that student's/ teacher's ratio can be brought down to 1:40 for effective implementation of CA strategies.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGMENTS	iii
DEDICATION	iv
ABBREVIATIONS AND ACRONYMS	v
ABSTRACT	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.1 The General introduction	1
1.2 Background of the Study	2
1.3 Statement of the Problem	7
1.4 Objectives of the study	8
1.4.1 General objective	8
1.4.2 Specific objectives	9
1.5 Research questions	9
1.6 Significance of the study	9
1.7 Scope and delimitation of the study	9
1.8 Limitations	10
CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Theoretical literature review	11
2.2.1 Definition of the key terms	11
2.2.1.1 Communication	11
2.2.1.2 Communicative Approach	11
2.2.1.3 Strategy	12
2.2.1.4 Learning	12

2.2.1.5 Teaching	12
2.2.1.6 Teaching Strategies	12
2.2.2 Theories.....	13
2.2.2.1 The theory of communicative competence by Hymes	13
2.2.2.2 The theory of communicative nature of language by Henry Widdowson	14
2.3 The History of the Language Policy	15
2.3.1 Language World wide	15
2.3.2 Language policy in Tanzania	16
2.4 English syllabus	17
2.5 Communicative Approach (CA)	18
2.5.1 Principles of CA.....	20
2.6 Review on foreign related literature.....	22
2.7 Local literature on the study.....	32
2.8 Research gap	37
2.9 Conceptual framework	38
CHAPTER THREE	42
RESEARCH METHODOLOGY	42
3.1 Introduction	42
3.2 Research design.....	42
3.3 Research Approach	43
3.3.1 Qualitative approach	43
3.3.2 Quantitative Approach	43
3.4 Area of the study	44
3.5 Study population	47
3.6 Unit of analysis	47
3.7 Variables and their measurements.	47
3.8 Sample size and sampling techniques	47
3.8.2 Sampling techniques	49
3.8.2.1 Simple random sampling.....	49
3.8.2.2 Purposeful sampling.....	49
3.9 Pilot study	49

3.10 Data collection methods and instruments	51
3.10.1 Primary data	51
3.10.1.1 Interview	51
3.10.1.2 Questionnaires.....	51
3.10.1.3 Observations.....	52
3.10.2 Secondary data	52
3.11 Data processing, analysis and interpretation.....	52
3.12 Validity and reliability	53
3.12.1 Validity.....	53
3.12.2 Reliability.....	53
3.13 Ethical consideration.....	54
CHAPTER FOUR.....	55
PRESENTATION OF FINDINGS	55
4.1 Introduction.....	55
4.2 Status of the Distributed and collected Questionnaires and Interview	55
4.2.1 Respondents characteristics	56
4.2.2 Gender Distribution.....	56
4.2.3 Teachers level of Education.....	58
4.2.4 Duration of Teaching English language (Teaching experience).....	58
4.2.5 Awareness on communicative approach as a method to English language Teaching.....	59
4.2.6 Summary	60
4.3 First Objective: Application of CA Principles to English Language Teaching	61
4.3.1 Attitude of teachers towards communicative language teaching.....	61
4.3.2 Exposure of students to English Language only all the time when at school. ...	63
4.3.3 Student's response on the use of English language to communicate at school .	66
4.3.4 Responses of students on whether they like when their teachers teaches them using English Language only in their classes	69
4.3.5 Appropriateness of CA in Tanzanian situation.....	71
4.3.6 Application of Communicative Approach in our classroom teaching.....	73
4.3.7 Principles of Communicative Approach.....	76

4.3.8 The application of CA principles in CLT	77
4.3.9 Summary	79
4.4 Second Objectives: The use of CA strategies in English Language teaching situation.....	80
4.4.1 Communicative Approach strategies used in the classes to make students Communicative competent	80
4.4.2 Participation of students in group work, class presentation, role play, debates.(CA strategies)	82
4.4.3 The importance of pair work, Group work, debates, class presentation and role play in English language learning	84
4.4.4 Attitude of teachers towards CA teaching strategies	85
4.4.5 Communicative Strategies that are commonly used in CLT	87
4.4.6 Summary	89
4.5 The third objective: The effectiveness of CA teaching strategies in ELT.	89
4.5.1 Problems in the application of Communicative Approach teaching strategies in English language teaching.....	89
4.5.2 Challenges in the implementation of Communicative Approach strategies	93
4.5.3 The help of communicative approach strategies to the improvement of English language performance	94
4.5.4 The help of student's competence in English language in doing better in the Examinations.....	97
4.5.5 The help of the student's ability in English language in doing better in civics and history subject.....	98
4.5.6 Summary	100
4.6 Importance of teaching English Language using CA	100
CHAPTER FIVE.....	102
DISCUSSION OF FINDINGS	102
5.1 Introduction	102
5.2 General overview	102
5.3 The application of CA principles to English Language Teaching	103
5.4 The use of CA strategies in ELT situation	107

5.4.1 Communicative approach strategies used in the classes to enable students Communicative Competent.....	107
5.4.2 Communicative strategies commonly used in ELT	108
5.4.3 Participation of Students in Group work, class presentation, role play, debates (CA strategies)	109
5.4.4 Importance of Pair/ Group work, Debates, Class presentation, and Role Play in English Language Learning	109
5.4.5 Attitude of Teachers towards CA strategies.....	110
5.5 The effectiveness of CA teaching strategies to ELT.....	111
5.5.1 Problems in the application of CA teaching strategies in English Language teaching	111
5.5.2 Challenges in the implementation of Communicative approach strategies	112
5.5.3 The help of CA strategies to the improvement of English Language Performance	114
5.5.4 The help of student's competence in English Language in doing better in the Examinations.....	116
5.5.5 The Help of the students ability in English Language in Doing better in Civics and History	116
CHAPTER SIX	119
SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS	119
6.1 Introduction	119
6.2 Summary	119
6.3 Conclusion	121
6.4 Recommendations and policy implications	123
6.5 Area for Further Research.....	125
REFERENCES	127
APPENDICES	139

LIST OF TABLES

Table 3.1: English Language Results, NECTA, 2013-2015	44
Table 3.2: Percentage of students (Population) from the schools	48
Table 3.3: Number of Respondents	48
Table 4.1: Status of the distributed and collected questionnaires	55
Table 4.2: Interviewee respondents	56
Table 4.3: Respondents age groups	56
Table 4.4: Male and female respondents	57
Table 4.5: Teachers level of Education	58
Table 4.6: Duration of Teaching English Language	59
Table 4.7: Distribution of respondents on Awareness of CA.....	59
Table 4.8: Distribution of respondents: Attitudes of Teachers towards communicative language teaching	61
Table 4.9: Description on Why CA is a good Approach(Positive attitude towards CA).....	62
Table 4.10: Exposure of students to English Language only. (From the Questionnaire).....	64
Table 4.11: student's response on the use of English language to communicate at school.	66
Table 4.12: Questionnaires results on the use of English language to communicate at school	67
Table 4.13: Distribution of respondents on whether they like when their teachers teaches them using English only in classes.....	69
Table 4.14: Results from students who said yes their teachers should use English when teaching them.....	70
Table 4.15: Distribution of respondents on appropriateness of CA in Tanzanian situation	71
Table 4.16: Distribution of respondents on the application of CA in our classrooms	74
Table 4.17: Application of CA	75
Table 4.18: Principle of CA	76
Table 4.19: Distribution of respondents. Application of CA principles.....	77

Table 4.20: Respondents distribution on the use of CA strategies.....	80
Table 4.21: Distribution of respondents on the participation in group work, class presentation, role play, debates	82
Table 4.22: Importance of Pair/ Group work, Debates, class presentation, and Role play in English language learning.....	84
Table 4.23: Distribution of respondents on the attitude of teachers towards CA strategies.....	86
Table 4.24: Distribution of CA strategies commonly used by teachers in their daily teachings.....	88
Table 4.25: Distribution of respondents on challenges of CA strategies	93
Table 4.26: Distribution of respondents on the help of communicative approach to the improvement of English language Performance	94
Table 4.27: Distribution of respondents on the help of student’s competence in English language in doing better in the examination.....	97
Table 4.28: Distribution of respondents on help of the student’s ability in English language in doing better in civics and History subject	98
Table 4.29: Distribution on respondents on importance of teaching English language using CA	100

LIST OF FIGURES

Figure 2.1: Communicative Competence (model)	20
Figure 2.2: Conceptual framework.....	41
Figure 3.1: Morogoro Municipality	46
Figure 4.1: Male and female respondents	57
Figure 4.2: Distribution of respondents on Awareness of CA	59
Figure 4.3: Distribution of respondents: Attitudes of Teachers towards communicative language teaching.....	62
Figure 4.4: Exposure of students to English Language only. (From Questionnaires).....	65
Figure 4.5: student's response on the use of English language to communicate at school.....	67
Figure 4.6: Distribution of respondents on whether they like when their teachers teaches them using English only in classes	69
Figure 4.7: Distribution of respondents on appropriateness of CA in Tanzanian situation	72
Figure 4.8: Distribution of respondents on the application of CA in our classrooms	74
Figure 4.9: Distribution of respondents. Application of CA principles	78
Figure 4.10: Distribution of respondents on the participation in group work, class presentation, role play, debates.....	83
Figure 4.11: Importance of Pair/ Group work, Debates, class presentation, and Role play in English language learning	85
Figure 4.12: Distribution of respondents on the attitude of teachers towards CA strategies	86
Figure 4.13: Distribution of respondents on the help of communicative approach to the improvement of English language Performance.....	95
Figure 4.14: Distribution of respondents on the help of student's competence in English language in doing better in the examination	97
Figure 4.15: Distribution of respondents on help of the student's ability in English language in doing better in civics and History subject.....	99
Figure 4.16: Distribution on respondents on importance of teaching English language using CA.....	101

CHAPTER ONE

INTRODUCTION

1.1 The General introduction

Statistics show that in recent years, there has been poor performance in English language in Tanzanian secondary schools. However, several strategies have been made to find appropriate approach to learn and teach the target language.

Richard and Rodgers, (2001) argued that language teaching can be improved when teachers apply the best strategies and approaches available. The popular approach that has risen in the methods of teaching is the communicative approach or Communicative Language Teaching (CLT).

CLT is an approach to English language teaching (Larsen-Freeman, 2000; Richard & Rodgers, 2001) which is based on the theory that the key function of language use is communication and its main goal is therefore learners to develop communicative competence (Hymes, 1972, Richard & Rodgers, 2001, Ying, 2001).

Communicative Approach (CA) focuses on the four language skills which are reading, writing, speaking, and listening; it concentrates on language use in real situations (Savignon, nd).

This study mainly dealt with communicative Approach strategies to Teaching English Language in Tanzanian secondary schools aiming at investigating whether CA teaching strategies are really working in terms of improved performance in English Language in some secondary schools based in Morogoro Municipality.

This chapter presents the background to the study, the statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, as well as the plan of the study.

1.2 Background of the Study

In the long search for the perfect method of English language Teaching (ELT) many approaches have been developed, the first one being Grammar Translation Method (GTM), this is a method for foreign language teaching (also called classical method) emerged when people of the Western World wanted to learn foreign language such as Latin and Greek. (Brown,1994). GT focused on learning the rules of Grammar and their application in translating passages from one language into the other. Methods in GT includes translating passages from texts, comprehension questions, deductive application of rules, fill in the blanks, memorizations, making sentences, in GT reading aloud is encouraged, the focus is to use the target language for reading purpose. Grammar rules are of importance, teachers are authority in the class. In GT writing and comprehension are tested. (Krishnaswamy, 2014)

Another approach was Direct Method which came into practice as a solution for the problems confronted by teachers who used the GT method in their classrooms. This is the method in which the tutors use English only in English Language Teaching. Advocates of this method believed that; language is best learned when learners are exposed to that language environment, just as a child learns his/her mother tongue by listening to it and speaking it. It employs objects and actions to link with words in the target Language, if not working, a teacher can mime, use gestures, sketches etc., no grammar rules, native language is not used; the teachers are not required to use native languages, and the teacher is the authority in the class (ibid)

Audio – Lingual was another method which was the most improved version of structural Approach , proposed by American linguists in 1950, it was developed from the principle that Language is a system of sounds for social communication, writing is secondary (Carrol,1993). This approach aimed at developing communicative competence of students using dialogues and drills, as it makes students able to produce speech. Repetition of dialogue and drills according to this approach was meant to enable students to respond quickly and accurately in spoken language.

In the struggle to build students communicative competence, Communicative Approach was developed. Brown (1994) argues that CA has its place as far as the English Teaching curriculum, education policy, course book, and teacher education programs in the World. The focus on today's changing ELT context and the increasing trend towards CLT, gives attention to the importance of real – life communication, generating unrehearsed language performance out of the classroom, develop linguistic fluency and facilitate lifelong language learning.

The 20thC saw the continuing expansion of English language and its eventual transformation into global language in the 1990. English was to become the main medium of communication for thousands of organizations Worldwide, for broadcasting, the press, advertising, the films and music industries, the academic community, international transport and communication (Davies, 2005). However, in the 19th C English started to spread all over the world through different activities like colonialism, trade, and social activities. English is found in international and business, occasions, and academic field. Moreover, more than 70 countries adopted English as their official language and more than hundred countries consider English as their foreign language (Liou, 2002). As foreign language of many non-English speaking countries, English has become an important part of education in those countries.

Vongxay (2013) in his research on the implementation of communicative approach in higher education in Laos attests that the English skills of the graduates do not appear to achieve the goal of the English language programme. This means that, there is a problem to learners on English language skills as they are not competent and hence goals are not achieved.

On the same issue, Soulignavong (2006) and Chapichith (2008) show that students who graduate at Laos have often not learned to use English effectively, they are not able to meet the society's needs as they had difficulties in listening and speaking when doing their job. They also had difficulties in daily use of English for their

social life. However, due to this problem, the Communicative Language Teaching was sought to be an appropriate method in English language teaching.

The emergence of CA can also be traced back to the 20thC development in linguistic theory and language learning curriculum which was designed both in Europe and America. It was the result of the work of the council of European experts (Al-Mutawa & Kailan, 1989). However, it can be traced to the work of Chomsky in the 1960s, when he advanced the notions of Competence and Performance, reacting to the audial lingual method. The two notions were later developed by Hymes into communicative competence.

In Europe and America, the needs of rapidly increasing group of immigrants and guest workers along with a British linguistic tradition, included social and linguistic context in the description of language behaviours which led to the development of syllabus for learners based on notional/functional concept of language use.

CA occurred when language teaching was looking for a change (Richards & Rodgers, 1986). It was due to unsatisfactory traditional syllabus which failed to facilitate learner's ability to use language for communication, linguists attempted to think of a design of a syllabus so as to achieve the communicative goals of language teaching (Richards & Rodgers, 1986).

Wilkin's (1974) notional syllabus had a significant impact to the development of CA as it was supporting the learner's communicative needs. Wilkins (1976) included communication function in a notional syllabus. Notions refer to concepts such as time, sequence, quantity, location and frequency while communicative function refers to language functions such as requests, denials, offers and complaints. The notional syllabus consists of situations, language activities, language function, notions and language forms.

The design of foreign language syllabus focusing on a learner-centered and communication oriented, language oriented approaches was developed (Richard & Rodgers, 1986).

European linguists thought of the language instructors to focus on communicative competence rather than the mastery of structures alone. (Sauvignon,1991; Littlewood, 2007).

Language teaching has seen several changes about syllabus and methodology in the last 50 years, and CA prompted a rethinking of approaches to syllabus design and methodology. The trend in English language teaching in 50 years can be grouped into three phases as follows:

Phase 1, the traditional approach (up to late 1960s). The approach gave priority to grammar competence as the basis to language proficiency. It believes that grammar could be learned through direct instruction and through methodology that we use much repetitive practices and drilling.

Phase 2, classic communicative language teaching from 1970s to 1990s (Richard, 2006), the second phase came out due to short comings of the traditional approach. In 1970s traditional language teaching was seen as old method World wide. The attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communication purpose such as making requests, giving advice, making suggestions, describing wishes and needs and so on.

Phase 3, current communicative language teaching from late 1990s (Richard, 2006) Communicative approach was first used by Hymes, who referred to it as “that aspect of our competence that enables us to convey, interpret message and also negotiate meaning interpersonally within specific context” (Brown, 2007).

In the World, language teaching and teaching methods have been very active since 1900s. New approaches and methods proliferated throughout the 20th C. Some were widely accepted at different times but were then replaced by new methods based on new appealing ideas; for example, direct methods, audiolingual method and the situational approach. New methods such as communicative approach were adopted universally and achieved the status of methodological orthodoxy (Richard & Rodgers, 2011).

Littlewood (2007) and Ozsevick, (2010) commented that CA was successfully implemented to other countries in 1980s. Developing countries face challenges in their classrooms due to poverty, ignorance, conflict, inadequate materials, financial resources and professional human resources. One of the main problems in Anglophone African countries is the acquisition of adequate English language proficiency for effective communication. Communication is necessary in every life in society; it is apparent that to have meaningful life one cannot ignore the essence of communication in life. Here, is where the essence of communicative competence arises. People were in need to communicate for different purposes, there was a competition in the regional integrations for employment opportunities and the main language of instruction and communication was sought to be English language. It was because of this and other reasons that scholars sought of CA.

In Tanzania the presidential commission on education which was appointed by President Nyerere recommended that English should start to be regarded as the medium of instruction in secondary schools. In 1984, the Government announced that the language of instruction should be both English and Kiswahili, where the government stated that English will be consolidated at all levels of education (URT, 2001:63).

The main feature of the Tanzania education system is the bilingual policy where students learn both Kiswahili and English. English is essential as it links Tanzania and the rest of the world through technology, commerce and also administration. The

learning of Kiswahili enables Tanzanian students to keep in touch with their cultural values and heritage. English is taught as a compulsory subject in primary education where at post primary is a medium of instruction (URT, 2001:63) due to this; students have to learn English language to cope with the academic situation in the country.

The Government of Tanzania at different times has been developing different strategies in the improvement of the language in Tanzania. This has resulted in changes of the English syllabus at various points as a way to include more effective way of teaching English language in Tanzania. As a strategy to improve the English language proficiency in Tanzania, the government introduced a communicative competence based English syllabus for o- level; this one replaced the old one which was structure based and hence could produce communicative competence in a learner. The new syllabus requires the use of CA, which requires teachers to use CA in teaching English language.

The statistics show that the performance of English language subject in Secondary schools becomes poor almost every year (NECTA, 2013, 2014, 2015), this study therefore was designed to address this challenge by suggesting the ways to raise the performance of the subject, the study focused on communicative approach teaching strategies in Tanzanian secondary schools.

1.3 Statement of the Problem

For many years researchers have been debating on the issue of Communicative Approach strategies to English language teaching in Tanzanian secondary schools to make students excel in academics and in fact become competent in English language. Despite these debates there has been an increasing poor performance in English language in secondary schools. This can be witnessed by student's poor performance in English Language Examinations yearly. For example; the statistics show that in the year 2013, Bondwa sec school as one of the schools in Morogoro municipality the percentage pass for the students who sat for the National examination was 28%,

in 2014, 41%, and in 2015 was 26%. The trend of performance indicates the average of D grade in the three consecutive years. (NECTA, 2013, 2014, 2015).

The English language teaching (ELT) business has become one of the major growing industries around the world in the past thirty years (Crystal, 1997). The big push to learn language is linked to trade. With internationalization of business, politics and academics, English is increasingly used at different levels of learning to equip graduates to function effectively in the global competition for capital and customers” (Huntington, 1996).

Morogoro is one of the regions in Tanzania where the performance of English language subject goes down every year, For example the NECTA results for the year 2015 show the average performance of D grade, (NECTA, 2015). This poor performance comes up despite the fact that since 2005 the Ministry of education and Vocational Training introduced the new syllabus which is competence based and emphasizing mainly on communicative approach. If this situation persists , it may continue making the young boys and girls in the country lack competence in this world of Business and Technology, lose employment in the areas that require competence in English language within and outside the Country. This study therefore intended to investigate whether communicative approach teaching strategies are really working in terms of improved performance in English language in Tanzanian secondary schools in general and in Morogoro Municipality in particular.

1.4 Objectives of the study

1.4.1 General objective

The study was intended to investigate whether Communicative Approach teaching strategies are really working in terms of improved performance in English language in some secondary schools based in Morogoro Municipality.

1.4.2 Specific objectives

The study intended to:

- i. Examine the application of CA principles to English language Teaching.
- ii. Assess the extent to which CA strategies are used in ELT situation
- iii. To find out the effectiveness of CA teaching strategies in ELT.

1.5 Research questions

The study intended to find answers to the following questions:

- i. Are the CA principles applied to ELT?
- ii. How far are the CA strategies being used in ELT situation?
- iii. How effective are the CA teaching strategies in ELT?

1.6 Significance of the study

The finding of this study may provide useful data that may be beneficial to many people taking into consideration that little has been done on the communicative approach teaching strategies in English language performance at ordinary level where majority of Tanzanians learn English language.

The study may also help the potential stakeholders in education to examine the principles of CA to English language teaching. Importantly, this study will trace the effectiveness of CA teaching strategies in ELT.

1.7 Scope and delimitation of the study

This study focuses on the Communicative Approach teaching strategies to English language teaching in Tanzanian secondary schools, trying to find out if they are really working in terms of improved performance in English language in some secondary schools based in Morogoro Municipality where by the researcher examined the application of CA principles to English language Teaching, assessed the extent to which CA strategies are used in ELT situation, and Find out the effectiveness of CA teaching strategies to ELT.

The study was conducted in Morogoro municipality because it is one of the municipalities in Tanzania where there is a good number of secondary schools but experiencing a poor performance in English language. It was also not easy to conduct this study covering the whole country due to the time factor and of course human and material resources. Lastly, Morogoro municipality is highly accessible which made the researcher assume that it could actually assist the easy collection of data.

1.8 Limitations

The researcher encountered some limitations in the course of data collection; some of them were respondents' reluctance in filling in the questionnaire on time, the researcher had to go to some schools more than once to pick up the questionnaires. This was a problem because some schools were very far from the researcher's residence.

In the interview sessions some teachers were refusing to be interviewed, so the researcher had to use much time convincing the respondents to accept the interview. Some respondents were not confident enough to accept being recorded in interview sessions, therefore, the researcher had to use much of his time to write what has been said by the interviewees. Despite these challenges or rather limitations, the researcher managed to collect sufficient and reliable data for this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter a thorough review of what others have done was presented. It was an attempt to gain an overview of what others have done elsewhere on communicative approach teaching strategies to teaching English Language. The review of literature related to the study is presented into sections, the first section focused on the review of theoretical literature which includes definitions of the key terms and related theories, the second section focused on review of the language policy in Tanzania, the third section covered the review of English syllabus in Tanzania, the fourth section focused on local and foreign literature and the fifth section focused on literature gap and the last one, the conceptual framework of the study.

2.2 Theoretical literature review

2.2.1 Definition of the key terms

2.2.1.1 Communication

Communication which is etymologically related to both “communion” and “community” comes from the Latin word *communicare*, which means “to make common” or share (Wekley, 1967). Devito (1986) defines communication as the process or act of transmitting a message from a sender to a receiver through a channel and with the interference of noise.

2.2.1.2 Communicative Approach

Hymes (1972) defines communicative approach as the ability to use language in social context and observe social linguistic norms of appropriateness. He further defines it as the knowledge of the rules of understanding and producing both the referential and social meaning of language

Sauvignon (1972) defines it as the ability of classroom language learners to interact with other speakers, to make meaning as distinct from their ability to notice dialogue or perform.

Yang (2010) defines CA as an approach to teaching second Language which puts emphasis on both the meaning and the ultimate goal of learning the Language.

2.2.1.3 Strategy

A detailed plan for achieving success in situations such as what, politics, business, industry or sports or the skill of planning for such situations (Advanced learners dictionary, 2000). It may be described as a tool, plan or method used for accomplishing tasks.

2.2.1.4 Learning

Change in behaviour that is due to experience or effect of experience on behaviour (Lanchman, 1977). A relative change in behaviour or behavioural potentialities that comes from experience and cannot be attributed to temporary body state such as illness, fatigue, or drugs (Olson & Hergenhahn,2013)

2.2.1.5 Teaching

Teaching is the imparting of knowledge, developing skills, attitudes and meeting of special needs in various ways ranging from structured to individualized activities, including instructional support activities which aid and enrich the teaching and learning process. Or it can be defined as giving knowledge to someone, to instruct someone in a skill or help them to learn (Chamber 21st dictionary, 2003)

2.2.1.6 Teaching Strategies

Refer to the method used to help students learn the desired course contents and be able to develop achievable goals in the future.

Operational definition

In this study, the term teaching strategy is defined as the methods, principles used, or chosen by an instructor to convey, and deliver information to students in the classroom.

Communicative Language Teaching

Is an approach to teaching second languages that emphasis in the learning of four skills (listening , speaking, reading, and writing)

2.2.2 Theories

2.2.2.1 The theory of communicative competence by Hymes

The theory defines what a speaker needs to know so as to be communicatively competent in a speech community. For Hymes a person who acquires communicative competence gets both knowledge and also the ability for language in regard with:

- i. Whether (and to what degree) something is formally possible.
- ii. Whether (and to what degree) something is feasible in virtue of the means of implementation available.
- iii. Whether (and to what degree) something is appropriate that is adequate, happy, and successful as related to the context in which it is used and evaluated (Hymes, 1972:281).
- iv. Whether (and to what degree) something is in fact done, performed and what its doing entails.

Dell Hymes (1972:281) defines communicative competence as the competence for language use and not only” the tacit knowledge of language structure” in the Chomskian sense. Hymes insists that it is the competence of language use appropriate to the other participants of the communicative interaction and its appropriateness to the given social context and situation.

This theory insists on what a learner needs to have so as to be competent in English Language that is to be communicatively competent; one needs to have knowledge

and the ability to use the language for effective interaction, and if one has both it is likely to have an outstanding performance in English Language. The theory is related to the study as it indicates what a learner needs to have so as to have communicative competence in English Language. However, the theory did not indicate which strategies should be used in ELT to build an individual communicative competence.

2.2.2.2 The theory of communicative nature of language by Henry Widdowson

Widdowson (1978) argues that there is a relationship between linguistic systems and their communicative values in text and discourse. He focused on the communicative acts underlying the ability to use language for different purposes. Canale and Swain (1980) identified four dimensions of communicative competence these are grammatical competence, social linguistic competence, discourse competence and strategic competence.

Grammatical competence deals with what Chomsky calls linguistic competence, is the domain of grammatical and lexical capacity. Social linguistic competence deals with understanding of social context in which communication takes place e.g. role relationship, shared information of participants and communication purpose for their interaction, Discourse competence refers to interpretation of individual messages in terms of their interconnectedness and how meaning is represented in relation to entire discourse or texts. Strategic competence deals with copying strategies that a communicator employs to initiate, terminate, maintain, repair and redirect communication.

In a brief interview by Ana Antonio de Assis-Peterson (UFNT) Widdowson once said that grammar at one time fell out of fashion, and perhaps because of this language teaching should focus on meaning rather than on form and form was associated in people's minds with grammar. He said but grammar is the encoding of meaning in form and so, if your purpose in teaching is to help secondary school students develop ability to communicate then grammar has to be learned somehow. Widdowson continued saying the problem in the past, was that there was no

sufficient focus on the nature of grammar as encoded meaning as a communicative resource, and also the connection was often not made between the knowledge of this resource and the ability to act upon its acts for communication so, according to him learning grammar enhances one's ability to be competent in the language.

The theory is related to the study as the theorists insisted that when you want to help secondary school students, learning grammar will help one to be communicatively competent and the theory shows the relationship between the structure of the language and the ability to use Language in different purposes, through different discourses. The theory is related to the study as the study deals with the CA that is the ability to develop communicative competence. The weakness of the theory is that, it did not tell exactly what should be done by both teachers and students so as to be communicatively competent (no any strategy mentioned) if you are competent in both grammar and communication, communicative strategies can be easily practised and assist one perform well in his examinations.

2.3 The History of the Language Policy

2.3.1 Language World wide

Language policy have managed to dictate and micro manage world affairs in many areas including the economies of different nations, as well as institution tied to politics, culture, and social welfare (Biswalo, 2010). The politics of globalization have played a very important role in molding the state of education worldwide. Language policy is among the most important element of the new global agenda in African continent and other developing countries worldwide. Language policy became the most contested factors linked to global achieving the “global imperative” (these are interrelated set of over arching dilemmas that human kind faces in relationship to the global context in the 21st century). Language is very important in the designing of the developmental initiatives which lead to economic recovery. On the other hand we may say language has become synonymous with the politics of modernity and progress in most developing nations. In most places though language is overlooked, some may very well argue significantly that language use within a

particular nation is now a very single most important factor in determining its opportunities to access external economic aids from donor institutions and industrialized countries of the West (Biswalo,2010)

2.3.2 Language policy in Tanzania

The history shows that when the British Government took over the administration of German East Africa following the World War1, Swahili was the Language of instruction in the five years of primary schools though the medium of instruction in the last three years in primary and all secondary schools was switched to English (Rubagumya,1990). In 1961 Tanzania inherited colonial education using Swahili and English but there was an ideological problem against English to the adoption of Kiswahili as a national Language and there was strong negative attitude to English due to the introduction of Ujamaa in 1967. In that case in 1969 Kiswahili was declared LoL (Language of instruction) in primary education (schools) while English remain to be used in post primary education (Neke, 2003). In 1984, The ministry of education announced an official circular that both Languages i.e. English and Kiswahili would be used as medium of instruction and that English would be used at all levels of education (Wizara ya Elimu, 1984), later in the same year, J.K Nyerere announced in a speech that English was to be used in secondary schools in order to encourage Tanzanians to learn and value the language (Lwaitama & Rugemalira, 1990). The government legalized Private and English-medium schools in the 1990s but Swahili continue to be the LoI. However, only the elite can afford English medium education. The majority of children attend Swahili-medium government schools. The government needs to firmly establish that both Swahili and English are LoI of primary education, because English is the LoI of secondary and post-secondary education.

Today Kiswahili is the Language of Instruction in primary schools and English in secondary and higher learning institutions. URT (2001) states that,

The main feature of Tanzanians education system is the Bilingual policy, which requires children to learn both Kiswahili and English. English is essential as it is the language which links Tanzania and the rest of the

World through technology, commerce and also administration. English is a compulsory subject in primary education, whereas at post primary English is the medium of instruction.

Tanzanian Language policy created an environment in which English communicative competence became an important approach in Tanzania which needs a pedagogy that will lead the learners towards developing the communicative competence.

2.4 English syllabus

Formerly, in Tanzania, the syllabus at both primary and secondary level was structure-based. The main aim of structure-based syllabus was to go through all the structures in primary schools and go through them again in lower secondary school and then in high school and analyze them from linguistic point of view. This was supported by behaviorists approach to language whereby language learning was to be controlled and programmed so as to protect students from making mistakes or helps them not to go against the down path to the linguistic competence (Mabala, 1994)

Mabala argues that the English syllabus put emphasis on what is called “surrogate”; these are texts specially prepared to highlight some structural points. The end result of this English syllabus is that students may be masters of transformation exercises, for example in conditional type sentences but they cannot speak or write English.

There was a syllabus which was written in 1972, it had shortcomings. This syllabus was written to suit the perceived needs of that time and it was never reviewed and it was seen out of date in terms of both the content and the linguistic level of text.

As an alternative to structure based, so as to improve English language proficiency in Tanzania the government introduced a competence based English syllabus for ordinary level in 2005 to replace the old syllabus which was claimed not to produce communicatively competent learners. The new syllabus embodies CA, which requires teachers to use the CA in teaching the English language. An inspector for secondary schools, Dar es Salaam zone Ms Modesta Msuya as reported by the daily

news argues that, the 2005 syllabus was based on competence which means, what the students get from teachers is supervision and not lectures (Sebonde & Sane, 2014).

The syllabus clearly states that the objective of teaching English in Tanzania are to enable students to communicate effectively with other speakers of English, both inside and outside the country and also use the knowledge of English to show ones awareness and consciousness of society and the part one can play in its development, read widely for pleasure and for information, express oneself in both spoken and written English.

On the other hand, the 2009 English language pedagogy syllabus for diploma in secondary education an improved version of the 2007 syllabus replaced the 1997 syllabus which focuses on developing student - teachers' pedagogical knowledge and skills to cope with competence based teaching and learning. In the syllabus for each topic the teaching learning strategies, resources and assessment precedencies to be employed by the tutor in the classroom interaction are suggested (MOEVT, 2009)

The former English syllabus was structure-based aiming at producing learners who knew about English language, but not competent in the English language communication. The 2005 syllabus aimed at solving the problem by producing English competent speaker. The replacement of the old syllabi that was based on the so called "traditional teaching approaches" with the CA was expected to improve the level of English fluency of students in Tanzania.

2.5 Communicative Approach (CA)

Angcharin (n.d) attests that CA is the theory that Language is communication; therefore the final aim of communicative Language Teaching (CLT) is Communicative Competence. Communication in CA class can be in two ways i.e Input, which involves listening and reading, and output which includes speaking and writing. Activities in a class can be not only text based, task based or realia, but also on teacher students' activities, learners' activities and materials.

Communicative competence can be used in both spoken and written language. The CA is always context specific. Competence is what an individual knows; performance is what an individual is doing. Performance is observable on the other hand; it is only through performance that competence can be developed maintained and evaluated.

Communicative competence is related and depends on the cooperation of the people involved in communication

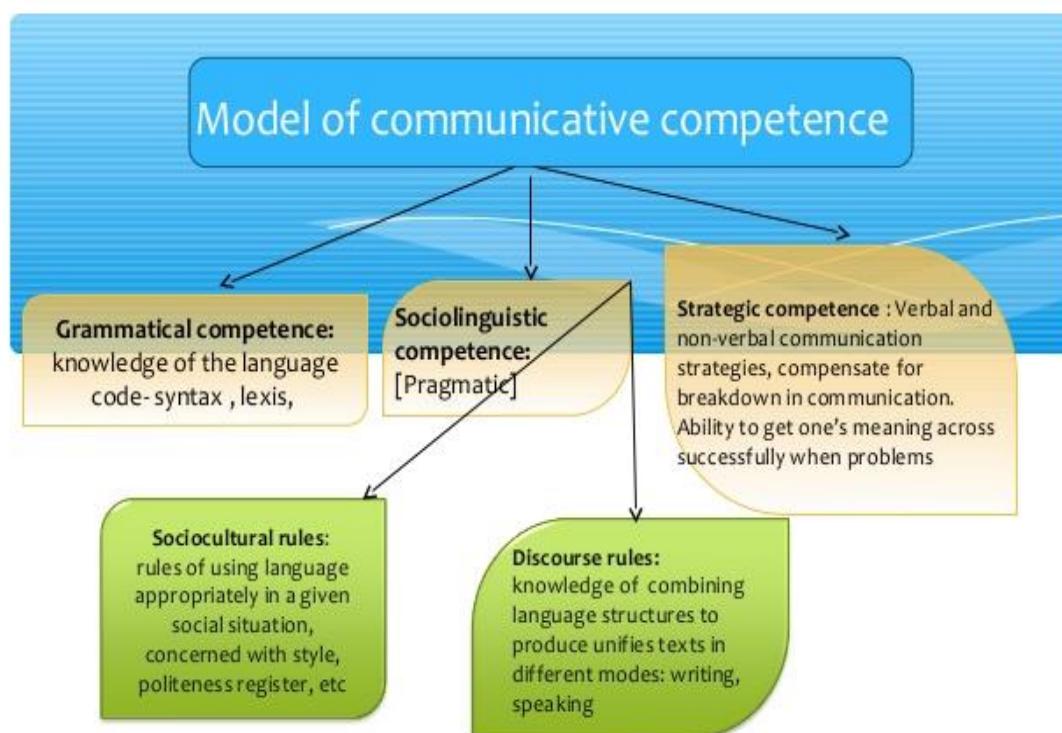
Pedagogical implication of communicative approach

For the documentation of CA many theories and models were developed and expanded in the field of applied linguistics, second/foreign language acquisition and syllabus development developed through this (Shih, 2005). In this case the concept of communicative competence became robust (Sung, 1998) and this eventually led to the production of the so called Communicative Language Teaching (CLT) practices, CLT describes the following pedagogical concerns:

- i. Appropriateness Vs grammaticality
- ii. Fluency Vs accuracy
- iii. Active participation Vs passive
- iv. Reception

It is through Communicative language teaching that different strategies may be applied and at last one becomes communicatively competent and hence easy to understand and perform in different subjects and examinations.

Figure 2.1: Communicative Competence (model)



Source: Canal & Swain (1980, pg. 47)

2.5.1 Principles of CA

Various principles have been written by different scholars on CA; Freeman (2000) and Robinson & Selman (1986) mentioned the following as principles to communicative Approach: Authentic materials are commonly used. Here the teachers use newspapers columns, job advertisement, menus and catalogues. In communication, one function may have different forms. For this case communication for students can be for specific purpose but done in many ways. Students need to learn cohesion and coherence whereby teachers can use strategies such as scrambled sentences. Students should be given opportunities to express their opinions (Give their views). Games can be used here as the students must communicate and get feedback. Errors are tolerated to a certain extent. To this case teachers and students may ignore errors during learning.

In learning cooperation relationship among teachers is encouraged. Learners are given chance to negotiate meaning. In this principle students are given time to work together so as to predict the next picture. Social context to the communication aspect is important. Here a teacher can use role plays. Learners are encouraged to learn language forms appropriately. Students are encouraged to develop independence learning skills and also guided to communicate in regard to the context. The teacher is a facilitator / advisor. The teacher moves from one group to another giving advice and answering questions collaborate with students to choose/ select goals, content and process.

Principles of Communication Approach according to Richard & Rodgers (1986) are as follows:

Language teaching is for communication purposes i.e. language is a social tool used by speakers to make meaning. Diversity is a part of language development and used in second language learners and users as it is with first language users. A learner's competence is considered relative, not in absolute terms. Varieties of language are recognized as a viable model for learning and teaching. Culture is used as the instrument to shape speakers communicative Competence in both first and subsequent Language. No single methodology or fixed set of techniques is used. (prescribed) Language is for serving interpersonal and textual function and is normal related to the development of learners' competence in each. (Richard & Rodgers, 1986) Learners should be engaged in doing things with language i.e. use language for different purposes and one major feature of communicative language is pair and group work (Richard & Rodgers, 2001), this will help a learner to be more independent and to accept responsibility.

Nunam (1991) listed the five basic features of communicative language teaching as follows: Emphasizes on learning to communicate through interaction in the target language, the use of authentic texts in the learning situation, learners' opportunities to focus not only on language but also on learning process itself, learners' own personal experience enhancement as an important contributing element to classroom

learning and also linking classroom language learning with language activation outside the classroom.

According to Hymes (1972) the main characteristics of communicative view in English language are as follows: Language is a system for expression of meaning, the primary function of language is for interaction and communication, the structure of language reflects its functional and communicative uses, the primary units of language are merely its grammatical and structural features but categories of functional and communicative meaning as exemplified in discourse.

2.6 Review on foreign related literature

Richard (2006) commented that since 1970s CA teaching has passed through a number of different phases, in its 1st phase the concern were to develop Syllabus and teaching approach that was compatible with early conception of communicative competence which led to organization of function and notions rather than grammatical structure. Later the focus shifted to procedures for identifying learners' communicative needs which triggered communicative methodology. At the same time, methodologists focused on kind of classroom activities that could be used to implement a communicative approach and strategies employed are group work, task work and information gap activities. (ibid)

Nunam (1991) argues that learning to speak in foreign language is mostly facilitated when learners are actively participating to communicate in groups.

On the other hand, Brown (1994) assets that group works enable learners not to be shy, it removes anxiety of talking in front of the class, it creates favourable climate for communication. Cohen (1994) also mentioned group work as a strategy to English language learning.

Jeyasala (n.d) conducted a research on interactive activities for effective communication in English language in Tamilnandlu in India; he noted that group

discussion, presentation and association meetings are the effective activities (strategies for effective communication learning).

Lee (2004) argues that interactive activities are alternatives to help second language learners to acquire the target language in meaningful way. It is believed that by integration, second language learners can improve their linguistic competence and use appropriate strategies to modify and negotiate meaning in spite of their inaccurate and incomplete utterances and comprehension as well as production to retrieve their natural relationship as an interactive duo.

In the study done by Maskatsu (1998) in Japan on teaching communication strategies, he argued that students are facing problem in learning English language as their second language. He argued that teaching English as a means of communication has been emphasised and a lot of communication activities such as games and interview activities are done in classes. However, few students are taught what to do when they fall into trouble in communication; therefore many students do keep silent or say, "I don't know." Due to this situation several times, students lose interest in learning English and are so disappointed.

On the same issue, Rost (1996) explained the present situation in Japanese classrooms and say that few students assisted on how to select strategies and how to use them in communicating with others. He says that learners feel and are always told that pair work and group work in the classroom are very essential as they require cooperation among learners. It is very crucial to develop student confidence and so the teacher should use a lot of fluency-based activities.

The most common activities in CA class are role play, interview, information gap, games, pair work, learning by teaching or survey, the students are always told that they need to "study hard" and "memorise" more words, phrases, language structure and conversation modes so as to do away with such problems in the future. He added if learners have some communicative strategy, their reaction is different even if they

do not know exactly what to say; they will at least try to find ways to get close to the answers. Thus; communicative strategy will help them cope with trouble they face in communicating in English in the class or outside the classroom. Maskatsu (1998) divides students communication strategies into 5 (five) kinds paraphrasing, borrowing from LI, miming, asking for help and avoiding.

Paraphrasing: This means expressing the idea in a different way by the use of the target language, for example if the students (learners) do not know the meaning of the word “Broom” s/he could explain it as an instrument which we use for sweeping the floor or a ground. The learner is here describing the use of broom.

Borrowing from LI: A learner here can use a word or phrase he/she does not know in a target language, they may use those words or phrases in their native language without translating them. (ibid)

Miming: This refers to expressing ideas using physical movements such as gestures and facial expressions, other ways of expression without using language such as imitating sounds, drawing pictures; all these are included as variation of miming. Miming is always used either separately or can be combined with other strategies, for example if someone nods his head is a sign of agreement.

Asking for help: Learners instead of solving problem by themselves, they can ask for help from more knowledgeable others. They can either ask questions directly or can give sign that they have problems; for example pauses, fillers, and facial expressions are some examples of such signs.

Avoiding: This happens when learners do not have exact words to express ideals; the learners may decide to give up talking, for example one may decide to change the topic or may be silent or simply say “I don’t know.”

According to Masakatsu (1998) in Japan the teachers do apply the following strategies in CA in ELT

Paraphrasing: Is among the 5 most effective strategies but it is difficult to be used for beginners, so as to paraphrase, one needs to know substitute expression. So, it can be used for advanced and intermediate learners. According to Torone (1984) paraphrasing always need vocabulary and sentences structure for describing like shapes, size, colour, texture, function.

Use of Graded Direct method: This method was devised basing on ideas of Ogden (1968) and Richard & Gibson (1945), here the target language is taught directly in connection to the meaning without intervention of learner's mother tongue; for example in teaching vocabulary, words in general meaning are taught before words with specific meaning; for example" seat" is taught before "chair", "stool", "sofa", here students can describe "chair", "stool", and "sofa" using the word "seat" which they have learned before.

Borrowing: Teachers guide students using their native language (Japanese) to solve problems (using Japanese important words) and many of them are from English (Masakatsu, 1998); for example a teacher asks learners to think of Japanese important words and ask them check if they can be used in speaking English.

More strategies which are used in CA in ELT teaching. Kegan (1989) suggest that cooperative or collaborative learning is a strong facilitator to English language learning. Students can use group or pair to complete activities in the classroom.

According to Gardiner, (1985), Gardiner and McIntyre, (1993), a learner who is motivated wants to achieve a particular goal, devotes considerable efforts to achieve the goal, and experience in activities helps one to achieve his goals.

Chaundron (1988) commented on error correction feedback, he argued that error correction is the very important strategy in language learning. There are two types of error correction, positive feedback which helps to confirm the correctness of student's response the teacher can agree; praise or show understanding or negative

feedback (known as error correction) this has a corrective function on student faulty language behaviour. So as to maximise the use of the target language and if you want to put a rich input language classroom, target language must be used effectively. The use of TL (Target Language) leads to maximum exposure, because the greater amount of input, the greater gain in the new language (Cummins & Swain, 1986)

In teaching and learning CA, teaching materials need to be authentic to reflect real life situation and demand, in CLT the extensive integration of authentic materials in curriculum is important. Authentic materials involve the use of teaching texts, photographs, video selection and other teaching resources that were not used for pedagogical purpose (Richard, 2001). The examples of aural visual materials are announcements, conversations and discussion that are taken from extract or as a whole from radio and television, public broadcasting real life telephone conversation and voice mails. On the other hand, Nunan (1991a:279) insisted on learning to communicate through interaction and discussion sessions, dialogue, role play, simulation, or debate, however according to Richard and Rodgers (2000), learning materials are of the three types: text-based (e.g. text books), task-based (relying on Jigsaw or information gap principle and realia (here we refer to authentic materials) which are taken from real life and brought into the class, for example signs, magazines, newspaper, maps, graphs, charts or even objects. In learning the teacher is just a guide and the learners are central active members in the learning process.

Cruikshank, Baines and Metcalf (1999) added that cooperative learning allows for participation of every one, role play introduces a dramatic problem situation; students are self-conscious to project themselves into situation.

Scaffolding (teacher – learners interaction) (Farrell, 2001) on this issue he argued that the strategy that promotes interaction between the instructor and the learners is an important tool to improve learners' communicative competence. Vygotsky (1978) commented on the significance of learning in social cultural framework he called it Zone of Proximal Development (ZPD). This is the difference between the learners

ability to solve problems alone and his capacity to solve problem under the help of more knowledgeable others (teachers, peer and other tools) through dialogue. Cook (2001) and Games (2009) say that peers interaction and teacher learner interaction facilitates the improvement of language skills. Oyinloye (2008) added that if learners are given interaction opportunities in schools the quality of L2 learning would improve.

There exist two different versions which roughly correspond to the two main sources of CLT, these being communicative perspective on language and communication perspective on learning.

The communicative perspective on language is primarily about what we learn; it proposes that when we learn a language we are primarily learning not language structures but language “functions” (how to do things with words). The communicative function plays an important role in syllabus design and methodology. The ELT world especially the part influenced by UK came to be dominated by “functional” or “communicative” course, here students include practice expressing functions (such as making suggestions and then use them in communicative activities such as pair work, role play, discussion and the use of authentic material (John & Morrow, 1981).

The communicative perspective to learning focuses attention on how to learn especially on your natural capacities to acquire language simply through communication without explicit instruction. These ideas were found in proposals such as Krashen and Terrell’s (1983) “natural approach” which based on the belief that only natural acquisition processes can lead to effective language learning. Prabhus (1987) communicational language teaching insisted that conscious learning and error connection have no place in the language classroom which emphasises on the importance of engaging learners in communication in which their whole personality is invested.

Another study on CA was done by Coskun (2011) in here the researcher aimed at revealing whether teacher's classroom practices overlap with their attitude toward certain features of communicative language teaching (CLT) such as pair and group work activities, fluency and accuracy, error connection and the role of the teacher. Open ended questionnaires with two English teachers were administered. The observation from the two English teachers who covered a speaking warm-up, listening extract and grammar presentation were administered. The observation from the two English teachers who covered a speaking warm-up, a listening extract and grammar presentation were done. The following were the findings:

The findings have indicated that there is a discrepancy between teacher's classroom practices and the attitude they expressed. However, the major challenges in the implementation of CA from both teachers perspective are large class size, traditional grammar-based examination and little time to prepare communicative materials (Cuskun, 2011).

Letta (2008) argues that CLT has been introduced in many TESOL teacher training courses as the best and more advanced and effective than other language teaching methods. She also argues that studies demonstrate that CLT has not emerged as "the best" in reality, but it has caused difficulties, problems, dissatisfactions, tensions and confusions to many language teachers and learners worldwide.

In many international TESOL students particularly in Australia through interactions with them in the class and also through her research activities agree that CA is not suitable for their teaching for various reasons. CA has been acting as a "colonising" force in both theory and practice of western TESOL classrooms.

The researcher emphasises that this is ethnocentrism injected in NABA TESOL teacher education, where methodological "dogmatism" enthusiastically promotes NABA methodologies particularly communicative approach. CA has been acting as a colonising force and on the other side it is not neutral at all. This makes it clear that

the complaints about the bad teaching are not merely “bad teaching” but are helpful in understanding ELT and CA as colonising forces.

Although CA has often been presented as an advanced approach, it has been criticised regarding its implementation in vast contexts in Asia. Studies have shown a mismatch of expectations between CA principles and what teachers and students want to afford to do in their classroom to meet their actual needs. CA does face resistance from teachers because of the issue of “expectation”. This mismatch for expectation is the difference between student’s concept of teaching and learning, in which students’ learning is a serious process when solid knowledge is introduced by teachers, while many English speakers teachers think that communication activities including fun and relaxing ones are best.

He also added that many Asian students studying English in language school in New Zealand found their English teachers’ communicative teaching not serious when their teaching was overloaded with group work, discussion, debates and games. Students found “the games loving” teaching approach a waste of time and money, which had little to do with language learning and the preparation for their English exams. Many students even are left annoyed and humiliated when teachers treat them like preschool children by forcing them to play games and to engage in group work and activities that they did not find useful to their language acquisition.

A study by Vonyxay (2013) in New Zealand, aimed at investigating the perception of English teachers in a department of English and teachers, understanding on CLT. The study employed 10 English teachers from one department in a law higher education institution that were interviewed. The findings indicated that there are factors that affect implementation of CLT in the Lao context related to teacher’s factors that include: misconception of CLT, traditional grammar based teaching approach, teacher’s English proficiency and lack of CLT training. On students’ case, issues raised were, students low English proficiency, students learning styles and behaviour and lack of motivation to develop communication competence. On the

other hand, there were problems caused by education systems which were the power of examination, class size, and insufficient funding to support CLT and also the lack of CLT interaction in society and school.

Mustapha (2001) conducted a research in Indonesia on communicative language teaching. The following problems were found as the major problems in implementing communicative language teaching approach as the medium of instruction.

It was noted that teachers in Indonesia have no confidence in using English in front of their students. So, the conditions of supportive language environment are not easy to create in their school because teachers lack confidence to use English language in front of their students. In the observation many teachers use Bahasa (official language of Indonesia in teaching English language), except and perhaps when greeting students before session begin and end. Mustapha commented that in this situation students do not have good, functional English language models to learn from. It is seriously difficult to imagine how students in this learning environment could develop a good sense of purpose and direction in learning English. He also commented that there is lack of authentic learning materials and hence teachers tend to rely on non-communicative learning tasks (such as grammar-based worksheet) and also there is absence of visible social uses of the language outside the classroom confines (ibid). Li (1998), conducted a study with 18 Korean secondary English schools EFL teachers studying at Canadian University to identify their perceived difficulties in adopting CLT. Li found that the difficulties noted in Southern Korean students were created by four factors:

1. Difficulties caused by teachers,
 - i. Deficiency in spoken English
 - ii. Deficiency in strategies and social linguistic competence
 - iii. Lack of training in CLT
 - iv. Misconception about CLT
 - v. Little time for the expertise in material development.

2. Difficulties caused by students
 - i. Low English proficiency
 - ii. Little motivation for communicative competence
 - iii. Resistance to class participation
3. Difficulty caused by Education system
 - i. Large class
 - ii. Grammar based examination
 - iii. Lack of logistic support
4. Difficulties caused by CLT itself, can be due to lack of effective assessment instruments (Li, 1998)

Studies were also conducted in China on suitability of CLT, Burnaby and Sun (1989) Commented that teachers get problems in using CLT, problem mentioned were the context of the wider curriculum, traditional teaching method, class size, resources, equipment, and the low status of teachers who teach communication rather than analytical skills and strategic competence.

Different Teaching and learning strategies have varying degree on success. In most cases learners' academic performance may be influenced positively by their active participation in the classroom (Emerson & Taylor, 2004; Johnson, 2004). In the traditional classes there was less involvement in productive thinking, but interaction between students, the learning materials, other students, and the teacher are significant to learning outcomes. (Singh & Mohamed, 2012; Hardman & Higgins, 2006).

Achievements in the second language (L2) learning requires the learners to take ownership of learning activities through interactions, that is the active participation and the use of target language in a more authentic context (Lantolf, 1994; Tabber & Dekoeijer, 2010). It has been said that in Nigeria schools have academic underachievers because of the low communicative skills in English caused by teachers who rely on lecture method (Udesemowo, 2005; Oluwole, 2008). The

traditional “chalk and talk” and writing notes result in rote learning, learner’s low level of retention, and passive learning.

Interaction is a key element to successful instructional process. According to Singh and Mohamed (2012), knowledge is the best negotiation of meaning. In recent years many, educational theorists emphasise on social learning and learner centered learning in the construction of knowledge. Studies indicated that classroom interaction promotes improved leaning outcomes and critical thinking (Chou, 2003; Kay & Lesage, 2009) not only that but also capture students attention and interests (Sims, 2003). On the other hand, individual learning styles influence interactions and participation in classroom (DeBourgh, 2008). Some active learners learn by doing, learn by discussing possibilities and relationship, others learn when they see things and sequential learners gain understanding in leaner steps (Felder & Spurlin, 2005)

There was another observation which was done in Kenya on the role played by an English teacher and also an observation on whether the teacher is conversant in and abreast with modes teaching which are used and recommended. In an observation it was noted that the role played by English language teachers is one of the tasks in the study. Sifuna (1990) commented that in order to develop learner’s competence in speaking and writing there is a need for language Education. It was also noted that competence in all aspects of Language helps students to perform well in all other subject plus English itself; not only that but also school leavers will need good English in different professional, commercial and day to day transactions in Kenya and the internal environment (Barasa & Ongondo, 2003).

2.7 Local literature on the study

In CA, the communicative methodology is a learner centered. This does not mean that there is no role played by the teacher in CA, on the contrary a highly competent and imaginative teacher is a major requirement for the successful application of the approach (Majid Al-Humaid, 2007). Teaching materials to be used in the classroom have to be authentic and related to pupils’ own life. Otherwise it cannot be interesting and motivating.

A study by Mbagga (2015) aiming at examining effectiveness of classroom interactions in promoting English language learning in secondary schools in Tanzania, the study was conducted in Arusha city and six English lessons were observed. In an attempt to examine the effectiveness of classroom interaction in promoting English language, it was observed in the classroom that the dominant teaching technique used was teacher-centered; there was minimal pair/group work except for the two lessons out of the six lessons observed. The teacher did most of the classroom activities such as demonstration, explanations, questioning and in other situation where students could not comprehend teacher's question, it was the teacher who answered the question or translated the question into Kiswahili.

On the other hand, it was observed that there were no any teaching aids used in a lesson. This hindered students' thinking, participation and also hindered creativity. Studies done by Cregg (2000) show that when teaching through a second language, instructors should use a full range of pedagogical strategies in a more explicit way than what they do when teaching through first language. However, there is a great deal of evidence that when exposing learners more in foreign language the greater will be their proficiency. Moreover, research and theories of secondary language acquisition indicates that student's linguistic growth is related to the amount of time they spend with the language in a meaningful exposure. Krashen (1982) called this comprehensive input, Long (1970) referred to it as "negotiation of meaning" Vygotsky (1978) named it Zone of Proximal Development.

The mentioned studies argue for the opportunities to communicate in target language among students and for the teacher who is knowledgeable and input provider and the students are active learners. Actually in the class setting, the teacher working with the students on a given task explains, informs, inquires, corrects and forces the students to speak through a number of tasks.

English can be termed as the language of instruction or destruction

There appears to be general agreement that students always learn better when they understand what the teacher is saying (Klaus, 2001:1). The situation in most classrooms in Africa (where a foreign language is not lingua franca of a country) is that secondary school students do not understand what the teacher is saying, and this is especially when the teacher follows the official policy she/he is supposed to follow, that is teaching using a foreign language only, a language children do not use outside of school, have little exposure to and are not familiar with.

Kiswahili is the official language in Tanzania, 90% of the population speaks Kiswahili (Laitin, 1992:140). In Tanzania English is a foreign language, a language children are not exposed much outside of school at the same time language of instruction in secondary and tertiary education. Holmarsdottir (2003) has found the distinction made by Ringbom (1987) between second language and foreign language. Ringbom suggested that in a situation of second language acquisition the language is spoken in the immediate environment, the learner has positive opportunities to use language in natural communication and it may or may not be supplemented by classroom teaching. However, in foreign language learning context the language is not spoken in the learners' immediate environment, there is little or no opportunity for the learner to use the language in natural communicative situation.

A Tanzania colleague once said to me "those who are faithful to the policy of using English only as language of instruction in secondary school are just concerned with teaching not with learning. Teaching may be going on, but not learning. There may be reason to say that English works as language of destruction, destructing the learning possibilities and learning outcomes for learner.

Studies indicate that most teachers in Tanzania teaching in secondary schools use strategies we term them as code mixing, code switching or regular translations. The term code means different languages. Code switching refers to switching in

languages that takes place between sentences also called inter-sentential change. (Brock Utne & Holmarsdottir, 2003)

Code mixing, is looked at negatively than code switching. Code mixing often indicates a lack of language competence in either language concerned. It does not necessarily indicate efficiency on the part of speaker, but may result from complex bilingual skills (Myers-scotton, 1993).

In his doctoral thesis Rubagumya (1993) shows how Kiswahili is frequently being used in classrooms in secondary schools in Tanzania for classroom management as indicated in the extract: *“Teacher: Yes.....good trial in Englishthey took our raw materials what else? Yes.....Rehema unasinzia? (Rehema are you falling asleep?)”* (Rubagumya, 1993:193)

Here, the part which constitutes the academic lesson is said in English while remarks meant to discipline and have the students pay attention is given in a more familiar language.

Halima Mwinsheike interviewed teachers about code switching as part of her research, here are some responses: *“I sometimes use Kiswahili to make students smile or laugh once in a while, which is good for learning. If I insist to use English throughout it is like teaching dead stones and not students”* (Mwinsheike 2002:67)

Use of Kiswahili during group work, according to a survey made by Mwinsheike in Tanzania secondary schools noted that they freely use Kiswahili or “kiswanglish”, here are responses from students: *“When you are discussing in group you do not panic to use poor English, because for most time the teacher is not there to say you that is not English (form III student)”* (Mwinsheike, 2002:77).

Pair work and group work in the classroom are very essential as they require cooperation among learners. It is very crucial to develop student confidence and so the teacher should use a lot of fluency-based activities. The most common activities

in CA class are role play, interview, information gap, games, pair work, and learning by teaching or surveys.

A study by Sebonde and Sane (2014) aimed at assessing the suitability of the CA in Tanzania, the study revealed the practical problem encountered by both teachers and students over the use of the approach in Tanzania. Their study was conducted in four districts of Dodoma Region (Chamwino, Bahi, Dodoma urban and Kongwa and they used 13 schools in the region.

The study revealed that the learning environment in Tanzania does not support the use of the approach because there are a big number of students in classes, a large number of people use Kiswahili and ethnic community language as their language of communication. It was seen that few students use English only when they are in schools, use Kiswahili language as their language of communication, and also teachers in these schools use Kiswahili when teaching in the classes though the stipulated language of instruction in English. They also observed that teachers in Tanzania are overloaded with subjects to teach and so they do not have time to prepare the necessary activities for the CA and they observed that most of English teachers in Tanzania are not well prepared to use the approach. Most of teachers lack understanding of CA.

Rubagumya (2003: 190) has done an extensive research on the issue of the language of instruction; it was noted that there is a discrepancy between policy and practice with regard to the medium of instruction in Tanzania school system.

The policy is to use English, but teachers continuously use Kiswahili to enable better understanding, also students are not proficient enough in English to follow lectures.

Allen (2008) analyzed the obstacles in the effective pupil centered teaching and learning of English language in Tanzania government primary schools, it was noted that majority of primary school teachers have insufficient command of English to be able to teach it effectively. Teachers with insufficient knowledge on the subject

matter have very little confidence in teaching. Her paper attempted to show that the standard of English has declined dramatically over the years. Allen found that the pupil centered training is not taking place on any significant scale. The researcher states that many primary school teachers have insufficient command of English so as to teach effectively.

They are lacking good command of grammar and vocabulary which goes hand in hand with striking failure in pronunciation, where interference from Swahili and particularly its ultimate vocal sound is a problem. Many teachers do refuse to teach English, and when assigned to do so they feel victimized and may not teach all their time table periods, also it was noted teachers are not assisted by materials that is the materials are not prepared with the level of available teacher expertise in mind. She commented that the only way to stop the decline of English is to help teachers as much as possible. Teachers' text books need to set out many more classroom activities and exercise.

2.8 Research gap

Communicative approach in teaching and learning English language has been very important in this changing world of science and technology as English is one of important languages in many aspects of life today. Studies show that many researches on communicative approach teaching strategies in English language have been done in many countries such as India, Japan, Asia, Indonesia, Tanzania and many other countries. For example, Masakatsu (1998) in his research on communicative approach commented on the use of games and interview activities in classes.

Mustapha (2001) in his research noted that in Indonesia students lack models to learn from, lack of authentic learning materials, and absence of visible social uses of EL outside the classrooms.

Mbaga, (2015) in her research on effectiveness of classroom interaction in promoting English language in Tanzania, noted that the teaching strategies used were teacher centered, very few used pair and group work, the teachers did most of the activities and no teaching aids were used. Sebonde and Sane (2014) revealed that few students use English only when they are in the school environment and that in most schools teachers use Kiswahili when teaching in their classes despite the fact that the language of instruction is English.

Jeyasala (n.d) conducted a research on interactive activities for effective communication in Elin India, and also Coskum (2011) in his study aimed at revealing whether teachers' classroom practice overlap with their attitude towards certain features of Communicative Language Teaching (CLT)

The researcher also read some theories, for example the theory of communicative competence by Hymes and the theory of communicative nature of language by Widdowson, the theorists did not mention what should be done for learners to be communicatively competent (no strategy mentioned to build individuals communicative competence) From the readings the researcher has done, to the best of her knowledge she did not come across the study addressing *communicative approach strategies to teaching English language in Tanzanian secondary schools, especially in Morogoro municipality to see whether they are the really working?* This study therefore is intended to fill the gap of knowledge by examining the principles of CA to ELT, assessing the extent to which CA strategies are used in ELT situation and lastly finding out the effectiveness of CA teaching strategies in ELT

2.9 Conceptual framework

Communicative approach is also called communication language teaching or communication competence. CA has something to do with the use of language in communication. Communicative approach is very important in today's English language teaching.

The aim of English language teaching is to give foundation and constant development of the student's communicative competence. In order to attain this aim the following aspects need to be kept in mind: needs of learners and society, classroom tasks and lastly the competence needed for accomplishing many people's needs. Students struggle to study English language as it is very useful; it is now the main medium of communication for thousands of organisations worldwide for broadcasting, the press, advertising the film and music industries, for the academic community, international transport and communication. Due to its importance it started to spread all over the world, in Tanzania respectively in 1980s the study of English as a medium of instruction in secondary school started and in 1984 the government provided that the language of instruction should be both English and Kiswahili, and it was also stated that English will be consolidated in all levels of education.

Apart from all these efforts in Tanzanian secondary schools, students are experiencing poor performance in their final English examination (form four). Various efforts have been made by the government one being changes in the English syllabus to be competence-based so as to help students to be competent in English language which may help them perform well in their final exams. Competence-based syllabus develops students to be competent in communication.

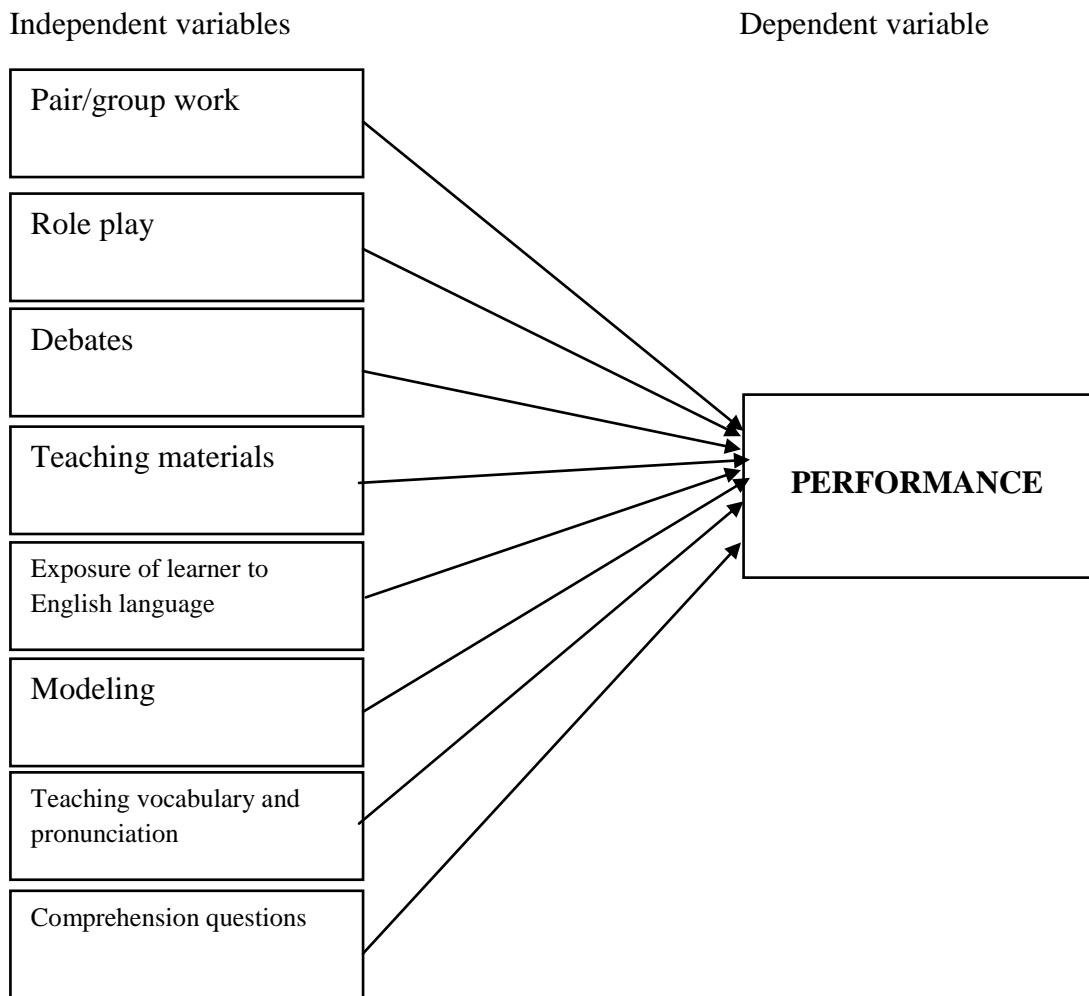
This study investigated whether CA teaching strategies are really working in terms of improving performance in English Language Teaching in Tanzania secondary school. It also assessed the relationship between the performance and the strategies put forward in raising or lowering the academic performance in secondary schools as there has been a mass failure in the form four English language in secondary schools. It was indicated that strategies such as the use of pair and group work class presentations, use of visuals stimulation (use of teaching aids), drama, plays, role play, games, debates, use of flash cards, give right stimuli (motivate English learners), cooperative learning, Jig saw learning, teaching vocabulary and pronunciation, communicating in English language with learners in academic, social

and personal issue, modeling, songs, guided interactions to mention a few if used effectively may help to raise the English language performance in the form four exams and if not well administered may trigger poor performance.

The framework identifies strategies as independent variable whereas performance is dependent variable as it changes according to the way the strategies are improvised in CA in ELT. Strategies which are independent variables influence the change of the dependent variable.

The study is linked to theories such as the theory of communicative competence, theory of communicative nature of language as they have a great influence in English Language learning especially on communicative approach.

Figure 2.2: Conceptual framework



Source: (Researcher, 2016)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Kothari (2010) defines research methodology as the way in which research problems are solved systematically. It is a scientific study of how the research is conducted systematically. Within it the researcher familiarizes himself/herself with various steps adopted to study a research problem, along with the underlying logic behind them. This chapter provided a description of the methods that the researcher applied in carrying out the research study, the section is organized under the following parts: type of the study, study area, study population, units of analysis, variables and their measurements, sample size and sampling techniques, types and sources of data, data collection methods, validity issues and data analysis methods.

3.2 Research design

Research design refers to a plan that shows the approach and strategy of how the research will be worked out by the researcher. It is a plan with a set of rules which enables the researcher to conceptualize and observe the problem under the study (Chambua, 1997).

It can be defined as a comprehensive plan for data collection in an empirical research project (Battacherjee, 2012). The author added that, it is a “blue print” for empirical research aiming at answering specific research questions or testing specific research questions or testing specific hypothesis and must specify at least the following data collection process, the instrument development process, and the sampling process.

The research strategy that the researcher used is the causal design. Casual research intends to present cause and effect (relationship among variables were determined).

This study involved a cross-sectional, case study research design; whereby data were collected from both secondary and primary sources once in a time. The researcher decided to choose this design so as to enable her finish the study at the assigned time.

The design helped to get deep information and gain in-depth understanding of various phenomena related to the subject, focus on process rather than outcomes, and deal with discovery rather than confirmation.

3.3 Research Approach

The study employed a mixed approach; mainly qualitative approach supplemented with some elements of quantitative research approach.

3.3.1 Qualitative approach

McLeod (2008) defined qualitative approach as a method that uses non-numerical data or data that have not been quantified. The researcher in this study used this method for non-standardized data based on meanings that need to be expressed through words. The researcher employed mainly qualitative approach (supplemented with some elements of quantitative approach) because the nature of this study was based on researchers objectives which intended to examine the application of CA principles to ELT, assess the extent to which CA strategies are used in ELT situation, and also find out the effectiveness of CA teaching strategies in ELT in Tanzanian secondary schools. This approach helped the researcher to get the deeper and clear understanding of the respondents' feelings, attitudes, perceptions and experiences through both interviews, and observation.

3.3.2 Quantitative Approach

This approach uses numerical data or data that have been quantified. The researcher in this study used this technique to analyze and describe numerical information on the strategies of CA from various sources. This approach supplemented the qualitative approach because in this study some data were in form of numbers and statistics arranged in tables, charts, figures and other non-textual forms. The researcher used tools such as questionnaire and computer software to collect numerical data. The aim of this approach was to classify data, count them, and construct statistical data in an attempt to explain what is observed in addition to what is collected from qualitative approach so as to compile this report.

3.4 Area of the study

The study was conducted in Morogoro Municipality in Morogoro Region. The reason for selecting this area of the study is that, there is evidence that schools in Morogoro like other schools in Tanzania experience poor performance in English language in National Examinations, for example in English language examination statistics show that in NECTA 2013 results Bondwa secondary school located in Morogoro Municipality achieved national wide performance ranking 2826 out of 4355, Bungodimwe was ranked 3623 national wide out of 4353, Kingulwira ranked 3954 out of 4355, Uluguru secondary school ranked 3280 out of 4355 and Kilakala ranked 71 out of 4355.

In NECTA 2014, Bondwa secondary school National wise ranked 2757 out of 5337 schools; Bungodimwe ranked 4052 out of 5337 schools; Kingulwira ranked 2872 out of 5337 schools, Uluguru ranked 2842 out of 5337 and Kilakala ranked 196 out of 5337. In NECTA 2015, Bungodimwe ranked 4400 out of 4614, Kingulwira ranked 3706 out of 4614, Uluguru ranked 4317 out of 4614 and Kilakala ranked 118 out of 4614 schools. See Table 3.1.

Table 3.1: English Language Results, NECTA, 2013-2015

Name Of School	Year	Candidates Sat For The Exam.	Candidates Passed	Rank	Total No Of Schools	Percentage Of Pass
BONDWA	2013	165	46	2826	4355	28%
	2014	59	24	2757	5337	41%
	2015	84	22	4320	4355	26%
BUNGODIMWE	2013	63	11	3623	5337	17%
	2014	51	07	4052	4355	14%
	2015	25	01	4000	4355	04%
ULUGURU	2013	134	35	3280	5337	26%
	2014	57	19	2842	4355	33%
	2015	120	30	4317	4355	25%
KINGOLWIRA	2013	116	02	3954	5337	1.7%
	2014	64	25	2872	4355	39%
	2015	111	32	3706	4355	28.8%
KILAKALA	2013	83	83	71	5337	100%
	2014	84	80	196	4355	95%
	2015	301	189	118	4355	62%

TOTAL AVERAGE PASSES 2013 = 34.4%, TOTAL AVERAGE PASS 2014 =44.4%

TOTAL AVERAGE PASS 2015 = 29.5%

This is the situation to almost all schools in the region. This motivated the researcher to investigate the teaching strategies to address this problem in the country, and this study mostly focused on English language which is one of the core subjects in secondary schools in Tanzania.

The population of Morogoro city is 315,866 (2012 census) which is located in the Eastern part of Tanzania, 169km (105ml) East of Dodoma, the country's capital city. It is bordered to the East and south by Morogoro Rural District and to the North-West by Morogoro District. Morogoro is the capital of the Morogoro Region. Morogoro city covers 260 square kilometers (100 sq. mi). It is one of the seven districts of Morogoro Region which are Gairo, Kilombero, Kilosa, Morogoro municipality, Morogoro Rural, Mvomero and Ulanga. The majority of the population in the area engage themselves in small scale agriculture and petty business.

Figure 3.1: Morogoro Municipality



Source: Morogoro Municipality (2017)

3.5 Study population

Respondents in this study were, teachers and students all from the study area (Morogoro Municipality) secondary schools. The teachers were expected to provide needed information as they are always involved in the whole process of teaching and learning at school level. The respondents were expected to provide data on the application of principles of CA in ELT, to show how far CA strategies were used in ELT situation, and also provide the reasons for inadequate performance in English Language despite the use of CA strategies if any.

3.6 Unit of analysis

The units of analysis in this study were students and teachers from Morogoro Municipality, in five educational institutions. The aim was to investigate whether CA Teaching strategies are really working in terms of enhancing improved performance in English Language in Tanzanian secondary schools.

3.7 Variables and their measurements.

This study was composed of one dependent variable and eight independent variables. The dependent variable was performance and independent variables were pair and group works, role play, games, debates, the use of visual aids, teaching vocabulary and pronunciation and modeling were related.

3.8 Sample size and sampling techniques

Donald Ary (1972) defined sampling as the process of selecting a group of subjects for a study in such a way that individuals represent the large group from which they were selected

3.8.1 Sample size

Out of 48 schools in Morogoro Municipality a sample of 5 secondary schools was involved with a total of 99 respondents. The informants were students from form four, and one English teacher from each class (FI-I, F II-, F III and F IV), one civics

teacher and one History teacher from each school, the researcher used purposeful sampling. This made the total of 99 respondents.

According to Babbie (2007) the acceptable sample size should range from 10%-20% of the population. From the population of form four students from each school the researcher used 15% of the population as shown in Table 3.2:

Table 3.2: Percentage of students (Population) from the schools

Name of school	No of students in F.IV	15% of the population
Bondwa secondary	105	16
Uluguru secondary	111	17
Bungodimwe secondary	50	08
Kingulwira secondary	110	17
Kilakala secondary	72	11
TOTAL OF STUDENT		69

Source: Field Researcher 2016

In summary for the case of students, 35 respondents were male, and 34 female all the 69 students were given questionnaires. The researcher used purposeful sampling to select 4 (Four) English teachers from the 5 (five) schools which made the total of 20 teachers) among the 20 teachers, 15 teachers were given questionnaires and the remaining 05 teachers were interviewed, one from each school, 01 History teacher from the five schools total (05), one Civics teacher from the five schools the total 05.

Table 3.3: Number of Respondents

Category of respondents	Respondents selected by sex		
	Male	Female	Total
Teachers(English)	10	10	20
History teachers	03	02	05
Civics Teachers	02	03	05
Students (form four)	35	34	69
Total			99(respondents)

Source: Field Researcher (2016)

In this study the researcher involved two sampling techniques; random sampling and in few cases purposeful sampling.

3.8.2 Sampling techniques

In the sampling procedure both probability and non-probability sampling techniques were used in selecting the study sample. Probability sampling techniques usually give equal chances to select every member of the population. Non-probability sampling was employed so that the researcher decides who to include and who to exclude from the sample.

3.8.2.1 Simple random sampling

Simple random sampling was used to sample schools which were used in the study (where the study was undertaken). This method is also called probability sampling. This method was used because every school in the municipality had an equal chance to provide required information. Gay (2006) states that the most common method of sampling is simple random sampling, the researcher selected this method so as to get the respondents easily and to give schools equal chance of being selected. Each member of the population (schools) were given a unique number, each number was placed in a bowl and mixed thoroughly. The researcher (blind folded) then picked numbered tags from the bowl, all the individual schools bearing the numbers picked (05 of them) by the researcher were the subject for the study.

3.8.2.2 Purposeful sampling

Purposive sampling involved selecting elements judged to be representative being chosen from the population (Kothari, 2010). This technique was used to select History, civics and English teachers especially with regard to their number in schools and the amount of information they could hold to be supplied to the researcher on the principles, strategies and the effectiveness of CA in ELT.

3.9 Pilot study

The pilot study was conducted using the sample of 5 teachers and 5 students from 1(one) of the schools in Morogoro municipality so as to check reliability and practicability of the research variables, there was one dependent variable (performance) and eight independent variables (pair and group work, role play,

games, debates, visual aids, teaching vocabulary and pronunciation, modeling and comprehension questions) the pilot study helped the researcher to test the research questions and also be able to do other things connected to research. It helped in the identification of difficulties of different kinds from the study area; it also offered guidelines to the research design. The respondents were interviewed, observed and given questionnaire. Three respondents (teachers) were given questionnaire, the finding revealed that 100% said they do apply CA principles and some were able to mention them. 100% students said they like to communicate using EL but through observation it was noted that the respondents were not speaking the truth as it was noted that 02 out of 03 teachers were not competent at EL, they did use Kiswahili or code mix when teaching; the same was also noted during the interview. For the case of students 04 out of 05 were not ready to speak English unless forced and classes were teachers centered, 02 out of 03 teachers said they do apply CA strategies in their EL teaching. Respondents mentioned language problem to teachers and students, lack of motivation to both teachers and students, the dominance of Kiswahili language in our community, lack of training, large class size, lack of enough teaching and learning materials as challenges in the implementation of CA in ELT.

It was also noted that teachers were reluctant to be interviewed. The findings of the pilot study resembled the finding of the real report. The research tools were reliable as they produced the same results. In the pilot study very few problems were noted which needed some modifications in questionnaires before the actual study so the researcher had to discuss with the supervisor to make some modification before the actual field work.

3.10 Data collection methods and instruments

3.10.1 Primary data

Primary data are the first hand information gathered directly from the original source by the researchers (Krishnaswami & Ranganatham, 2007). In this study primary data were collected from teachers and students in the study area through interviews, observations, and questionnaires

3.10.1.1 Interview

In this study an interview technique was employed to gather data from teachers in the study area. An interview is a scheduled set of questions administered through verbal communication in a face to face relationship between a researcher and the respondents (Kothari, 2010). It allows flexibility as there is a chance for the researcher to restructure the questions. Unstructured interview was also used by the researcher to supplement some questions depending on interviewee's responses (follow up questions were given so as to get more information). The respondents were given the same questions to maintain uniformity. In this study (five) 05 English Teachers from sampled schools (one from each school) were interviewed. The same questions with slight differences were used in questionnaire and interviews so as to observe consistency and reliability

3.10.1.2 Questionnaires

The primary data from the field were collected through both open and closed ended questions. Twenty (15) English teachers, 05 Civics teachers, 05 History teachers and 69 students were given questionnaires The questionnaires were distributed to the respondents aiming at gathering information on the CA teaching strategies in ELT so as to get information on whether CA teaching strategies are used in ELT and also find out the effectiveness of CA teaching strategies in ELT. The open ended question were asked, the responses were summarized into few words and then entered in tables , close ended questionnaires were used to get information which could not be obtained from open ended questionnaire, the information were then

analysed and them categorised into various common themes presented in tables as data presentation.

3.10.1.3 Observations

Observation was also administered to both teachers and students in the five sampled schools. The researcher used the observation technique to collect data through recording information from field without asking the respondents. The researcher used non participant observation; the searcher visited the schools under study so as to observe the application of CA principles, the use of CA strategies, and effectiveness of CA teaching strategies in ELT. The researcher under this study was able to go through the schools so as to see, take down necessary information which portrayed the clear picture of the problem under study. The observation technique was used in the study to complement what was done in questionnaire and the interview technique. The observation technique was used for the purpose of observing what was taking place physically in the real environment.

3.10.2 Secondary data

For the case of secondary data, desk research method was administered in this study. In this case references to secondary sources such as journals, articles, magazines, newspapers, various published research reports, and government reports on CA principles, strategies and reasons that have made CA teaching strategies fail to achieve desired results in ELT were used throughout the work to support researcher's explanation.

3.11 Data processing, analysis and interpretation

Data analysis and processing was done through various methods. There was data editing, coding, computer data entry and also data verification so as to ensure completeness, accuracy, clarity and uniformity in the data collected. These helped the researcher to have proper recording and also enabled the researcher to discover if the collected data/information was in line with the research objectives.

The study used both qualitative and quantitative analysis. Quantitative data collected through questionnaires were arranged (categorized) presented in graphs, tabulated and then converted into frequencies and data were then classified, categorized and organized according to units of meaning generated from responses. The analysis was carried out to summarize the data by using statistics package for social sciences (SPSS) version 16. On the other hand, qualitative data was collected through observations, interviews, analysis included searching patterns of data on principle and strategies of CA in ELT so as to make interpretation of meaning; after that the researcher analysed the facts and converted the data into statements and concluded by answering the research objectives.

3.12 Validity and reliability

Most measurements experts believed that every measurement device should possess certain qualities and the two common technical concepts in measurements are reliability and validity. Validity and reliability are the two most important quality control objects in research.

3.12.1 Validity

According to Msabila and Nalaila (2013) validity determines whether the instruments will gather the expected data or not. It is the degree to which the instrument can provide accurate data as required by the research. In this research (study) the interviews and the questionnaire gathered information about CA teaching strategies and the reasons that made CA teaching strategies fail to achieve the desired results in ELT despite the use of CA strategies. In the study the researcher used pilot study so as to see if the instruments used gathered the expected data or not(get accurate data). The questionnaire were then modified to fit in the what was seen from the pre test

3.12.2 Reliability

Reliability is defined as the degree of consistency between two measures of the same thing (Mehrens & Lehman, 1987). It is the measure of how stable, dependable;

trustworthy and consistent a test is in measuring the same thing each time (Worthen *et al.*, 1993). In this study, pilot study was conducted to see if the same instrument can give the same results when applied to the same group over the time.

3.13 Ethical consideration

The term ethics may be defined as the study which deals with what is good or what is bad, or it can be defined as a branch of philosophy dealing with what is morally good. The letter that introduced the researcher and also explaining the objectives of the study was sent to the targeted authorities. For this study letters were sent to the District Educational officer and Heads of schools of the 5 schools where the study was conducted. In this study ethical matters were highly observed during the whole process. The respondents were asked if they were willing to be recorded; those who were not willing were not recorded. To ensure anonymity no one was forced to write his or her name in the questionnaires provided for data collection.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the research findings of the study. The study aimed at investigating whether Communicative Approach Teaching strategies are really working in terms of improved performance in English Language in some secondary schools based in Morogoro Municipality. The findings are presented based on organized research objectives which included examining the application of Communicative Approach principles to English language teaching , assessing the extent to which Communicative Approach teaching strategies are used in English language teaching situation and finally finding out the effectiveness of CA teaching strategies in ELF.

4.2 Status of the Distributed and collected Questionnaires and Interview

The researcher distributed 94 questionnaires for both teachers and students. Questionnaires were collected as follows: 15 questionnaires from teachers, 69 questionnaires from students and 08 questionnaires from History and Civics teachers. In this study the expected number of informants to be interviewed were 05, the researcher managed to get all five respondents.

Table 4.1: Status of the distributed and collected questionnaires

Type of respondents	Expected	Distributed	Collected	Percentage
Teachers	15	15	15	100
Students	69	69	69	100
Civics Teachers	05	05	04	80
History Teachers	05	05	04	80

Source: *Field Data 2017*

Table 4.2: Interviewee respondents

Type of respondents	Expected	Attended	Percentage
Teachers	05	05	100

Source: *Field Data 2017*

4.2.1 Respondents characteristics

There were 97 respondents in the study. This study considered age as an important item in its data collection. Age was meant to get data from different age groups of informants in order to avoid biasness in information not only that but also the Age group involved in the study was thought to be suitable to provide reliable data as for the students for example they have been in school for four years, so it is likely for them to have enough information for the study. Below is the table representing respondent's age groups.

Table 4.3: Respondents age groups

Age Group	Frequency	Percent	Valid Percent
10-20	69	71.1	71.1
21-30	07	7.2	7.2
31-40	16	16.5	16.5
41-50	03	3.1	3.1
51-60	02	2.1	2.1
TOTAL	97	100	100

Source: *Field Data 2017*

Table 4.3 indicates that 71.1% of respondents were ranging between the ages of 10-20, 7.2% ranges between the ages of 21-30, 16.5% of the respondents ranges between 31-40, 3.1% between the age of 41-50 and the last group with 2.1% was having people with the age ranging between 51-60. This study indicates people of different ages as it includes students and teachers with different ages and experiences. Majority of the respondents were students who were ranging from the age of 10-20 and the rest were teachers ranging from 21- 60 years.

4.2.2 Gender Distribution

Gender was a sensitive characteristic of respondent in this study. The consideration was due to the fact that it is very important to get data from both male and female

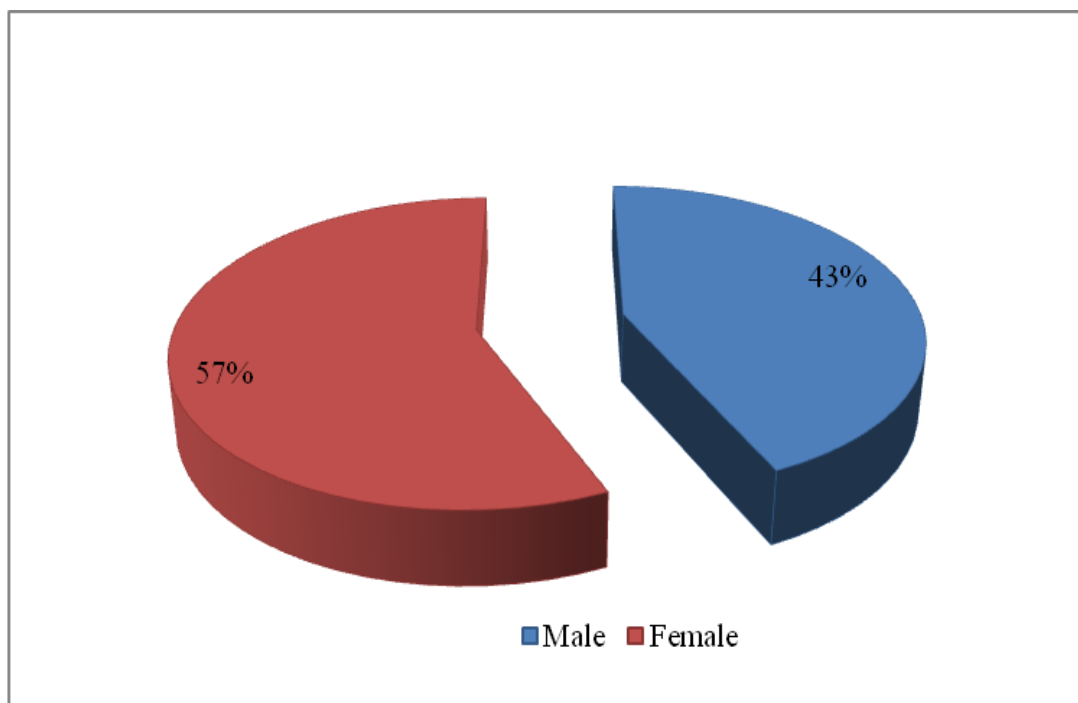
respondents. The research indicates that most respondents were female (56.7%) as compared to male (43.3%) in table (4.4). This disparity is due to the fact that the number of female teachers and student was bigger than the male teachers and students, also the disparity is due to the reason that some of the teachers were not willing to fill the questionnaires and participate in the interview sessions. Due to these facts the researcher distributed the questionnaires and carried out the interview to the respondents available and willing to participate in data collection exercise. Table 4.4 below indicates respondent's gender wise.

Table 4.4: Male and female respondents

Valid	Frequency	Percent	Valid percent	Cumulative percent
Male	42	43.3	43.3	43.3
Female	55	56.7	56.7	100
Total	97	100	100	

Source: *Field Data 2017*

Figure 4.1: Male and female respondents



Source: *Field Data 2017*

4.2.3 Teachers level of Education

The academic qualification of teachers matters and is always dynamic; it is the most important factor which influences student's achievements. Table 4.5 below indicates the distribution of questionnaire and interviewee responses in regard to their education level. The study reveals that 3.1% of the respondents are diploma holders, 3.1% are masters' holders, and 22.7% possess 1st degree and 71.1% are O – level students. The findings of the study show that in the study area majority of the teachers were degree holders and very few were masters and diploma holders. This is an indication that in our schools majority of teachers were degree holders and because of that we were expecting wonderful performance as they are qualified teachers but it vice versa because of the nature of our students, learning environment and lack of motivation to teachers.

Table 4.5: Teachers level of Education

School	Diploma	%	1 st Degree	%	Masters	%
Bondwa	01	3.5	04	14.3	01	3.5
Uluguru			05	17.5	01	3.5
Bungodimwe	01	3.5	04	14.3		
Kingulwira	01	3.5	04	14.3		
Kilakala			05	17.9	01	3.5
Total	03	11	22	78	03	11
		11		78		11
						100

Source: *Field Data 2017*

4.2.4 Duration of Teaching English language (Teaching experience)

Table 4.6 below indicates that from both, the questionnaires and the interview respondents from teachers, majority of teachers fall under the group of 01-10 years which was 82.1% of all teachers, and the rest fall in the group of 21-30 which was 17.9%. This is an indication that majority of teachers which is 82.1% taught between 1 to 10 years, and very few teachers taught between 21-30 years. The findings indicate most of the teachers were affected by competence based syllabus for more than 10 years, Competence based syllabus started in 2005. Competence based emphasized on the use of Communicative Approach as an approach to build student communicative competence.

Table 4.6: Duration of Teaching English Language

Teaching experience	Frequency	Percent	Valid Percent	Cumulative percent
01-10	23	82.1	82.1	82.1
21-30	05	17.9	17.9	100
Total	28	100	100	

Source: *Field Data 2017*

4.2.5 Awareness on communicative approach as a method to English language Teaching

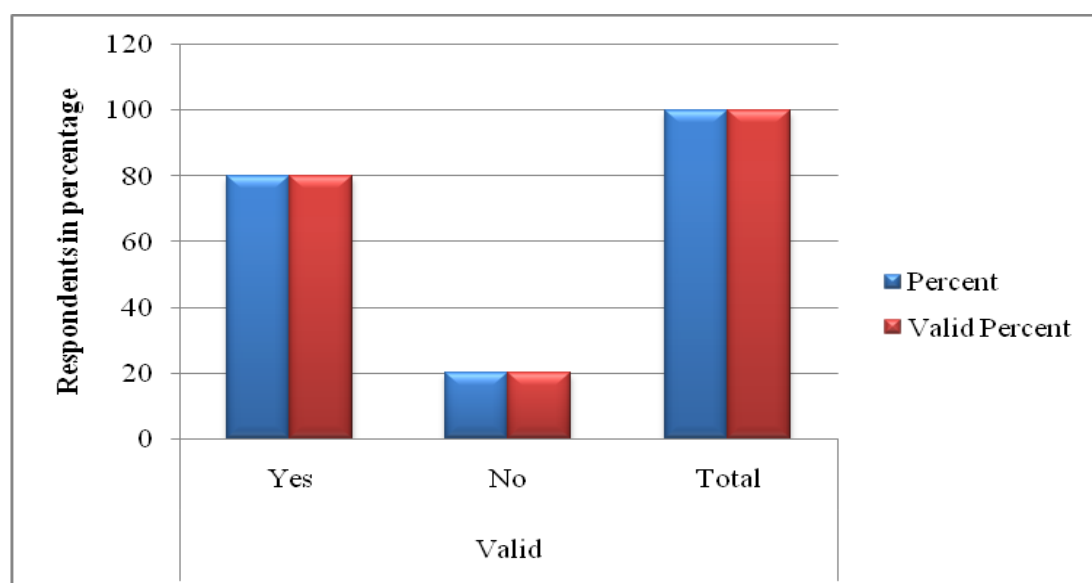
From the Questionnaires given to teachers 80% of the respondents said YES, they were aware of Communicative Approach as a method to English language teaching and only 20% said NO, they were not aware of the approach.

Table 4.7: Distribution of respondents on Awareness of CA

Awareness on CA		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	80.0	80.0	80.0
	No	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

Source: *Field Data 2017*

Figure 4.2: Distribution of respondents on Awareness of CA



Source: *Field Data 2017*

CA was interpreted differently by different teachers. From the given Questionnaires the respondents who said YES

Three (03) respondents understood it as *an approach that insists on student's participation especially in speaking and writing*

Four (04) Teachers said that it is *an approach where students are involved in a real communication*

Three (03) respondents posited that; *It is an Approach which is student centered, where students are required to dominate/ participate fully in learning English language.*

The last 2 teachers defined it as an Approach which encourages students to play a big role in practices; those who said NO did not give any reason.

Apart from the questionnaire the respondents were interviewed on their awareness on Communicative Approach they were asked if they knew anything about CA (Communicative Approach) and what was it, in response to this three interviewee uttered that; *Is an approach which gives the room for students to interact.*

In the Interview (01) respondent after a brief explanation from the researcher, said

'I do use it in my class sessions, for example I do assign students to be in groups, sometimes I put them in pair to share what they have together, I do assign them to have inter class and class debates not only that but I do encourage them to speak English all the time but I do not know if it is called Communicative Approach.

Another respondent said, CA is a new terminology to me, but in the competence based syllabus we are encouraged to use participatory method, which I think calls for the use of debates, dialogue, presentations, and group works, which I think has the connection to what we are discussing here.' Generally, the respondents said that CA, It is a technique used to enhance English language speaking; it builds students ability to communicate

4.2.6 Summary

The findings from this study indicates that majority of the respondents were female 56.7%, a big percent of the respondents were degree holder, most of the respondents had teaching experience between 01-10 years and only 17.9% were veteran teachers having experience of more than 10 years. From the findings it was noted that 80% of

teachers are interested and are aware of CA as a method to ELT and they were able to define the term Communicative Approach.

4.3 First Objective: Application of CA Principles to English Language Teaching

This objective aimed at investigating whether Communicative Approach principle are applied to English language teaching in Tanzanian secondary schools. The researcher collected information from teachers (English, Civics and History teachers), and form four students from the study area.

4.3.1 Attitude of teachers towards communicative language teaching

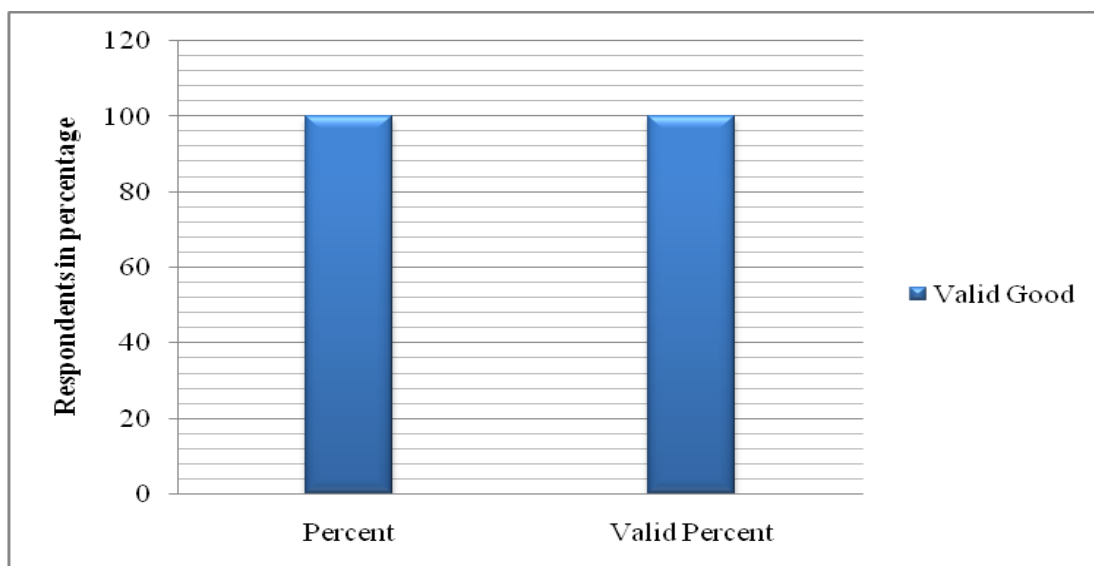
Here the research aimed at looking at the attitude of teachers towards communicative language teaching. The table below shows the teachers responses on their attitude towards Communicative Language Teaching. Positive attitude of teachers encourages them to apply it in their day to day teaching as it is just one among several approaches which a teacher may use when teaching English Language.

Table 4.8: Distribution of respondents: Attitudes of Teachers towards communicative language teaching

Attitude of teachers	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good	15	100.0	100.0	100.0

Source: *Field Data 2017*

Figure 4.3: Distribution of respondents: Attitudes of Teachers towards communicative language teaching



Source: *Field Data 2017*

Table 4.08 shows the responses to the question that tries to understand the attitude of Teachers towards Communicative Approach, which is an approach to teaching English language in Tanzanian Secondary schools as per competence based syllabus of 2005. The study revealed that 100% of the respondents said it is a good approach. From the questionnaires given to teachers, they gave the following reasons as to why CA is a good approach.

Table 4.9: Description on Why CA is a good Approach(Positive attitude towards CA)

Description	Frequency	Percentage
Builds students creativity	03	20
Improves students language and their performance as well	07	46.7
Students becomes competent in the class	02	13.3
Enables student read globally and apply locally	02	13.3
Enable students access various sources written in English	08	53.3
Students become inquisitive	01	6.7
Classes becomes active	02	13.3
Keeps everlasting memory as they participate in discussion and interactions	05	33.3
It facilitates teaching and learning	03	20
Builds confidence	03	20

Source: *Field Data 2017*

Based on the data presented in Table 4.9 the following interpretation were drawn, CA is a good approach because of the following mentioned reasons, 20% of the respondents said it builds students creativity, students becomes creative as they are exposed to the environment in to which they are to think critically by giving reasons or providing solution to problems, 46.7% of the informants commented that it improves students language and their language and their performance, 13.3% said it builds competence, 13.3% of respondents posited that it enables students read globally and apply locally , this means they read many things in different parts of the world and apply in their real environment / situation at home ,real situation, in this study also 53.3% of the respondents commented that CA enable learners access various sources written in English language , through various activities a student is exposed in the class , a student is required to visit various sources so as get the required information this will enhance their communicative competence, 6.7% of the population also argued that CA helps students to become inquisitive , students becomes eager to know things is details, 13.3% commented that when the CA is used in the class the class becomes active , this is true as CA cutter for the students involvement in the class, From the study it was noted that 33.3% respondents said that CA helps to keep everlasting memory as they participate in discussion and interaction, 03% argued that it builds confidence , and also CA facilitates teaching and learning.

4.3.2 Exposure of students to English Language only all the time when at school.

Exposing our students all the time to English Language is one among the principles of CA in English Language teaching. Tillya (2006) commented that Education is expected to equip learners with knowledge competencies and skills that are basic condition for active citizenship, employment and social cohesion, for learners to be quick, active, resolute and inquisitive, the master of the language of instruction is a basic prerequisite to a learning process by both Teachers and learners and so exposing our students all the time to English language will help them become communicative competent in it.

Table 4.10 shows the responses to the question that tries to understand if it is important to expose students all the time to English Language. From the questionnaires the responses shows that 93.3% of the teachers saw the importance of exposing students to English language all the time when at school because it is the medium of instruction and it helps students to be competent especially when attempting exams, helps them to be competent and fluent and hence logical in speaking and writing, helps to improve their language as they practice it themselves(as practice always makes one perfect), helps them build language skills and perform better in different subjects, they also gain vocabulary and hence improve in their performance to other subjects, they also said all subjects are taught in English except Kiswahili so it important to teach them using English all the time, builds competence in speaking and writing and lastly they said helps them understand questions and subjects are taught in English and hence pass their exams.

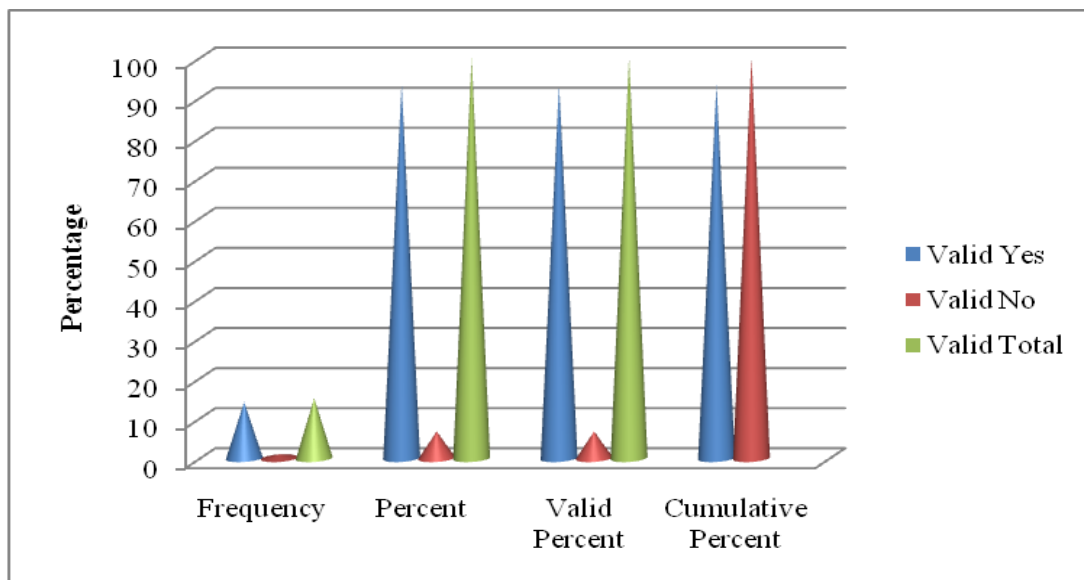
On the other hand only 6.7% of the teachers did not see the importance of exposing students to English language all the time, to their sides they commented that it is not important because students are coming from different geographical area and backgrounds and most students not exposed to English language.

Table 4.10: Exposure of students to English Language only. (From the Questionnaire)

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	14	93.3	93.3	93.3
No	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Source: *Field Data 2017*

Figure 4.4: Exposure of students to English Language only. (From Questionnaires)



Source: *Field Data 2017*

The interviewees were also asked to see if it is important to communicate using English language to both teachers and students at school, the five (05) teachers who were interviewed said it is important to communicate using English language to both teachers and students. one of the respondents said *“In my opinion English is a medium of instruction in secondary schools, it is a means of communication, no communicative approach no success in exams”*

The respondents also said it is an international language, communicating using English is important as it helps students use English in both spoken and written form because is also the language to be used in Exams. The interviewee were also given a follow up question to see if they find it important to communicate all the time using English language. The respondents were asked if they do use it out of classes and out of the school environment .04 teachers out of 05 said they do encourage them to use it out of the classes and those who do not speak are always punished but majority do prefer Kiswahili to English. They said most of them do not speak it at home because of their Swahili background from primary schools. They do not get support from

their parents as very few of them can speak the language. Another follow up question which was given to them was if grammar teaching is part and parcel of CA. 03 out of 05 respondents said they do put much emphasis on form and not content which is a problem to learners as they won't be communicative competent. The respondents said they do use the strategies such as group work, pair work, role play, etc they also said because the examinations are centered in grammar and not competence based they do also teach grammar so as to help them do better. The respondents were also asked to say which language do their students use in group works / pair work. All respondents 05/05 said in most cases if you are not serious in observing them they use Kiswahili or code switch in their discussions.

In the observation made by the researcher it was noted that very few students do speak English at school, except for only one government secondary school where students were seen speaking English most of the time and even their teachers were doing the same, this was not the case in the other schools

4.3.3 Student's response on the use of English language to communicate at school

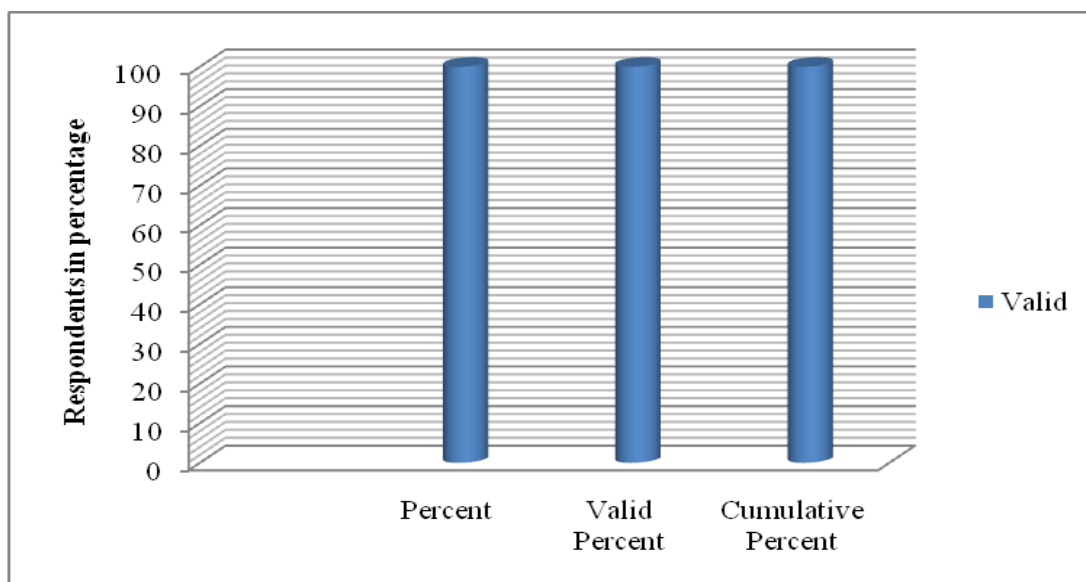
The findings indicate that 100% of the respondents agreed that it is important to communicate using English language at school (indicated in table 4.11 below).

Table 4.11: student's response on the use of English language to communicate at school.

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	69	100.0	100.0	100.0

Source: *Field Data 2017*

Figure 4.5: student’s response on the use of English language to communicate at school



Source: *Field Data, 2017*

In the response on the use of EL to communicate the respondents said it is important to communicate using English language.

Table 4.12: Questionnaires results on the use of English language to communicate at school

Description	Frequency	Percentage
Enable students pass their exams as most subjects are taught in English except Kiswahili.	43	62.3
Improvement of English skills in speaking, writing, listening and reading.	20	29
It establishes good relationship with others as you communicate i.e. teachers, students	16	23.2
Builds competence and confidence in English Language and hence pass Exams	20	29
It is an international Language	17	24.6
It the language used at school in exams, debates, group discussion, teaching, class presentation	39	52.2

Source: *Field Data 2017*

From Table 4.12 above 62.3% students descriptions on the use of English language at school commented that the CA enables students to pass their examination as most subjects are taught in English language except Kiswahili, 29% of respondents indicated that it improves English skills as the four skills do work together i.e. reading, writing, speaking, and listening and it is so because one can be practicing it through various activities in the class. 23.2% of the respondents posited that the approach establishes good relationship with others such as teachers, other students as you communicate, good relationship helps students to be free to learn and hence do better in exams. There must be a good relationship between teachers and students so that learning can be effective. 29% of respondents said *“It builds confidence and competence”* and 52.2% commented that *“It is the Language used at school in examinations, debates, group discussion, teaching, and class presentation”* and the last 24.6% percent indicated that it should be used as it is an International language. The findings indicated that as it is an international language, language used in various activities at school

Responses from Civics/ History Teachers on the use of English Language all the time when at school. From the questionnaires administered to them 08 out of 08 which is 100% said it is important to use English all the time when at school.

The respondents gave the following reasons, they said it enables students grasp subject contents more easily, it is important as it helps students analyze and describe concepts using English language, exposing them to English language all the time will help them to improve their performance since it is the medium of instruction, the respondents also commented that because it is the medium of instruction in secondary schools and that all subjects are taught in English except Kiswahili, other informants posited that it helps them to understand the given questions easily and hence perform well in exams other than English and lastly it helps them to have thorough knowledge on other subjects that uses English.

4.3.4 Responses of students on whether they like when their teachers teaches them using English Language only in their classes

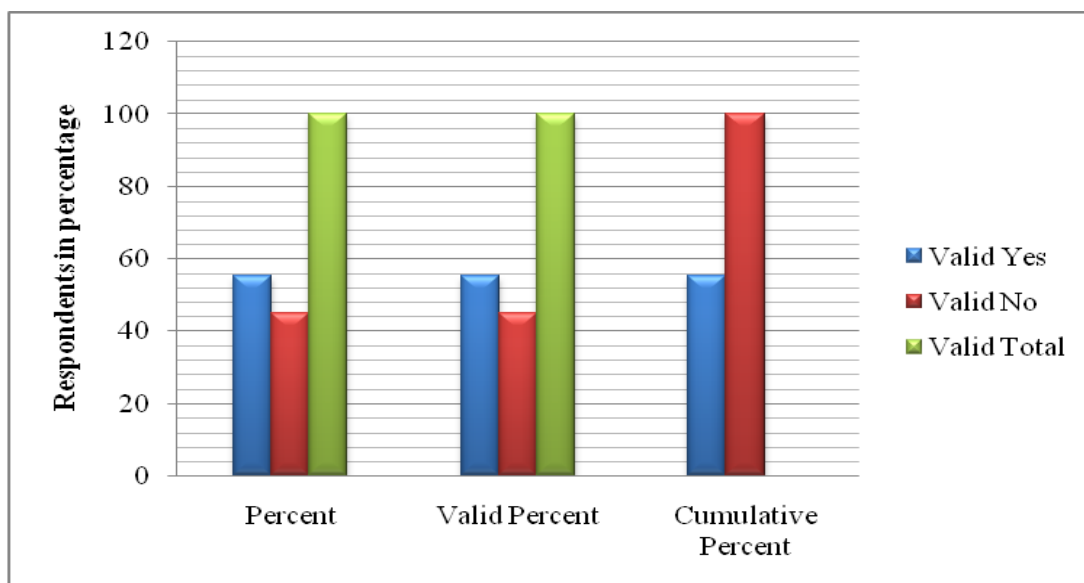
Students were asked on whether they like when their teachers do teach them using English language only in the classes.

Table 4.13: Distribution of respondents on whether they like when their teachers teaches them using English only in classes

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	38	55.1	55.1	55.1
Valid No	31	44.9	44.9	100.0
Total	69	100.0	100.0	

Source: *Field Data 2017*

Figure 4.6: Distribution of respondents on whether they like when their teachers teaches them using English only in classes



Source: *Field Data 2017*

From the Table 4.13 above, the study reveals that 55.1% are interested when their teachers teach them using English only in classes. This is because they understand it and they can communicate using English language, and whenever they are asked

questions, or assigned to perform various tasks in the class they can manage to do as they have good command at English. On the other hand only 44.9% said NO they don't like when their teachers teaches them using English only. This is because they do not have a good command in English language, forgetting that we do learn through practices.

Table 4.14: Results from students who said yes their teachers should use English when teaching them

Description	Frequency	Percentage
Builds students thinking capacity and understand English very well	28	40.6
Helps students to be exposed to various vocabulary as well as develop positive attitude to foster their future careers	36	52.2
Makes students capable of speaking English and also improving grammar	49	71.0
If there is a good model, it encourages students to straggle in order to improve their pronunciation and improve their English language speaking and hence understand what is taught.	12	17.4
It must be used because Is the language of instruction	52	75.4
Builds confidence and they get new knowledge easily.	10	14.5

Source: *Field Data 2017*

Table 4.14 reveals that 40.6% of the respondents indicated that their teachers should use English when teaching as it builds students thinking capacity and helps them understand it well, 52.2% commented that it exposes students to various vocabulary, new vocabulary enable student able to construct sentences and hence become communicative competent , this will help them get employment in various areas as experts to English language(ensures their future career), 71.0% commented that as they communicate they become capable of speaking English and also improve grammar, 17.4% said when there is a person who acts as a model it encourages students to struggle in order improve pronunciation and improve their English language speaking and hence understand what is asked or taught in the class in various subjects. 75.4% of respondents uttered that they must use it as is the language of instructions in secondary schools, every instruction is given in English language in secondary schools it must be used so that they may know it. 14.5% added that it builds confidence and they get new knowledge easily as those who practice it they become communicative competent.

The respondents who said no (44.9%) commented that teachers should mix two languages when teaching i.e. code mixing or the use of code switching, one respondent commented that: *“Sometimes teachers must use other languages like Kiswahili when teaching in order for students to understand difficult words”*

Another respondent said that: *“Other stuffs may be difficult for us to understand and so Kiswahili must also be used when teachers are teaching us in classes”*

Other reasons which were suggested by respondents were: Some of the vocabularies in English are so difficult to use hence there is a need of translation, also they said most students are not competent in English language and hence difficult to understand.

Results from the findings indicated that those who said teachers should not use English only are those who do not have good command in English and mostly those from ward schools but students from the special schools said it is good for teachers to use English only when teaching as they are conversant to it.

4.3.5 Appropriateness of CA in Tanzanian situation

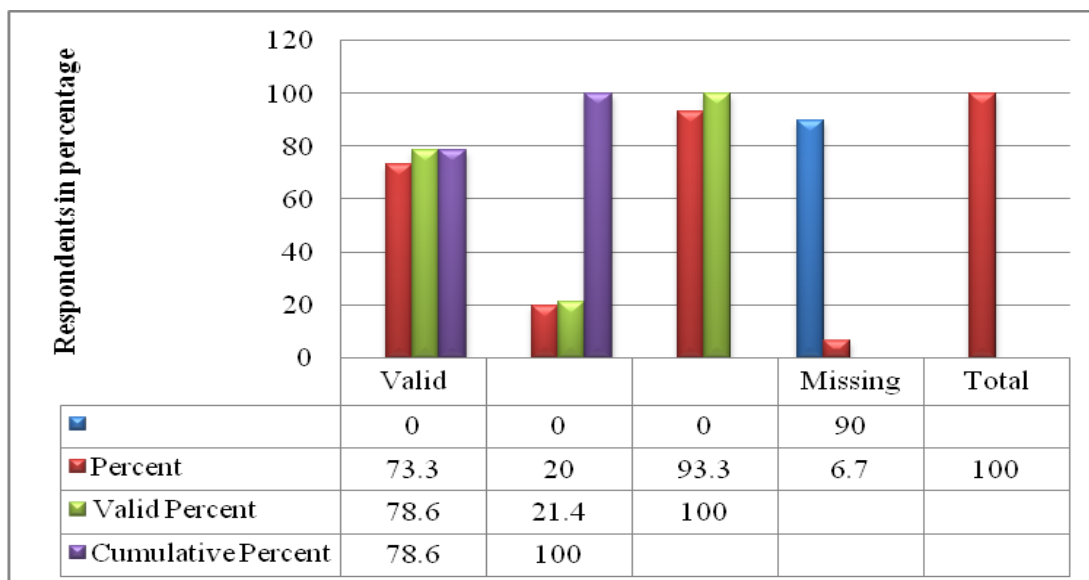
This question intended to see the appropriateness of CA in Tanzanian situation, there are several approaches to English language teaching, basing on the competence based syllabus this is among the Methods recommended as strategies to improve student’s competence and performance in English language in Tanzanian secondary schools.

Table 4.15: Distribution of respondents on appropriateness of CA in Tanzanian situation

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Yes	11	73.3	78.6	78.6
No	3	20.0	21.4	100.0
Total	14	93.3	100.0	
Missing	90	1	6.7	
Total	15	100.0		

Source: Field Data 2017

Figure 4.7: Distribution of respondents on appropriateness of CA in Tanzanian situation



Source: *Field Data 2017*

Table 4.15 shows the responses to the question that tries to understand the appropriateness of CA in Tanzanian situation. The responses shows that 78.6% of Teachers said CA is appropriate in Tanzanian situation, the respondents who said CA is appropriate to Tanzanian situation, gave the following reasons below:

Because we have moved to competence based and our syllabus wants us to teach using competence based which encourages the use of CA, in that case it is appropriate to be used in Tanzanian situation

English is a second language in Tanzania also the Language policy forces secondary schools to use English Language and for the students to communicate better they need a comprehensive rich language environment and so CA is a way towards that strategy.

Tanzania has got several native languages including Kiswahili hence communicative approach can help students build Communicative competence in English

CA is appropriate as it helps to enhance reasoning to students

It builds students competence in speaking and writing skills

Students gain confidence in various presentations and achieve more knowledge of Communication skills

On the other hand 21.4% of the respondents said No CA is not appropriate in Tanzanian situation and they commented the following:

*Not appropriate as we are lacking teaching and learning materials such as books, TV, internet services, lack of electricity in most schools
Some teachers believe that if you teach using English only students will never understand better use Kiswahili when teaching
It is not appropriate because of the bad background we have in English language so teachers should use both English and Swahili so as to help students understand better what they are taught classes.*

In my opinion appropriateness of the use of CA in Tanzanian situation depends on the readiness of both teachers to learn using CA, because some teachers are also not ready to use it as they say it is time consuming, one respondent was heard saying: *“I hate teaching using CA because it is time consuming and you won’t finish the syllabus on time also he said to these students of ours you will be talking yourself. Then why should I waste my time talking alone?”*

Also students are not ready because they lack confidence , they don’t want to speak English all the time at school and at the same time they have forgotten we do learn through mistakes and that one needs to be exposed to the language so as to be communicative competent.

4.3.6 Application of Communicative Approach in our classroom teaching

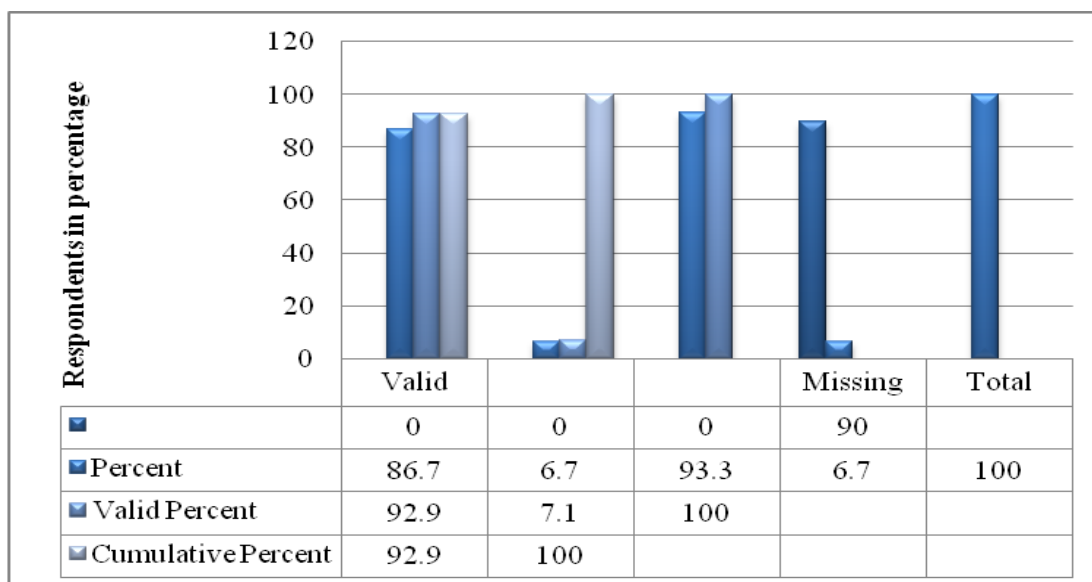
Willingness and readiness of students and teachers are very important when it comes to the issue of the application of an approach in teaching English language. On the question which tries to see if CA is applied in our classroom teaching in English language the following were the findings.

Table 4.16: Distribution of respondents on the application of CA in our classrooms

Category		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	86.7	92.9	92.9
	No	1	6.7	7.1	100.0
	Total	14	93.3	100.0	
Missing	90	1	6.7		
Total		15	100.0		

Source: Field Data 2017

Figure 4.8: Distribution of respondents on the application of CA in our classrooms



Source: Field Data 2017

Table 4.16 shows the study findings on the application of Communicative Approach to teaching English language in our classrooms. The findings indicates that 92.9% of the respondents said yes CA is applied and only 7.1% said NO CA is not applied in our classrooms. The respondents who said YES were able to say what they do in their classes,

They mentioned the following(see table 4.17 bellow)

Table 4.17: Application of CA

Description	Frequency	Percentage
Group Discussion	06	40
Question and answers	08	53.3
Memorizing linguistic rules and use them in expressions	01	6.7
Use English only in their expression	08	53.3
Pair works	03	20
Searching materials from various sources	02	13.3
Class Discussions	06	40
Role play	03	20
Games	03	20
Class presentation	01	6.7
Dialogue	02	13.3

Source: *Field Data 2017*

Basing on the data presented in Table 4.17 the respondents were able to say how they do apply CA in their classes 40% percent mentioned group discussion, 53.3% said question and answers, 6.7% memorizing linguistic rules and use them in expressions, 53.3% said use English only in their expression, 20% said pair works , 13.3% said they do assign students to search materials from various sources,40% assign their students in group discussion, 20% Role play, another 20% Games,6.7% mentioned class presentation, and the last 13.3% commented that they do use dialogue in the application of CA in our classrooms.

The Teachers were also interviewed on the same question on whether they do apply CA in their class 04 out of the 05 teachers ,Which is 80% said they do apply CA in classes while 01 out of 05 said NO they do not apply it. They mentioned class presentation, group discussion, debates, the use of Questions and answers to get pre knowledge to students as among things they do in the application of CA.

One respondent commented that:

In our classes we do use code mix and code switching , though not advised , we do try our level best to use other methods and approaches but when it riches a point that we have failed we use code mix and code switch so as to make them understand or if we want to put emphasis. We do this because of the nature of our students; most of them do come from Kiswahili media schools.

4.3.7 Principles of Communicative Approach

The respondents were given a list of principles, and were told to tick the one they think are the principles of Communicative Approach and the one they think are not the principles of CA using their experience. 12 items were chose to represent the principles of CA.

Table 4.18: Principle of CA

Principles	It is a principle	Percent	Not a principle	Percent
CLT language teaching is for communication purpose (a social tool used by speakers to make meaning)	15	100	00	00
CLT target much on teachers	02	13.3	13	86.7
CLT consumes a lot of time to prepare class activities	13	86.7	02	13.3
Communication in L2 is emphasized in CLT	15	100	00	00
CLT deals most with Speaking and writing	12	80	03	20
Students are given opportunity to express their opinion	15	100	00	00
Errors are tolerated to a certain extent	14	93.3	01	6.7
CLT emphasize only on group and pair work	00	00	15	100
CLT is student centered	14	93.3	01	6.7
Learners are given time to work together so as to predict the next picture	15	100	00	00
A teacher is a facilitator	15	100	00	00
In CLT learners are free to choose how and what to communicate	15	100	00	00

Source: *Field Data 2017*

This question was designed to see if Teachers are aware of CA principles in English Language teaching. The findings indicates that ,100% of respondents mentioned the following as the principles of CA, CA is for communication purpose, L2 is emphasized in CLT, students are given opportunity to express their views, learners are given time to work together so as to predict the next picture, a teacher is a facilitator, learners are free to choose how and what to communicate, 80% said CLT deals most with speaking and writing as it emphasizes on building communicative competence, 20% said no,93.3% said errors are tolerated to a certain extent only 6.7% which is only 01 person said errors are not tolerated in CLT,14 teachers which is 93.3% said CA is student centered and only one respondent said it is not. 13 respondents said CA consumes a lot time to prepare class activities while only 02

respondents (13.3%) argued that it is not time consuming. 86.7% (13) respondents said it does not target much on teachers while 13.3% said it targets much on teachers and 100% said it does not only target mostly on teachers it is a student centered.

From the table above it is evident that majority of teacher are aware of the principles of CA, though very few were not aware of some of the principles for example, some respondents said CA does not consume time, and even one teacher (6.7%) said CA is student centered, on the other hand 01 (6.7%) of respondent commented that CA does not tolerate errors. Errors are sometimes tolerated so as not to discourage students from learning.

From the interview done to teachers 05 out of 05 (100%) said they do tolerate errors when learning, they were asked to comment on how they control errors in their classes the following were the responses:

*I do tolerate errors when learning, I do not discourage them spontaneously, though later on after some discussion I do provide the right answer to them so as to make the concept clear.
I also don't discourage them instantly, to avoid discouragement, for serious cases I do spontaneously but sometimes I ask their colleagues to help them correct the mistake, if failed I do it myself*

4.3.8 The application of CA principles in CLT

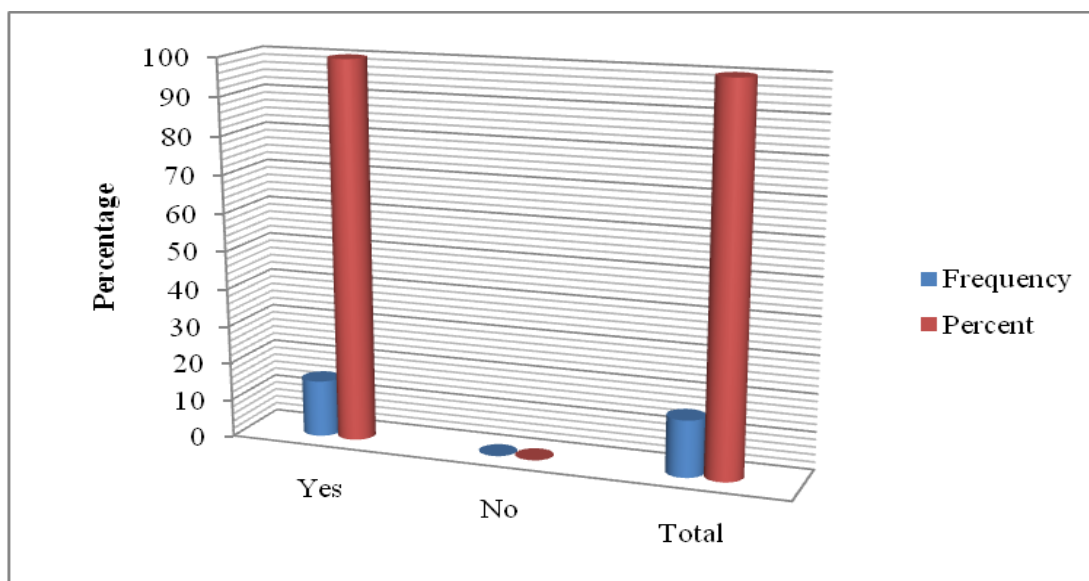
The application of CA principles helps as a corner stone towards building students communicative competence, it is towards these principles one becomes competent in English language.

Table 4.19: Distribution of respondents. Application of CA principles

Category	Frequency	Percent
Yes	15	100
No	00	00
Total	15	100

Source: *Field Data 2017*

Figure 4.9: Distribution of respondents. Application of CA principles



Source: *Field Data 2017*

In this question the researcher aimed to see if teachers do apply CA principles in ELT, Table 4.19 shows the distribution of respondents to the application of CA principles. The findings indicate that 100% of the respondents do apply CA principles. The respondents mentioned the following principles as most commonly used in English language teaching; they commented that CA targets much on students, they said they do work hard to use English language only inside and outside the classes, they do give students time or opportunity to express themselves in various activities e.g. class presentations, class discussion, group works, debates, simulations, they do act as facilitators in CLT, they tolerate errors during learning, they do allow students to work together in groups pair work participate in debates, role play and also they do encourage good relationship between teachers and students and between students themselves.

From the Table above it is evident that the CA principles are applied in CLT as most teachers said they do use it in their normal teaching. On the other hand in the application of these principles on the students side when asked they said they don't want their teachers to use some of the principle, for example they said they don't

want their teachers to use English only because most of them do not have a good command to English language so they prefer teachers to use both Swahili and English in other word code mix or code switch so as to help them understand well.

4.3.9 Summary

In the process of paving the way to understand the application of CA Principles the researcher thought of tracing the attitude of teachers towards the Approach, The findings revealed that 100% of the respondents had a positive attitude towards CA. They said it is a good method as it builds confidence, creativity, competence, improves language, students becomes inquisitive, access various written sources and lastly it builds the everlasting memory. It was noted that most of the time students are exposed to English language, 93% of respondents said it is important to expose students to English language all the time as it helps them to be competent especially when attempting Examinations, build confidence, competence, fluency, improves language as they practice by themselves, helps them build language skills which helps them do better in English and other subjects as it is the media of instruction. It was also noted that 100% of students said it is important to use English only when at school and they gave the same reasons like their teachers. On the other hand 55.1% of students said they like their teachers to teach them using English only, while 44.9% said they don't want it because most students do not have a good command to English language due to that teachers should use both Kiswahili and English language to help them understand as there are difficult vocabulary and so there is a need for translations.

From the follow up questions in the interview it was observed that respondents gave superficial answers as it was noted that most students cannot speak unless forced/punished either inside or outside the class and very few speaks it at home in discussion they use kiswanglish. It was noted that some teachers are not competent at English language

In the study 100% of the respondents said they do apply CA principles in ELT and they mentioned the following principles as most commonly applied in CA, they said CA targets students, allows students to express themselves, the teachers do tolerate error, CA considers interactive activities, encourages good relationship among students and teacher also respondents were able to identify some of the CA principles in the list of items provided though some could not.

4.4 Second Objectives: The use of CA teaching strategies in English Language teaching situation

Under this subsection, the study aimed at assessing the extent to which CA strategies are used in English language situation. Taking into consideration that strategies are the most important tools toward learning English language, the effective application of CA strategies enables learners to do better in their learning situation

4.4.1 Communicative Approach strategies used in the classes to make students Communicative competent

On the question that wanted the respondents to mention the strategies they do use in the classes to make their students communicative competent the following were the findings from the respondents (Teachers)

Table 4.20: Respondents distribution on the use of CA strategies

S/N	Strategies	Frequency	Percent
01	Class presentation	06	40
02	Dramatization	04	26.7
03	Story telling	05	33.3
04	Vocabulary teaching / pronunciations	07	46.7
05	Modeling	05	33.3
06	Comprehension Questions	03	20
07	Question and answers	05	33.3
08	Morning speech	08	53.3
09	Pair/ Group work	08	53.3
10	Teaching materials	03	20
11	Debates	08	53.3
12	Exposure of learners to English Language	09	60
13	Role play	01	6.7
14	Songs	02	13.3
15	Dialogue	02	13.3

Source: *Field Data 2017*

Table 4.20 shows the responses to the question that tries to get different strategies used in CA classrooms to make students communicative competent. The findings indicates that Teachers do use different CA strategies to make their students communicative competent, some of the strategies mentioned by the respondents were, 40% of the respondents mentioned class presentation, 26.7% Dramatization, 33.3% storytelling, 46.7% vocabulary teaching and pronunciation, 33.3% modeling, 20% Comprehension Questions, 53.3% morning speech, 53.3 Pair/ Group work, 20% Teaching Materials, 53.3% mentioned debates, 60% argued that exposure of learners to English language is a good strategy, 6.7% commented that role play is an important strategy, 13.3% said songs, and the last 13.3% said Dialogue helps to build communicative competence.

Other strategies which were mentioned were English speaking Programme, summary making, writing variety of texts in English, providing exercises on speaking, word puzzle, individual activities, reading cards, story reading, information gap support, Demonstration, Miming, Simulation and Brain storming .

Generally from the Findings it was revealed that respondents do use several strategies but the following were mentioned by majority and had higher percentage in use these are: exposure of learners to English language, debates, Pair /Group works, morning speech, the use of question and answers, modeling, storytelling, dramatization, class presentation, comprehension questions, teaching vocabulary and pronunciation and the use of teaching materials. If these strategies are used effectively they may help students build their English communicative competence.

In the interview the respondents were also asked to say which strategies they use to make their students communicative competent the respondents had this to say:

“CA is participatory by nature, to make my student communicative competent I do apply the following strategies in my class I do organize English clubs, reading programs, organizing essay competitions”.

To me apart from using other strategies such as encouraging them to speak English all the time , use of dialogue, the use of debates , I also do code mix and code switch sometimes, though our policy do not encourage it but it helps them understand what is communicated especially those who do not have a good command at English language.

To my side apart from other strategies I do use teaching aids they are very essential in CA, apart from that I do provide to my students with many examples to help them get the concept. I do not code mix or code switch as it will make them lazy. These strategies make them creative, active, confident and also competent.

From the interview the findings revealed that teaching aids are very essential in learning English language as they act as key towards understanding and also respondents said our policy do not allow the use of code mixing and code switching but some teachers do use it, but this strategy is not advisable as it makes students lazy and not creative, they become dormant.

4.4.2 Participation of students in group work, class presentation, role play, debates.(CA strategies)

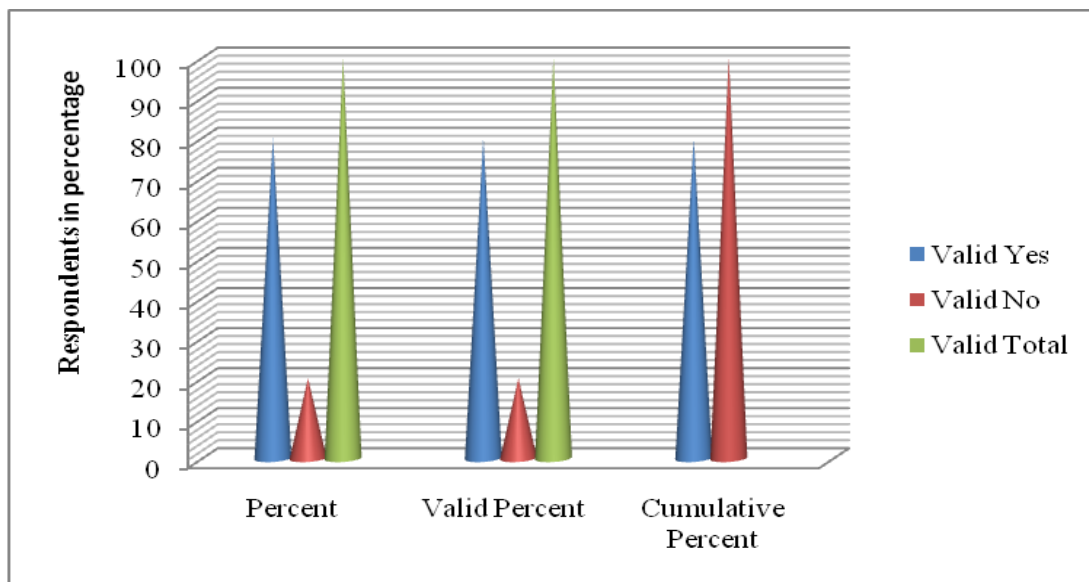
The respondents were asked to say their responses on the student’s use of group works, class presentation, role play and debates when assigned to do so.

Table 4.21: Distribution of respondents on the participation in group work, class presentation, role play, debates

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	12	80.0	80.0	80.0
No	3	20.0	20.0	100.0
Total	15	100.0	100.0	

Source: *Field Data 2017*

Figure 4.10: Distribution of respondents on the participation in group work, class presentation, role play, debates



Source: *Field Data 2017*

Table 4.21 shows the responses to the question that tries to understand if the respondents do participate in group works, class presentation, role play, and debates. The findings reveals that 80% of the population do participate in group work, class presentation, role play, debates when assigned and only 20% said they NO they don't participate completely.

The findings revealed that those who said YES gave the following reasons, they said they always do well in participatory activities after some instructions and demonstration from their teachers, participate well because they have good command to English language, as they have perceived positively that speaking English is the best way towards improving their academic performance, participate because their teachers encourage student centered and for the case of special schools they participate well as most of them are coming from English medium secondary schools that is they are good at the English language.

On the other hand those who said "NO" they cannot participate in group work, class presentations, and role play, they had the following to comment:

Those who do not participate well have got low understanding ability, some do not have good command at English, and others do feel shy, some not confident to speak in front of others

The findings reveals that most students do work hard to participate in group work, class presentation, debates and role play and very few are not capable of participating due to lack of confidence, low understanding ability, and the lack of good command to English language.

4.4.3 The importance of pair work, Group work, debates, class presentation and role play in English language learning

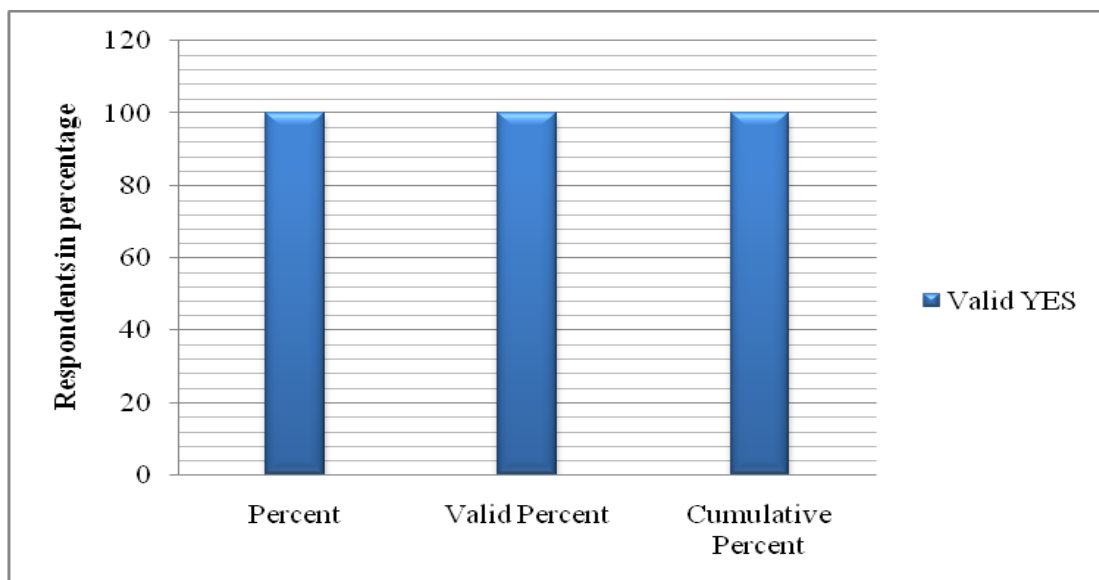
On this question the students were asked to say if pair/ group works, debates, class presentation, and role play are important in English language learning see Table 4.25 for illustrations

Table 4.22: Importance of Pair/ Group work, Debates, class presentation, and Role play in English language learning.

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	69	100.0	100.0	100.0

Source: *Field Data 2017*

Figure 4.11: Importance of Pair/ Group work, Debates, class presentation, and Role play in English language learning



Source: *Field Data 2017*

Table 4.22 reveals that all the 69 respondents said it is important to use pair/ Group work, Debates, Class presentation, and Role play in English language learning. The Finding indicates that those who said YES had the following reasons: It is important especially to slow learners as in groups they can be helped easily and express their views without fear, Learners becomes active as they participate in giving their views, It helps students to be competent in English language as they practice, It builds confidence in speaking as they participate, Promotes good relationship and corporation among learners, It helps students increase vocabulary (helps students improve their English).

4.4.4 Attitude of teachers towards CA teaching strategies

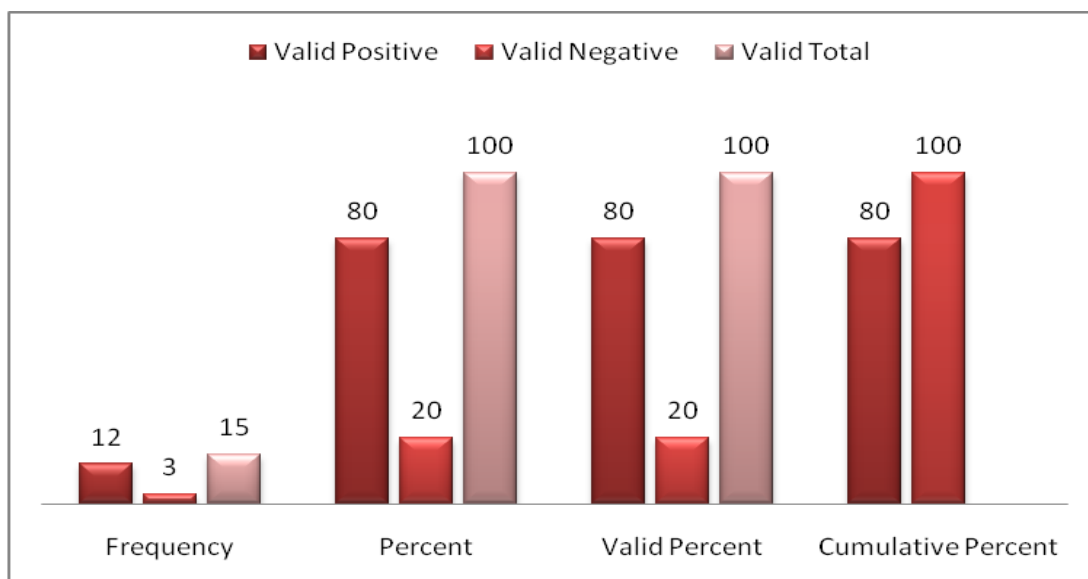
Under this question the study intended to investigate on the attitude of teachers towards CA strategies as they use them in their daily teachings, these strategies are the requirements of competence based syllabus which stated in 2005, the researcher wanted to know the respondents views, outlook, perspectives or their stand point on the CA strategies

Table 4.23: Distribution of respondents on the attitude of teachers towards CA strategies

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	12	80.0	80.0	80.0
Valid Negative	3	20.0	20.0	100.0
Total	15	100.0	100.0	

Source: Field Data 2017

Figure 4.12: Distribution of respondents on the attitude of teachers towards CA strategies



Source: Field Data 2017

A table 4.23 shows that 80% of the respondents had a positive attitude towards the use of CA strategies, having a positive attitude is an indication that they like the strategies and they can effectively use these strategies in their daily teaching. Only 20% of the respondents had a negative attitude towards CA strategies, is an indication that they can either use or not use the strategies effectively.

Basing on data presented in Table 4.26, those with positive attitude had the following arguments:

Through CA Teachers and learners share ideas and come up with the best alternatives.

It is good as teachers get chance to learn their student's ability and also helps teachers to know the extent to which the lesson had been understood by students.

CA helps learns to master the language, become competent and confident, CA is very advantageous.

Those with negative attitude said:

CA consumes time in preparation and because of a lot of activities embedded in it, this leads to failure on the completion of the syllabus on time

It is difficult for students to cope with it because of the lack of enough teaching and learning materials, schools do not have enough books and other important materials which assist in teaching and learning.

Its application is difficult since most students do not know English, so difficult to conduct various activities which require students participation because CA is student centered.

In the follow up questions in the interview the respondents were asked on their attitude towards CA Strategies 04 out of 05 had a negative attitude towards CA and the reasons were the same as those who had negative attitude towards CA in questionnaire responses. Only 01 out of 05 had .a positive attitude

4.4.5 Communicative Strategies that are commonly used in CLT

This item intended to understand the Communicative Approach teaching strategies that are commonly used by teachers in our daily teaching using CA. In CA teaching the choice of the best strategy depends on the topic you are going to teach, not only that but also the type of students you have.

Table 4.24: Distribution of CA strategies commonly used by teachers in their daily teachings

S/N	Strategies	Commonly used(percentage)	Percentage	Not commonly used(percentage)	Percentage
01	Group discussion/pair	13	86.7	00	00
02	Debates	10	66.7	00	00
03	Teaching Vocabulary and pronunciations	08	53.3	02	13.3
04	The use of teaching aids	11	73.3	00	00
05	Role play	06	40	05	33.3
06	Scaffolding (assistance to students done by more knowledgeable others)	09	60	00	00
07	Games	10	66.7	00	00
08	Interview sessions	05	33.3	06	40
09	Simulation	06	40	00	00
10	Dictation tasks	09	60	01	6.7
11	Code mixing	09	60	00	00
12	Code switching	08	53.3	00	00
13	Exposure of learners to English language	12	80	00	00
14	Modeling	11	73.3	00	00
15	Comprehension	13	86.7	00	00

Source: *Field Data 2017*

Table 4.24 indicates the findings from respondents on the most commonly used CA strategies in CA. In CA approach there are several strategies but the findings reveals the following to be the commonly used strategies. 86.7% of the respondents indicated that comprehension questions are commonly used, 86.7% also indicated that they do use pair group Discussion, 80% said they do expose learners to English language, 73.3% said modeling, 73.3% indicated the use of teaching aid as the commonly used strategy, 66.7% mentioned the use of Games and debates, 60% indicated dictation tasks and code mixing, 53.3% code switching, 40% said simulation and role play.

From the findings the results indicates that the most commonly used strategies are comprehension questions, Pair/ Group discussion, exposure of students to English language, modeling, the use of teaching aids, games , debates and code switching, on the other hand role play, simulation and interview sessions are used but in a very minimal percent.

Some respondents indicated that the following strategies **are not used in their schools** teaching vocabulary and pronunciation in (13.3%), role play (33.3%), interview sessions (40%), and dictation tasks (6.7%).

4.4.6 Summary

The findings revealed that there are several strategies which teachers do use in their classes these are, class presentation, Dramatizations, storytelling, vocabulary teaching and pronunciation, comprehension questions, pair/ group work, teaching materials, debates, exposure of students to language, role play, songs, and dialogue. The study also revealed that 80% of the respondents do participate in group work, class presentation, role play and debate they said interactive activities are very important as students are free to give their views , free to speak in groups in the absence of their teachers , helps them to discover their shortcomings, gain confidence, improve their knowledge and so lead to good performance in English and other subjects .The respondents had the positive attitude towards CA (80%.) only 20% had negative attitude in CA. The findings revealed that majority of the teachers and students had a negative attitude towards CA strategies in ELT. In the process of speaking English language some students do feel shy to speak, others not confident to speak in front of others.

4.5 The third objective: The effectiveness of CA teaching strategies in ELT.

This objective seeks to find out the effectiveness of CA teaching strategies in ELT.

4.5.1 Problems in the application of Communicative Approach teaching strategies in English language teaching.

The respondents were asked to give reasons for in effectiveness of CA teaching strategies in ELF the findings of the study reveals some problems facing the effectiveness of CA teaching strategies in ELT as follows:

Large number of students in the class

The informants commented that it is very difficult to employ the CA because of the congestion in the classrooms, in the community schools the number of students is ranging from 55 to even 70. This is the problem as sometimes there is no even space for the teacher to pass and see what the students are doing, CA strategies requires a lot of activities e.g. Group works in which students have to sit in groups but the classes are small, on the other hand it is difficult for the teachers to supervise several groups and mark the work given on time.

Insufficient teaching and learning materials

The informants also said that, teaching and learning materials are inadequate in schools, no enough teaching facilities such as text books, reference books, supplementary books computers as students are supposed to be exposed to various materials so as be aware of what is going on in the world, no internet services, no projectors and in some schools no electricity.

No support from other subject teachers

Respondents also said English teachers do lack support from other subject teachers in the implementation of some strategies one respondents commented the following:

For effective implementation of CA strategies such as Debating, English speaking programs and sometimes in dramatization, to control students and help them do better other subject teachers have to play part and also sometimes teachers on duty are very important in monitoring English speaking programme but at our school hear other teachers find it as the duty of English teachers only, something of which is a burden to English teachers and at last they may get tired and the programme may fail.

Another respondent said: “Some English teachers do teach English language in Swahili which is a serious problem and also most of them do use code mixing and code switching when teaching English language”.

Cregg (2000) argued that exposing learners more in foreign language the greater will be their proficiency. So teachers should use English only all the time so as to help students be conversant to the language.

Lack of competent teachers

It was noted that some teachers lack competence. Modeling is among CA strategies, teachers are supposed to be models to the learners, so if teachers are not competent students will copy wrong spellings and pronunciation. CA needs teachers who are competent in terms of fluency, and knowledge CA needs interactions so incompetent teachers would be a big problem in teaching and learning.

Language Barrier

The study shows that only 30% of the students who join form one are capable of communicating using English language and 70% cannot communicate using English language. One informant said hear at school most students cannot communicate well using English language; they cannot speak simple English, read simple English. It is difficult to employ CA as it requires much interaction.

No readiness to students

It was also noted that students are not ready to speak / learn English. They feel shy because they cannot speak English, they cannot speak good English and so they are discouraged.

Laziness of students

The findings also indicated that some students are very lazy; they are just lazy they don't want to speak English with no reason.

Classes among students

It was noted that some students are coming from English medium and other students are coming from government schools, those who are coming from English medium have got good command to English language and those from government schools few of them are good at English language. In this nature of class is very difficult to use CA as most of them lack vocabulary and most of them do not understand English language.

Few English teachers in some schools

It was noted that some schools do not have enough English teachers which is the hindrance towards the implementation of CA strategies as it needs English teachers who are fluent competent and conversant to the language so as to help student learning using any of the CA strategies.

The findings results indicates that the problems facing implementation of CA strategies are lack of enough teachers in some schools, classes of students, laziness of students, no readiness of students, language barrier, lack of competent teachers, No support from other subject teachers, insufficient teaching and learning materials.

On the other hands some respondents said they do not have any problem as most students have a good mastery to English language and this is mostly from special schools in to which most of their students are from English medium who are good at English language.

This study also interrogated some respondents on the same question which wanted the respondents to say if they think there is anything they think has hindered them from teaching using CA strategies. In the interview the respondents had the following to say:

It is difficult to apply the CA because sometimes some students are very lazy, this can affect their learning they won't participate , on this case if they are lazy teachers must be strict so as to control them and make them work , in groups, pair or participate in debates, role playing or speaking English all the time. At our school some students are not competent in English language and hence difficult to apply CA strategies.

Another interviewee commented the following:

I tell you it is very surprising, most teachers are teaching using Kiswahili, so they have left English teaching to English teachers only. Most of our students have low IQ in that case they do not understand, some cannot even write nor read and in that case difficult in using CA strategies. It is not pleasing to here that teachers do not use English in communication because some of them are not competent but some is due to negligence; most teachers are not competent at it.

The findings indicated that there was a slight difference between the responses given by the interviewee and the respondents who answered the questionnaire questions.

4.5.2 Challenges in the implementation of Communicative Approach strategies

There are several challenges in the implementation of CA strategies. In this question the respondents were ask to think about the option given, respondents were asked to respond to the items given if it is a problem, it is manageable, or it is not a problem.

Table 4.25: Distribution of respondents on challenges of CA strategies

S/N	Challenges	Problem	Manageabl e	Not Problem	a
01	Teachers have problem in spoken English	10 (66.7%)	02 (13.3%)		
02	Teachers lack strategies and social linguistic competence	08 (53.3%)	05 (33.3%)		
03	Teachers lack training in CLT	11 (73.3)	01 (6.7%)		
04	Misconception about CLT	12 (80%)		01 (6.7%)	
05	Teachers have no enough time to prepare materials for communicative activities	06 (40%)	03 (20%)	03 (20%)	
06	Students have low English proficiency	12 (80%)	01 (6.7%)		
07	Students have little motivation for Communicative Approach	10 (66.7%)	01 (6.7%)	01 (6.7%)	
08	Students do resist to participate in their classes	07 (46.7%)	04 (26.7%)	02 (13.3%)	
09	Large class size	12 (80%)	02 (13.3%)		
10	Examination are grammar based	13 (86.7%)	01 (6.7%)		
11	Teachers do not know what CA is	09 (60%)	02 (13.3%)		
12	Large number of people use Kiswahili and ethnics community languages as their language of communication.	11 (73.3%)	01 (6.7%)		
13	Lack of effective assessment	13 (86.7%)	01 (6.7%)		

Source: *Field Data 2017*

From the study done by the researcher in the 05 schools, the findings reveals that the respondents were able to tick all the items as problems, the only difference was on their percentage of the respondents, 86.7% commented that the challenge are

Examination are grammar bases, and that large number of people use Kiswahili and ethnics community languages as their language of communication. 80% of the respondents said students have low English proficiency ,large class size, Misconception about CLT are the challenges,73.3% mentioned that teachers do not know what CA is, teachers lack training in CLT, 66.7% said teachers have a problem in spoken English, and that students have little motivation for communicative approach , another problem facing teachers in the application of CA is the lack of effective assessment, instead of assessing communicative competence they do assess communicative competence of the learners and that is 60% , however 53.3% commented that teachers are facing a problem of lacking strategies and social linguistic competence, the challenge to the side of students 46.7% commented that students do resist to participate in the class and the last 40% said that teachers have no enough time to prepare materials for communicative activities.

4.5.3 The help of communicative approach strategies to the improvement of English language performance

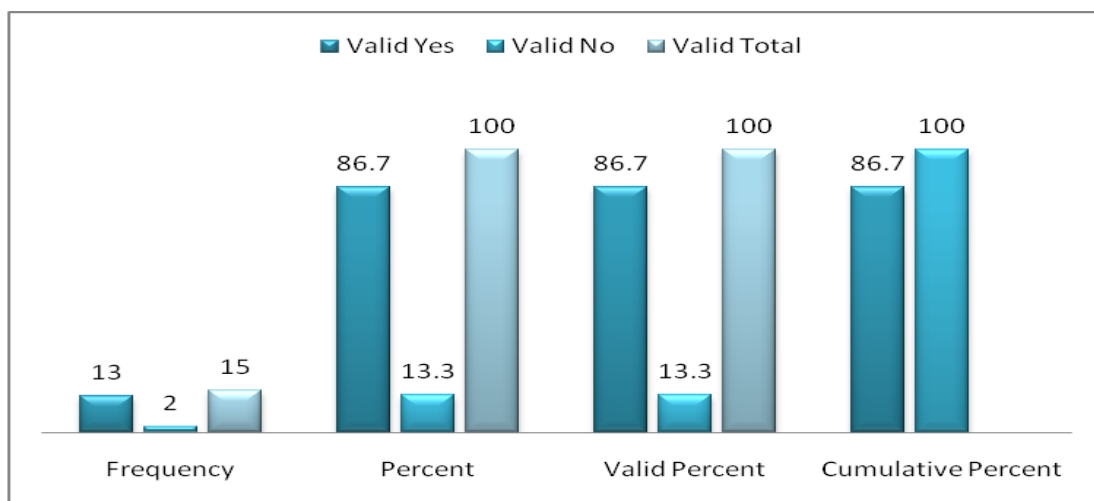
In this question respondents were asked to say if CA strategies may help to improve the performance of English language.

Table 4.26: Distribution of respondents on the help of communicative approach to the improvement of English language Performance

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	86.7	86.7
	No	2	13.3	100.0
Total	15	100.0	100.0	

Source: *Field Data 2017*

Figure 4.13: Distribution of respondents on the help of communicative approach to the improvement of English language Performance



Source: Field Data 2017

Table 4.26 shows the responses to the question that tries to understand the question that help of communicative approach to the improvement of English language performance. The findings indicated that 86.7% of the respondents said YES CA helps to the improvement of English Language performance and only 13.3% of the respondents said NO, CA does not help to improve English language performance.

Below are some of the comments given by the respondents who said YES:

“Students becomes inquisitive, search various information on their own provided they are guided by the teachers and when teaching facilities are provided, this helps students to be fluent and competent(gain knowledge of English language) and this will improve their performance

Students will be familiar with vocabulary and technique in forming questions hence able to attempt them appropriately

CA makes students remember and retain in memory easily when it comes to the question asked by their teachers, if it retains in their memory what they have learned it helps them perform in their Examinations.

CA helps students think, reason, analyze the lesson as the know English. Students work by themselves; it keeps memory in their heads and hence easily to be reproduced

Improves performance as the approach involves students directly every day in the lesson hence competent in English and also their performance changes to positive.

CA helps students to understand what has been asked as it works with the four skills reading, writings, listening and speaking.

*As students are encouraged to speak and write it, it will be easily for them to present the materials they have.
Teaching strategies create comprehensive and rich language learning environment.'*

On the other hand those who said NO which is 13.3% said NO CA does not help to improve the performance of English Language and they commented the following:

*"A student may be able to speak but not able to express it in written form in English, at the end this student may fail because he/she is not competent in writing skills
The syllabus does not match with the final examination so difficult for CA to help to the improvement of the performance of English language."*

The interview was also given to the interviewee on the question which wanted to understand if there is a relationship between CA strategies and the academic performance in EL the respondents had the following, 100% of the respondents said YES there is a relationship between CA strategies and the academic performance. The interviewed teachers had this to say: *"Yes if a student is able to express herself, can do better as she can understand questions and can construct good/ excellent sentences and can write / compose/construct good and logically ideas"*

Another respondent commented that our teachers here use CA, when using CA strategies to students e.g. assigning students to search materials or discuss in groups or pair, it is easy for them to remember because they do by themselves and so pass at the end.

In this objective the interviewee were also asked to say why they think CA has fail to give adequate performance in English language despite the use of CA strategies. The respondents had the following to utter:

*It is true as here at our school students have got a language problem this hinders their performance
There is lack of strong supervision of students in different CA activities such as debates, group discussions, English speaking programme; essay writing can lead to poor performance.
Syllabus does not match with NECTA examinations, this means examinations made are based on grammar and do not consider the Competence based approach.
Inadequate teaching and learning materials, no enough books, no computers at schools, teaching and learning environment are not good.*

The findings indicate that there is slight difference between the answers given by teachers in the questionnaire responses and the interview; this is an indication that the teachers are facing similar problems in the application of CA strategies.

4.5.4 The help of student’s competence in English language in doing better in the Examinations

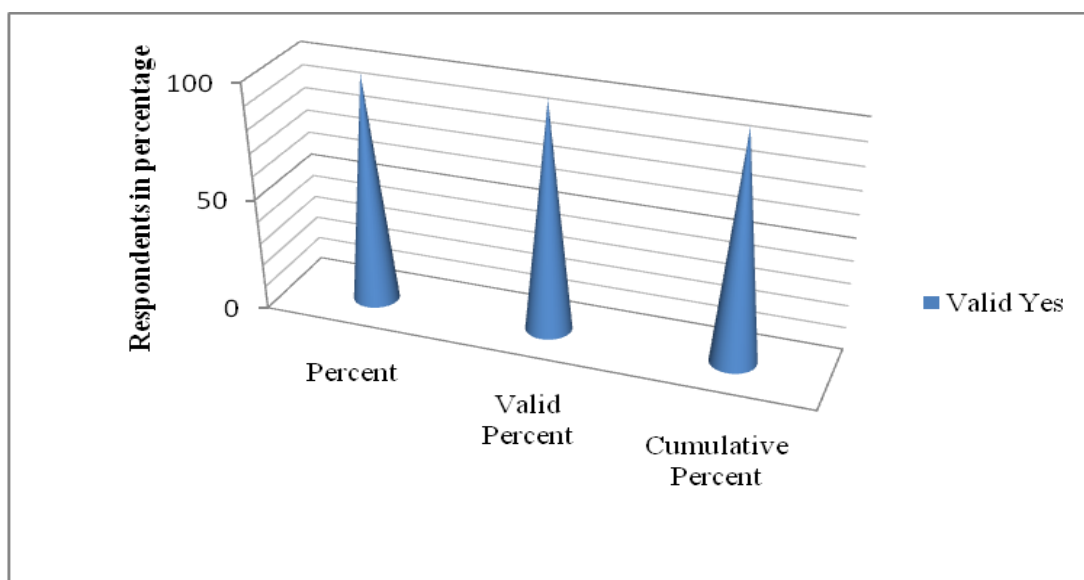
In this question students were asked to tell if their competence in English language will help them do better in their examinations.

Table 4.27: Distribution of respondents on the help of student’s competence in English language in doing better in the examination

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	69	100.0	100.0	100.0

Source: *Field Data 2017*

Figure 4.14: Distribution of respondents on the help of student’s competence in English language in doing better in the examination



Source: *Field Data 2017*

Responding to the question that tries to understand the help of student's competence in English language in doing better in the examinations 100% Of respondents said YES students competence helps them do better in their examinations,(Table 2.27 above). In describing this several themes emerged. This is what students commented in response to the question:

When practicing English you gain new vocabulary and that will make you competent in English language and hence easy to understand questions and instructions given in examinations.

Another respondent said, I will understand the need of the question and because I know English I will write good essays with correct spelling of different words

Because all subjects are taught in English except Kiswahili it is helpful, if one is not competent at English language will fail his/her examinations. English will help students during essay writing, so English helps students when answering examinations questions.

Students will be sure of what they are writing when answering examination questions, they will not have grammatical errors and also able to explain points clearly.

YES because I will be able to differentiate wrong grammar and correct one in order to write without mistakes.

Competence in English will gives you ability to read, speak, understand and write words using English, so you may do better in your examinations given

4.5.5 The help of the student's ability in English language in doing better in civics and history subject

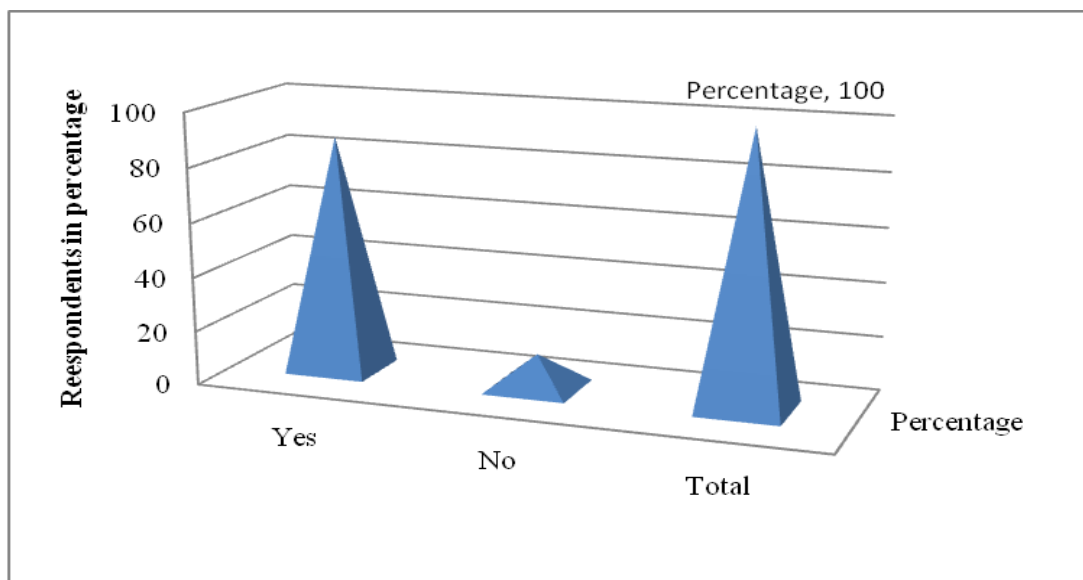
Responding to this question civics and History teachers were also asked to say if it is true that student's ability in English language helps them do better in civics and History subjects.

Table 4.28: Distribution of respondents on help of the student's ability in English language in doing better in civics and History subject

Item	Frequency	Percentage
Yes	07	87.5
No	01	12.5
Total	08	100

Source: *Field Data 2017*

Figure 4.15: Distribution of respondents on help of the student’s ability in English language in doing better in civics and History subject



Source: Field Data 2017

The Table 4.28 above indicates that 87.5% of the respondents said YES student’s ability in English language in helps students to do better in civics and History examination, and only 12.5% said NO it does not help.

The respondents who said YES had the following to say:

Most of the questions are asked in English and so student’s ability to understand and answer questions correctly depends on the mastering of the English language. In civics and History questions are asked in English example essay questions. Another respondent said since we use English in teaching all subjects except Kiswahili, student’s ability at English language helps them to perform better in other subjects. English language provides communication skills which are very important (Suitable in writing in civics / History. Students who have better ability in English can do better in other subjects since the language used is English and therefore becomes easier for them to understand the demand of the question.

4.5.6 Summary

Generally the findings indicated that there was a slight difference between questionnaires responses and the interviewee responses on reasons that have made CA teaching strategies fail to achieve desired results in ELT despite the use of CA strategies. The following problems were mentioned: large number of students in the class, insufficient teaching and learning materials, no support from other teachers, lack of competent teachers, language barrier, students laziness, classes among students (the ward schools and the government schools or special schools), few English Teachers in some schools the interviewee added the following, they said there is no competence in English Language, and students low IQ (students do not understand). On the other hand those who were asked to tick the items they think is the problem which contributes to poor performance despite the use of CA strategies , they mentioned the following: Problem of spoken English to teachers, teachers lack strategies and social linguistic competence, teachers lack training in CLT, teachers have no enough time to prepare materials for communicative activities, students have low English proficiency, students have little motivation for communicative approach, Examination are grammar based, large number of people use Kiswahili and ethnic community languages as their language of communication.

It was also noted that CA competence helps in the improving performance in English and other subjects such as civics and history, as students works by themselves indifferent activities and understand what is asked and can give content on what they are asked using English language freely as they know the language.

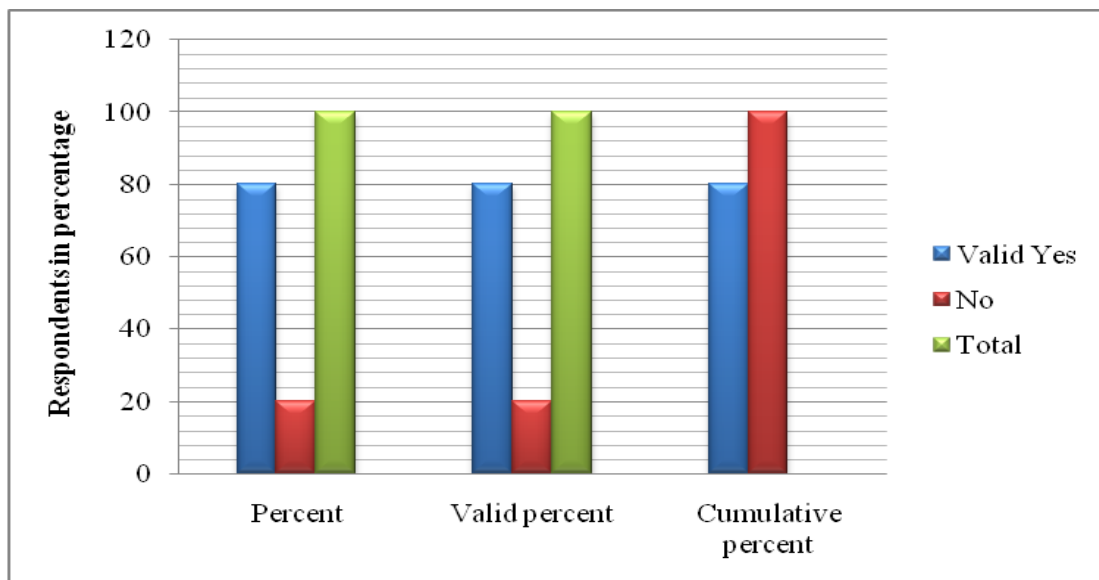
4.6 Importance of teaching English Language using CA

Table 4.29: Distribution on respondents on importance of teaching English language using CA

Category	Frequency	Percent	Valid percent	Cumulative percent
Valid Yes	04	80	80	80
No	01	20	20	100
Total	05	100	100	

Source: *Field Data 2017*

Figure 4.16: Distribution on respondents on importance of teaching English language using CA



Source: *Field Data 2017*

The findings on results on importance of teaching using CA, indicated that it is important to teach using CA as 04 out of 05 which is (80%) of teachers who were interviewed said YES while 01(20%) respondent said it is not important, when giving reasons as to why it is important teaching using CA one respondent asserted that:

Through the use of CA students learn by themselves hence ease to memorize, keeps records

I tell you through the use of CA students build confidence, they can express themselves freely, give their emotions without fear in debates, class presentation, pair and group works.

Those who said NO which is 20% did not give any reason.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

In this chapter the discussion of data presented in chapter four is done. The discussion of the results is done in regard to the three research objectives in connection to the findings presented in chapter four and the Literature in chapter two. The research objectives in this study aimed at examining the application of CA principles to English Language teaching, assess the extent to which CA strategies are used in ELT situation and find out the effectiveness of CA teaching strategies in ELT

5.2 General overview

The Teachers (respondents) in the study areas were asked if they are interested in CA, aware of it and if they were ready to use it in the classes. All respondents were interested in CA and CA strategies, which was very helpful and important to students because it provides opportunities for students to communicate and to interact with their fellow students and their teachers in the class. Majority of the teachers are aware of CA (80%) and most of them are using it in their classes using various teaching strategies in their English language teaching. The results also indicated that majority of the respondents are degree holders and very few masters holders and no certificate holders, this is an indication that most teachers are specifically trained to be teachers, and that the respondents were trained in a range of different teaching methods in order to facilitate learning and to motivate learners.

On the other hand most of the respondents on both the interview and the questionnaire responses in this study appear to have superficial understanding on CLT, for them, CLT means interactive activities among students in the class and with their teachers. To them students are thought to be active participators in any classroom activities while teachers acted as facilitators, assistants and consultants who give guidance to students. The teachers from this study also said that

communicative activities only refers to speaking and listening while very few had a concept that CA had something to do with writing and reading. These findings were supported by other researches for example Sato and Kleinsasser (1999) who conducted a research on the view and practice of CLT by Japanese second language, the findings reported that CLT means group work and pair work that are only related to speaking. This can be rectified by Canal and Swain(1980) in the communicative model which argued that to be communicatively competent one needs to have grammatical competence, strategic competence (verbal and non verbal) and social linguistic competence which involves social cultural rule(rules of using language appropriately in a given social situation and lastly the discourse rules which involves knowledge of combining language structure to produce unified texts in different modes such as writing and speaking. These cannot go alone reading and listening is the part and parcel of writing and speaking. According to Angcharian (n.d) a CA class is two way it has the input, which involves listening and reading and output which includes speaking and writing. So CA do include the four language skills that are reading, writing, speaking and listening and not speaking only or speaking and listening only.

5.3 The application of CA principles to English Language Teaching

The results of the first objective focus on the application of CA to English Language Teaching to both teachers and students. On the efforts of checking the application of CA strategies in ELF, the researcher found it necessary to look at the attitude and the appropriateness of teachers in the application of CA, so as to make it successful. The study revealed that the respondents had the positive attitude towards CA in ELT. This positive attitude triggered the respondents to use CA in their classrooms to help students to become communicative competent. The respondents perceived CA positively. This is an indication that in Tanzania most teachers perceive CA positively despite the challenges they face. If they could perceive it negatively it could be very difficult for it to be implemented. As it is shown in Table 4.8 and Table 4.9 which explains the reasons as to why it is a good approach. It is a good approach as it builds creativity, confident, competence, everlasting memory,

improves students language and their performance, students access various sources written in English, students become inquisitive, a class becomes active.

The results of the finding indicated that CA is appropriate in Tanzanian situation, majority of the respondents said it is appropriate, because we have moved to competence based and our syllabus wants us to teach using communicative approach in our daily teaching as it is a requirement of the syllabus. English is said to be a second language in Tanzania but is just used as medium of instruction in secondary schools and higher learning institutions, it is also used as an official language in such places as the High court of Tanzania, in the parliament. However, the experience shows that English Language in Tanzania enjoys the status of a foreign rather than second language in Tanzania also the Language policy forces secondary schools to use English Language and the students to communicate using it. Tanzania has got several native languages including Kiswahili hence communicative approach can help students build Communicative competence in English; it helps to enhance reasoning to students. It builds students competence in speaking and writing skills. Students gain confidence in various presentations and achieve more knowledge of Communication skills.

Only very few said it is not appropriate(21.4%) we are lacking teaching and learning materials such as books, TV, internet services, lack of electricity in most schools, Some teachers believe that if you teach using English only students will never understand, it is better to use Kiswahili when teaching, It is not appropriate because of the bad background we have in English language so teachers should use both English and Swahili so as to help students understand better what they are taught in classes , also teachers seem not to be ready to use CA in teaching,

In my opinion appropriateness of the use of CA in Tanzanian situation depends on the redness of both teachers and learner in using CA, because some teachers are also not ready to use it as they say it is time consuming and most of time they concentrate

on traditional approach and forget CA, the nature of teaching and learning environment.

Also students are not ready because they lack confidence, they don't want to speak English all the time at school and at the same time they have forgotten we do learn through mistakes and that one needs to be exposed to the language so as to be communicative competent.

On the principles of CA in ELT, respondents were asked to say if they do expose students all the time to English language; majority of them agreed that they do expose their students to English. The results of the findings revealed that majority of the teachers do expose their students to English language, also 100% of the students said they like communicating using English Language. The answers of the respondents look superficial as compared to the follow up questions on the interview done to the teachers, It was noted that students do use English effectively in the classes when the teacher is very kin looking at them but in a real sense they don't use it all the time. It was also noted that the teachers do encourage and motivate them to use it in and out of the class but unless they are punished there is where they can use it. The findings also revealed that they even don't use English in their groups in discussions they always enjoy in most cases discussing using Kiswahili and "Kiswanglish" (a mixture of Kiswahili and English). Through the follow up questions, it was noted that very few of them do use it at home because of the nature of their environment and their background. It is clear that if learners are exposed all the time to the language it is very easy for them to become competent. The results revealed that to our students in Tanzania the situation does not give them supportive environment to become fluent in English Language.

Regarding the teachers, the researcher also observed that most of them are not competent in English; this was observed during the interview. It was very difficult for some of the teachers to express themselves during the interview with the researcher. This is an indication that it is very difficult for the student to learn as they

lack models to imitate and also it is very difficult for a teacher who is not competent to teach students to become communicative competent.

The respondents were also asked to tell if they liked their teachers to teach them using English only in the class as shown in table 4.13, more than 50% said they liked it, while 44.9% said they don't like it. This is because they do not have good command in the English Language. They insisted that teachers must use Swahili because most of the time they do not understand. Some also said their teachers should code mix or code switch as some words / sentences are very difficult to them. The findings revealed that those who said no are from the ward school into which their students are coming from Swahili medium primary schools and those who said Yes most of them are from the special schools or government schools who at least have good command of English language and that majority of the students are coming from English medium primary schools and most of them are conversant to English language. Those who said 'Yes' had the following reasons, when their teachers teach them using English only it builds their thinking capacity and understanding, they become exposed to various vocabulary, make them capable of speaking English and improve their grammar, if they have good model it helps them improve their pronunciation, they become confident and competent.

The results revealed that most respondents apply CA in their classes only 01 out of 15 said do not apply it and they were able to say how they do apply CA. Table 4.17 indicates how CA is applied. On the other hand on the application of principles of CA 100% said they do apply the CA principle, Table 4.18. The respondents from both the interview and Questionnaire were able to mention some of the principles they do apply in their classes. They said they do tolerate errors, CA is for communicative purpose, English speaking is emphasized in CA, students are given time to express their views during interactions. From the Table 4.18 Most respondents were able to identify various principle of CA from the list, though they were not able to recognize some principles from the list.

This is an indication that teachers lack education on CA principle, though they know some of them. In other words, they do use them without knowing they are the principles of CA. It was also noted that some respondents apart from using CA strategies in their classes they do put much emphasis on grammar because the examination are grammar based and not competence based only. Similarly to this, some researchers noted that in second language learning students do prefer learning sentences structure rather than communicative activities because the contents of the English language examination is grammar based (Li,1998, Menking 2001). This is contrary to Lightbown & Spada (1993) who commented that in CA classes meaning is emphasized over form in relation to the task in the class. The finding from the respondent is the same with the theory used by the researcher. The theory of communicative competence by Hymes (1972) who said for a person to become communicative competent in a speech community he/she must get both the knowledge (grammar) and the ability to use the language in different situation. For Hymes both the knowledge and the ability are important so as to become Communicative Competent. The respondents said apart from using CA strategies they do put emphasis also in grammar.

5.4 The use of CA strategies in ELT situation

The results for the second research question are centered on the use of CA strategies in ELT situation. The researcher aimed at assessing the extent to which CA strategies are used in ELT situation.

5.4.1 Communicative approach strategies used in the classes to enable students Communicative Competent

In response to CA strategies in CLT the following were mentioned as Examples of CA strategies used by teachers in their classes, class presentation, dramatization, storytelling, vocabulary teaching and pronunciation, modeling, comprehension questions, question and answers, morning speech, pair and group works, the use of teaching materials, debates, exposure of learners to English language, role play and dialogue.

The finding results revealed that teachers do use various strategies in ELT depending on the nature of the topic and what is intended to be communicated to help students become communicative competent.

Other strategies which were mentioned were; the introduction (use) of English program, summary making, Writing varieties of texts in English language, provision of various exercises in speaking, word puzzle , individual activities, reading cards, information gaps support, demonstration, miming, simulation ,and brain storming.

From the interview, the finding revealed the following: the introduction of English clubs in schools, reading program, organizing essay competitions, English speaking program, dialogue, code mixing and code switching and teaching aids.

From the interview the findings revealed that the use of teaching aids and the provision of many exercises are very essential in building grammar and hence later students can use the vocabulary in day to day speaking or building competence in communication.

Farrell (2001) commented that strategy that promotes interaction between the instructor and the learner is an important tool to improve learner's communicative competence, in this matter interactive activities are very essential in the building of Communicative Competence.

5.4.2 Communicative strategies commonly used in ELT

From table 4.24 the finding results revealed that the respondents commented the following: as the strategies which are commonly used by teachers in their daily teaching CLT, pair group work comprehension, exposure to English Language, the use of teaching aids, debates, scaffolding, games, teaching vocabulary and pronunciation, code mixing and code switching.

The CA strategies which are in least use are interview sessions, role play, and simulation. Some respondents said role play and interview are not completely used in their schools.

In the conceptual frame work the researcher mentioned only 08 to CLT but the findings revealed that there are more than 08 CA strategies which are used by the respondents, others are commonly used, others less used and some are entirely not used in some schools.

The CA strategies mentioned by respondents other than the 08 which were mentioned as the independent variables are class presentation, dramatization, storytelling, question and answers, morning speech, dialogue, summary writing, writing varieties of texts in English Language, provision of various exercises in speaking, word puzzle, individual activities, reading cards, information gaps support, demonstration, miming, simulation, brain storming, , reading program and essay competitions.

5.4.3 Participation of Students in Group work, class presentation, role play, debates (CA strategies)

Table 4.21 indicates that 80% of respondents said they do participate, while only 20% said they do not participate in group work, class presentation, role play, debates etc. The results revealed that only those who had good command to English Language do participate fully and vaguely in all CA strategies regardless of whether it is role play or debate etc. However, those with low understanding ability or those with a poor command of English Language do feel shy, others not competent to speaking in front of others.

5.4.4 Importance of Pair/ Group work, Debates, Class presentation, and Role Play in English Language Learning

The results indicates that 100% of the respondents said pair work/ group work, debates, class presentation , and role play (CA strategies) are important in English Language Learning. Regardless of whether students have a good command to EL or

not they all said CA strategies are important in ELT, as slow learners can be helped because their problems will be noted, and students can be able to express themselves without fear, it helps students to become active, confident, and competent as it is participatory by nature, helps them to improve their English, and also CA strategies promotes good relationship and cooperation among students and their teachers. The mentioned strategies motivates students to speak English language as they are free to give their views, free to speak in groups in the absence of their teachers, so they can express themselves freely. Debates group help other students to discover their shortcomings (mistakes). As they work in groups they gain confidence and hence performance in English language improves. In addition, it helps students to improve their knowledge and so leads to good performance in English examination. The results suggest that pair/ group works, debates, class presentations, role play are very important in English language learning.

Considering these facts teachers should use these strategies so as to help students to develop their communicative competence as they are important as commented by the respondents. The findings in this study are the same as other many researchers who have proven that students are much more ready to interact with each other with more complex responses than with their teachers (Tsui, 1995). Moreover, recount from previous studies illustrate that students feel comfortable working, interacting and making mistakes with their partners rather than with their teachers, and corrective feedbacks from peers are found to be less daunting than the correction by teachers (Westbrook , 2011)

5.4.5 Attitude of Teachers towards CA strategies

In the questionnaire to teachers 80% had positive attitude toward CA strategies, 20 had a negative attitude towards CA strategies. In the follow up questions interview given to the teachers 04 out of 05 teachers had negative attitude towards CA strategies. During the interview some teachers could not express themselves, a person who is not competent in English could not have a positive attitude towards CA strategies, it is difficult for him/ her to communicate as CA is interactive in

nature. On the side of students through the questionnaire given to them, in which they were asked if they like communicating using English Language, they said they like to communicate but on the same issue teachers said majority of them do speak only if forced by being punished only then they could Communicate in the classroom in English However, outside the classrooms environment and even at home very few do speak it as there is no support from parents because of the nature of the environment. The findings also revealed that in group works they do like communicating using Kiswahili or code switching. This is an indication that majority of teachers had a negative attitude towards CA strategies; the same applied to the students as indicated by questionnaire.

5.5 The effectiveness of CA teaching strategies to ELT

The results for the third research objective are centered on finding out the effectiveness of CA teaching strategies to ELT. It was noted that there are several issues that hinder the effectiveness of CA teaching strategies to ELT.

5.5.1 Problems in the application of CA teaching strategies in English Language teaching

The finding from the questionnaire given to teachers revealed the following reasons as hindrances to effectiveness of CA teaching strategies to ELT

- i. Large number of students in classes, this makes it difficult for a teachers to control a large class not only that but also it is difficult to apply some of strategies because the teacher cannot get enough time to mark and correct the students work..
- ii. Lack of support from other teachers is the second problem. There is no support from other subject teachers; everything is left to the English subject teachers to devise and supervise CA strategies such as morning speech, English speaking programmes, debates etc, are left to English teachers only. To make matters worse is when teachers for other subjects opt to teach through Kiswahili. This is definitely going to be counter-productive.

- iii. Lacks of competent teachers is the third problem. Some teachers are not competent, not motivated something which retards the whole programme of teaching and learning through CA as students lack models to imitate.
- iv. Language is the fourth problem, if a teacher himself/herself lacks proficiency in the language he/she is supposed to communicate through, it would impossible to apply CA strategies is not communicative competent it is a hindrance in learning, the same applies the learners if they are not communicative Competent it is very difficult in the application of CA strategies as it is a serious barrier because CA is interactive in nature.
- v. The fifth problem is to manage a class which has a mixture of students who have different levels of English proficiency. Some who came from English medium primary school do not seem to have a big language problem compared to their counterparts who came from Kiswahili medium Primary schools.
- vi. The last problem is inadequate number of English language teachers in some schools.

The results of this study are the same as that of Li (1984) study which was conducted in Southern Korea on EFL teachers studying in a Canadian University to identify their difficulties in adopting CLT. The results showed that teachers encounter difficulties in trying ELT in their classes. According to Korean teachers these difficulties are caused by teachers, students and educational system which are the same as the researcher's findings on the study. Alam (2001) in Bangladesh noted that most teachers do not use target language in the classroom; his finding is the same as what this study has also found out that some teachers use Kiswahili in teaching in their English classes.

5.5.2 Challenges in the implementation of Communicative approach strategies

From the item given on the table the respondents were able to mention some of the problems facing CA from the list or say if some problems are manageable and say if some are not a problem because they can be controlled. Table 4.25 indicated the

challenges of CA strategies. The respondents were able to sport the following as the challenges to CA strategies implementation.

Teachers have problems in spoken English, teachers lack strategies and social linguistics competence, teachers lack training about CLT, teachers have no enough time to prepare materials for Communicative Activities, students have low English proficiency, students have little motivation for Communicative Approach, students do resist participating in their classes, large class size, teachers do not know what CA is, lack of effective assessment, instead of assessing the effectiveness of CA they do assess the form which has something to do with grammar, large number of people uses Kiswahili and ethnic Languages as language of communication, the rigidity to move from tradition approach to the latest approach which is CA.

Rahman(1987) in his study in Bangladesh noted that students are not motivated and also teachers do not have any professional training in English Language. These findings are the same to the researcher's findings who noted the same.

The findings also indicated that some respondents said some of the challenges mentioned were not a problem to them , that means they can be controlled or tolerated by teachers and hence not a great problem in the implementation of Communicative approach strategies , the resistance of students to participate in their classes this can be controlled by motivating students positively or negatively and they can work hard or can be encouraged to work hard using different communicative strategies and perform well, students little motivation on CA can be controlled by giving them education on the importance of CA strategies and lastly Misconception about CA and this one the respondents said it is not a problem because teachers and students can be given education on the importance of the use of the CA strategies to them and can be given positive motivation when it happens that they do better in any activities in CA strategies.

From the challenges mentioned the respondents said that some challenges mentioned were manageable, the findings mentioned the following as manageable. Teachers have a problem in spoken English:

This is manageable teachers may be given training on spoken English not only that but also encouraged to speak English all the time this can be done when teaching and outside classes with other teachers and students. This can help students/teachers gain competence and also become communicative competent.

Teachers lacking strategies and social linguistics competence, this can be managed by giving them education on the CA

Teachers lacking training in CA, this can be controlled by advising the Government to think of giving the teachers education on CA in general and strategies of CA as is the requirement of Competence based syllabus which started in 2005 and its main requirement is the use of CA so as to make students communicative competent.

There were others strategies which were mentioned but the respondents said can be managed are which are, low English proficiency to students, large class size, and resistance of students to participate in their classes, Examinations being grammar based, lack of effective assessment and teachers not knowing what CA is.

5.5.3 The help of CA strategies to the improvement of English Language Performance

The results of the findings revealed that 86.7% of the respondents said CA strategies helps to improve English Language performance and 13.3% said no they don't improve in English Language performance. The respondents commented that CA strategies do improve the performance of English Language and they gave reasons, through the use of CA strategies students become inquisitive , they can search information on their own when guided by their teachers , when teaching facilities are provided , they helps students to be fluent and competent that means they gain

knowledge in English Language, this will help them improve their performance , not only that but also students will be familiar with vocabulary this will help them use the vocabulary gained to communicate or to understand what they are asked by their teachers in their examinations and hence better in their examinations.

CA strategies also help learners to remember and retain in their memory what they have learnt as they work on their own in finding materials e.g. in pair/ group work, when teachers uses teaching materials it helps them retain in memory what they have learnt and hence if asked in examination easy to remember and so pass the examination. Not only that but also it is through the use of CA strategies that learners can think critically , reason and analyze the lesson as they know language. It also helps students to understand as it works with the four Language skills which are reading, writing, listening and speaking. Using CA strategies students are encouraged to speak and write in English language and so easily for them to present the material they have. On the other hand the teaching strategies create comprehensive and rich language learning environment.

However 13.3% who said no CA does not help to improve the performance in English language argued that, they said a student may be able to speak but not able to express it in written form in English language at the end this student may fail. Another thing the respondents said the syllabus does not match with the final examination and hence CA can not improve the performance of English Language. This is because teachers are teaching using Competence based syllabus but the exams are in grammar based syllabus i.e. they concentrate on form and not content. This is an indication that CA strategies if well improvised they may lead to the good performance in English and also boost the performance in other subjects as they will be in a position to understand and express themselves in English language.

5.5.4 The help of student's competence in English Language in doing better in the Examinations

The finding revealed that 100% of the respondents said Yes student's competence in English language helps students do better in the examination. It was revealed that students competence helps students to understand questions and the instructions given in examination, competence helps them to understand the need of the question because they know English and so help them to write good essays with correct spelling of different words, English helps students during essay writing and so pass their, student understand what they are writing, on the other hand when they are writing no grammatical errors. In short competence in English Language gives students ability to read, speak, understand, write words using English Language and at the end better performance. Competence in English Language is essential in teaching and learning process. Sifuna (1990) in his study commented that in order to develop learner's competence in speaking and writing there is a need for language education. It was also noted that competence in all aspect of language helps student to perform well in all other subjects plus English itself, these results are the same as the researcher's findings on the contribution of competence in English language and the performance In English and other subjects.

5.5.5 The Help of the students ability in English Language in Doing better in Civics and History

The respondents (Civics and History teachers) were asked to say if they think that student's ability in English Language may help them do better in Civics and History subject, 87.5% said yes, while 12.5% said no it does not help. For those who said Yes they had the following to say, Questions in Civics and History are asked in English Language, so ability in English Language may help them understand questions, in this case the understanding of questions depends directly on mastery of English Language not only that but also Essays in History, Civics are written in English so a competent student can write correct and good essays. On the other hand

in English students get skills important which are helpful in Civics & History writing.

The results of the findings revealed that it is true that student's ability in English language helps learners do better in Civics and History subject. It is evident that ability in English Language not only helps students pass in Civics and History subject but also in other subjects because all subjects in secondary schools are taught in English except Kiswahili.

The finding of the question that tries to understand the relationship Between the CA strategies and the academic performance are the same with the findings given by other researchers, Kinyaduka & Kiwara (2013) on their study on the language of instruction and its impact on quality of education findings reveals that , the students who were taught using English at primary school level performed better than their fellows whose language of instruction at primary school was Kiswahili, The findings of this study seem to be true because the language of instruction at secondary school is English Language.

The language of instruction is always used to impart students' basic skills and knowledge and is the medium in which the production and reproduction of knowledge are transacted (Komba et al 2012)

Those from English medium performs better, this is because students who had the exposure to English language were more likely to understand better the material they interacted with during the teaching and learning process than those whose background in the language of instruction was poor. This was supported by Malekela(2003) who commented that if the learner do not have a good command in the language of instruction , learning may not take place since both the instructor and the learner will not be communicating. Literature shows that there is relationship between the academic performance and proficiency in the language of instruction. Dorosamy (2012) conducted a study in South Africa and revealed that among many

factors which contributed to students' academic performance bad command of the language of instruction , students who had poor English language background spent a lot of time striving to understand the meaning of English words rather than the subject content and hence fail the examination.

CA insists on interactive activities (communication) if you can't communicate it means you will spent a lot of time understanding the words and so difficult to get the contents.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS

6.1 Introduction

This chapter includes; the summary, conclusion, policy implementation, recommendations and also areas for further research. The summary and conclusion session gives the main ideal/the general themes of the findings. The recommendation has been given for the researchers, stake holders in education, policy makers, parents and others to see what should be done so as to help solving the existing situation/problem. The area for further study is indicated so that the researchers to see the areas which need more investigations.

6.2 Summary

In the process of paving the way to understand the application of CA Principles the researcher thought of tracing the attitude of teachers towards the Approach, The findings revealed that 100% of the respondents had a positive attitude towards CA. They said it is a good method as it builds confidence, creativity, competence, improves language, students becomes inquisitive, access various written sources , students become self independent and lastly it builds the everlasting memory.

It was noted that most of the time students are exposed to English language, 93% of respondents said it is important to expose students to English language all the time as it helps them to be competent especially when attempting Examinations, build confidence, competence, fluency, improves language as they practice by themselves, helps them build language skills which helps them do better in English and other subjects as it is the media of instruction. It was also noted that 100% of students said it is important to use English only when at school and they gave the same reasons the teachers gave. On the other hand 55.1% of students said they like their teachers to teach them using English only, while 44.9% said they don't want it because most students do not have a good command to English language due to that teachers

should use both Kiswahili and English language to help them understand as there are difficult vocabulary and so there is a need for translations.

From the follow up questions in the interview it was observed that the respondents gave superficial answers as it was noted that most students cannot speak unless forced/punished either inside or outside the class and very few speaks it at home, in their discussions they use Kiswenglish. It was noted that some teachers are not competent at English language

In the study 100% of the respondents said they do apply CA principles in ELT and they mentioned the following principles as most commonly applied in CA, they said CA targets students, allows students to express themselves, the teachers do tolerate error, CA considers interactive activities, encourages good relationship among students and teacher also respondents were able to identify some of the CA principles in the list of items provided though some could not.

The findings also revealed that there are several strategies which teachers do use in their classes these are, class presentation, Dramatizations, storytelling, vocabulary teaching and pronunciation, comprehension questions, pair/ group work, teaching materials, debates, exposure of students to language, role play, songs, and dialogue.

The study also revealed that 80% of the respondents do participate in group work, class presentation, role play and debate they said interactive activities are very important as students are free to give their views , free to speak in groups in the absence of their teachers , helps them to discover their shortcomings, gain confidence, improve their knowledge and so lead to good performance in English and other subjects .The respondents had the positive attitude towards CA strategies (80%.) only 20% had negative attitude in CA strategies. The findings revealed that majority of the teachers and students had a positive attitude towards CA strategies in ELT. Only very few had a negative attitude toward CA strategies, In the process of speaking English language some students do feel shy to speak, others not confident to speak in front of others.

Generally the findings indicated that there was a slight difference between questionnaires responses and the interviewee responses on reasons for ineffectiveness of CA teaching strategies to ELT. The following were mentioned as problems for ineffectiveness of CA teaching strategies in ELT: large number of students in the class, insufficient teaching and learning materials, no support from other teachers, lack of competent teachers, language barrier, students laziness, classes among students (the ward schools and the government schools or special schools), few English Teachers in some schools the interviewee added the following, they said there is no competence in English Language, and students low IQ (students do not understand). On the other hand those who were asked to tick the items they think is the problem which contributes to poor performance despite the use of CA strategies , they mentioned the following: Problem of spoken English to teachers, teachers lack strategies and social linguistic competence, teachers lack training in CLT, teachers have no enough time to prepare materials for communicative activities, students have low English proficiency, students have little motivation for communicative approach, Examination are grammar based, large number of people use Kiswahili and ethnic community languages as their language of communication. It was also noted that CA competence helps in the improving performance in English and other subjects such as civics and history, as in CA students works by themselves indifferent activities so it will help them when learning other subjects, will understand what is asked and can give content on what they are asked using English language freely as they know the language, students became inquisitive in whatever they are learning as they get that spirit from CA strategies.

6.3 Conclusion

In regard to the study findings , CA and CA strategies are perceived positively by the respondents, they said it is a good method as it builds confidence, creativity, competence, improves language, students becomes inquisitive, they get access to various written sources, builds everlasting memory, they become self independent.

The study indicated that the principles of CA are applied in CA teaching, the respondents were able to mention the strategies they do use in their CA classes.

According to the results the problem arises in the really implementation of CA strategies, it was noted that some teachers are not competent (conversant) to English language, It was even difficult for some of them to express themselves in English language in the interview session. Most students could not speak English willingly unless they are forced or punished, It was also noted that most students do use Kiswahili or Kiswahili in their discussions. The mentioned reasons indicate that CA is not a good Approach to be used in Tanzania because many students do not have a good English background, many teachers are not competent in English Language due to this there is no meaningful communication and interaction.

The results also indicated that teachers do use several communicative strategies such as class presentation, Dramatization, Storytelling, Vocabulary teaching and pronunciation, comprehension questions, pair/group work, teaching materials, debates, exposure of students to English Language, role play, songs and dialogue.

On the other hand, it was noted that despite the use of CA strategies, CA strategies were still seen ineffective in ELT which lead to failure in English language.. The following were some of the problems noted by the respondents, there was a large number of students in the class, insufficient teaching and learning materials, no support from other subject teachers (in English speaking programmes, and debates), lack of competent teachers, Language barrier, students laziness, students low IQ, a problem of spoken English to Teachers, teachers lack social linguistic competence, lack of training to teacher in CLT, teachers do not have enough time to prepare materials for CLT activities, students low English proficiency, students have little motivation for communicative approach, examination are grammar based, teachers do put more emphasis on traditional methods and not CA and the large number of people use Kiswahili and ethnic community language in communication.

It was also noted that competence in English language helps in improving the performance in English language and other subjects as in CA students learn to work by themselves in different activities (becomes independent) this will help them when learning other subjects, they will also understand/know the need of the question

because they have a good command of English Language not only that but also they can give content on what they are asked using English language, students will be sure of what they are writing when answering examination questions on the other side they won't have much grammatical errors and will explain points clearly especially in essay questions.

However because it was noted that CA is facing many challenges in Tanzania it is an indication that CA is not the most appropriate approach in Tanzanian situation, also it is so because most citizens are speaking Kiswahili (more than 90%) this means students will access English at school only not like the way it is in other countries.

6.4 Recommendations and policy implications

This research looked at communicative approach strategies to teaching English language in Tanzanian secondary schools. This study revealed that Tanzania declared English as compulsory subject in Tanzanian primary education and also the medium of instruction in post primary education in 1984 as it is said to link Tanzania with the rest of the world and it is the language used in science and technology. However many different teaching approaches/methods have been used to teaching English language in Tanzania including, audio-lingual method and grammar Translation as strategies to improve the teaching methods and meeting the demands of English in Tanzania. In regard to this the government made changes in English syllabi in 1969, in 1972, 1995 and the current in 2005 which is competence based aiming at producing competent students and therefore the syllabus encompasses the communicative approach.

The aim of CA is to make students communicative competent, I recommend that students should be insisted to speak English all the time inside and outside the classrooms also English teachers and other subject teachers to use English when teaching their subject except Kiswahili, students should be motivated, those who are doing better in English language and in other CA activities such as essay competition and debate competitions. Not only that but also teachers should incorporate in CLT

the principles of CA such as advocating cooperation between learners ,encouraging learners to develop their confidence, learners should be encouraged to interact with the target language through reading many books especially story books as advocated by the CA . A teacher should remain as a guide within the classroom procedures and activities but they should be the observers as most schools have big number of students in classes hence a teacher cant assist every individual student as advocated by the communicative approach.

The Government should make sure that the schools are provided with sufficient teaching and learning resources so as to make CA successful. The Government should also make sure that schools have got enough teachers so that student's teacher's ratio can be 1:40 so that CA activities can be implemented easily.

Most importantly teachers should be given professional development seminars and workshops, (in service training) so as to make them competent when teaching CA. However on strategies used in CA teaching, teachers must make sure they make their classes interactive and they must make sure they get time to prepare themselves on different CA strategies activities to be used in classes so as to produce desired results as thought CA could do. In the study it was noted that some CA activities are not used in some schools e.g. Role play, Interview sessions, and Dictation tasks, teachers should know that these strategies are very important and they must use them in their classes.

On the other hand I suggest that we should go back to the previous methods (traditional methods) as it was observed that those who were taught using it are more fluent when compared to those who are using CA.

Or else we should move to *Eclectic Method*, which is a technique which encompasses the use of variety of methods, principles and philosophies, or in other words is a method of language education that combines various approaches and

methodologies to teach language depending on the aims of lesson and abilities of learners.

Canal and Swain (1980) on the model of communicative competence commented that learners need to have the following, grammatical competence that is the mastery of linguistic code, be able to use the language appropriately in a given social situation, should be able to combine language structure to produce unified texts in different modes(writing, speaking) and lastly should have the ability to use both verbal and non verbal communicative strategy which helps in communication especially when there is communication break down or communication problem.

According to this model our syllabus should include grammar competence so that students can use the knowledge through various discourses in communicating appropriately in a given context with both verbal and non verbal communication to make the communication effective.

The government should also make sure that all primary schools are English medium so as to do away this language problem, this means that the policy should change , the medium of instruction should be English from Primary to secondary schools.

6.5 Area for Further Research

This study investigated on Communicative approach strategies to Teaching English Language in Tanzanian Secondary schools . During the study the researcher noted that communicative approach strategies to teaching English language are applied in ELT but the problem is on the application of those strategies in ELT. The researcher through observation, interview and questionnaires noted that language is a serious barrier to both teachers and students. However, the application of these strategies depends much on the use of English language or both the competence and performance in English language to both teachers and students because CA is communicative by nature. In the course of learning and teaching using CA a good command in EL is needed to both teachers and students.

Regarding to the mentioned problems the researcher thought of the further studies to be done on the strategies of CA but considering a wider area as the researcher could not manage to cover the whole country or at least a larger part of the country because of time constraints. In this study only five schools in Morogoro municipality were sampled. In order to see the magnitude of the problem, This will increase the number of respondents bearing in mind that only English teachers and some history and Civics teachers were included. Increasing the sample size will help researchers to see how serious the problem is. This will help the Government and infact all stakeholders to see what to do so as to help build students and teachers competence in English Language.

REFERENCES

- Adesemawe, P.O. (2005). Premium on Effective Educational: Panacea of Scholastic Matfuction and eberration. paper need at the 34th inaugural lecture of olasisi Onabanjo university, Ago-Iwoye Oluwole
- Advanced learners Dictionary (2010). 6Th .ed. New York: Oxford University Press.
- Aina, J.K Agundele, A.G. and Olanipekun, S.S. (2013). Students' Proficiency in English Language relationship with academic performance in science and Technical. *American journal of Educational Research*. Vol.1 (9), pp.355-358.
- Alam. F, Zaman,N and Ahmed, T (eds)(2001). Revisioning English in Bangladesh, Dhaka: University press Limited.
- Al-Humaidi, M. (2007). Communicative Language Teaching. King Saud University. Retrived March 4, 2009 from [http; //faculty.KSU.Edu.5a/alhumaid/publication%20 Teaching.pdf](http://faculty.KSU.Edu.5a/alhumaid/publication%20Teaching.pdf)
- Allen, (2008). An analysis of the obstacles in the way of effective pupils-centered teaching and learning of English language in Tanzania government primary schools with recommendation, Retrieved on 18th June 2010, From, [http//www,kili projector/newsletter and documents/Katy-Allen-paper oxfarm-conference-08pdf](http://www,kili projector/newsletter and documents/Katy-Allen-paper oxfarm-conference-08pdf).
- Al-Mutawa, N & Icailani, T (1989), Methods of teaching English to Arabic students. Longman group Ital
- Angcharian, D.A. (n.d) The Communicative Approach. M. ED (Teaching Language as a Foreign Language.
- Baker, M.C. (2001). *The Atoms of Language. The Minds Hidden Rules of Grammar*. New York: Basic Books.

- Barasa, L.P & Ong'ondo (2003). "Impact of drama in English Language Teaching"
The education journal, 1, Pp 181-189. MOI University press Eldonoti
- Berns, M.S. (1990). Context of competence: Social and Cultural Consideration in
Communicative language Teaching. New York: Plenum press.
- Bibbee, (2007). *The practical of social research 7th edition. Berkeley: Chapman
University*
- Boese, J., Hanvevik, K.J. Koporen, J. & Odgaard, R. (Eds). (1986). *Tanzania Crisis
and Struggle for Survivals*. Uppsala: Scandinavia Institute of Africa
Studies.
- Brock-Utre, B. & Holmars dottir, (2003). Language Policies and Practice in Africa-
some preliminary result from research project in Tanzania and south
Africa in Brock-utre, Birgit,Zuberi Desai and Martha Qurro(eds):
Language of Instruction in Tanzania and South Africa.(LOITAS) Dar-
es-salaam: E&D publisher. Pp. 80-102
- Brown, H. D. (2001).*Teaching by Principle; An interactive approach to language
pedagogy*. (2nd Ed.) Wesley: London
- Brown, H.D. (1994).*Teaching by Principles: An Interactive Approach to Language
Pedagogy*. Englewood Cliffs .NJ: Prentice Hall Regenit
- Canale, M. &Swim, (1980). "Theoretical Bases of Communicative Approaches to
Second Language Teaching and Testing Applied linguistics". Vol.
1(1) pp .1-47.
- Carroll, J. (1963). "Research on Teaching Foreign Language" In N.Gage (Ed),
Handbook of Research on Language Teaching. Chicago:
RandmcNally
- Chamber 21st Dictionary (2003). Version1.0.Chamber Harrap publishers Ltd.

- Chomsky. (1965). *Aspects of the Theory of Syntax*. Boston: M.T press.
- Chowddhury, B.K. (2012) Communicative Language Teaching Approach, at Higher Secondary level. Bangladesh, Teachers perception and classroom practices. University of Bangladesh Chananash.
- Chu, C. (2003). “Interactivity and Interactive Function in web Based Learning System. A Technical Framework for Designers”. *British Journal of Educational Technology*. Vol.34 (3), pg265-279.
- Clegg, J. (2000). *Moving towards Bilingual Education in Africa, International Language and Development Conference*. Addis Ababa: British Council.
- Cook. (2001). *Second learning and language teaching (3rd Ed)*. New York: Oxford University press Inc.
- Corder, S.P. (1983).Strategies of Communication in Faerch, C. &kasper, G. (eds).*Strategies Inter-language Communication*. London: Longman
- Coskuri, A. (2011). “An investigation of the Application of CA in the English language classroom”. *Journal of linguistic and language teaching*. Vol 2 issue 1.
- Creswell, J.W. (1994). *Research Design, Qualitative and Quantitative. Approaches*. California: Thousand Oaks.
- Crystal, D. (1997). *English as a Global Language*. Cambridge: Cup.
- Cummins, J. (1984). A Theoretical Framework for Relating Language Proficiency to academic achieving amount bilingual students. In Rivera, C. (Ed), *Language Proficiency and Academic Achievement*. Clevedon: Multilingual Matters.
- Davies, D. (2005). *Varieties of Modern English. An Introduction*. London: Pearson.

- Debourgh, G.A. (2008). "Use of "clikers" to Promote Acquisition of Advanced Reasoning Skills" .*Nurse Education in Practice*. Vol .8 (2) pg 76-78
- Dendrinios, B. (1992). *The EFL textbook and Idealogy*. Athens:grivas.
- Dorosamy, R.S. (2012). The Impact of English as Medium of instruction on the academic performance of second language learning in the further education and training band at schools in Kwazulu Natal. Unpublished Doctors degree in Technology. Durban university of Technology . South Africa.
- Ellis,G.(1996). " How is culturally is the Communicative approach?" ELT journal, Vol. (50), 213-218.
- Emerson, T.L.N. & Taylor, B.A. (2004). " Comparing Student Achievement and lecture-oriented section of Principle of Micro-economic course." *Southern Economics Journal*. Vol.70, pg.672-693
- Ethis, R. (2003). *Task-based language Teaching*. Oxford: OUP
- Faerch and Kasper, G. (1983) Plan and Strategies in Foreign Language Communication in Faerch C.& Kasper, a (Eds). *Strategies in Inter language Communication*. London: Longman.
- Farquharson B.B (2014). The relevance of communicative methodology for language teaching in South Africa. *Journal of independent education*
- Farrel, T.S.C. (2002). *Classroom discourse* Institute of Education, Nanyang Technological University.
- Felder, R.M. & Spurlin, J. (2005). "Applications, Reliability and Validity of the Idea of Learning Styles". *International Journal of Engineering Education* .Vol.21 (1), pg 103-112

- Freeman, L.D. (2000). *Techniques and Principle in Language Teaching*, 2nd ed. Oxford University Press.
- Games, R.A. (2009). "Teaching English. The Communicative way." *Journal of NELTA*. Vol (1), pp 36-30
- Gay, L. and Gierhl, P.L. (1992) *Research Methods for Business and Management*. New York: Mark Millan publishers
- Grenfall, M. and Harris, V. (1999). *Modern Language and Learning strategies, in Theory and practice*. London: Routledge.
- Homars dottir halla, (2003)." In search of an appropriate theory". Paper presented in the second LOITASA workshop held at University of Western Cape 29.4-2.5 2003.
- Huntington, S.P. (1996). *The clash of civilisation and the Remarking of the World order*. New York: Touchstone.
- Hymes, D. (1972). On Communicative Competence. In J.B Pride and J. Holmes (Education). *Sociolinguistic Harman worth*, middx: Penguin.
- Hymes, D. (1972). *On the Communicative Competence in J.B pride & J.Homes (Eds), social linguistics*. Harmonds worth: Penguin.
- Hymes, D.H. (1972). On Communicative Competence. In C.J.Brumfit, & Johnson (Eds). *The communicate approach to language teaching (2nd Ed, pp.5-27)*. Oxford: Oxford University Press.
- Itedge, T. (2000). *Teaching and learning in the language classroom*, Oxford: Oxford university press
- Jeyasala (n.d) A Paper on a Prelude to Practice: Interactive Activities for Effective Communication in English India Galagappa Government Arts College.

- Johnson, G.M. (2005). "Student Alienation Academic achievement and WebCT". *Educational Technology and society*.Vol (08), pg.179-189.
- Johnson, K., Morrow, (Eds) (1981). *Communication in the Classroom: Applications and methods for communicative approach*. London Longman.
- Kay, K.G. & Lesage A. (2009). "Examining the Benefits and Challenges of using Audience Response systems: A review of Literature, Computer and Education". Vol. 53, pg. 819-827
- Kinyaduka, B.D & Kiwara, J.F (2013) Language of instruction and its impact on quality of education in secondary schools: Experiences from Morogoro Region, Tanzania. *Journal of education and practice*,4(9),90-95
- Klaus, D. (2001). "The use of Indigenous Language in Early Basic Education in people New Guinea: a model for elsewhere". Paper presented to annual conference of the comparative and international Education society held in Washington DC march 17, 2001.
- Komba, S.C, Kafanabo, E.J,Njabili & Kira, E.S.(2012) "Comparizon between Students Academic performance and their abilities in written English language skills: A Tanzanian Perspective" *International journal of Development and suitability*.Vol.1,2, 305-325.
- Kothari, G.R. (2004). *Research methodology: methods and Techniques, 2nd (edition)*. New Wishwa Delhi.
- Krashen, S.D. & Tarrell, D.T. (1983). *The Natural Approach: Language Acquisition in the Classroom* .Oxford: Pergamon.
- Krishnaswamy, N. & Krishnaswamy, L. (2014). *Methods of Teaching English*. India: Trinity Press

- Lachman, S.J. (1997). "Learning is the Process toward an Improved Definition of Learning ". *Journal of Psychology*. Vol. (131), PP. 477-480.
- Lantolf, J.P, (1994). "Social Cultural Theory and Second Language Learning: Introduction to the Special Issues". *Modern Language Journal*. Vol. 78(4), pg.418-420
- Larsen Freeman, D. (1986). *Techniques and Principal in Language Teaching*. Cambridge: Cambridge University.
- Larsen Freeman, D. (Ed.). (2000).*Techniques and principles in language teaching* (2nd Ed).Oxford: Oxford university Press.
- Lee, C. (2004). *Language Output, Communication Strategies and Communicative Tasks*. America: University Press of America.
- Li, D. (1998). "It's always more difficult than you plan and imagine: Teachers perceived difficulties in introducing the Communicative Approach in South Korea" *In TESOL Quarterly*. Vol. 3, pp.707.
- Lightbown ,P.& Spada ,N. (1993). *How language are learned*. Oxford: Oxford University Press.
- Littlewood. (2007). "Communication and Task-Based Language Teaching in East Asian Classrooms". *Language Teaching*.Vol. 40.243-249
- Lwaitama,A.F& Rugemalira ,J.M.(1990). "The English Language, Support project in Tanzania" *Language in Education in Africa*. Philadephia:
- Masakatsu, O. (1998).*Teaching Communication Strategies*. Japan: Todoroki-chi Junior High School.
- Mbaga, S. (2015) "Classroom Interaction: A key to Effective Teaching and Learning". *General Education Journal*. Vol. 04(1), PP.44-52

- Menking, S. (2001). Communicative approach to Teaching English in post Secondary Institutions in Shimane, Japan. ERIC database (ED461994) retrived from <http://www.eric.ed.gov/PDFS/ED443294.pdf>
- Mlama, P. & Materu, M. (1978). *Haja ya kutumia Kiswahili kufundishia katika Elimu ya Juu*. DSM: Baraza la Kiswhili Tanzania.
- MOEC, (1995) (Ministry of Education and Culture). Educational and vocational Training policy. DSM: Ministry of Education.
- Mvungi, M.V. (1974). "Language Policy in Tanzania Primary Schools with Emphasis in implementation". M.A Dissertation, University of Dar-es-Salaam.
- Mvungi, M.V. (1982). "The Relationship between Performance in Instructional Medium and some Secondary School Subjects in Tanzania". Published PhD Thesis University of Dar-es-salaam
- Mwinsheikhe, M. N. (2002). "Science and the Language Barrier; Using Kiswahili as medium of instruction in Tanzania Secondary School as a Strategy of improving Students Participation and Performance in science" in Brock-utre, Birgit; Zubeida Desai and Martha Qorro(eds) language of Instrument in Tanzania and South Africa Dar-es-salaam: E&D publisher pp 129-149
- Myers-scotton, (1998). *Duelling Language Grammatical structure in Code switching*. Oxford: Clanendown Press.
- Neke,S.M.(2003). *English in Tanzania An Anatomy of Hegemony*. Dar es Salaam: Multilingual matters.
- Nunam, D. (1991).*Language Teaching and Methodology*. London: Prentice Hall.
- Nunam, D. (1991a) "Communicative Tasks and the language curriculum" in TESOL Quarterly, Vol.25 (2).pg279-295

- Nunan, D. (1986). *Language teaching methodology*. Hemel Hempstead: Prentice Hall International
- Nyerere, J.K. (1967). *Education for self- reliance*. DSM: Government printers.
- Ogden, C.K.1968.*Basic English: International Secondary Language*. New York: Harcourts Brace & World .Inc.
- Prabhu, N.S. (1987). *Second Language Pedagogy*. Oxford: Oxford university press.
- Rahman, H.(1987). Appropriate Methodology for teaching English in Bangladesh. BELTA Journal, Vol.1 no3, 25-50
- Richard, I.A. and Gibson, (1945). *Learning Basic English: A practical Handbook for English Speaking People*. New York: w.w. Norton &Company
- Richard, J.C. & Rodgers J.S. (2001). *Approach and Methods in Methods in Language Teaching* (2nd Ed.) Cambridge: Cambridge University press
- Richard, J.C. (2006). *Communicate Language Teaching Today*. USA: Cambridge University press
- Richards J.C and Rodgers T.S (2001). *Approaches and methods in Language teaching: A Description and Analysis*. Cambridge: Cambridge university press.
- Richards, J. & Rogers, T. (1986). *Approaches and methods in language Teaching*. Cambridge: Cambridge university press.
- Ringborn, H. (1987). *The Rule of the first Language Learning*. Clevelion: Multilingual Matters LTD.
- Robert, J.T. (1982).”Recent Development in ELT, Part I”. *Language Teaching*. Vol.1512, 94-110

- Rost, M. (1996). "Helping Learners Develop Communication Strategies". *The language Teacher*. Vol.20 (12) pg.41-43
- Rubagumya, C. (1993). "The Language Values of Tanzania Secondary School pupils". Unpublished PhD thesis. Lancaster University.
- Rubagumya, C. M. (1990). "Language in Tanzania" Language in education in Africa. A Tanzanian perspective. Philadelphia: Multilingual Matters.
- Sandra (nd). *Teaching English as a Second or Foreign Language*. US: High Holborn House.
- Sane, E. & Sebonde, R.Y. (2004). "Suitability of communicative Approach in Teaching English language in Tanzania secondary school". Arts social science J5; 104172/2151-6200.100074
- Saunders, et el. (2000). *Research methods for Business students, (3rd edition) prentice*. London: Hill financial Times.
- Sauvignon, J.S. (nd). *Communicative Language Teaching for the Twenty- First Century* United states: High Hiborn Learning.
- Sauvignon, S. (1972). "Teaching for Communicative Competence: A Research Report". Audial visual language Journal Vol.10 (3) pp.153-62
- Sauvignon, S. (1991). "Communicative Language Teaching: State of the Art". *TESOL Quarterly*. Vol.25 (2), 261-274
- Scarcella, R. & Oxford, R. (1992). *The Tapestry Language Learning: The Individual in the Communicative classroom*. Boston: Heinle & Heinle
- Sifuria, D.N (1990) Development of Ed in Africa: The Kenya experience. Nairobi: initiative publishers

- Sims, R. (2003).” Promises of Interactivity: Aligning Learners Perception and Expectation with Strategies for Flexible and Online Learning”. *Distance Education*.Vol.4 (3) pg. 57-103
- Singh, T.K.R. &Mohamed, A.R. (2012). “Impact of Clideers Technology in a Mathematics Course. Knowledge Management E-learning”. *An international Journal* .Vol.14 (3), pg.279-292
- Smith, F, Hardmen, F. &Higgins, S. (2006). “The Impact of Interactive Whiteboards on Teachers Interaction in the Literacy and Numeral strategies”. *British Education Research Journal*, Vol. pg.418-420.
- Sung, K. (1998).”A Critical Ethnographic Study on the Concept of Communicative Competence”. Doctoral Dissertation. The Pennsylvania state university.
- Swilla, J.J. (2009). “Language of Instruction in Tanzania Contradiction between Ideology, Policy and Implementation”. *Africa study monographs*. Vol 30(1), Pp. 1-14
- Tabber, H.K. & Dekoijer, B. (2010).”Learners Control in Animated multimedia Instructional Science”.Vol.38, pg. 441-453.
- Tarone, E. (1984) Teaching Strategic Competence in the Foreign Language Classrooms. In Sauvignons, S.J. &Bern, M.S. (Eds), *Initiatives in Communicative Language Teaching* Boston: Addison-Wesley publishing company.
- Tillya, F. (2006). Language of Instruction and learning implication of quality, quality and poverty alleviation, paper in Education and development, No. 26
- Tsui, A.B.M (1995) Introducing classrooms interaction. London: penguin
- URT, (1985). *Basic Statistics in Tanzania 1980-1984*. Ministry of Education. Dar-es-salaam

- URT, (1995). *Education system in Training Policy*. DSM: Ministry of education and culture.
- URT, (1997). *Cultural policy (policy Statements)* DSM: Ministry of Education and Culture.
- URT, (2001). *Education sector Development programme*. Ministry of Education and Vocational Training 2001
- Vito, J.A. (1986). *The Communication Land Book: A Dictionary*. New York: Haiper & Rolo.
- VONGXAY, H. (2013). “The implementation of communicative language Teaching (CLT) in an English Department in LAO High educational institution” A thesis submitted in partial fulfillment of requirement for degree of master of Education. Unitec Institution of Technology. New Zealand
- Vygotsky, L.S. (1978). *Mind and Society. The development of higher mental process* .Cambridge, MA: Harvard University press.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological process*. Cambridge Massachusetts: Harvard university press.
- Weekly, E. (1967). “An Etymological Dictionary of Modern English”. New York: *Dover publications*. Vol. (1).
- Westbrook, F. (2011).Lesson from the other side of the teachers desk: Discovering insights to help language learners .English teaching forum,4:2-7
- Widdowson, H.G. (1979).Teaching Language as Communication. Oxford: oxford university press.

APPENDICES

Appendix I

This questionnaire seeks information on Communicative Approach strategies to teaching English language in Tanzanian Secondary schools. Kindly respond to the questionnaire as requested, tick the appropriate response or by inserting your answers in the spaces provided. To maintain the anonymity and confidentiality, please do not write your name.

QUESTIONNAIRE FOR TEACHERS

1. Sex: Male / Female
2. Age: 20/30, 31/40, 41/50, 51/60.
3. Level of Education
Certificate, Diploma, 1st Degree, Masters, Others
4. For how long have you been teaching English language?
01/10, 11/20, 21/30, 31/40.
5. Do you think it is important to expose our students to English language all the time when at school? Yes/ No. Why? Why not?
.....
.....
.....
6. Do you know anything about communicative Approach as a method to English language teaching? Yes / No.
What is it?
.....
.....
.....
7. Is communicative Approach applied in our classroom teaching? Yes/ No
How do you apply it?
.....
.....
.....

8. What is your attitude towards Communicative language teaching? Is it a good or bad method? Good/ Bad. Why?

.....
.....
.....

9. Do you think Communicative Approach is appropriate in Tanzanian context? YES/NO

Give reasons.

.....
.....
.....

10. Which Communicative Approach teaching strategies do you use in classrooms to make your students communicative competent? Mention at least 5

- i).....
- ii).....
- iii).....
- iv).....
- v).....

11. Which problems do you face in the application of Communicative Approach teaching strategies in English language?

.....
.....
.....

12. Are your students able to participate in group work, class presentation, role play, and debates? Yes/No

Give reasons

.....
.....
.....

13. Do you think Communicative Approach teaching strategies may help to improve the performance of English language? YES/NO

If YES/NO, HOW? Give reasons.

.....

14. What do you think are the attitude of teachers toward CA strategies in teaching English Language?

.....

15. What do you think should be done so as to help students improve their communicative competence in English Language?

.....

16. Below is the list of principles of communicative approach, Tick the one you think is a principle of Communicative Approach and put cross to the one you think is not the principles of Communicative Approach.

CLT stands for Communicative Language Teaching.

CA stands for Communicative Approach

L2 stands for second language

S/N	Principles	Mark
1.	In CLT Language is for communication purpose (a social tool used by speakers to make meaning)	
2.	CLT targets much on teachers	
3.	CLT consumes a lot time to prepare class activities	
4.	Communication in L2 is emphasized in CLT	
5.	CLT deals most with speaking and writing	
6.	Students are given opportunity to express their opinions	
7.	Errors are tolerated to a certain extent	
8.	CLT emphasizes only on group and pair work	
9.	CLT is student centered approach	
10	Learners are given time to work together so as to	

	predict the next picture	
11.	A teacher is a facilitator in CLT	
12.	In CLT learners are free to choose how and what to communicate	

From the principles mentioned above do you apply any of the principles in your classes? YES/NO.

Mention the principles which you do apply in your English Language teaching classes.

17. Tick from the list the Communicative strategies which are commonly used in CLT class.

S/N	Strategies	Mark
1.	Group discussion	
2.	Filling in gaps	
3.	Teaching vocabularies and pronunciations	
4.	The use of Teaching aids	
5.	Role play	
6.	Scaffolding(assistance to students done by more knowledgeable others	
7.	Games	
8.	Interview sessions	
9.	Simulations	
10.	Dictation tasks	
11	Code mixing	
12	Code switching	
13	Exposure of learners to English language	
14.	Modeling	
15.	Comprehension Questions	

18. Mentioned bellow are difficulties / challenges in the implementation of English as a foreign Language/ English as a second language. Do you experience them in the class ? Put a tick in the options given.

	Challenges/Difficulties	It is a problem	It is manageable	It not a problem
1.	Teachers have a problem in spoken English			
2.	Teachers lack strategies and social Linguistic competence			
3.	Teachers lack training in CLT			
4.	Misconceptions about CLT			
5.	Teachers have no enough time to prepare materials for communicative activities			
6.	Students have low English proficiency			
7.	Students have little motivation for communicative Approach			
8.	Students do resist to participate in their classes			
9.	Large class size			
10.	Examination are grammar based			
11.	Lack of effective assessment			
12.	Teachers do not know what CA is			
13.	Large number of people use Kiswahili and ethnics community language as their language of communication			

Appendix II
QUESTIONNAIRE FOR STUDENTS

1. Sex: Male/ Female
2. Age: 10/15, 16/20, 21/25.
3. Level of education
Form 1, Form 2, Form 3, form 4.
4. Do you like communicating in English language at school? Yes / No
Why?
.....
.....
.....
5. Do you face any problem when communicating using English language?
YES/NO
Mention problems you are facing
i. _____
ii. _____
iii. _____
iv. _____
v. _____
6. Do you think pair work, group work, debate, class presentations, role plays
are important in English language learning? Yes/ No
Why? Give reasons.
.....
.....
.....
7. Do you like when teachers teaches you using English language only in the
class?
Yes/ No. Why/Why not. Give reasons
.....
.....
.....

8. Which method/ Strategy do you think your teachers should use to help you perform well in English language?

1. _____

2. _____

3. _____

4. _____

5. _____

9. Do you think competence in English language, will help you to do better in Examinations? YES/NO.

If YES/NO, Give reasons

.....
.....
.....

10. Do you enjoy when you are given chance to act as teachers in the class? YES/NO. Why? Give reasons.

.....
.....
.....

Appendix III

This questionnaire seeks information on Communicative Approach strategies to teaching English language in Tanzanian Secondary schools. Kindly respond to the questionnaire as requested, tick the appropriate response or by inserting your answers in the spaces provided. To maintain the anonymity and confidentiality, please do not write your name.

QUESTIONNAIRE FOR CIVICS/HISTORY TEACHERS.

1. Sex: Male / Female
2. Age: 20/30, 31/40, 41/50, 51/60.
3. Level of Education
Certificate, Diploma, 1st Degree, Masters, Others
4. For how long have you been teaching Civics/ History?
01/10, 11/20, 21/30, 31/40.
5. Do you think it is important to expose our students to English language all the time when at school? Yes/ No. Why? Why not?
.....
.....
.....
6. During teaching do you give students to act as teachers? YES/NO. Give reasons.
.....
.....
.....
7. Do you think student's ability in English language helps them do better in Civics/History subject? YES/ NO. Why?. Give reasons.
.....
.....
.....

Appendix IV

INTERVIEW GUIDE FOR TEACHERS

The interview will start with a brief discussion to help the researcher know if the respondents know anything on communicative approach; this will help those who are not aware about it and those who employ it without knowing its technical term take this opportunity as an advantage.

1. Would you be comfortable to tell your age for sake of this study?
2. Do you think communicating using English Language is important for both Teachers and students at school?
3. Do you know anything about CA in English language teaching? What is it?
4. Is CA applied at your schools? How is it applied?
5. Are you interested teaching using CLT method? Why?
6. For how long have you been teaching using Communicative approach?
7. Is it important to teach your students using communicative approach? Why?
8. Which strategies do you use to make your students improve their communicative competence in EL?
9. Is there anything you think has hindered you from teaching using CA strategies In EL?
10. Is there any relationship between grammatical knowledge and gaining Communicative Competence in CA
11. Is there any relationship between CA strategies and the academic performance in EL?
12. Do you think exposing students to English language helps them to build their communicative competence? YES/ NO. Why?
13. How do you control errors in your classes in CLT?
14. Do you know any CA principle? Can you mention some of the principles which you do use in your classes?
15. Why do you think CA has failed to give adequate performance in English language despite the use of CA strategies?

Appendix V

Observation schedule that guided the researcher during classroom observation

S/ N	Item to be observed	poor	Satisfactory	Good	V.good	Excellent
01	The use of CA teaching strategies to ELT Pair/ Group work					
	-Debate					
	-teaching materials					
	-Exposure of learners to English Language					
	-Modeling					
	-Teaching vocabulary and pronunciation					
	-Comprehension Questions					
02	Teachers attitude towards CA					
03	Teachers competence on CA Teaching					
04	The use of English Language by the teachers when teaching and communicating with teachers and students					
05	Presence of cooperation among teachers and learners					
06	Students are participation in I group work , class presentation, role play , debates etc					
07	Students opportunity to express their opinion (giving their views)					
08	Teachers are facilitators in ELT(advisors)					
09	Class activities are student centered					
10	Error toleration to learners in CLT					
11	Learners attitude towards CA					

PROPOSAL TIME SCHEDULE

S/N	ACTIVITY	TIME
01.	Selection of the title of my interest and writing concept notes	15/7/2015-30/7/2015
02.	Proposal writing	1/8/2016 – 30/8/2016
03.	Proposal submission	5/9/2016
04.	Pilot Study	06/9/2016 – 11/9/2016
05	Data collection (Distribution and collection of questionnaire and interview sections).	12/9/2016 – 30/10/2016
06.	Data presentation, Analysis and Interpretation.	1/11/2016 – 30/12/2016
07.	Proposal Writing	01/01/2017 – 30/01/2017
08.	Report Submission	30 /03/2017

PROPOSAL BUDGET

S/N	ITEM	AMOUNT
01.	Transport	30,000/=
02.	Stationery (Pen, pencil, ruler)	5,000/=
03.	Printing A)Proposal B)Report	45,000/= 120,000/=
04.	Photocopying	30,000/=
05.	Internet service	20,000/=
05.	Communication	20,000=
06.	Research Tools A)Camera B)Computer C)Tape recorder	150,000/= 1,000,000/= 100,000/=
07.	Binding A)Report B)Report	15,000/= 1,200,000/=
	TOTAL	1,655,000/=