

**COLLEGE MANAGERIAL PRACTICES FOR PROMOTING ENGLISH  
LANGUAGE TEACHING AND LEARNING IN TANZANIA GOVERNMENT  
TEACHERS' COLLEGES: A CASE OF GRADE 'A' CENTRAL ZONE  
TEACHERS' COLLEGES**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF  
EDUCATION, ADMINISTRATION, PLANNING AND POLICY STUDIES OF  
THE OPEN UNIVERSITY OF TANZANIA**

**2023**

**CERTIFICATION**

The undersigned certifies that she has read and as a result of this recommends for acceptance by the Open University of Tanzania a dissertation titled: **“College managerial practices for promoting English language teaching and learning in Tanzania government teachers’ colleges: a case of grade ‘A’ central zone teachers’ Colleges”** in Partial fulfilment of the requirements for the Degree of Master of Education, Administration, Planning and Policy Studies of The Open University of Tanzania

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**Date**

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I, **Deogratius Wenga**, do hereby declare to the Senate of the Open University of Tanzania that this project is my own original work, and that it has not been submitted for the similar degree in any other University.



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**Signature**

.....  
**Date**

## **DEDICATION**

I dedicate this dissertation work to my family of Mr. and Mrs. Deogratius Wenga, my lovely children Lwiza (Khanifa), Derrick, Esmond and Eugenia for their prayers and love towards the accomplishment of my Master Degree.

## **ACKNOWLEDGMENT**

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## ABSTRACT

This research aimed to assess how college managerial practices impact English language education in Tanzania government teachers' colleges, focusing on Grade 'A' central zone teachers' colleges. The study identified four objectives: identifying these management practices, evaluating tutors' perceptions regarding their efficacy, assessing their contribution to language learning, and proposing effective strategies for improvement. Using a qualitative case study approach, data was collected from 20 participants, including principals, English teachers, academic deans, and students, through interviews and focus group discussions. The findings revealed existing initiatives to enhance English language education, such as performance-based rewards, monitoring, English clubs, staff development, and creating supportive learning environments. However, tutors perceived these practices as unsuccessful due to inadequate support, frequent use of Swahili, lack of relevant materials, limited competent language instructors, and low motivation from management. Nonetheless, these practices aided syllabus completion, motivated both teachers and learners, improved classroom supervision, and enhanced teaching techniques. To address these shortcomings, the study proposed measures: providing relevant materials, curriculum adjustments, language exposure programs, hiring qualified tutors, using reinforcement techniques, and initiating inter-college competitions. Ultimately, the research concluded that college principals recognized the need for strategies to improve English education due to poor performance in national examinations. It recommends consistent monitoring of these strategies for more effective implementation, as observed plans often suffered from poor execution.

**Keywords:** *Teachers' colleges, management practices, promoting teaching, learning, Government Teacher*

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# LIST OF ABBREVIATIONS

|             |   |
|-------------|---|
| CMPs        | College Management/Managerial Practices       |
| EFL         | English as a Foreign Language                 |
| EQUIP T-ELT | English Language Teacher Training in Tanzania |
| FGD         | Focus Group Discussions                       |
| MoEST       | Ministry of Education, Science and Technology |
| MoEVT       | Ministry of Education and Vocational Training |
| MPs         | Management Practices                          |
| NACTE       | National Council of Technical Education       |
| NECTA       | National Examination Council of Tanzania      |
| SCMT        | School wide and Classroom Management          |
| TCs         | Teacher/Teachers' Colleges                    |
| URT         | United Republic of Tanzania                   |
| IL          | Instructional Leadership                      |
| IM          | Instructional Management                      |

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This study examined the College Managerial Practices for promoting English language teaching and learning in government teachers' colleges. This chapter presents the background to the problem, the statement of the problem, the rationale for the study, the research objectives, the research questions and the significance of the study. It further presents the scope of the study, organisation of the study and limitations of the study.

#### **1.2 Background**

Management practice is a central hub for the success of any academic institution. Everard et al. (2004) give an epitome of this assertion with an argument that schools and colleges become effective and successful when they are well led and organised, which is partly because their heads and senior staff have learned management systematically." Management Practices (MPs) determine how such institutions plan, organise, and control resources (Everard et al., 2004; Sindhu, 2012). Therefore, the more the college management engages in best practices, the more the college is likely to succeed. Such practices are likely to let people own the vision and mission of the school, led by example and offer the opportunity for both informal and formal professional development, motivate staff, create a collaborative culture, create collaborative structure, create stability, improve infrastructure, and focus less on supervisory activities (Sindhu, 2012).

In Tanzania, it is the role of teacher colleges and universities to prepare teachers for pre-

primary, primary, and secondary schools (URT, 2018). On the other hand, effective teaching and learning in pre-primary, primary, and secondary schools depend on how teachers' colleges and universities are best suited. However, this study's scope is limited to teachers' preparation in teacher colleges.

The teaching of the English language in Tanzania is a major concern at the basic education (primary and secondary) level (Rubagumya, 2010). English is the medium of instruction from secondary education to higher education and is concurrently used with Swahili as the official language; learners must learn the language effectively (URT, 2014). This is because failure to develop a good command of the English language among learners in primary education may be at risk of participating effectively in democratic activities such as education at higher levels and business (Rubagumya, 2010). Realising that the goal of improving English language teaching in primary and secondary education will only be possible if teacher trainees have English proficiency, TCs must take concerted initiatives to promote English language teaching and learning in respective colleges to produce competent teachers for pre-primary, primary and secondary schools, and other levels.

Theories of language learning contends that students learn better if they receive appropriate support from their teachers (Brown, 2007; Cope & Kalantzis, 2009). This implies that if teacher trainees have developed a good command of the English language from their respective TCs, they can support their prospective students in developing English language skills. Arguably, one cannot overlook the potential of CMPs to promote English teaching and learning in TCs. For better outcomes, the nature of CMPs must align with the objectives and intent of the curriculum and proper translation of the

course of study into syllabuses, scheme of work and lesson plans (Komba & John, 2015). This is supported by Cotton (2003), who underscores that “it would be difficult to find an educational researcher or practitioner who does not believe that school principals are critically important to school success”. However, in the Tanzanian context, there is a lack of literature linking English language teaching and CMPs in educational institutions. The existing literature focused on the challenges of teaching the English language (Elibariki, 2017; Byabato & Onyango, 2022), English language proficiency and academic performance (Wilson & Komba, 2012), English language proficiency (Makewa et al., 2013; Komba & John, 2015) and modes of teaching English language (Anatory, 2018), while those focused on TCs (Akyeampong et al., 2013; Ndege, 2018) investigated general teaching and learning with little explanations as they were more quantitative.

Research to explore the role of CMPs in improving teaching and learning of the English language in Tanzania government Teachers’ Colleges (TCs) has been ignored. Thus, this study explored the role of CMPs in promoting English language teaching and learning in TCs to inform future practices and policies.

### **1.3 Statement of the Problem**

English language performance has been a great concern in tertiary education, specifically in teachers’ colleges. Most student teachers perform poorly in their English final examinations (NECTA, 2019; 2020; 2021). In 2012, the government of Tanzania, through the then Ministry of Education and Vocational Training, now the Ministry of Education, Science and Technology, in collaboration with the British Council launched a four-year project titled Education Development and Quality Improvement Project for

English Language Teacher Training in Tanzania (EQUIP T-ELT), as an intervention to address the problem of English language in teachers' colleges, secondary and primary schools. In addition, the project sought to provide a framework for college management teams to support tutors' professional development and their role in supporting student teachers. Specifically, the project sought to improve the capacity of teacher training colleges to deliver quality teaching and, lastly, to have increased awareness of teaching policy and practice through the English medium.

Despite the initiatives by the government to promote English language performance in teachers' colleges in Tanzania, teacher trainees have been performing poorly in the English language for about three consecutive years compared to other subjects. Yet, little is known about the position of CMPs in the existing situation. This may hamper any efforts to improve the performance of teacher trainees in the English language in the near future, which eventually will limit the improvement of English language learning in primary schools where these student-teachers will be teaching. As a result, the current study intended to examine the contribution of CMPs in promoting English language teaching and learning in TCs to inform future practices and policies on the best practices to promote English language teaching and learning in teachers' colleges.

## **1.4 Research Objective**

This section presents general and specific objectives of the study.

### **1.4.1 General objective**

The major objective of the proposed study is to examine CMPs for promoting English language teaching and learning in Tanzania government teachers' colleges.

### **1.4.2 Specific Objectives**

The proposed study will be guided by four specific objectives as follows;

- i. To identify CMPs for promoting English language teaching and learning in TCs.
- ii. To explore tutors' perspectives on challenges faced by CMPs in promoting English language teaching in TCs.
- iii. To examine the contribution of CMPs to promoting English language learning in TCs.
- iv. To suggest possible best CMPs in promoting English language teaching and learning in TCs.

### **1.5 Research Questions**

Based on the specific objectives, this study envisioned to answer four research questions as indicated hereunder;

- i. What are the most prevalent CMPs for promoting English language teaching and learning in TCs?
- ii. What are the tutors' perspectives on challenges faced by CMPs in promoting English language teaching in TCs?
- iii. How effective are CMPs in promoting English language learning in TCs?
- iv. What are the suggested best CMPs in promoting English language teaching and learning?

### **1.6 Significance of the Study**

The findings from the study inform the Ministry of Education, Science and Technology of the necessary efforts to be taken to shape CMPs to align with the need to improve English language teaching and learning in TCs. Also, from the study, college

management and college tutors may find a lesson on improving or maintaining their practices for promoting English language teaching and learning. Furthermore, policy makers may find insights from the study from which they may develop policies that support managerial teams in TCs to improve the teaching and learning of the English language.

### **1.7 Scope of the Study**

This study was confined to exploring CMPs for promoting English language teaching and learning in government teacher colleges. It involved central zone teachers' colleges in which college tutors, teacher trainees and college principals were used to generate the study findings. The study further used interviews and FGDs as data collection methods.

### **1.8 Limitations of the study**

In the effort to carry out this study, a researcher experienced both methodological and logistical problems. During the time of interviews and focus group discussions, some respondents rejected to be directly recorded because they thought this as of being unsecure and would be required to be defensible. Thus, the researcher decided to take notes rather than recoding their voices so as to solve the problem. However, the purpose of the study was clearly explained and most of the respondents were aware and agreed to be recorded, though few of them had rejected. Lastly, the findings and conclusions made from the study were limited to small sample of colleges, teacher trainees, college tutors and college principals. The said limitation could affect the generalizability of the findings to the entire teachers' colleges in Tanzania.

## **1.9 Organization of the Study**

This study is organised in five chapters. Chapter one introduced the study with a brief glimpse into the background, which summed up the motivation for the study. It also indicated the research questions scope of the study, aims and objectives, the organization of the study and a brief summary. Chapter two consists of a literature review, and involves an in-depth study of current literature on college initiatives in promoting English language teaching and learning as well as theoretical framework. Chapter three presents a detailed account of the research design. It includes the methods and procedures used in sampling, the collection of data, an analysis of the data collected and ethical measures. Chapter four focuses on the findings of the study on grounds of the analysis of the data and the literature studied. Finally, chapter six presents a summary of the study, conclusions, recommendations, and areas for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This study examined CMPs for promoting English language teaching and learning in Tanzania government TCs to inform future practices and policies. This part covers an overview of the theoretical framework used in the study, the conceptualisation of CMPs, a summary of the reviewed empirical literature, and the conceptual framework.

#### **2.2 Theoretical Framework**

##### **2.2.1 Instructional Leadership (IL) Theory**

This study was guided by Instructional Leadership (IL) theory. Initially, IL was known as Instructional Management (IM); however, as time went on, the term ‘management’ was replaced by ‘leadership’ to reinforce the sense of democratic management in school since the term management collocates more with a sense of authority (Hallinger & Wang, 2015; Townsend, 2019). The major assumption of IL theory is that the success of teaching and learning in any academic institution is determined by what the managerial team, such as principals and their assistants, do to motivate tutors, monitor curriculum implementation, support tutors’ professional development, encourage collaborative problem-solving among tutors and students-teachers, and to create a good environment for both teaching and learning. In addition, the management team have to be able to formulate relevant strategies to improve the teaching and learning process.

Based on the tenant of this theory, it is sensible to question the managerial practices in a context where English language teaching and learning outcomes are less satisfying. Consequently, the present study examined the CMPs for promoting English language

teaching and learning in TCs. However, IL theory is limited to explaining the classroom interactions between tutors and student-teachers. This warrants the application of another theory; School-wide and Classroom Management Theory.

### **2.2.2 School-wide and Classroom Management Theory**

The Theory of School-wide and Classroom Management (SCMT) was established in 1999 by Froyen and Iverson in their book “School wide and classroom management: The reflective educator-leader”. The theory identifies that strong, management and organisational skills of teachers can lead to lesser classroom management problems. The theory proposes that disciplinary problems in a classroom have a considerable impact on teaching and learning because teachers often fail to implement their lesson plans (Shamina & Mumthas, 2018). The SCMT centre of attention is on three major concepts, which include; Content Management, Conduct Management and Covenant Management. The theoretical foundation of SCMT stipulates that content management occurs once college tutors manage space, materials, equipment, the movement of people and lessons that are part of a curriculum or course of study. In this context, tutors in TCs must exhibit high instructional management skills and skills in monitoring students in the classroom and assist student-teachers in processing new ideas in their learning process by circulating around the room (Praveen & Alex, 2018).

On the other hand, the theory put forward that conduct management is linked with skills that college tutors utilise to deal with disciplinary issues in the classroom (Shamina & Mumthas, 2018). According to Froyen and Iverson (1999), covenant management considers the classroom as a social system which possesses attributes that tutors in TCs have to keep in mind when supervising interpersonal relationships in the classroom

among tutor-student-teachers or student-teachers themselves. These relationships are crucial for maintaining a favourable learning environment. Therefore, CMPs are very important tools for effective English language teaching and learning in TCs.

### **2.3 Conceptualization of College Managerial Practices (CMPs)**

College Management is not popular terminology in literature for two main reasons: first, the term management is discouraged to avoid the sense of an authoritative leadership style (Hallinger& Wang, 2015; Townsend, 2019), and second, the educational leadership and school leadership have been used as general terms for management in academic institutions (Sindhu, 2012). Thus, arguably, College Management in the proposed study is nothing new but entails educational management at the college level. On the other hand, managerial practices refer to all the things educational managers do at various educational levels to accomplish their duties for achieving educational goals (Day & Leithwood, 2007; Hallinger& Wang, 2015; Townsend, 2019). Day and Leithwood (2007) proposed a set of four managerial practices for educational managers to influence teaching and learning as summarised in Table 1.

**Table 2.1: The summary of the set of four managerial practices for educational managers that influence teaching and learning**

| Practice category                          | Managerial best practices  |
|--|--|
| Building vision and setting directions     | <ul style="list-style-type: none"> <li>• Let people own the vision and mission of the school</li> <li>• Lead by examples</li> <li>• Articulate vision</li> </ul> |
| Understanding and developing people        | <ul style="list-style-type: none"> <li>• Offer the opportunity for both informal and formal professional development</li> <li>• Motivate staff</li> </ul>        |
| Designing the organisation                 | <ul style="list-style-type: none"> <li>• Create a collaborative culture,</li> <li>• Create collaborative structure</li> </ul>                                    |
| Managing the teaching and learning program | <ul style="list-style-type: none"> <li>• Create stability</li> <li>• Improve infrastructure</li> <li>• Focus less on supervisory activities</li> </ul>           |

**Source:** Day and Leithwood (2007)

However, Hallinger and Wang (2015) argue that not all educational leaders engage in all the proposed managerial best practices for different reasons such as lack of skills and institutional contexts to mention a few. This calls for continuous assessments of managerial practices in TCs to ensure that education managers promote the quality of teaching and learning. Therefore, it is for this reason the current study is centred on examining CMPs for promoting English language teaching and learning in TCs in the Tanzania context.

## **2.4 Research Experience on Managerial Practices for Promoting Teaching and Learning**

Table 2.2 shows research findings of scholars indicating that principals from various institutions in varied levels of education across the globe engage in various managerial practices. Table 2 indicates that most reported managerial practices are from outside Tanzania.

**Table 2.2: Summary of research findings on principals' managerial practices**

| Source and the research context   | Nature of educational institution | Observed managerial practices  |
|---|-----------------------------------|--|
| (Bellibaş, 2015)<br>Turkey  | Middle School                     | <ul style="list-style-type: none"> <li>● Control absenteeism among teachers and students to protect instructional time (sometimes substituting for absent teachers)</li> <li>● Informing teachers of professional development opportunities</li> <li>● Motivating them in various ways</li> </ul>  |
| (Yunas et al., 2021)<br>Pakistan  | Secondary School                  | <ul style="list-style-type: none"> <li>● Supervising teacher-duties</li> </ul>   |
| (Kaso et al., 2021)<br>Indonesia  | State Junior High School          | <ul style="list-style-type: none"> <li>● Evaluating and reporting</li> <li>● Use democratic approach</li> <li>● Support training and coaching</li> <li>● Visit classes</li> </ul>  |
| (Allensworth& Hart, 2018)<br>US   | Secondary Schools                 | <ul style="list-style-type: none"> <li>● Allocating a lot of work to teachers don't work more than attracting blames</li> <li>● Planning and deciding together how to solve issues works</li> <li>● Planning without monitoring plans</li> <li>● Supporting any time</li> <li>● Reporting and evaluating the report frequently in open discussion</li> </ul> |
| (Akyeampong et al., 2013)<br>Senegal, Mali, Uganda, Kenya, and Tanzania | Teacher Colleges                  | <ul style="list-style-type: none"> <li>● Encouraging teaching</li> </ul>   |
| (Mugambi, 2015)<br>Kenya  | Secondary Schools                 | <ul style="list-style-type: none"> <li>● Sponsor teacher professional development</li> <li>● Ensure teaching materials are there</li> <li>● Adequate number of teachers per subject</li> <li>● Use of different teaching methods</li> <li>● Motivate students who perform well</li> <li>● Class visits and supervision</li> </ul>                            |
| (Boniface, 2018)<br>Tanzania  | Secondary Schools                 | <ul style="list-style-type: none"> <li>● Checking teachers' work plan</li> <li>● Observing teachers while teaching</li> <li>● Involve teachers in decision-making and solving problems</li> <li>● Checking students' notes and attendance</li> <li>● Motivating teachers and students</li> <li>● Provision of teacher training</li> </ul>                    |
| (Ndege, 2018)<br>Tanzania   | Teacher College                   | <ul style="list-style-type: none"> <li>● Motivating tutors</li> <li>● Making classroom follow up</li> <li>● Encouraging teamwork</li> <li>● Supporting professional development</li> <li>● Providing teaching materials</li> </ul>   |

**Source:** Researcher's Compilation 2022

Moreover, Table 2.2 shows that studies conducted in Tanzania are from secondary schools (Boniphace, 2018) and even those from Teacher Colleges (Akyeampong et al., 2013; Ndege, 2018) are focused on general teaching and learning in Teacher colleges rather than English language teaching and learning. Moreover, studies conducted in TCs in the Tanzania context employed limited data collection methods such as interviews and questionnaires. Therefore, it is arguable that this study adds value to the existing literature on CMPs, particularly on improving English Language teaching and learning.

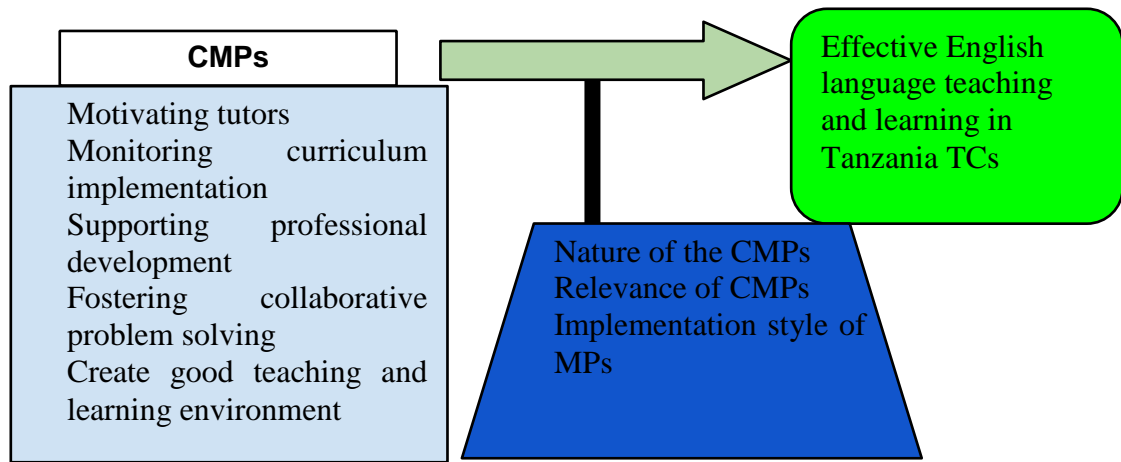
## **2.5 The contribution of Managerial Practices to Effective Teaching and Learning**

Studies show that managerial practices vary in terms of their contribution to quality teaching and learning depending on the adopted managerial style. Allensworth and Hart (2018) revealed that planning and allocation of duties worked effectively in schools whose principals could support teachers after the allocation of duties and those who could monitor the implementation of school planning. Likewise, Akyeampong et al. (2013) report that principals of TCs in Senegal, Ghana, Kenya, and Tanzania among others monitored teaching without updating tutors on the changes in the elementary curriculum that are going to be implemented by student teachers. This eventually led to incompetence among teacher trainees. Such findings show how significant it is to examine if the way principals implement particular practices promotes the teaching or not. However, since the reported findings are not based on the target context of the proposed study, the proposed study becomes a significant one in the research world as it provides insights on the effectiveness of how principals in Tanzania TCs implement managerial practices to promote English language teaching and learning.

The degree of relevance of managerial practices to teaching and learning is another way in which they can promote teaching and learning. Bellibas (2015) revealed that controlling absenteeism in Turkey middle schools was perceived to be the most influential practice to teaching and learning. Meanwhile, the class visit was deemed as least influential to teaching and learning because teachers perceived the practice as an intrusion into their privacy. Similarly, Yunas et al. (2021) observed that despite principals' efforts to supervise teachers' duties in Pakistani secondary schools, such efforts hardly promoted teaching and learning because they were focused only on teachers' duties rather than students' duties. However, this was revealed in secondary schools in Pakistan, which is different from the context of TCs in Tanzania. Thus, one cannot rely on those findings to inform managerial practices in Tanzania TCs, necessitating this study to save the existing situation.

## **2.6 Conceptual Framework**

A conceptual framework is a relationship among various variables or concepts based on the reviewed literature (Adom et al., 2018; Jabareen, 2009). Based on the reviewed literature for the proposed study, it is clear that CMPs will be effective in promoting English language teaching and learning in Tanzania TCs only if one considers the managerial implementation styles of the practices, the relevance of the practices, and the nature of the practices. Figure 2.1 represents this conceptual framework diagrammatically.



**Figure 2.1: Conceptual Framework for CMPs to Promote English Language Teaching and Learning in Tanzania TCs**

**Source: Researcher (2022)**

## **2.7 Research Gap**

In the Tanzanian context, studies about the teaching and learning of the English language are not uncommon. However, based on the reviewed literature, no single study on CMPs for English language teaching and learning in TCs was found. However, studies which focused on teaching and learning English language were found to concentrate on secondary and primary schools (Wilson & Komba, 2012; Makewa et al., 2013; Komba & John, 2015; Elibariki, 2017; Anatory, 2018; Boniphace, 2018; Byabato & Onyango, 2022). Only Akyeampong et al. (2013) and Ndege (2018) focused on general English language teaching and learning in TCs. However, those studies did not investigate English language teaching and learning under the light of CMPs. Moreover, the studies employed limited data collection methods. Therefore, to fill this gap the current study examined the CMPs for promoting English language teaching and learning in Tanzania government TCs using interviews and FGDs.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter researcher represents the methodological procedures utilised in the study. Specifically, it presents research approach and design, research site, sample and sampling techniques, data collection methods, data analysis procedures, trustworthiness, and research ethical considerations.

#### **3.2 Research Approach**

The study adopted a qualitative research approach. The qualitative research approach focuses on individuals' experiences from various practices in their actual settings (Creswell & Creswell, 2018). A qualitative approach would be opted for exploring the intricacies of college management practices for enhancing English language in government teachers' colleges like those in the Grade 'A' Central Zone as it allows for in-depth exploration, capturing the multifaceted nature of the teaching and learning environment. Through qualitative methods like interviews, observations, and focus group discussions, a researcher was able to delve into the nuanced perspectives, experiences of college tutors, teacher trainee and college principals on CMPs that promote English language teaching and learning. Such an approach not only uncovers the 'how' and 'why' behind management strategies but also provides rich, context-specific insights into the challenges, successes, and cultural nuances that influence language education within these institutions. The qualitative methodology is ideal for capturing the human aspect of educational practices, shedding light on the complex

interplay of factors that impact effective language teaching and learning within the specific context of government teachers' colleges.

### **3.3 Research Design**

The current study employed a case study research design. Yin (2003) defined case study as an approach to research that facilitates the exploration of a phenomenon within its context using various data sources. The single case study guided the researcher to provide an in-depth exploration of CMPs for promoting English language teaching and learning in TCs. Furthermore, the single case study design helped the researcher to concentrate on the selected study area and get in-depth data on the role of college principals and tutors in promoting English language teaching and learning in teachers' colleges.

### **3.4 Study Area**

The research was conducted in government TCs located in central Tanzania. These TCs are prioritised because of being among the Tanzania TCs whose national examination results for English subject has been less satisfying for three consecutive years (NECTA, 2019, 2020, 2021). The study involved two colleges namely; Kinampanda Teachers' College from Singida region and Bustani teachers' college from Dodoma region. Therefore, it is assumed that examining the CMPs in these TCs could cater to the unsatisfying performance of their students in the National Examination.

### **3.5 Population**

The target population of this study was all college principals, academic deans, English language tutors and teacher trainees. The management team members were selected

because they are the actors on managerial practices, while tutors and student-teachers as recipients of the managerial practices were selected in order to provide insight regarding the existence and adequacy of CMPs to promote English language teaching and learning.

### **3.6 Sample Size and Sampling Techniques**

This section comprises the sample size of the study and sampling strategies used to obtain the respondents.

#### **3.6.1 Sample size**

The sample size for this study was 20 participants including 2 principals, 2 academic deans, 4 English language tutors and 12 teacher trainees was determined after the data saturation point was reached. These participants were likely to provide the required information for the study. A point of saturation is when there was no new information emerging from the source of data. (Fusch & Ness, 2015). (Creswell et al., 2007; Creswell & Creswell, 2018; Hennink et al., 2011). Therefore, since the study adopted a qualitative research approach, it is arguable that determining the sample size using a saturation point fits the study's methodological framework.

#### **3.6.2 Sampling techniques**

There is various sampling technique used in qualitative studies including purposive, convenience and snow balling. However, the researcher employed purposive and convenience sampling technique.

### **Purposive sampling**

The purposive sampling technique involves selecting participants based on certain criteria (Creswell et al., 2007; Creswell & Creswell, 2018). This sampling technique was chosen because it exclusively selects study participants based on their knowledge regarding CMPs and how they impact English language teaching. As such, purposive sampling helps a researcher to have participants who are well-informed on the subject at hand (Creswell & Creswell, 2018; Hennink et al., 2011). In this study, purposive sampling was used to obtain college principals, English language teachers and academic deans to participate in the study.

### **Convenient sampling**

Convenience sampling refers to an opportunity sampling that involves choosing the nearest individuals to serve as participants and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time. It is therefore a non-probability sampling that relies on data collection from the population members who are conveniently available to participate in the study (Cohen, Manion & Morrison, 2007). Nevertheless, this sampling technique does not represent any group apart from itself; it does not seek to generalise the wider population. Since there were no inclusion criteria identified before the selection of subjects, the researcher selected twelve (12) student-teachers to participate in the study conveniently based on their availability and readiness to participate at the time of the study.

## **3.7 Data Collection Methods and Instruments**

This study used different methods and tools to get data required in the field, namely, interviews and FGDs.

### **3.7.1 Interviews**

Interview is the verbal interaction between the informants of the study and the researcher. According to Denscombe (2010), the main purpose of the interview process is to elicit professionals' views and opinions to inform the study. These informants are expected to provide in-depth information about CMPs in promoting the teaching of the English language in TCs. The semi-structured interview with principals and academic deans using a pre-prepared interview guide was conducted to solicit information regarding management practices for promoting English language teaching and learning.

### **3.7.2 Focus group discussion**

A Focus Group Discussion (FGD) is a qualitative data collection technique in which a small, homogenous group of people whose interactive discussion on a particular topic provides a researcher with data (Van Eeuwijk and Angehrn, 2017). The FGDs were employed to gather data from the twelve (12) student-teachers. Two FGDs were held involving six participants from each college. This method utilised the FGD guide to collect information about the existence of CMPs, the contribution of CMP to the improvement of English language teaching, and what should be done to promote English language teaching in TCs. The FGDs were used to triangulate data from in-depth interviews with principals and academic deans. The principle of theoretical saturation was applied in the study, where focus group discussion sessions ran until no new information emerged. On average a single FGD took approximately 45 minutes to reach a point of saturation. The discussions were recorded using digital recorders upon participants' consent. Also, notes were taken during FGDs.

**Table 3.1: Data Collection Methods, Instruments and Sources**

| <b>Data collection methods</b> | <b>collection</b> | <b>Data collection tools</b> | <b>Participants/Source of data</b>                     |
|--------------------------------|-------------------|------------------------------|--|
| Interviews                     |                   | Interview Guide              | Principals, English language tutors and Academic deans |
| Focus Discussion               | Group             | FGDs Guide                   | Student-Teachers                                       |

**Source:** Researcher's Compilation

### **3.8 Data Analysis Procedures**

The data collected were analysed thematically. Thematic Analysis involves coding data, sorting, categorising, and identifying emerging themes (Auerbach& Silverstein, 2003; Hennink et al., 2011). Therefore, collected data were first transcribed from verbal to text. The second step was coding them into major themes and subthemes. The third step involved sorting and categorising themes with similar ideas. Fourth, the themes were prepared ready for writing after removing unwanted information. The fifth step was to analyse and mix data from all tools, interviews and FGDs.

### **3.9 Trustworthiness of the Study**

Four measures will establish the trustworthiness of the data: credibility, transferability, dependability, and conformability.

#### **3.9.1 Credibility**

Credibility was established through member checks and by employing triangulation by using multiple sources of data. Data were collected from primary and secondary sources. Primary data were collected from interviews and focus group discussions. Secondary data were be collected from various documents.

### **3.9.2 Transferability**

The researcher provided a thick description of data to ensure transferability in this study. A thick description involved the researcher elucidating all the research processes, from the data collection and context of the study to the production of the final report. In this case, the researcher employed various data collection methods, such as a semi-structured interview and focus group discussions.

### **3.9.3 Confirmability**

The researcher employed peer review, a complete audit trail, and reflexivity to ensure confirmability. An audit trail and reflexivity established confirmability through keeping documents for supervisors to conduct a thorough audit trial or cross-check the inquiry process of raw data, interviews, focus group discussions, and documents.

### **3.9.4 Dependability**

The researcher used an audit trail that involved an examination of the inquiry process and product to validate the data. The researcher accounted for all the research decisions and activities to show how the data were collected, recorded, and analysed. Interviews and records that were collected from the field were kept for cross-checking to ensure a detailed audit trail.

## **3.10 Ethical Issues Consideration**

Ethical considerations represent the researcher's practices that protect participants from physical and psychological harm (Flick, 2009; James et al., 2008). Such practices include seeking permission from participants, hiding their identities, and maximising transparency (James et al., 2008). To abide by this requirement, the researcher's sake

clearance from the Ministry of Education, Science and Technology, where the selected TCs are under, referred participants with pseudonyms, provided information sheets to participants, and allowed participants to sign consent forms before participating in the study. Therefore, based on these practices, the study was conducted in the framework of ethical consideration.

## **CHAPTER FOUR**

### **DATA PRESENTATIONS, ANALYSIS, AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents and discusses the findings relevant to the college managerial practices for promoting English language teaching and learning in Tanzania government Teachers' colleges with a case of Grade 'A' Central Zone Government Teachers' Colleges. The research findings are presented by themes emerging under each research objective identified in chapter one. The objectives include identifying CMPs for promoting English Language teaching and learning in TCs, examining the perceptions of college tutors about the role of CMPs in the promotion of English Language teaching in TCs, examining the contribution of CMPs to promoting English language learning in TCs and finally, to suggest possible best CMPs in promoting English language teaching and learning.

**Table 4.1: Matrix table for themes, and subthemes of the study**

| <b>S/N</b> | <b>OBJECTIVE</b>   | <b>SUB-THEMES</b>   | <b>Major themes</b>  |
|------------|--|---|--|
| i.         | College Management Practices for promoting English Language teaching and learning in TCs                                 | <ul style="list-style-type: none"> <li>• The use of money</li> <li>• Recognition certificates</li> <li>• Motivate students who perform well</li> </ul>  | <ul style="list-style-type: none"> <li>• The use of performance rewards to motivate English language teaching and learning</li> </ul>  |
|            |  | <ul style="list-style-type: none"> <li>• Ensuring that teachers' have lesson notes, schemes of work and lesson plan</li> <li>• Monitoring teacher's classroom attendance</li> <li>• Ensuring syllabus coverage as per the college calendar</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers' close monitoring and evaluation</li> </ul>  |
|            |  | <ul style="list-style-type: none"> <li>• Intercollege competitions</li> <li>• Subject clubs</li> <li>• English speaking campaigns</li> <li>• Morning speech</li> </ul>  | <ul style="list-style-type: none"> <li>• Engaging in debate and other English clubs</li> </ul>   |
|            |  | <ul style="list-style-type: none"> <li>• Allowing teachers go for further studies</li> <li>• Securing scholarships via Ministry of Education</li> <li>• Capacity building through short courses on pedagogical skills</li> </ul>                      | <ul style="list-style-type: none"> <li>• Supporting staff professional development</li> </ul>  |
|            |  | <ul style="list-style-type: none"> <li>• Ensuring the availability of teaching and learning resources (reference and textbooks) to facilitate teaching and learning.</li> <li>• Conducive learning classrooms</li> </ul>                              | <ul style="list-style-type: none"> <li>• Creating friendly and supportive teaching and learning environment</li> </ul>   |
| ii.        | To examine the perceptions of college tutors about the role of CMPs in the promotion of English Language teaching in TCs | <ul style="list-style-type: none"> <li>• English tutors rarely supervise such programs</li> <li>• Poor implementation of English language speaking programs</li> </ul>  | <ul style="list-style-type: none"> <li>• Lack of regular follow-up and support</li> </ul>  |
|            |  | <ul style="list-style-type: none"> <li>• Students prefer to use Swahili in their conversations</li> <li>• Tutors use of Swahili language to teach English</li> <li>• Negative perceptions on the use of English</li> </ul>                            | <ul style="list-style-type: none"> <li>• The use of Kiswahili as a medium of instruction hinders college management practices to enhance English language teaching and learning</li> </ul> |

|      |   |  |  |
|------|---|--|--|
|      |   | <ul style="list-style-type: none"> <li>● Outdated books.</li> <li>● Absence of special textbooks prepared for trainees' courses</li> </ul>   | <ul style="list-style-type: none"> <li>● Insufficient and irrelevant teaching and learning materials</li> </ul>                  |
|      |   | <ul style="list-style-type: none"> <li>● Teaching by using traditional methods</li> <li>● Low mastery of English language by college tutors</li> <li>● Shortage of in-service training</li> </ul>                                    | <ul style="list-style-type: none"> <li>● Few competent language teachers and shortage of in-service training programs</li> </ul> |
|      |   | <ul style="list-style-type: none"> <li>● College tutors normally use Swahili in daily communication</li> <li>● Poor language background</li> </ul>   | <ul style="list-style-type: none"> <li>● Low motivation to the use English from college management and tutors</li> </ul>         |
| iii. | To examine the contribution of CMPs to promoting English language teaching and learning in TCs. | <ul style="list-style-type: none"> <li>● Embarking on revisions</li> <li>● Classroom attendance</li> <li>● Availability of teaching and learning resources</li> </ul>  | <ul style="list-style-type: none"> <li>● Timely completion of syllabus</li> </ul>  |
|      |   | <ul style="list-style-type: none"> <li>● Tutor's close relationship with the students</li> <li>● Students are encouraged to practice English</li> <li>● Friendly learning environment</li> </ul>                                     | <ul style="list-style-type: none"> <li>● Increase of motivation for English language teachers and learners</li> </ul>            |
|      |   | <ul style="list-style-type: none"> <li>● Monitor classroom teaching</li> <li>● Regular checking of lesson preparations</li> <li>● Regular feedback on areas of strength and weakness</li> </ul>                                      | <ul style="list-style-type: none"> <li>● Facilitate adequate supervision of classroom teaching and learning.</li> </ul>          |
|      |   | <ul style="list-style-type: none"> <li>● Classroom presentations to motivate my learners</li> <li>● Role play</li> <li>● Collaborative and democratic classroom</li> </ul>   | <ul style="list-style-type: none"> <li>● Improvement of different teaching techniques in various aspects</li> </ul>              |
| iv.  | To suggest the best possible CMPs in promoting English language teaching and learning           | <ul style="list-style-type: none"> <li>● Relevant teaching and learning materials (Reference, Books, Textbooks)</li> <li>● The language laboratories and computer aid programmes (videotapes and recorded pronunciations)</li> </ul> | <ul style="list-style-type: none"> <li>● Provision of adequate, relevant materials</li> </ul>                                    |
|      |   | <ul style="list-style-type: none"> <li>● English should be strictly the communicative language</li> <li>● English should be</li> </ul>   | <ul style="list-style-type: none"> <li>● Changing and amending curriculum and institutions' routines</li> </ul>                  |

|  |  |  |   |
|--|--|--|---|
|  |  | taught from the base<br>• Inclusive official programmes<br>• Involving stakeholders in curriculum amendment        |   |
|  |  | • Speak English fluently<br>• Inter-college competitions   | • The aspect of language exposure and introduction of immersion programme |
|  |  | • Review teachers' employment system<br>• Employing teachers with skills<br>• Professional development to teachers | • Recruitment of qualified tutors and continuous in-service programmes    |
|  |  | • Hospitable environment<br>• Using various techniques to teach English  | • The use of reinforcement to motivate learning                           |
|  |  | • Inter-college debate<br>• Intra-college debate<br>• Essay writing competitions                                   | • Intra and inter-college competition in English language usage           |

## 4.2 To identify CMPs for promoting English Language teaching and learning in TCs

The first objective of the study sought to identify CMPs for promoting English language teaching and learning in TCs. The objective was guided by one research question; what are the most prevalent college managerial practices for promoting English language teaching and learning in TCs? The aim was to establish the college management initiatives put in place to improve English language performance. Five themes have emerged describing CMPs. The themes are presented and discussed as follows:

### 4.2.1 The use of performance rewards to motivate English language teaching and learning

Through interviews with two (2) college principals and four (4) tutors and FGDs with twelve (12) students, the results unveiled that positive and strong learning motivation is essential for achieving proficiency in a foreign or second language. All participants

were guided by the question that stated: What are the most prevalent college managerial practices for promoting English language teaching and learning in TCs? All participants had similar views that the college management has been on the front line to ensure that students and tutors are motivated in order to achieve better results in English subjects. Motivations in the form of rewards and praises have been provided to keep teachers and students motivated. Cementing on this, the college principal had the following to say:

*“I normally motivate my tutors who perform well in English subjects by eliminating F grade in the national examination. I have provided some gifts to my tutors which I think will be a starting point to increase efforts to perform much better in the next exams”* (Interview with principal, College A: 18<sup>th</sup> August, 2022).”.

These findings were supported by one English tutor who was quoted saying that rewards to tutors have increased morale for them to work hard in helping students. This is what the tutor lamented:

*“I think of rewards as something motivating as someone to increasing more efforts expecting that his or her efforts will lead to recognition. The management has established rewards so as to improve English language performance as the situation is worse”* (Interview with tutor, College B: 12<sup>th</sup> August 2022).”.

The findings also showed that not only tutors need motivation, but also students must be motivated to learn English. It was revealed that the college management has set various initiatives to reward students who perform better in English subjects, especially in the annual and inter-college exams. This has proved successful as students are struggling day and night to acquire the promised rewards in the form of money, recognition certificate, and so forth. To exemplify this, the college academic dean had this to say:

*“Students learning English as a second language require motivation. The management aims to incentivize high performance in internal and external English exams by rewarding those achieving A and B grades publicly. The*

*management anticipates that these rewards will foster healthy competition and consequently improve overall performance in the subject (Interview with academic dean, College A: 18<sup>th</sup> August 2022)''.*

The overall findings suggest that, motivation to both teachers and students play substantial roles as far as teaching and learning English language is concerned in teachers' colleges visited. Likewise, the findings revealed that, the college management has put in place several initiatives like giving rewards in the form of money to teachers and students when they perform better in the internal and external examinations. This is because motivation triggers and energises human behaviours. These findings are supported by Gleason (2000), who indicated that employee performance depends on many factors like pay for performance and employee recognition. Employee motivation is the most crucial and important policy of management to increase effectual job management amongst employees in organisations. A motivated employee is responsive to the definite goals and objectives he/she must achieve; thus, he/she directs the efforts in that direction.

#### **4.2.2 Regular monitoring and evaluation of tutors' preparations**

The results from interviews with two (2) college principals and four (4) tutors unveiled that effective tutors' daily monitoring and evaluation improves the quality of teaching and learning of the English language. Through this, weaknesses of students in relation to academic activities are tackled by teachers and appropriate measures are implemented accordingly to ensure positive results are achieved in the end. Through interviews, it was exposed that college management ensures that teachers' documents such as lesson preparations, schemes of work, log books and teaching aids are available before a teacher enters the class. The following quote attests to this:

*“As the college principal, I monitor and evaluate tutors’ preparations before entering the classes. They should have signed schemes of work, lesson notes, lesson plans, and log books. These documents tell us that a teacher is well prepared to deliver what is supposed to deliver in the classroom (Interview with principal, College A: 18<sup>th</sup> August 2022)”.*

Additionally, the college principal’s views collaborate with one of the tutors’ views, who agreed that the college management has been making regular follow up on teachers’ preparations by ensuring that the required teaching and learning documents are well prepared. However, the interviewed tutors exposed that this responsibility is being delegated to college academic deans, who are to oversee that all teaching and learning activities are conducted as planned. The tutor had this to say on this:

*“Our college academic dean is assigned the role of ensuring that we have all necessary documents required for effective teaching and learning. As an English language tutor, I am always required to submit my lesson plan every Friday to the academic dean’s office so that it can be checked and signed. This keeps me prepared all the time” (Interview with English Tutor, College B: 2nd August 2022).*

Furthermore, the results unveiled that, to ensure that students perform in English language subjects, timely completion of the syllabus becomes a critical concern. The responses indicate that tutors do not cover the content of the syllabus each year. This is likely to affect the English language performance, especially during the final exams. The completion of the teaching syllabus for English subjects in each academic year provides the foundation for better performance. There would be a backlog of content not taught and this would affect the performance of the students. The implication of this is that, incompleteness of the syllabus for the year may lead to poor academic performance of students in the final examination. Cementing on this, the college principal had this to comment:

*“The overall function of management is to ensure syllabus coverage as per the college calendar. We try to insist on this and we are very serious on this. We need to give a room for students to make more practices and thus be in a position to perform well in their final examination” (Interview with Principal, College B: 26<sup>th</sup> August, 2022)”.*

Similarly, the college academic dean had a view that, there has been timely provision of required resources such as books, teachers’ manuals, teaching aids among others so as to enhance syllabus coverage on time. The following quote proves this:

*“We have come into agreement with tutors that, all required teaching and learning resources to facilitate early coverage of syllabus are available on time. No complaints raised by tutors with regard to inadequate of resources. We are playing our role so that English language syllabus is covered on time” (Interview with academic dean, College A: 18<sup>th</sup> August, 2022)”.*

The overall findings imply that, monitoring and evaluation of tutors during an hour lesson, is one of the most important works of the college management. The college management by making monitoring and evaluation, they are able to recognize areas of strength and weaknesses that need improvements.

To support the above finding, Day (2013) revealed that, monitoring and evaluation gear institutional educational goals as well as fostering the acceptance of group goals and monitor its implementation for academic achievement in educational institutions. In the current study, there were monitoring of teaching and learning role performed by college principals and academic deans but the leading was to check and sign lesson plans, and scheme of works and observe classroom’s teaching and learning activities. This was done so as to boost English language performance in teachers’ colleges. Olaleye (2011) adds that, effective monitoring by college principals in education institutions leads to improved subject academic performance. It is therefore, the daily routine of college

management is to perform regular monitoring and evaluation of tutors' works and make some necessary improvement.

#### **4.2.3 Engaging in debate and English clubs**

Through interview with two (2) college principals, four (4) English tutors and FGDs with six (6) students, guided with the same question on what are the college management practices for promoting English language teaching and learning, the findings unveiled that, debates were used by English subject tutors in assigning students affirmative, opposing and judging teams to assist students to master the fundamental expressions-starting, intervening, and closing conversation or discussion. The affirmative team was created with the aim of improving questioning, responding and critical rebuttal-solving skills. Questioning and responding skills were improved for the purpose of describing the topic arguing for so that it becomes clear to both the negative team and the supporters. Similarly, critical denial-solving skills were improved in order to develop logical reasoning by putting forward an argument that leads to positive consequences. One of the college tutors who is also the English language tutor had this to say:

*“As one of our extracurricular activities, students at our college are required to conduct debate twice per week. I prefer to create an affirmative team because it improves students' ability to question and respond and critical rebuttal-solving skills. It also improves the logical speaking organisation of thoughts and coherence of ideas on starting, intervening and closing conversation or discussion. This is what will improve English language performance”* (Interview with English tutor, College B: 26<sup>th</sup> August 2022).

Additionally, one of the interviewed college principals had similar views that, the debate is being encouraged as it improves language skills. This is clarified more in the following quote:

*“When debate is used in EFL classes, all four skills of the English language (listening, speaking, reading, and writing) are practised. Moreover, debaters need to master the pronunciation of words, stress, vocabulary, brainstorming, script writing, logic building, argumentation and refutation. So, practising debate in English requires many skills, which ultimately leads them to learn English. As a college we have selected two days in a month to be English debate days out of four”* (Interview with principal, College A: 18<sup>th</sup> August, 2022).

Furthermore, during FGDs teacher trainees argued that, engaging in debate and other English clubs prepared by English department teachers, made them in a position to cope with the use of English as a medium of instruction. This is because during debate they manage to discuss various things using the language and this gives them a chance to develop language competence. The respondents had this to say:

*“We normally engage in debate and other English clubs prepared by English language teachers in order to increase knowledge and understanding of the English concepts used in various context. However, some of us are very shy to use English as afraid to make mistakes”* (FGDs with students, College B: 28<sup>th</sup> August, 2022)”.

Generally, the findings suggest that, debate and English clubs can help to develop a wide range of language dimensions. It can help expand the students’ vocabulary and foster fluency as it trains learners to speak in public, to listen and understand the positions of the other teams, as well as reformulating their own positions, considering what they have heard. Furthermore, debates can play an important role in enhancing language competence; in particular, debate can be used to enhance a wide range of language skills. For example, debaters can develop writing skills since students have to

take notes on what they are planning to say, organise the different parts, as well as focus on coherence, consistency and persuasion. Therefore, they learn to write argumentative paragraphs and essays and make them controversial enough for arguments and counter-arguments.

The findings are supported by Dalton (2013) who argued in his writings that, with debate used as a teaching and learning strategy, students are led to reflect on the use of academic language, in particular the vocabulary and language structures relevant to express the specific cognitive discourse functions linked to the topic of the debate. In fact, the lesson behind a debate in a foreign language may aim at developing a wide range of communicative functions relevant for reaching agreement in a team, connecting phrases and sentences through logical connectors, supporting a point of view with evidence, expressing agreement or disagreeing, or showing interest and appreciation of a speech.

#### **4.2.4 Supporting staff professional development**

This theme involved interviews with two (2) college principal and two (2) academic deans. The guiding question was: What are the college management practices for promoting English language teaching and learning? It was revealed that policymakers or people with higher authority in an educational setting provide their tutors with opportunities to participate in activities that would assist them in enhancing their professional practice. The advantage of encouraging staff professional development in this way is that it may produce observable changes in a relatively short period of time. It was also revealed that; some tutors opt to advance themselves in their careers by undertaking various courses relating to their area of specialization. The role of

management is to support them by giving them guidance on various courses that will develop their careers. Arguing on this, the interviewed college principal had the following to say:

*“Staff professional development is a part and parcel of a worker’s life. As a college principal, I do encourage my tutors to go for further studies in their area of specialization since things are changing daily which call upon the need for the adaption of new knowledge. Sometimes, our tutors secure scholarships via our Ministry of Education. It is through these scholarships our language teachers get an opportunity to develop their careers”* (Interview with Principal, College B: 26<sup>th</sup> August 2022).

Likewise, the results unveiled that English language tutors have to attend at least one short course per year carried out by the Ministry of Education. These courses are designed with the aim of capacity building among language tutors in language proficiency. It was further unveiled that, in today’s world tutors need to constantly be innovative and adaptive. Supported by capacity building courses, they need knowledge and skills to be flexible and reflective professionals who respond to the needs of 21<sup>st</sup> century students. The role of college management is to create environment where teachers are supported to attend those courses as per schedule. The following quote exemplifies this:

*“The college in collaboration with the Ministry of Education supports teachers to conduct short training courses aiming at building capacity among tutors. English tutors cannot be exempted from these short courses. For example, there will be a short course for all language tutors on pedagogical skills that will be held at Morogoro TC this year. All language tutors are expected to attend* (Interview with academic dean, College B: 26<sup>th</sup> August 2022).”

It can therefore be observed from the above findings that; tutors’ professional development programs have been implemented by teachers’ colleges as among of

college management practices to improve English language performance. Such programs include capacity-building short courses organized by college management in collaboration with the Ministry of Education, Science and Technology and in-service training programs where tutors opt to go for further studies in the areas of their specialization supported by college management.

Furthermore, the main goal of in-service trainings is to develop, implement and refine a capacity-building professional development that provides support to tutors in teaching language to English learners. The intention of this capacity-building approach is to develop the particular knowledge, skills and practices that are needed by tutors to ensure that they are well supported to endorse practices in their classrooms. In addition, these trainings are designed to increase the likelihood that supports competence and proficiency over time.

The above findings are supported by Allen et al. (2018) who believed that teachers' continuous professional development is highly relevant both for improving educational performance and effectiveness and for enhancing teachers' commitment. A further aspect of the professional development of English teachers is the need for teachers to have the knowledge and skills to understand and implement the curriculum – related learning materials and assessments. Without professional development focusing on the curriculum–materials–assessment system, moves to improve English language competence are unlikely to succeed. Supporting teacher professional development and therefore quality of teaching at all stages of a teacher's developmental journey is a key factor in improving student learning. Professional development needs to be a systemic career-long process.

#### 4.2.5 Creating friendly and supportive teaching and learning environment

Two (2) college principals and two (2) English tutors were involved in an interview. On the other hand, six (6) students were involved in FGDs to generate the aforementioned theme. The guiding question was: What are the college management practices for promoting English language teaching and learning? The results revealed that the college management has been doing so great to ensure that the teaching and learning environment is supportive of English language learners. It was argued that it is necessary to build an environment that will support learning. All students can learn if given the appropriate support. Commenting on this, the college principal had the following to say:

*“As the college principal, I prioritize creating an ideal learning setting for language acquisition. While I strive to provide essential resources like textbooks and storybooks, I acknowledge limitations. Previously, the college had a language lab, a valuable tool that enhanced English lessons and inspired student engagement (Interview with Principal, College A: 18<sup>th</sup> August 2022)”*.

Cementing on what was said by the college principal, one of the students had similar views during FGDs that previous days the college did not have enough instructional resources to facilitate the teaching and learning of the English language which was the major cause of its poor performance. But currently, a lot of English textbooks, reference books and story books are available enough for almost every learner to access. This is revealed in the following quote:

*“We thank the college management for creating conducive teaching and learning environment by ensuring access to enough teaching and learning resources. We have enough English reference books in our library and e-library. It is my belief that in the next national exams, we will have good performance in English language subject” (FGDs with students from College A: 18<sup>th</sup> August 2022).*

Furthermore, the results unveiled that, several efforts have been put forward to ensure that classes are conducive enough to support English language learning. The college principal ensured that the available classes are enough to accommodate the number of enrolled students. Not only had enough classes but also well equipped with enough desks and chairs so that learners could learn comfortably. Putting it into context, the college principal had this to say:

*“We have enough classes to accommodate the number of enrolled students. No overcrowded classrooms since we want learners to learn all subjects including English in a favourable environment. Our classrooms are well designed with enough space to formation of groups for discussion since learning English requires several practices”* (Interview with Principal, College B: 26<sup>th</sup> August 2022).

In a similar dimension, the English language tutors added that, the learning process needs to take place in an environment where students can interact with each other, especially during group discussion. Our classes are well designed and equipped with all necessary resources like chairs, desks and whiteboards to allow the formation of focus group discussions during English language learning. The following quotation attests to this:

*“Teaching and learning need to take place in classes that will allow learners to interact with each other. The management has done a lot to locate students in classes that makes interaction during teaching and learning becomes easy. We have no overcrowded classes and we expect this situation to enhance academic performance in all subjects including English* (Interview with English College tutor: College A: 18<sup>th</sup> August, 2022)”.

The overall findings imply that, the classroom environment seems to be an important motivating factor that facilitates the teaching and learning process. It is important to note that the curriculum or the content of the college syllabus is being implemented

mainly in four walls of the classroom through professional tutors who happen to strive for curriculum implementers. It was further unveiled that; the college management strives to improve classrooms since it appears that the quality of teaching would likely affect the learning of many college subjects and learning programmes. This perhaps may be as a result of the state of the classroom environment. Furthermore, teaching and learning English has to take place in attractive classes that will allow interaction among students and tutors. The findings imply that, the college management ensured that classrooms are available enough and well-ventilated to support the teaching and learning of the English language through interaction and the formation of groups.

These findings are supported by Adesua (2014) who argued that academic excellence is the desire of every school owner (manager). The quality of teaching and learning that takes place in any establishment determines the level of academic excellence. In order for effective teaching and learning processes to occur within the school environment, there must be provision for required learning aids such as a conducive school physical environment, a well-painted classroom, adequate chairs, moderate distance from an industrial area to prevent unwanted noise and a well-experienced teacher. It can therefore be concluded that the conducive learning environment created by college management is likely to improve English language performance because the classroom environment has a significant impact on the performance in teachers' colleges.

#### **4.3 To Explore tutors' perspectives on challenges of CMPs in promoting English language teaching in TCs.**

The second objective envisioned to explore the college tutors' perceptions about the role of CMPs in the promotion of English language learning in teachers' colleges. The

objective was guided by one research question; how do college tutors perceive the role of CMPs in the promotion of English Language teaching in TCs? The aim was to know if the college management practices put in place are able to promote English language performance or if there is a need for other initiatives to improve English language performance. Data were collected from college tutors through interviews. The findings unveiled that college tutors perceived the college management practices for promoting the English language negatively by indicating some challenges associated with the failure to promote English language teaching and learning teachers' colleges. These perceptions are explained as follows:

#### **4.3.1 Lack of regular follow-up and support**

Through interview with four (4) English tutors guided with the same question on how do the college tutors perceive the role of CMPs in the promotion of English Language teaching in TCs, the findings unveiled that despite the good plans and initiatives by college management on teaching and learning English, little advance has been observed in English performance. The results from college tutors unveiled that this situation is attributed to the absence of regular follow-up to ensure that the plans are speculated as planned. The respondents were of the view that it is rare to see college tutors insisting on the use of the English language since they do believe that the language of instruction at the college level is Swahili which makes the English language to remain a taught subject. One of the college tutors interviewed had the following to comment on this:

*“Teaching and learning English as a second language demands consistent monitoring, yet the reality diverges. In this context, students freely use Kiswahili throughout their college years, largely unmonitored, as it's not the primary instructional language. Despite well-intentioned plans, enforcing English as*

*the medium of instruction faces significant challenges.*  
(Interview with the tutor, College A: 18<sup>th</sup> August, 2022)”.

The other college tutor added that the absence of regular follow up by the college management and other tutors is attributed to a negative attitude toward the English language as a foreign language. Most tutors who do not teach English, rarely try to speak English when communicating with students. The following quote attests tutor’s comments:

*...English is perceived as a foreign language and nobody bothers to speak it. It has nothing to do with my career advancement. Why shouldn’t I promote my national language which is the medium of instruction at our college?* (Interview with the tutor, College B: 26<sup>th</sup> August 2023).

Furthermore, the interview with college tutors unveiled that due lack of regular follow up by management and tutors, several programs designed to promote the English language have not been successful due to weaknesses in their implementation. It was revealed that the programs and several campaigns for speaking English are well stipulated but they last no longer as nobody cares. For example, the English language college tutor said that:

*“...the college management in collaboration with English tutors, have been establishing various English programs and campaigns to support learners such as debate, morning speech and subject clubs but when it comes to implementation nobody cares. Wonderful enough even the English tutors rarely supervise such programs. So, it remains a myth...”* (Interview with English Tutor from College A, 28<sup>th</sup> August 2022)”.

The overall findings reveal that college tutors perceive college management practices for enhancing English teaching and learning to be ineffective resulting from the absence of regular follow up from management and tutors themselves. This is associated with a negative attitude towards English as a second language. Furthermore, the use of

Kiswahili as the medium of instruction in teacher colleges has been a great hindrance to English language advancement leading to poor performance in the final examination. The college tutors were of the view that English subject teaching and learning requires collaborative efforts to ensure that the set programs like debates, morning talks, and intercollege competitions among others are well achieved. In this context, collaboration is very important as far as supporting English subject performance is concerned.

These findings are contrary to what was observed by Kormos and Smith (2012) that teachers can help students make the most of their abilities, develop and maintain motivation and learn through the teacher's explicit support to do those things others do intuitively. There are many strategies to help make the work of language learning more efficient, and language teachers and teaching materials can play a vital part in fostering this. This can be both through introducing a range of strategies to their students and by including 'real-world' tasks that motivate language use, both receptive and productive.

Furthermore, oral interactive tasks such as interviewing a partner about his/her experiences, creating a narrative together, discussing a particular topic, or providing instructions or directions in response to a partner's needs, all provide engaging contexts for students to communicate in the target language, whether spoken or written. Dornyei and Kubanyiova (2014) added that teachers support these practices by modelling strategies for coping with unfamiliar input, negotiating problems in output and by providing feedback that highlights problem areas and encourages self-correction or further exploration by the learner. Ultimately, when teachers foster learner autonomy, and the ability to be self-regulated, they foster the possibility of lifelong learning and the realisation of each learner's own aspirations for learning another language.

#### 4.3.2 The use of Swahili as a medium of instruction

During interviews with college four (4) English tutors on how do they perceive the college management practices in promoting English language, it was revealed that the language preferred most at college is Swahili. The tutors were of the view that several good management practices established had failed due to the fact that the learning environment does not motivate learners and tutors to use English. The interview unveiled that, the English language as a foreign language requires several practices as compared to Swahili which is the national language spoken by a majority of the learners. In this context, the use of Swahili as the medium of instruction hinders the prosperity of the English language since it is only spoken during class hours. This has been a major obstacle to college management in achieving its goals to achieve English language performance. It was further unveiled that even the English college tutors had opted to use Kiswahili while teaching English. The following quote attests to this:

*“...tutors sometimes switch completely to Kiswahili while teaching English... this is very bad to students because students prefer most Kiswahili in conversations than English...the learning environment does not support the use English since the medium of instruction is Kiswahili”* (Interview with English Tutors, College B: 28<sup>th</sup> August 2022).

Additionally, one of the college tutors had the view that switching from English to Kiswahili had a negative impact on students. Students in conversation preferred the use of the language which is easier for them to communicate. This implies that there is a lack of effort by tutors to insist students speak English and master it for their future life as they do believe that the language of instruction is Kiswahili. The following quote exemplifies this:

*“...when I use English frequently students are not happy...but when I switch to Kiswahili, they like it much and enjoy the lesson...this is what hinders college management initiatives to promote English language teaching and learning leading to its poor performance (Interview with English tutor, College A, 18<sup>th</sup> August 2022)”.*

Generally, the findings imply that the use of Swahili as the medium of instruction in teachers' colleges has been a great hindrance to achieving college management strategies to improve English language performance. In this view, supervising teaching and learning of English in the context where the medium of instruction is Kiswahili remains a challenging issue. This was attributed to the curriculum which favours the use of Kiswahili as the medium of instruction making the English language to remain a taught subject.

Similar observation was made by Al Hosni (2014) who expounded that, in the education system in Oman all the subjects were in Arabic, and English was seen as an academic subject only, which means exposure to the English language was insufficient. Therefore, the curriculum prepared for diploma in primary school teachers had proved a failure in the aspect of the language of instruction in other courses and the minimum time allocated in English language learning to this particular level. Due to the complaints posed above, since the precise implementation of the curriculum is obviously done in the class by teachers and learners, the outcome of the assessment done to the learners holds an evaluation of the effectiveness or ineffectiveness of the curriculum.

#### **4.3.3 Insufficient and irrelevant teaching and learning materials**

This theme was raised during an interview with four (4) college tutors on their perception with regard to college management practices for promoting English language

teaching and learning. The results revealed that in teachers' colleges, there is a scarcity of relevant teaching and learning materials; especially books. It was observed that there were totally no special textbooks prepared for trainees' courses; as well as their tutors who lacked special teaching guides. Other English materials found in the two colleges' libraries were almost obsolete. This affected all courses taught in a certificate in primary school teachers' colleges. There were also no current relevant additional materials in the libraries but the libraries were full of piles of old version books. One of the college tutors had this to say:

*...our library is equipped with outdated teaching and learning resources. It is very shameful to speak. Most of the available English books are not aligned with the current curriculum. The exam is set to meet the current need of the curriculum. The management has to bear this blame"* (Interview with English tutor, College B: 28<sup>th</sup> August 2022).

Due to this fact, seeking a solution to this problem, the English tutors provided notes for trainees to copy. The culture of copying notes is one of the traditional teaching and learning practices which does not result in meaningful language learning. This mechanism hinders learners' accountability; thus, no learner-centred learning is fostered. This was attributed to management's failure to ensure that teaching and learning materials are adequate enough to support teaching and learning. To comment on this, one of the college tutors had this to say:

*"Tutors have shifted from promoting active learning to providing everything for students due to limited access to learning materials. Without varied resources and reliance on tutors for notes, students have become passive learners, leading to poor English performance due to the lack of alternative learning resources..."* (Interview with English Tutor, College A: 18<sup>th</sup> August 2022).

The findings imply that college tutors perceive the college management practices to promote English language learning as ineffective due to the absence of adequate relevant (as per the current curriculum used) teaching and learning materials like books and additional materials. It was also revealed that the available books are not addressing the need for the current syllabus for English subject.

The findings further imply that tutors were the ones to provide notes for trainees to copy in their exercise books so as to read and memorize them for reproduction during tests and examinations. This technique was employed to rescue trainees from a stressed learning environment which was hindering learners' autonomy and creativity. Therefore, tutors were neutralizing the situation and made it a must for every trainee to copy the provided notes which the tutor checked all the exercise books and approved by writing the word seen. Thus, this traditional teaching technique diminishes learners' autonomy as well as a real and meaningful learning environment.

The existing problem of scarcity of materials is in line with a study done by Sehlaoui (2001) who expounded on various challenges of teaching EFL reading he faced in Morocco. One of the challenges he revealed was scarcity of the "material culture" of EFL literacy; whereas the majority of his EFL students were from lower economic class. Furthermore, Kapoli (2001) cited in Mosha (2012) noted that, authentic materials enable the students to explore the language used in day-to-day life and which is tailored to their needs and interests. Mosha examined the role played by teachers in using teaching and learning materials in the classrooms.

The results showed that eleven teachers out of thirteen (85%) were not able to get the teaching materials suggested in the syllabus. In this context, it is the researcher's view

that teaching and learning materials especially textbooks and additional relevant material have a fundamental role in the basis of learning among the students. Adequacy of these materials will perpetuate learners' morale in learning language anytime they feel to do so even in the absence of the teacher.

#### **4.3.4 Lack of competent language tutors and absence of in-service training programs**

Through interviews with four (4) college tutors, guided with the same question on how do college tutors perceive the college management practices in promoting English language teaching and learning, it was unveiled that there exists little evidence on the extent to which the college management has been able to train tutors on language teaching methods. The available English language tutors are not competent enough to deliver adequately the expected content to the trainees. This was attributed to the failure of college management to find alternative means of providing short in-service training for English language tutors. The following quotation attests to this:

*“Frankly speaking, most of college language tutors are not competent. They have no language skills mastery suitable for teaching. Besides, making the right choice and presenting suitable teaching and learning materials are other problems which demand skilful tutors. Furthermore, this is associated with a lack of in-service language programmes. In-service short courses for all language tutors are rarely given consideration starting from college level to the national level at large”* (Interview with College tutor, College B: 28<sup>th</sup> August 2022).”

Likewise, the results unveiled that, due to several technological innovations, teaching and learning of English language is not the way it used to be some years ago. Things are changing requiring new knowledge to match with the changing context. But it is only in-service programmes that college tutors can be oriented with new skills

teaching and learning the English language in the 21<sup>st</sup> century. The following excerpt confirms the one of the tutors' views:

*“...the teaching and learning of the English language have been affected by the growth of science and technology. In today's context, a tutor with the skills acquired while at college can't be appropriate in teaching language in the ever-changing world. Tutors used to teach by using traditional methods which do not work in the current context. This is as the result of unchanging mindset of tutors besides the in-service training programs...”*  
(Interview with English Tutor: College A: 18<sup>th</sup> August 2022).

The findings imply that college tutors have remained with their old style of teaching regardless of the in-service training programs provided. This has resulted to be irrelevant while teaching as they only depend on the prior knowledge that they have. In this context, the traditional methods of teaching have been so ineffective to equip the trainee with the required knowledge to master the language skills required like listening, reading, writing and speaking. What the trainees can only do is to answer exam questions by cramming what has been taught by the incompetent tutors. However, most tutors revealed that their poor language teaching methodologies were due to a lack of regular in-service training. In this context, college tutors were not role models for trainees in the process to acquire the basics of the language in meaningful learning.

The findings suggest that English tutors who are expected to guide students in learning the English language are incompetent due to insufficient in-service training programs to update their skills. The unchanging tutors' mind-set to raise the quality of teaching also contributes to the student's failure in the English subject. This means that tutors were not frequently trained in order to cope with recent methods of teaching English that would also improve students' performance. Having tutors who have not received in-service training for many years since their initial training contributes to ineffective

English language learning. It was also revealed that the majority of English language tutors lack the linguistic knowledge to warrant them as efficient language experts. The problem has long-term effects as it is now noticeable to most of the trainees who lack English language proficiency due to poor English language background from their college teachers.

To cement the above discussion of the findings, Sua and Raman (2010) had similar views that the Ministry of Education in Malaysia had not yet put efforts to produce teachers who are competent. Also, the ineffectiveness of the in-service training conducted for science and mathematics teachers complicates the implementation of the policy of teaching science and mathematics in English. Thus, these trainings are not conducted by experts in the areas of teaching and learning through a second language. Their study harmonizes with the present study since most of the college tutors from the college visited by the researcher are not competent enough in teaching English language skills which is revealed through poor performance in the Grade 'A' National English Language examination for three consecutive years. Consequently, these teachers are not given any special in-service training special for mastery of teaching the English language. This problem has long-term effects on English language proficiency and performance. The indication is that, in the teaching profession, no matter how long a teacher works in the teaching profession, issues and challenges are inevitable. In actuality, even though teachers are trained to teach and deliver their lessons, not everyone has the quality of a good language especially if the teaching medium is not their first language. Teachers need to be trained and re-trained to meet the changing language learning needs.

#### 4.3.5 Low motivation to the use English from college management and tutors

During interviews with four (4) college tutors, on their perceptions regarding the college management practices for promoting English language, it was unveiled that, tutors were accountable to create this atmosphere in colleges. But with all their efforts, some of the trainees were not accountable and ready to concentrate on the respective lesson. Anxiety, fear, and sensitivity to make mistakes made learners less motivated and as a result held negative attitude towards the language. Basically, trainees are not entirely inspired, motivated towards English language learning process due to English language teaching techniques and the entire learning environment. This made most of them passive participants and silent observers, thus, they did not bother themselves to have personal interest and initiatives to learn English in order to master it. When the researcher asked them why they were not fully participating actively in the class, most of them responded that they were not happy with English learning situation. The following quotations illustrate their responses.

*“English is difficult to learn for learners since they have already grown up, their background makes them late to know it, so it is very hard for them to master English grammar...they just believe that English language is not important to know it because it gives stress to them. It is very astonishing that even the tutors teach in Kiswahili in almost all subjects. (Interview with English tutors, College A: 18<sup>th</sup> August, 2022).*

It was also observed that very few tutors were really enthusiastic, well committed and self-motivated to teach English; each one having his or her own reason to teach English language. For example, one of the tutors said:

*“I want to be a competent English tutor. I get encouraged when my pupils grasp the content and when they pass their exams. I feel proud to be competent English teacher. I just want to have good language command of English. I want to be recognized by*

*many as language expert (Interview with college tutor, College A: 18<sup>th</sup> August, 2022)''.*

The findings imply that English language learning in teachers' colleges has been accorded low motivation from college management, tutors and students themselves. This is attributed with poor language background and the surrounding environment which Kiswahili oriented. Furthermore, tutors revealed that students have no personal interests in learning English thus they learnt it passively just because there was no means to drop. The students were learning English passively, without their own personal commitment and willingness as they lack motivation from their tutors. However, from the observations made, English language was really cherished by students but they gave up during the learning process. The lost ideal mechanism of motivating language learners to value the language and learn it by heart has not yet been rejuvenated.

The study done by Wu et al. (2014) on the challenges of Chinese Adults in learning the English language revealed that most adults often found it stressful when they were unable to express themselves clearly and correctly in English. According to Wu Huifang (2002), it was shown that Chinese adults felt embarrassed or ashamed of making mistakes. These two studies concur with the study at hand since it was revealed that trainees held negative mentalities that English was a complex language. This assumption made them stressed and consequently lost interest in the language as they felt shameful and anxious to make mistakes, while holding dormant dreams of language mastery at the same time.

#### **4.4 To examine the contribution of CMPs to promoting English language teaching and learning in TCs.**

The third objective of the study sought to examine the contribution of CMPs to promoting English language teaching and learning in TCs. The objective was guided by one question; how do the college management practices contribute in promoting English language teaching and learning? The major intention of the researcher was to find out the usefulness of college management practices in promoting English language teaching and learning. The following paragraphs present and explain these contributions:

##### **4.4.1 Timely completion of syllabus enhances English performance.**

This theme was obtained through interviews with one (1) academic dean and two (2) college tutors. The participants were guided with the question: What are the contributions of college management practices in promoting English language teaching and learning? The findings unveiled that timely completion of the English language syllabus is a critical factor towards achieving good academic performance. It was further unveiled that the college management contribute a lot to enhancing syllabus coverage on time. Having enough teaching and learning resources like textbooks, reference books, and teaching aids facilitate easy learning leading to syllabus coverage. One of the academic deans from the visited college had the following to comment on this:

*“One of the roles of the college management is to ensure that all required teaching resources like reference books, textbooks, teachers’ manuals, syllabus documents, and lesson plans among many resources are available to facilitate teaching and learning. As part of management, I have been ensuring that these documents are available on time to facilitate teaching and learning”. (Interview with academic dean: College B: 28<sup>th</sup> August: 2022).*

To cement what was said by the Academic dean, one of the interviewed English tutors had the following to add:

*“The college administration's proactive support for syllabus completion involves providing necessary resources. For instance, in addressing the English department's book shortage, they used internal funds for replicating books, prioritizing teaching support. However, despite efforts, this has led to underperformance in English subjects. (Interview with English tutor, College B: 28<sup>th</sup> August 2023)”*.

Additionally, the results of the study exposed that timely completion of the syllabus gives room for tutors and students to make more revisions with the aim of increasing performance. One of the English college tutors had the following to say on this:

*“...Frankly, the allocated teaching time falls short for comprehensive learning. Extra hours are crucial for in-depth revisions. Yet, with syllabus constraints, achieving this balance is tough. Oversight from the college has helped meet syllabus deadlines, allowing revision sessions to boost confidence and, paradoxically, resulting in lower English performance.”* (Interview with English Tutor, College A: 28<sup>th</sup> August 2023).

From the findings it is clear that, timely completion of syllabus is the central goal to all colleges visited during this study as is a means to achieve quality education and have better English academic performance. To achieve this goal, the necessary teaching and learning resources like reference books, textbooks, and teacher guide manuals, lesson plan documents, among others, had to be put in place so as to ensure that college tutors do not get a loophole while fulfilling their duties of teaching. In this context, the findings suggest that the management had to ensure that the syllabus was covered on time so as to give time for learners with their tutors to make more practice and revisions on what was not well covered in the course during scheduled classroom hours. Several revisions through various questions are meant to create learners' confidence in answering English Language questions.

Furthermore, the above findings suggest that the timely completion of the English syllabus is a key to English language performance. However, the college management played a great role in ensuring that all needed resources are timely obtained so that to facilitate easy teaching and learning. Furthermore, these findings unveil that the college management had to replicate more books for English language, which was seen by college tutors as a great support for English language teaching and learning since the college management had to incur costs to ensure that all the necessary teaching and learning resources are available.

These findings collaborate with Chinyani (2013), who argued that academic performance is a major indicator of quality education. It is mainly achieved through the successful implementation of a developed school curriculum and mainly involves coverage of syllabus which endeavours to inculcate certain skills and attitudes to students. The increasing demand for tertiary education necessitates a need for quality education measured in terms of students' success and their performance in external examinations. Therefore, colleges play substantial roles in ensuring that the required teaching and resources are available on time to facilitate timely completion of English syllabus.

#### **4.4.2 Increase of motivation for English language teachers and learners**

Through interviews it was unveiled that college management practices like provision of rewards for good English performance to teachers and students have resulted to increased motivation to study English. The increase of motivation in language teaching is the result of good college management practices in which tutors are assured of some rewards when their students prove good performance in English subject. The provision

of rewards is meant to increase motivation in teaching and learning English, as was reported by participants in the following quote:

*“...since the English subject has been performing poorly in my college, it has forced me to promise my tutors that once they increase performance to their students, every A scored will be rewarded. This is really motivating my teachers to use various techniques so as to increase English language performance....”*  
(Interview with the principal, College B: 28<sup>th</sup> August 2022).

It was further reported that English language tutors showed their enthusiasm for teaching, such as customising the lesson plan to accommodate the students, giving authentic materials for language learning, making jokes in classes, and providing a safe learning environment. Such actions helped the students to feel more secure or comfortable. They also believe these acts could help to motivate the students, and when the students performed well in the lessons, this made them felt a sense of achievement as well. One of the respondents also stated that by sharing her learning experiences with the students, it is believed that they would also be able to overcome their lack of self-confidence in learning English which is obviously not the learners’ mother tongue. The following quote attests to this contention:

*“Teachers establish a boundary with students by balancing authority and approachability. They must exude passion for teaching while maintaining friendly yet authoritative roles. This reflects cultural norms of social power distance, crucial for a balanced teacher-student relationship* (Interview with English tutor, College A: 16<sup>th</sup> August 2022)”.

The findings indicate that motivation plays a substantial role as far as teaching and learning a second language is concerned. All respondents agreed that motivating both tutors and learners/students have become one of the major focuses for college management to promote English language teaching and learning. The findings prove the reality that motivation is likely to trigger changes, and efforts become more exerted

when one expects a reward after achieving a predetermined objective. Furthermore, learning English requires close relationships with students as they learn a language which is not their mother tongue. They need to be encouraged by their teachers so that they can feel a sense of calmness while learning English rather than being intimidated by their teachers. The respondents agreed that the friendly learning environment created by teachers during teaching and learning becomes a good signal that English will be one of the better-performing subjects in teachers' colleges. In this view, the introduction of a reward system by college management has motivated English tutors to increase more efforts in ensuring that English subject becomes one of the good performing subjects in teachers' colleges, as proved by the college principal during the interview with the researcher.

These findings are supported by Watt and Richardson (2015) and Dornyei and Ushioda (2011), who argued that, motivation plays an essential role in the success of teaching and learning a second language as it is the driving force to maintain these processes. It should be considered in the process of second language learning because it has been used to explain the success or failure of a learner, and several studies associated motivation as the key to learning. In some cases, the students will not be motivated to learn the language if they fail to see the relevance of learning English, but students' motivation is not the only factor influencing the teaching and learning of the language. For instance, although the students are already driven by the motivation in learning the language, it is the task of the teachers to maintain students' interest to learn. Therefore, the creations of warm learning environments and motivating teachers have been one of

the significant focuses of college management to promote English language teaching and learning.

#### **4.4.3 Effective supervision of classroom teaching and learning.**

Through interviews with one (1) academic dean, one (1) college tutors and one (1) college principal, the study results unveiled that effective supervision done by collage management has been a pushing factor to promote English language teaching and learning. It was unveiled that tutors have to be regularly inspected on whether they attend lessons with all the required documents like lesson plans, scheme of works and teaching aids. This is meant to ensure that the content taught in the classroom matches with learners' expectations. English tutors have to teach as per the curriculum and the teaching is daily monitored by academic deans as it was unveiled by the academic dean during face-to-face interview:

*"...as a part of college management, I do monitor classroom teaching and learning to assess whether teachers are delivering what they are supposed to deliver according to the level of the learners. So, regular checking of lesson preparations and classroom attendance become very important so as to achieve quality education and good performance in English subject (Interview with academic dean, College B: 28<sup>th</sup> August, 2022)".*

The English tutor had similar views that normally tutors need close supervision while teaching in the classrooms as the following quote attest the contention:

*"...it is very obvious to find an academic dean supervising teaching and learning in the classroom. I say it is okay...as teaching and learning require close and effective supervision. If a tutor thinks of being supervised, teaching preparation becomes very necessary. Sometimes it is very important so as to assess tutors' competence in content delivery and advice where necessary." (Interview with English Tutor, College B: 28<sup>th</sup> August, 2022).*

Furthermore, the findings unveiled that effective supervision done by college management has proved success. Improvement in teaching and learning supervision is meant to give feedback on the areas of strength and weakness. The college principal had this to say:

*“...it is not only the matter of supervising but also feedback is very important on what is the strength and or weakness observed during classroom supervision. This has resulted to positive improvement in English language teaching and learning (Interview with Principal, College A: 18<sup>th</sup> August, 2022)”.*

All in all, the findings indicate that effective supervision has been one the contribution of college management practice aimed at improving the quality of English subject performance.

The findings are supported by Agih (2015), who states that, supervisors should carry out the task of supervision on an ongoing basis in order to assist teachers in the classroom, as well as to increase the teachers' motivation with constructive feedback. Thus, it is undeniable that the supervisory process will help the colleges to assess the competency of teachers in terms of skills, knowledge, and behaviour of teachers against the teaching and learning in the classroom. In addition, effective supervision also helps teachers to improve the efficiency of teaching so that teachers are more confident and able to cope with the problems of student learning. As a result, teachers can increase the competency of teaching in the classroom with the ability to deliver instructional content in a systematic and orderly manner, using simple language for students of all levels of ability, giving clear explanations and examples, emphasising the important contents of the lesson by linking the content with students experience and also to be also to use teaching tools better to effectively explain specific concept in the lesson.

#### 4.4.4 Improvement of different teaching and learning techniques in various aspects

The study findings unveiled that; the college management has played significant role to improve in different teaching techniques of English language. The participants reported that various teaching techniques like the use of role play, group discussions and classroom presentations, among others have been used to promote English language teaching and learning as it is emphasised by college management. This was revealed by an English tutor who had this to say during face-to-face interview:

*“...It is true that learning a second language, especially English language requires teachers to be more creative. For example, I normally use group discussions, role play and classroom presentations to motivate my learners during teaching. This is what the college management requires us to do while teaching and learning”* (Interview with English Tutor, College A: 18<sup>th</sup> August, 2022).”.

This was also revealed by the students during FGDs who argued that the various techniques used by English language tutors enhances collaborative learning which is a vital tool for promoting English language learning. Learners had of the view that learning the second language couldn't be achieved in a non-collaborative and non-democratic classroom. Again, on this, one of the student teachers had the following to say:

*...we real enjoy learning in a collaborative and democratic classroom where learners are free to expose their abilities in the use of English language. We are free to conduct dialogue, presentations and criticize each other during the lesson. This is what we think will be the way forward towards improving English performance as we develop various language skills of writing, reading, speaking and listening. It is the high time to begin having better performance in English subject* (FGDs with students, College A: 18<sup>th</sup> August, 2022).

The findings prove that college management practices like encouraging debate and collaborative learning in classrooms have played a great role in promoting English language learning in teachers' colleges. A collaborative and democratic classroom gives a room for active learning in which learners become part and parcel of the lesson by being innovative as compared to passive learning, where learners have to receive each and everything from their teachers.

These findings are supported by Rao (2019), who argued that classrooms are the places where the teacher and the learners work together to achieve their desired goals in a dynamic environment. Since learners are with various abilities of learning and with different personalities who come from different backgrounds, they meet together in the classroom to learn the lessons in a learner-friendly manner. For this, effective teachers have to implement innovative and creative teaching strategies in order to meet their learners' needs. As there is no one size fits all solution for this problem, the teachers have to implement various ranges of effective teaching strategies to inspire the learners during their classroom teaching. So, the main purpose of the teachers in the classroom is to engage their learners in their learning process.

Therefore, it is the view of the researcher that English college tutors must improve their methods and approaches of their teaching and styles and incorporate these with their effective and dynamic skills of classroom management. The English tutors will come to know which of the strategies work out the best for their learners' personalities and the curriculum they teach. Hence, they have to adopt various strategies to satisfy the expectations of the learners and make them understand the teaching content in a learner-centred approach so as to achieve better performance in English subject.

#### **4.5 To suggest best possible CMPs in promoting English language teaching and learning**

The fourth objective of the study sought to suggest best possible CMPs in promoting English language teaching and learning. The objective was guided by one question; what are the best possible CMPs in promoting English language teaching and learning? The researcher intended to suggest various strategies that can be applied by college management to improve English language performance. The following paragraphs present and explain these practices:

##### **4.5.1 Provision of adequate relevant materials**

During interviews with two (2) college principals, two (2) academic deans, four (4) college tutors and FGDs with four (6) students, the findings unveiled that the provision of adequate relevant teaching and learning materials play substantial roles in facilitating English language learning. When the participants were asked to suggest the possible practices that can be implemented to improve English language performance, they had similar views that availability of materials guarantees the presence of optimal input, of which the access to those materials facilitates the accomplishment of the desired learning outcomes. This subsection discusses two kinds of materials, these are: textbooks and relevant teaching materials, and language labs.

##### **4.5.2 Textbooks and relevant teaching and learning materials**

The findings showed that the current situation of insufficient authentic materials discourages trainees in the entire process of language learning. Therefore, most suitable materials for the English language learning class should be sought, prepared, and disseminated to every language learner. Provision of the material especially textbooks

with focus on the level of the learners will motivate and stimulate language learning since learners will have enough room for contents' references. Other additional materials which are suitable for providing additional information should be available in the library. These materials include books, brochures, magazines, daily newspapers and various graded readers and class libraries. During FGDs, one of the students had this to say on this:

*“We need enough teaching and learning materials to facilitate the English language learning process. The available text books and reference books are not sufficient enough to satisfy the needs and growing number of students. This is what the management can do to improve English language performance (FGDs with students, College A: 18<sup>th</sup> August, 2022)”*

Additionally, it was suggested that, preparation of curriculum and its appropriate materials which suit the contents stipulated in the curriculum should go together. During interview with the college academic dean, he had this to say:

*“Most of the curriculum materials are not aligned with the current needs of the learners and other materials are outdated. We are teaching and learning in the context where the learning resources such as text books available in the college library date back ten years ago. Therefore, I suggest that in order to improve English performance, the curriculum materials designed should be adequate and relevant with the needs of the learners (Interview with academic dean, College B: 28<sup>th</sup>, August, 2022)”*

The findings suggest that the continual supervision and assessments of materials should be done so as to see whether such materials are suitable to meet the learners' needs in the particular level and time. The MoEST with the respective department should take initiatives to replace the obsolete material with the ones which are suitable. If this will be accomplished, there will be gradual transformation of passive and worse current condition of English language learning will be improved. Furthermore, the findings

suggested that several initiatives are needed to ensure that teachers' colleges have enough reference and text books for easy language teaching and learning. Teaching and learning materials come in many shapes and sizes, but they all have in common the ability to support learning. The purpose and importance of teaching and learning materials is to make lessons interesting, learning easy and enable tutors to easily express concepts.

These findings conquer with the study by Mawere (2012) which affirmed that, the scarcity of educational materials was the main problem in Mozambique. Mawere declared that books, periodicals and journals were outdated. He explains that, there were very few Mozambican teachers capable of teaching and of producing English textbooks that can be used in schools. However, in contrast Tanzania, there are lots of authors who are capable of producing relevant text books, yet the problem of obsolete materials exists. Therefore, it is better for the government, especially the MoEST to take serious actions to address the problem of scarcity of materials in learning institutions from lower levels with special focus on teachers' colleges.

#### **4.5.3 The language laboratories and computer aid programmes**

During focus group discussions with six (6) students and interview with two (2) college academic deans, guided with the same question, the findings revealed that a language laboratory recognizes the existence and prevalence of wide-spread individual differences in language aptitude even among the average and superior intelligence. Its approach is essentially individualistic. A language laboratory allows much time for oral and auditory experiences. It affords the opportunities for students to hear the language spoken by a native and to practice speaking in the language themselves. A language

laboratory provides for a well-designed and carefully produced pattern of drills and thus relieves the teacher of endless repetition of patterns. The following quote attests this:

*“Learning a new language just by studying the theory is not enough to guarantee a successful language learning experience. Language labs provide practice in an entertaining and interactive way to acquire the four main language skills: listening, speaking, reading, and writing. Students learn more comprehensively through a language lab.”* (Interview with academic dean, College A: 18<sup>th</sup> August, 2022)

In line with what was said by the college academic dean, the students during focus group discussions cemented that practice leads to language learning success. Language labs’ interactive courses help students learn much faster than in a regular classroom setting. The methodology of the classroom language network uses a progressive model to promote natural learning, where students learn the different concepts of language in an intuitive way. The language lab boosts the motivation of students achieving higher levels of language retention and progress.

*“English language learning is more scientific; it requires more practices than theory. Practices are more likely to motivate learners in terms of pronunciations and speaking skills than relying on books only. We are able to learn by doing assisted by videos and tap records. This is what I suggest to improve English performance* (FGDs with students from College A: 18<sup>th</sup> August, 2022)”.

The above findings unveiled that, considering the special nature of English language in Tanzania as a foreign language, there should be language laboratories in learning institutions. Those laboratories should have computers for computer aid programme and other audio-visual aids so as to make language learning important especially in speaking skills’ competency. Proper pronunciation can be aided by listening to the audio or audio-visual programme whereby learners with mother tongue interferences will be able to hear and see proper pronunciation related to English Received Pronunciation. This

will influence their mental lexical inventory as a result; they will register fluency in English language. Tapscott (2009) shared by Mokhtar et al. (2011) states that, students at present are fond of sophisticated technology. They can tap into a world of knowledge from far more places just from their mobile phones connected with internet. All these exposes and give the English Second Language learners more opportunity to increase their vocabulary.

The respondents of the study at hand advocate that. This sophisticated technology can as well be used to acquire different language skills such as accurate pronunciation by surfing to audio pronunciation in the recommended online dictionaries. Also, other aspects of grammar of the target language can as well be easily learnt.

Therefore, the current reality of passive learning of English language can be improved if enough amount of exposure will be paid to practice the structures of language through these sophisticated devices. Learners will have good command of English as the result of input they have acquired from various technological devices. Natural use of language in relation to daily life experience should be sought so as to make trainees have meaningful learning for good language command.

#### **4.5.4 Changing and amending curriculum and institutions' routines**

During Focus Group Discussions involving twelve students from two colleges, the central theme emerged from their insights on enhancing English language education in teachers' colleges. They unanimously highlighted that while English is a core subject in primary education, it transitions into the primary medium of communication and instruction in post-secondary levels. Despite this, at the diploma and certificate levels, it remains merely a subject, overlooked in NACTE's curriculum changes at tertiary

education. The prevalent use of Swahili in all courses except English significantly hampers trainees' English proficiency development, as English is predominantly learned through instruction in the language itself in Tanzania.

During data collection, the aspect of curriculum was one of the hottest points of discussion, where most of the complaints were challenging the Ministry of Education for lacking a firm stand on the aspect of language policy. The informants (students and college academic deans) insisted on a change of curriculum so that English is taught from the base. One of the students during FGDs had this to suggest:

*“We need to update the curriculum by introducing English education in early learning, prioritizing it across academic subjects for effective communication. Supplemental inclusive programs should boost English skills. Government involvement, drawing from global education and stakeholders, is vital for crucial improvements in our educational system. (FGDs with students from College B: 28<sup>th</sup> August 2022)”*.

Additionally, the incorporation of native speakers of English is one of the unique ideas conveyed by informants. They suggested that native speakers should be invited to volunteer and to introduce various English language programmes for communicative competence among the learners in colleges. These programmes should be included in the curriculum to enhance its efficiency. This suggestion recurred most in the raw data collected from students, as it is attested in the following quote:

*“The government should also seek the opinion of education stakeholders from other successful countries where English is learnt as an L2. When this is done, it is expected that there will be sharing of experience, and the curriculum made will be relevant (FGDs with students, College A: 18<sup>th</sup> August 2022)”*.

The foregone findings imply that the current curriculum should be changed so as to make the English language the communicative language in schools from pre-primary to tertiary education, and it further insisted that English should be made a communicative

language and dominant language in the academic arena. Furthermore, it was suggested that English programmes are needed so as to enhance the English language teaching and learning process.

These findings are supported by Richards (1990) in his book “The Language Teaching and Matrix” which expounded on different steps for the curriculum development process in language teaching. These steps comprise needs analysis, goal setting, syllabus design, methodology, and testing and evaluation. This study at hand has only focused on needs analysis. Discussing the needs analysis step in curriculum development, Richards asserts that it serves the purpose of providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language programmes by involving such people as learners, teachers, administrators, and employers in the planning process.

Since learners and teachers are the base part of the curriculum implementers. The Ministry of Education has to review the curriculum prepared for certificates in teachers’ colleges. Trainees and their English language tutors suggested that the government should add more units and periods for English language learning so that they could get enough time to be exposed to the language in a range of comprehensible input of varied nature found in those units of the course contents. Doing this will produce proficient tutors, most specifically proficient language tutors.

#### **4.5.5 The aspect of language exposure and introduction of immersion programme**

The interview with one (1) academic dean and FGDs with six (6) students it was disclosed that the aspect of language exposure was one of the desired dreams among the

informants. Most of the informants clarified that lack of enough language exposure is one of the biggest factors which hampers the growth and development of the English language in Tanzanian colleges leading to poor performance in national exams. Due to this fact, English language proficiency is now gradually getting worse among students. This gradual declining produces the future generation which is ignorant of the lingua franca of the world.

Informants attested that English language needs more time for its successful exposure to language two learners; also, its units should be added. Thus, the curriculum should recommend more hours in a day to allow room for much exposure among the learners from primary schools, secondary schools to tertiary level. The majority of informants suggested that adding value to the English language by increasing more time for trainees to have English language exposure will help them to have much time for language practice hence communicative competencies. During FGDs, one of the students had the following to comment:

*“English language should be given more priority and more time for students to practice it. It shouldn’t be regarded as other subjects because it is not our native language. We need to speak it and learn it frequently if at all we want to improve its performance (FGDs with students, College B: 28<sup>th</sup>, August 2022)”.*

Additionally, an immersion programme was insisted to be introduced in teachers’ colleges so as to make learners learn structures of language. The immersion programme will help learners acquire English language skills useful for them to successfully learn their language courses in a relaxed atmosphere. As a result, they will have language proficiency. College academic deans offered a range of suggestions as quoted below:

*“Revamping the curriculum involves integrating English education in early learning and emphasizing it across subjects for better communication. Inclusive programs should enhance English skills. Government engagement, drawing from global education and involving stakeholders, is essential for pivotal improvements in our education system (Interview with academic deans, College A: 18<sup>th</sup> August 2022)”.*

From the suggestions provided by informants, the English language should be used in different projects during or after classroom hours since the routines will have different scenery, learners who will practice the language in a more natural and meaningful environment. Informants insisted that individual willingness will add value to language learning and that the immersion programme should be introduced in colleges so as to improve English performance.

Furthermore, the suggestions offered by informants in the quotations above, are so powerful to reach the desired language teaching and learning outcomes if they will be implemented in teachers' colleges. Thus, they should be a way forward to add more time for language exposure inside and outside classroom so as to have much language practice. In support of these findings, Eaton (2011) asserts that mastering of a foreign language takes time, dedication and hard work, regardless of whether it is done in a classroom or in an immersion setting. Moreover, Rugemalira (2005) adds that immersion programs in colleges have the objective of raising bilingual children in an environment where one of desired languages has a weak base in the community. The learning institution is designed to create such base so that the learners can acquire the language under some kind of naturalistic conditions. His suggestion on the immersion programme to the greater extent aligns with the ideas given by informants as the way forward to improve standards of English language proficiency and performance.

In this context, the researcher of the study at hand believes that, by introducing immersion programs learners will have access to comprehensible input; since they will be learning the language in a real natural and meaningful setting. The immersion programs allow the use of language during and after classroom hours; the language will accommodate different natural settings for learners to practice it contrary to language learning only as a subject in the class setting.

#### **4.5.6 Recruitment of qualified tutors and continuous in-service programmes**

The findings through interview with one (1) college principal, one (1) academic dean and FGDs with six (6) students unveiled that even English teachers are not competent enough due to their poor background despite the shining certificates with “A” and “B” grades. Since, most of English language teachers are not competent enough in the field of language teaching, they are just forced to teach the course and out of ignorance of the language skills. The informants suggested for in- service courses specific for language skills mastery which are very crucial to language teachers were suggested by students and college academic deans involved in this study. They said that, in-service teachers should attend regular courses unique for language proficiency skills. The courses should be delivered to update teachers’ performance skills in their career. They said that the programmes should include new techniques and creativity on language teaching and learning. Cementing on this, one of the interviewed colleges academic deans had this to comment:

*“..We have English teachers who teach English using the Swahili language. The government is really urged to recruit qualified language teachers who are competent in teaching English so as to increase performance (Interview with academic dean, College B: 28<sup>th</sup> August 2022)”*

The preceding quote by the college academic dean corroborates with students' views that:

*“English language teaching requires teachers who are competent enough. It is not a matter of having shining certificates with no proven competence. I, therefore, suggest that the government needs to review teachers' employment system by employing competent and qualified teachers rather than valuing certificates (FGDs with students, College A; 18<sup>th</sup> August 2022)”.*

Furthermore, in-service programmes were among the concerns raised by informants. They were of the view that as the world is changing, new techniques of language teaching emerge, which forces teachers to keep constantly updated. It was suggested that short training course for all language teachers should be conducted at least annually or in each semester. During interview, the college principal had this to say on this:

*“As professional development is important for any career, it is equally important for all tutors. Teaching material, techniques and methods are constantly being updated and changed. This implies that teachers' education alone will not be enough to serve them throughout their careers. Teacher professional development means life-long learning and growing as an educator because teachers' work is never complete (Interview with college principal, College B: 28<sup>th</sup> August, 2022)”.*

The findings imply that English teachers worldwide play a seminal role in the development of English competence among its learners, and for teachers to be able to deliver competent speakers, their own professional competence is also a priority. Although teachers are expected to be suitably qualified at the time of their recruitment, the changing and dynamic nature of the English teaching profession means that; teachers need ongoing professional development, not only to keep up with changes and trends but also to address the high attrition rate among language teachers, with many leaving the profession after only a few years (Diaz-Maggioli, 2003). These findings are

supported by Mawere (2012), who argued that, due to the lack of qualified English teachers in the country, the Ministry of Education and Culture in Mozambique was advised to conduct annual workshops for English language teachers in their respective provinces. This was to be done to ensure that teachers were constantly equipped with the necessary English teaching skills. Therefore, in the context of this study, these recommendations will improve the teachers' efficiency in their daily teaching routines, which will result in addressing the worse situation of English language learning in the entire education system in Tanzania. Therefore, successful teaching requires teachers to be lifelong learners for them to reach the goal and realise the objective of the lesson. Skills and techniques of teaching specific courses should be enhanced every time possible.

#### **4.5.7 The use of reinforcement to motivate learning**

The interview with one (1) college principal and six (6) unveiled that reinforcements in the language classroom pressure students to learn English and help teachers to be more efficient in their duties. It was observed that, in order to keep the class animated; activities such as quizzes, interviews, learners' individual presentations in the class and manual activities to warm up learners' interaction should be regularly assigned to learners. However, teachers have to be seriously committed to guiding learners' activities and reinforcing them in the complete process of learning English to reach the desired outcome. The following quote attests to this:

*“The hospitable environment will reinforce language learners to release tension and anxiety. Since English Second Language learners seem to be anxious about making mistakes when responding to various questions asked during the lesson, their teacher should be responsible for creating a welcoming environment which will allow every student to feel comfortable*

*when learning”* (Interview with principal, College A: 18<sup>th</sup> August 2022)”.

Additionally, tutors, as role models to teacher trainees, have to employ teaching skills and creativity of varied nature so that their trainees will imitate (get optimal input) the meaningful teaching skills to be used in their profession. Tutors should include introducing or initiating various language games, comedies, music, songs, poems and other creativities when teaching trainees’ language classes. The following quote exemplify this:

*“What I can just say is that tutors have the role to motivate English language learning. This is simply because most of students don’t give more priority English language as they do believe that it is the language which is not used in daily communication. Tutors have to be creative in using various language techniques to make the lesson enjoyable* (FGDs with students, College A: 18<sup>th</sup> August 2022)”.

The foregone findings imply that learning the English language as a second language needs extra effort as learners are less motivated and not conscious to learning it. In this context, tutors are entitled with the role to creating a learning environment that will motivate learners to admire learning English. Several techniques, such as poems, songs, stories, and texts, can be used by tutors to reinforce and motivate English language classes. Furthermore, the overall findings suggest that teaching English language so as to improve performance is not like other subjects as it is taught as a second language to learners with poor English background. The prevailing situation of believing that English language has its own natives is the root course of English language mastery leading to poor performance in the national exams. It is against this background that the study highlighted the need for tutors to motivate learners with a set of techniques in teaching and learning so as to improve their performance. This is because various

teaching techniques, such as songs, music, and stories, among others, are likely to motivate language learning.

These findings align with the study by Ascione (1993), who argued that students are able to remember and memorise when they are taught through poems, songs, stories, and texts reading. Thus, these techniques must be regarded as credible in successful language learning in colleges. They should be used from base levels to advanced levels so as to achieve desired language learning outcomes. Through these activities, language tutors will bridge the gap of passive learning in the classes. Learners will be encouraged and motivated, and they will draw readiness and accountability to the lesson and participate fully in the lesson for desired outcomes.

#### **4.5.8 Intra and inter-college Competition in English Language Usage**

Through interviews with two (2) college tutors and FGDs with six (6) students, it was revealed that working in groups allows the language to flow much more freely among the students. The participants opined that intra and inter-college competition in English Language usage would help to enhance students-tutors communication using English Language. The FGD from students narrates:

*“We advise the college management to establish intra and inter-college competition in EL usage such as debate and essay writing in order to enable us to have a good mastery of EL” (FGDs with students, College A: 18<sup>th</sup> August 2022)”*.

Also, the interview with tutors elaborates that;

*“It is obvious that if we introduce debate and essay writing competition, our students will be exposed to English language usage situation. Having mastered the language usage, they will be in a position to perform better in their exams (Interview with English Tutor, College A: 18<sup>th</sup> August 2022)”*.

These findings reveal that intra and inter-college competition in English Language usage will empower students to practice English Language effectively. Once they are able to practice the language, they will be able to answer the exam questions competently.

Additionally, it was suggested that various education stakeholders should focus on improving English language proficiency in teachers' colleges. They should volunteer to prepare and fund regular seminars and workshops, which will include inter-college rotation and collaboration among tutors and students. Also, those education stakeholders have to collaborate with the government so as to sponsor language programming in four language skills development. The programmes should be employed as extra curricula and should be prepared to suit the respective level of the learners for language learning betterment. During the interview, the English tutor had the following to say on this:

*“Sometimes we need to involve various educational stakeholders to finance various English programs like intra and inter-college debate since they are very costly. There is no doughty that competition among students enables students to develop language skills such as speaking, writing as well as arguing ability (Interview with tutor, College A: 18<sup>th</sup> August 2022)”.*

Generally, the overall findings suggest that healthy competition can bring a whole new perspective on some of the activities that tutors perform, especially during group work and group games. When competing against other teams, students are encouraged to work together and the motivation of competing against one's peers can challenge a student to work much harder on their tasks than they would if they were independently compelled to do so. Competitions offer the students a safe environment to make mistakes, fail, celebrate others' winnings in addition to their own, and much more.

These findings are supported by Lam et al. (2001), who compared two different groups that were inserted in both a competitive and non-competitive environment and concluded that compared to their counterparts in non-competitive conditions, students in competitive conditions had better performance for easy tasks. However, they were more performance-oriented and more likely to sacrifice learning opportunities for better performance. Furthermore, Shindler (2009) observed that healthy competition could bring a whole new perspective on some of the activities that teachers perform, especially during group work and group games. When competing against other teams, students are encouraged to work together and the motivation of competing against one's peers can challenge a student to work much harder on their tasks than they would if they were independently compelled to do so. Competitions offer the students a safe environment to make mistakes, fail, celebrate others' winnings in addition to their own, and much more.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter gives a summary of the research findings, conclusions drawn and recommendations made based on the findings of the study. Suggestions for future study have also been presented in this chapter.

#### **5.2 Summary of the Study**

This study has contributed to the understanding of various college managerial practices put in place to promote English language performance in Tanzania government teachers' colleges. In this context, the study aimed to identify CMPs for promoting English Language teaching and learning, to examine the perceptions of college tutors about the role of CMPs in the promotion of English language teaching, to examine the contribution of CMPs to promoting English language learning and finally to suggest the possible best CMPs in promoting English language teaching and learning in teachers' colleges.

Likewise, literature review focused on the key variables that were featured in the objectives of the study. In particular, the review of literature focused on concepts of college management practices, English language performance and the roles of college management practices in promoting English language teaching and learning. Furthermore, the theory related to the study was reviewed. Related studies conducted within and outside Tanzania were reviewed as well. However, little is known on how do college management practices put in place in teachers' colleges are able to promote

English language performance following its continued poor performance. This knowledge gap justified the need for the study.

Qualitative approach and case study research design were used. Data were collected from twenty (20) participants including College Principals, Academic deans, English Tutors and students. Participants were selected through purposive sampling and convenience sampling. The generated data through semi-structured interviews and focus group discussions were subjected to thematic analysis.

### **5.3 Summary of the Major Findings**

Findings of the study have been summarised as per the objectives of the study.

#### **5.3.1 College managerial practices for promoting English language teaching and learning in Teachers' Colleges**

The study finds that, following poor performance in English language subject among trainees, several CMPs have been put in place to rescue the situation. To have good command of English language teaching and learning, the management ensured that, teachers are closely monitored and evaluated, students were to engage in debate and other English clubs as well as introducing performance rewards and motivation to teachers and students. Indeed, there were supporting of staff professional development, creating conducive teaching and learning environments and ensuring timely access of teaching and learning materials. All these initiatives were put in place to create a conducive better learning environment for the teaching and learning of English subject with the aim of increasing its performance.

### **5.3.2 Tutors' perspectives on challenges faced by CMPs in promoting English language teaching in TCs**

The findings unveiled that college tutors perceived the college management practices for promoting English language negatively by indicating some challenges associated with the failure to promote English language teaching and learning in teachers' colleges which has been a source to its poor performance. It was unveiled that there is a lack of regular follow up and support from the college management, and the use of Swahili as a medium of instruction hinders college management practices to enhance English language teaching and learning. Furthermore, insufficient and irrelevant teaching and learning materials as well as little motivation to use English from college management and tutors, were perceived as great obstacles towards achieving expected performance in English language as compared to other subjects which are taught in Kiswahili.

### **5.3.3 The contribution of College Managerial Practices in promoting English language Teaching and learning in Teachers' colleges.**

From the visited colleges, the findings unveiled that college management practices contribute to a greater extent in teaching and learning of English language. These contributions include, among others, timely completion of syllabus and increase of motivation for English language learners. Furthermore, there has been an improvement of different teaching techniques in various aspects of language and effective supervision of classroom teaching and learning. In this view, the role of college management practices in promoting English teaching and learning cannot be underestimated though the expected goals have not been achieved.

### **5.3.4 Best CMPs in promoting English language teaching and learning**

Generally, one of the disregarded existing valleys in the mastery of English language is teaching English as a subject in primary school teachers' colleges. In spite of that, language policy has stipulated the significance of English language, yet it is not given enough exposure for its mastery from secondary schools, tertiary colleges to the university level. In the context of teachers' colleges, trainees have only one English subject course, and the rest of the courses are taught in Kiswahili. This is a serious problem which has to be observed and keenly worked upon by the Ministry of Education. To that effect, it was suggested the change of institutions' routines and improved different teaching techniques in various aspects of language. Also, the aspect of language exposure and introduction of immersion programme and recruitment of qualified tutors would hold to improve English language teaching and learning. Finally, the need for continuous in-service training programmes for tutors and the provision of adequate, relevant materials as well as the use of reinforcements to motivate learning, is thought to be possible management practices for promoting English language performance.

## **5.4 Conclusions**

The following conclusions have been drawn from the discussion of the findings:

First, it can be concluded that college principals have realised the need to set various management strategies so as enhance the teaching and learning of English language subject. Some of these initiatives identified include teacher's close monitoring and evaluation, encouraging debate and other English clubs as well as introducing performance rewards and motivation to teachers and students. Indeed, there was support

for staff professional development, creating conducive teaching and learning environments and ensuring access to teaching and learning materials. These strategies have come into practice after realising the need to uplift English language performance in the national examination, which has been performing poorly for several years.

Second, from the major findings, the study also concludes that despite the efforts done to boost English language teaching and learning in teachers' colleges, the situation is still very worse as there is a lack of regular follow up and support from the college management and the use of Swahili language as a medium of instruction hinders college management practices to enhance English language teaching and learning. Furthermore, the insufficient and irrelevant teaching and learning materials, as well as little motivation to use English from college management and tutors, were perceived as great hindrances in promoting English language teaching and learning.

Third, the study concludes that college management strategies to promote English language teaching and learning in teachers' colleges have to some extent, helped the timely completion of syllabi and increased motivation for English language learners. Furthermore, there has been an improvement in different teaching techniques in various aspects of language and effective supervision of classroom teaching and learning. However, several efforts are needed to promote English language teaching and learning in the context where the language of instruction is Kiswahili.

Fourth, from the study findings, it can be concluded that several measures are needed to be put into practice, as some were proposed in the study to promote English language teaching and learning in teachers' colleges. The change and amendment of institutions'

routines and in-service training programmes would be a major step towards improving English performance in teachers' colleges.

## **5.5 Recommendations**

Based on the findings of the study, the following recommendations are provided:

### **5.5.1 Recommendations for action**

In relation to the study findings and conclusions, the researcher recommends the following:

First, the review of curriculum at tertiary education levels, especially in teachers' colleges, is inevitable since the need for English language in teaching and learning is inevitable due to its potentiality in the global business including education.

Second, it is also recommended that; students need to seriously use English Language in communication as it gives them a competitive advantage in their studies and also in the labour market upon graduation. Through their government, students should think of motivating students who effectively use English language as a communication tool.

Third, the study also recommends that teachers' colleges need to put much effort into training English language teachers in the sense that teaching English is not the way it used to be, but it needs teachers who are very creative and innovative enough following the development of science and technology.

Fourth, the study recommends that teachers' college management needs to ensure that those plans set to promote English language teaching and learning are regularly monitored, as it was seen that there are good plans but poor implementation.

### **5.5.2 Recommendation for policy**

To enhance English language teaching and learning in government teachers' colleges, several policy recommendations can be implemented.

First, emphasize comprehensive teacher training programs that focus on modern methodologies, language proficiency, and cultural understanding, ensuring colleges are equipped to deliver engaging English lessons. Additionally, integrating technology and interactive resources into the curriculum can foster a more dynamic learning environment. Collaborations with native English speakers, either through exchange programs or virtual sessions, would expose students to authentic language usage. Establishing a language lab equipped with software for practice and self-paced learning would further support student development. Finally, encouraging a bilingual approach to teaching other subjects could reinforce English language acquisition across various disciplines.

### **5.5.3 Recommendations for further research**

In view of the research findings, the following areas for future research are suggested.

First, a comparative study of the student's academic performance on the subjects taught by tutors using English Language and those using either Swahili or a mixture of English Language and Swahili should be done.

Second, the same study should be carried out, including a larger sample size drawn from more than one college for generalisation, unlike in the current study where samples were drawn from two colleges, something which is regarded as the limitation of the study.

Third, the study used a case study design which made it impossible to provide evidence of a causal relationship under the study; thus, a longitudinal design is recommended for further research.

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## **APPENDICES**

### **Appendix 1**

#### **INTERVIEW GUIDE FOR PRINCIPALS AND ACADEMIC OFFICERS OF TEACHERS' COLLEGES**

- i. Do you think your staffs are motivated and committed?
  - Incentives
  - Recognition- reward- certification-punishment/encouragement
  - Create good teaching and learning-infrastructure-ICT for teaching and learning English language
- ii. Do you monitor curriculum implementation? How?
  - Translation of course curriculum into syllabuses, scheme of work and lessons (lesson plans)
  - Curriculum objectives
  - Content or subject matter
  - Learning experiences
- iii. Do you support your staffs develop themselves professionally? How do you do that?
  - Motivating
  - Training
  - Empower them- build their confidence
  - Standards (set minimal competencies required)
  - Promote teacher collaboration-peer-to-peer instruction, classroom visit by peers

- Provide on the job support and guidance for new tutors-instructional-administrative-supervisory
  - ICT-training-provide ICT for teaching and learning
- iv. How do you foster collaborative problem solving?
- Engagement
  - Participation
- v. How do you create good teaching and learning environment for tutors and students?
- Infrastructure-equipments-teaching aid-ICT
  - Know needs of my students
  - Good and friendlier relationship between management-tutors-students
  - Minimal distraction
  - Address students' needs
  - Rewards
  - Punish bad behaviour
  - Encourage those who exhibit low performance

## **Appendix 2**

### **INTERVIEW GUIDE FOR TUTORS OF TEACHERS' COLLEGES**

- i. Are you motivated and committed?
  - Are you given enough incentives?
  - What is the status of recognition system- reward- certification-punishment/ encouragement?
  - What is condition of teaching and learning-infrastructure-ICT for teaching and learning English language?
  
- ii. Do you implement curriculum? How?
  - How do you translate curriculum into syllabuses, scheme of work and lessons (lesson plans)? Are you guided? What about support?
  - How do you prepare your before going to the classroom to teach?
  - Curriculum objectives-Content or subject matter-Learning experiences- Assessment
  
- iii. Do you support your student-teachers' professional development? How do you do that?
  - By build their confidence through evidence seeking and justification culture
  - Promoting good and rule abiding behaviour among student-teachers
  - By setting high standards/expectations for students' achievement
  - Make sure students perform above expectations
  - Insist on high quality and team work
  - By promoting collaborations and group or team work in solving problems

- Establish a climate of mutual respect
  - By making sure everyone understand new concepts
- v. How do you foster collaborative problem solving among students in the classroom?
- Do you follow steps for problem solving?-identify problem-gather information-analyse problem-generate possible solution and reach consensus
  - Students' engagement and participation-active Vs passive
- vi. How do you create good teaching and learning environment for students in the classroom?
- Know needs of students
  - Let students know your plan/goals
  - Encourage active classroom participation
  - Good and friendlier relationship between management-tutors-students
  - Address students' needs
  - Encourage those who exhibit low performance

### Appendix 3

#### FGDs CHECKLIST FOR STUDENT-TEACHERS

- i. What is your opinion regarding tutors and management motivation and commitment toward English language and learning at the college?
  - If motivated/not motivated: Why this situation?
- ii. What is your perception on curriculum implementation?
  - Translation of curriculum into syllabuses-content of subject matter-lessons-learning experiences (how effective is learning process)-course assessment/evaluation? How do you interact with tutor in the classroom?
- iii. How do you develop yourself professionally?
 

Focus on active/passive learning

  - Networking/collaboration
  - How frequently do you learn (must be continuous learner)
  - How do you think? Normal like others?
  - What is your priority at this time? Do you frequently learn new skills/ideas/knowledge? What new skills or knowledge have you learnt?
- iv. Do you collaborate for problem solving with fellow students in you class? Other classes?
  - Does college encourage collaborative problem solving among students and between students and tutors and management?
  - Is it active or passive collaboration? Free expression?
- v. What is your perception about teaching and learning environment?

### Appendix 4

## OBSERVATION KIT FOR CMPs PROMOTING ENGLISH TEACHING AND LEARNING IN TEACHERS COLLEGES

Name of Teachers college.....

Date of observation.....

Name of observer.....

| S/N | Aspect   | Description | Remarks |
|-----|--|-------------|---------|
| 1.  | Tutor-student-teacher classroom interaction          |             |         |
| 2.  | English speaking rules                               |             |         |
| 2.1 | Outside classroom                                    |             |         |
| 2.2 | Inside classroom                                     |             |         |
| 3.  | English speaking areas                               |             |         |
| 4.  | Formal conversations after classroom or working time |             |         |
| 4.1 | Tutors   |             |         |
| 4.2 | Students-teachers                                    |             |         |
| 5.  | Student-teachers interactions after classroom        |             |         |
| 6.  | Teaching methods/approach                            |             |         |
| 7.  | Teaching aids  |             |         |
| 8.  | Tutors-student-teachers engagement after classroom   |             |         |

## Appendix 5

### College Managerial Practices for Promoting English Language Teaching and Learning in Tanzania: A Case Study of Grade 'A' Public Teachers' Training Colleges

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#### Abstract

*This study examined the college management practices for promoting English language teaching and learning in public teachers' colleges using a case of Grade 'A' central zone training institutions. The objective of the study was to identify college management practices for promoting English language teaching and learning. The qualitative study employed a case study design, and interviews and focus group discussions to generate data from 20 conveniently and purposively sampled respondents comprising English language teachers, academic deans, principals and students. The study found that teachers' training colleges use performance rewards, close monitoring and evaluation of teachers, debating and other English clubs, staff professional development, and providing supportive teaching and learning environment to enhance English language teaching and learning. Additionally, the teachers' college management need regular monitoring to ensure that English language promotion plans it was are properly executed instead of remaining only good on paper.*

**Key words:** *Teachers' colleges, management practices, promoting teaching and learning*

#### Introduction

Management practices are a central to the success of any academic institution. Anjomsoa and Sadigh (2015) contend that properly led and organised schools and colleges become effective and successful partly because their heads and senior staff have learned management systematically. After all, their acquired management practices determine how such institutions plan, organise, and control resources (Keenja, Mwonge, & Naho, 2021). In fact, the more the college management engages in best practices, the higher the likelihood of the college's success. Such practices can also let

people own the vision and mission of their respective school, lead by example and offer opportunities for both informal and formal professional development, motivate staff, create a collaborative collegial culture, and create stability while focusing less on supervisory activities.

Similarly, the effective teaching of the English language in Tanzania, which remains a source of grave concern in basic primary and secondary education (Elibariki, 2017) requires such a supportive environment. In Tanzania, English is the medium of instruction from secondary education to higher education levels and is concurrently used with Kiswahili as the official language, with learners required learn the language effectively (Byabato & Onyango, 2022). Failure to develop a good command of the English language among learners in primary education could derail their effective participation in democratic activities such as education higher levels and business. However, improving English language teaching in primary and secondary education require teacher-trainees to have English proficiency themselves since they cannot go on and teacher the language for which they lack ample aptitude. As such, teacher training colleges (TCCs) have the onus of executing relevant college management practices aimed to boost English language teaching and learning in their respective colleges to produce competent teachers for pre-primary, primary and secondary schools.

In this regard, the theories of language learning teach us that, students learn better when they receive appropriate support from their teachers (Keenja, Mwonge, & Naho, 2021). Impliedly, when teacher-students develop a good command of the English language from their respective teacher training colleges (TTCs), they can support their students to develop English language skills. Arguably, one cannot overlook the potential of college

management practice to foster English teaching and learning in TTCs. For better outcomes, the nature of college management practice must align with curriculum objectives and intention coupled with proper translation of course of study into syllabuses, schemes of work and lessons. Byabato and Onyango (2022) further underscore the value of school principals in contributing significantly to the success of their respective institutions.

Realising the importance of English language, the Tanzania government has since instituted several initiatives aimed to promote its performance in teachers' training colleges (Vuzo, 2019). In 2012, the Tanzania government through the then Ministry of Education and Vocational Training, now the Ministry of Education, Science and Technology, in collaboration with the British Council, launched a four-year Education Development and Quality Improvement Project for English Language Teacher Training in Tanzania (EQUIP T-ELT) intervention aimed to address the problem of English language in teachers' training colleges, secondary and primary schools. Moreover, the project aimed to provide a framework for college management teams to support the tutors' professional development and their role to support trainee-teachers. Specifically, the project sought to enhance capacity in teacher training colleges to deliver quality teaching and, finally, having increased awareness of policy and practice on teaching through the medium of English (Byabato & Onyango, 2022).

The government initiatives aimed to promote English language performance in teachers' colleges in Tanzania notwithstanding, trainee-teachers have been performing poorly in the English language for about three consecutive years compared to other subjects (URT, 2020). The National Examination Council of Tanzania (NECTA) reported poor performance for the majority of trainee-teachers in their English final examinations for

three consecutive years—2019, 2020 and 2021 (URT,2022). Yet, little is known about the role of college management in solving this seemingly intractable problem. This situation may hamper any efforts to improve the performance of trainee-teachers in the English language, which eventually could limit the improvement of English language learning in Tanzania's primary schools where these trainee-teachers would end up teaching. As a result, the current study intended to examine college management practices for promoting English language teaching and learning in TTCs to inform future practices and policies on the best practices capable of promoting English language teaching and learning in teachers' training colleges.

### **Literature review on Management Practices**

Management practices usually refer to the working methods and innovations that managers deploy to improve the effectiveness of work systems. Common management practices include empowering staff, training staff, introducing schemes for improving quality, and introducing various forms of new technology. In the context of this study, management practices refer to mean all the strategies and initiatives a college management applies to foster English language teaching and learning.

On the other hand, teaching refers to the interaction between teacher and students. They participate in this interaction for mutual benefits. Both camps have their own objective and target driving them to participate in this transaction. Such interaction is also dependent on the applicable general principles, pedagogy and management strategies for classroom instruction. In this regard, the choice of teaching method relies on what fits the teacher, educational philosophy, classroom demographic, subject areas and mission statement by the education institution.

In similar vein, learning has to do with educational psychologists in different ways and meanings. This quantitative increase in knowledge also entails memorizing of facts, acquisition of skills, and application methods retained as necessary. Moreover, such learning entails abstracting meaning, relating parts of the subject matter to each other and to the real world, interpreting and understanding reality and comprehending the world by reinterpreting knowledge (Driscoll, 2000). In short, learning is a process of acquiring new understanding of English.

### **Theoretical Framework: The Instructional Leadership (IL) Theory**

The instructional leadership (IL) theory developed by Hallinger and Murphy (1985) informed the study. Initially known as Instructional Management (IM), the term ‘management’ became superseded by ‘leadership’ to reinforce the sense of democratic management in school since the term management collocates more with a sense of authority, hence the emergence of IL (Hallinger & Wang, 2015). Townsend (2019) define such instructional leadership as principals' behaviours aimed to promote and improve the teaching and learning process in education settings involving teachers, students, parents, school planning, school management, school facilities and resources. Based on this model there are three dimensions in instructional leadership activities, namely determining school missions, managing instructional programmes and creating an amenable school learning environment. Furthermore, the IL theory assumes that the success of teaching and learning in any academic institution depends on what the principals and their assistants do to motivate tutors and creating good environment for both teaching and learning (Scott, 2017). In addition, the management team ought to formulate relevant strategies aimed to improve the teaching and learning process. Based

on the tenet of this theory, one can question the managerial practices in a context where English language teaching and learning outcomes are dissatisfactory. Consequently, the present study examined the college management practices for promoting English language teaching and learning in teachers' colleges.

The practice of instructional leadership by principals is necessary to influence teachers' behaviour in improving the quality of teaching and learning in addition to implementing effective academic management for the teachers to teach effectively (Alimuddin, 2010). In this regard, the instructional leadership theory applies when the principles checking the teachers' record to monitor their progress and the staff's participation in college extra-curricular activities, checking of teachers' lesson notes to provide assistance for improvement and checking of staff attendance to ensure regular instructional delivery even when teachers disagreed with the principals' application of some supervision practices (Hayat, 2015).

going on in the classroom facilitates instructional leadership and aids the development of staff capacity by bolstering their strengths while minimizing their limitations and finally it ensures critical execution of instruction policies is critical and make the most of existing resources are helpful (Horng & Loeb, 2010). Despite the apparent strength of the theory, Scott (2017) notes some shortcomings since instructional leaders have a lot of work to do coupled with a scarcity of educational resources and insufficient time to execute instructional tasks. Moreover, the operation of instructional activities is inconsistent, and the instructional leader may lack the guts and commitment to undertake instructional tasks, and teaching resources might be too insufficient to make a difference. Still, the theory suffices in explicating the practice of instructional leadership

by principals in the context of Tanzania's TTCs' and the teaching and learning of the English language.

### **College Management Practices**

On the other hand, even though college management is not popular terminology in literature, it remains crucial in fostering the performance and efficiency of such institutions. Its lack of popularity can be accounted for by two main reasons: first, there is a tendency to avoid the term management because of its leanings towards authoritative leadership style (Hallinger & Wang, 2015; Townsend, 2019); and, second, the educational and school leaderships have served as general terms for managing academic institutions (Sindhu, 2012). As such, college management refers to educational management at this institutional level. On the other hand, managerial practices refer to all the things that educational managers undertake in various educational levels aimed to execute their duties to achieve educational goals (Hallinger & Wang, 2015; Townsend, 2019).

### **Managerial Practices contributory to effective Teaching and Learning**

Studies show that managerial practices vary in their contribution to the quality teaching and learning depending on the managerial style. Allensworth and Hart (2018) found that planning and allocation of duties worked effectively in schools whose principals supported teachers after the allocation of duties and those who monitored the implementation of school planning. Likewise, Akyeampong et al. (2013) report that principals of TTCs in Senegal, Ghana, Kenya, and Tanzania monitored teaching without updating tutors on the changes in the elementary curriculum that trainee-teachers would, subsequently, implement. As a result, the trainee teachers courted and flirted with

incompetence. Such findings re-affirm the significance of determining principals implemented particular practices to promote teaching or not.

The degree of relevance of managerial practices to teaching and learning is another way of promoting teaching and learning. Bellibas (2015) found that controlling absenteeism in Turkey's middle schools was the most influential teaching and learning practice. Meanwhile, the class visit emerged as least influential to teaching and learning because teachers perceived the practice as an intrusion into their privacy. Similarly, Yunas et al. (2021) found that, despite the principals' efforts to supervise teachers' duties in Pakistani secondary schools, their efforts hardly promoted teaching and learning because they focused only on the teachers' duties rather than on the students' duties. However, the study had focused on Pakistani secondary schools whose operational context differ significantly from the one obtaining in Tanzania's TTCs.

In Tanzanian context, studies on the teaching and learning of English language are not unusual. However, based on the literature reviewed, no single study had focused on the college management practices for English language teaching and learning in teacher training colleges. Studies focusing on the teaching and learning English language in the context of Tanzania tended to concentrate on secondary and primary schools (Wilson & Komba, 2012; Makewa et al., 2013; Komba & John, 2015; Elibariki, 2017; Anatory, 2018; Byabato & Onyango, 2022). Only Akyeampong et al. (2013) and Ndege (2018) had focused on general English language teaching and learning in TTCs. Even then, these limited studies did not specifically investigate the English language teaching and learning under the college management practices. To fill this gap, the current study examined the college managerial practices for promoting English language teaching and learning in teacher training colleges.

## **Methods**

This qualitative study employed with a case study design. The qualitative research focused on individuals' experiences from various practices in their actual settings to examine college management practices for promoting English language teaching in Tanzania's government teachers' colleges. Also, the case study design concentrated on the selected study area to generate in-depth data on the role of college principals and tutors in promoting English language teaching and learning in teachers' training colleges (Wiebe, Durepos, & Mills, 2010).

The study was conducted in public teachers' training colleges located in central Tanzania. The prioritisation of these colleges was based on their being among Tanzania's TTCs whose national examination results in the English subject has been abysmal for three consecutive years (NECTA, 2019, 2020, 2021). Thus, examining the college management practices could illuminate on the factors behind such dissatisfactory performance of their students in the NECTA English subject examinations. The sample of 20 respondents comprised two college principles, two academic deans, four English Language teachers and 12 trainee-teachers. The study used purposive sampling to draw college principles and academic deans by virtues of their strategic placement within the college system and convenience sampling trainee-teachers based on their ready availability.

The study administered semi-structured interviews with college principals and academic deans whereas trainee-teachers participated in Focus group discussions (FGD). Each FGD lasted for about 75 minutes before reaching a data saturation point. These discussions were recorded using digital recorders undertaken with the participants' prior consent. Also, notes were also taken during FGDs for back-up

purposes. Interviews were more convenient to college principals and academic deans because of their constrained time schedules and need to dig deep through value-adding discussions. Finally, the data generated were subjected to thematic analysis with the findings presented in narrative form supposed by verbatim evidential accounts extracted based on respective research questions.

## **Results and Discussion**

In response to the research question, what are the most prevalent CMPs for promoting English language teaching and learning in TCs?, the study was able to establish the extent to which college management strive to improve their English language performance. The responses to the research question can be clustered under five themes—performance rewards, Teachers’ close monitoring and evaluation, debating and English clubs, Staff professional development, and Supportive teaching and learning environment—delineated as follows:

### **Performance rewards**

Interviews held with two (2) college principals and four (4) tutors and FGDs with 12 trainee-teachers revealed positive and strong learning motivation to be essential in achieving proficiency in English as a second and official language in Tanzania. All the participants shared similar views about the college management being in front line to ensure that teacher-trainees and their tutors are motivated enough to achieve better results in the English subject. In this regard, a college principal said:

I normally motivate my tutors who perform well in the English subject by eliminating the ‘F’ grade in the national examinations. I have provided some gifts to my tutors of which I think will be a starting point to boost their efforts aimed to

perform much better in next national examinations (Interview with principal, College A: 18<sup>th</sup> August, 2022).

These findings are supported by one English tutor who said that rewards to teachers had the desired effect of boosting morale for college tutors to work hard in helping their students. In this regard, a tutor, who is also an English language teacher, said during an interview: “I think of rewards as something motivating as someone to increasing more efforts expecting that his or her efforts will lead to recognition. The management has established rewards to improve English language performance as the situation is worse” (Interview with tutor, College B: 12<sup>th</sup> August, 2022). Additionally, the results show that the trainee-teachers also needed such motivation for them to acquire competence in English. In consequence, the college management had initiated steps aimed to reward trainee-teachers who perform better in the English subject, especially in the annual and inter-collegiate examinations. Such initiatives prompted the trainee-teachers to struggle day and night to acquire the required competence in English and reap the rewards on offer, whether monetary or non-monetary. As one college academic dean explained:

Learners need to be motivated since they learn English as a second language. Yes, they have prior knowledge but the management has some initiatives aimed to reward outstanding performers in the English subject in the internal and external examinations. As a part of management, we agreed that those who score an ‘A’ and ‘B’ will be rewarded in front of their colleagues. We believe rewards can boost competition, thus leading to better performances in the English subject (Interview with academic dean, College A: 18<sup>th</sup> August, 2022).

The overall findings suggest that motivation for both tutors and trainee-teachers play substantial roles in the teaching and learning English language in TTCs under review because motivation positively triggers human behaviours. These findings are supported by Gleason (2000) who found that employee performance depended on factors such as

pay for performance and employee recognition. After all, a motivated employee tends to be responsive to the definite set goals and objectives; thus, they direct their efforts in that direction. In other words, good performances in the English subject translates into teachers' rewards as agreed upon by the college management.

### **Teachers' close monitoring and evaluation**

The results from interviews held with two (2) college principals and four (4) tutors revealed that effective tutors' daily monitoring and evaluation improves the quality of teaching and learning of the English language. Through interviews, it emerged that college management ensured that tutors' documents such as lesson preparations, schemes of work, log books, and teaching aids were at the disposal of tutors whenever they entered the class:

As a college principal, I do monitor and evaluate the tutors' preparations before entering the classes. They should have signed schemes of work, lesson notes, lesson plans and log books. These documents tell us that a teacher is well-prepared to deliver what is supposed to deliver in the classroom (Interview with principal, College A: 18<sup>th</sup> August, 2022).

This college principal's views collaborate with one of the tutors' views who concurred that the college management has been making regular follow-ups on the teachers' preparations by ensuring that the required teaching and learning documents are well-prepared. These responsibilities are delegated to academic deans, as the following tutor illustrates:

Our college academic dean is assigned the role of ensuring that we have all necessary documents required for effective teaching and learning. As an English language tutor, I am always required to submit my lesson plan every Friday to the academic dean's office so that it can be checked and signed. This keeps me prepared all the time (Interview with English Tutor, College B: 2<sup>th</sup> August, 2022).

Furthermore, the results indicate that to ensure that trainee-teachers perform in the English language subject; timely completion of syllabus becomes a critical concern. The completion of the teaching syllabus for English subject in each academic year serves as a foundation for better performance. A backlog of content not taught could affect the performance of the trainee-teachers. In other words, the incompleteness of the syllabus in a given year could lead to the poor academic performance of the trainee-teachers in their final examination. In this regard, a college principal said: “The overall function of management is to ensure that syllabus coverage as per the college calendar. We insist on this aspect and we are serious on this. We need to give a room for trainee-teachers to make more practices and, thus, be in a position to perform well in their final examinations” (Interview with Principal, College B: 26<sup>th</sup> August, 2022). Similarly, the college academic dean contended that there had been timely provision of the required resources such as books, teachers’ manuals, teaching aids among others so as to enhance syllabus coverage on time:

We have come into agreement with tutors that, all required teaching and learning resources to facilitate early coverage of syllabus are available on time. No complaints raised by the tutors with regard to inadequate resources. We are playing our role so that English language syllabus is covered on time (Interview with academic dean, College A: 18<sup>th</sup> August, 2022).

Implicitly, monitoring and evaluation of the tutors during an hour lesson is one of the most important works of the college principals. The college management by making monitoring and evaluation, they can recognise areas of strength and weaknesses that need improvements. To support these findings, the study complies with those of Day (2013) who found that monitoring and evaluation coupled with institutional educational goals fostered the acceptance of group goals and monitoring the implementation for

academic achievement in educational institutions. In the current study, monitoring of teaching and learning role the college principals and academic deans performed aimed to check and sign the lesson plans, scheme of work, and observe classrooms teaching and learning activities to boost English language performance in teachers' training colleges. In this regard, Olaleye (2011) contends that effective monitoring by college principals in education institutions can translate into improved subject academic performance. Therefore, it should be part of the daily routine of college management to undertake regular monitoring and evaluation of teachers' works for necessary improvements to be made.

### **Debating and English clubs**

Interview held with two (2) college principals and four (4) English tutors as well as FGDs conducted with six (6) students revealed that the English subject tutors used debates to assign trainee-teachers to affirmative, opposing and judging teams to help them to master the fundamental expressions pertaining to starting, intervening, and closing conversations or discussions. In this regard, one of the college tutors, who is also happens to be English language tutor, said:

As one of extracurricular activities, trainee-teachers in our college are required to conduct debate twice per week. I prefer to create affirmative teams because they help the trainee-teachers to improve their ability to question and respond, which helps to improve critical rebuttal solving skills. It also improves the logical speaking organisation of thoughts and coherence of ideas on starting, intervening and closing conversation or discussion to improve English language performance (Interview with English tutor, College B: 26<sup>th</sup> August 2022).

Additionally, one of the college principals interviewed had similar views that debate was being encouraged to improve their language skills:

When debating is used in EFL classes, all four skills of English language [listening, speaking, reading, and writing] are practised. Moreover, debaters need to master pronunciation of words, stress, vocabulary, brainstorming, script writing, logic building, argumentation and refutation. So, practising debate in English requires many skills, which ultimately lead them to learn English. As a college we have selected two day in a month to be English debate days out of four (Interview with Principal, College A: 18<sup>th</sup> August, 2022).

During FGDs with twelve (12) students, they responded that by engaging in debate and other English clubs prepared by English department teachers, they are in a position to cope with the use of English as a medium of instruction:

We normally engage in debate and other English clubs prepared by English language teachers in order to increase knowledge and understanding of the English concepts used in various context. However, some of us are very shy to use English as afraid to make mistakes (FGDs with students, College B: 28<sup>th</sup> August, 2022).

Generally, the findings suggest that debating in English and English clubs can help to develop a wide range of language dimensions; it can help expand the trainee-teachers' vocabulary and foster fluency as it trains learners to speak in public, listen and understand the positions of other teams, as well as reformulating their own position-. Furthermore, debates can play an important role in enhancing language competence; in particular debate can be used to enhance a wide range of language skills. Debaters can develop writing skills since students have to take notes on what they are planning to say, organise the different parts, as well as focus on coherence, consistency and persuasion. They learned to write argumentative paragraphs and essays and make them controversial enough for arguments and counter-arguments. The college management practices can lead to big changes in teachers' training colleges.

In this regard, Dalton (2013) argued that debate serve as a teaching and learning strategy, with trainee-teachers reflect the use of academic language, particularly the

vocabulary and language structures relevant to expressing the specific cognitive discourse functions linked to the debate topic. In fact, the lesson behind a debate in a foreign language may aim to develop a wide range of communicative functions relevant for reaching agreement in a team, connecting phrases, and sentences through logical connectors, supporting a point-of-view with evidence, expressing agreement or disagreeing, or showing interest and appreciation of a speech.

### **Staff professional development**

This theme involved interviews with one (1) college principal and one (1) academic dean. The guiding question for this aspect was: What college management practices promote the English language teaching and learning? It emerged that, policy-makers or people with higher authorities in ministries or individual colleges provide their tutors with opportunities to participate in activities that could assist them to enhance their professional practice. Moreover, some tutors reported that they opted to advance their careers by undertaking various courses relating to their specialisation areas. In this regard, the management role aims to support them by giving them guidance on various courses to develop their careers. One the college principal interviewed said:

Staff professional development is an integral part of worker's life. As a college principal, I do encourage my tutors to go for further studies in their area of specialization since things are daily changing which call upon the need for adaption of new knowledge. Sometimes, our tutors secure scholarships via our Ministry of Education. It is through these scholarships our language teachers get opportunity to develop their careers (Interview with Principal, College B: 26<sup>th</sup> August, 2022).

Likewise, the results indicate that English language tutors have to attend at least one short course per year carried out by Ministry of Education. These courses aimed to build capacity-building among language tutors in language proficiency. Moreover, world

tutors need to be innovative and adaptive. The tutors need the knowledge and skills to be flexible and reflective professionals capable of responding to the needs of 21<sup>st</sup> century trainee-teachers:

The college in collaboration with the Ministry of Education support teachers to conduct short training courses aiming at building capacity among tutors. English tutors cannot be exempted from these short courses. There will be a short course for all language tutors on pedagogical skills that will be held at Morogoro TC this year. All the language tutors are expected to attend (Interview with academic dean, College B: 26<sup>th</sup> August, 2022).

Therefore, tutors' professional development programmes have been implemented by teachers' colleges as among of college management practices to improve English language performance. Such programs include capacity building short courses organised by college management in collaboration with the Ministry of Education, Science and Technology and in-service training programs where tutors opt to go for further studies in their specialisation areas supported by college management. These findings are supported by Allen et al. (2018) who believed that teachers' continuous professional development is highly relevant for both improving educational performance. Further professional development of English teachers required teachers to have knowledge and skills on implement curriculum-related learning materials and assessments. Cirocki and Farrel (2019) support the study findings on the importance of professional development. Their findings provided a composite picture of continued professional progress in the context under investigation. The study demonstrates that some professional development activities have a greater impact.

Along the same line, Cirocki and Farrel (2019) found that English as a Foreign Language (EFL) teachers perceive professional development in five ways: School-based

learning, an academic endeavour, a professional pursuit outside the school setting, a government plan, and self-directed learning. The study also found that, even though teachers stated that they had adequate opportunities for professional development, not everyone uses them. The findings are supported also by Postholm (2012) who argued that courses and lectures, or ‘times for telling’, and teachers’ development of a metacognitive attitude are decisive factors for teachers’ learning within a constructivist frame of reference.

### **Supportive teaching and learning environment**

Two (2) college principals and two (2) English tutors were involved in an interview. On the other hand, six (6) students were involved in FGDs to generate information pertaining to this theme. The guiding question was: What are the college management practices for promoting English language teaching and learning? The results indicate that CM ensures that teaching and learning environment are supportive of the English language learners. All the students can learn in the presence of the appropriate supports.

In this connection, a college principal said:

Realising the role of conducive teaching and learning environment for language learning, as a college principal I am to ensure that all required instructional resources such as text books and story books are available to facilitate teaching and learning. Though I cannot satisfy everything but I do the best. Some years back, the college had a language laboratory which in some circumstances was one of the instructional resources in facilitating English language lessons and mostly motivates learners in learning and like the subject (Interview with Principal, College A: 18<sup>th</sup> August, 2022).

One of the trainee-teachers said during FGDs that previous the college did not previously have enough instructional resources to facilitate the teaching and learning of English language that was the major cause of its poor performance. Currently, many

English textbooks, reference books and story books were available to almost every learner:

We thank the college management for creating conducive teaching and learning environment by ensuring access of enough teaching and learning resources. We have enough English reference books in our library and e-library. It is my belief that in the next national exams we will have good performance in English language subject (FGDs with students from College A: 18<sup>th</sup> August, 2022).

Furthermore, the results indicate that, several efforts have been put forward to ensure that classes are conducive enough to support English language learning. The college principal ensured that there are enough classes equipped with enough desks and chairs so that that learners can learn comfortably. In this regard, the college principal said:

We have enough classes to accommodate the number enrolled students. No overcrowded classrooms since we want learners to learn all subjects including English in a favourable environment. Our classrooms are well designed with enough space to formation of groups for discussion since learning English requires several practices (Interview with Principal, College B: 26<sup>th</sup> August, 2022).

In a similar dimension, the English language tutors said that the learning process needs to occur in an environment allowing trainee-teachers can interact with each other especially during group discussions:

Teaching and learning need to take place in classes that will allow learners to interact with each other. The management has done a lot to locate students in classes that makes interaction during teaching and learning becomes easy. We have no overcrowded classes and we expect this situation to enhance academic performance in all subjects including English (Interview with English College tutor: College A: 18<sup>th</sup> August, 2022).

Overall, the classroom environment seems to be an important motivating factor that facilitates teaching and learning process. Notably, the curriculum or college syllabus

was being implemented mainly within the four walls of the classroom through professional tutors who happen to be the curriculum implementers. The findings imply that, the college management ensured that classrooms are available enough and well-ventilated to support the teaching and learning of English language through interaction and formation of groups. These findings are in align with Adesua (2014) who argued that academic excellence is the desire of every school owner (manager). The quality of teaching and learning that takes place in any establishment determines the level of academic excellence.

For effective teaching and learning process to occur within the school environment, there must be a provision for required learning aids such as conducive school physical environment, well painted classroom, adequate chairs, moderate distance from an industrial area to prevent unwanted noise and a well experienced teacher to create a conducive learning environment (Adesua, 2014; Hindman & Stronge, 2013). Cayubit's (2022) study found that the learning environment positively correlated with college students' academic motivation, the choice of learning strategies, and the level of student engagement.

## **Conclusion**

Overall, poor performance in the English language subject among trainee-teachers prompted several initiatives aimed to rescue the situation. To have good command of English language teaching and learning, the management closely monitored and evaluated tutors, engaged trainee-teachers in debates and other English clubs in addition to introducing performance rewards and motivation for the tutors and trainee-teachers. Indeed, there were supporting staff professional development, creating conducive

teaching and learning environments and ensuring timely access of teaching and learning materials. All these initiatives helped to create a conducive learning environment for the teaching and learning of English subject to boost its performance. From recommends that teachers' colleges need to exert many efforts aimed to train English language teachers in the teaching of English.

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## Appendix 6: Research Clearance letter

**THE OPEN UNIVERSITY OF TANZANIA**  
**DIRECTORATE OF POSTGRADUATE STUDIES**

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REF: PG201907809

19<sup>th</sup> July 2022

Regional Administrative Secretary,  
Dodoma Region,  
P.O Box 914,  
DODOMA.

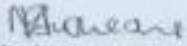
**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. Deogratius Wenga, (Reg No: PG201907809) pursuing Master of Education in Administration, Planning and Policy Studies (MED APPS). We here by grant this clearance to conduct a research titled "Assessing College Managerial Practices for Promoting English Language Teaching and Learning in Tanzania Teachers' Colleges: A Case Study of Grade A Central Zone Government Teachers' Colleges ". He will collect his data in Bustani Teachers' College located in Kondoa District between July 2022 to August, 2022.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,  
**THE OPEN UNIVERSITY OF TANZANIA**

  
Prof. Magreth S. Bushesha  
DIRECTOR OF POSTGRADUATE STUDIES.