

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

Deogratius Mathew Wenga and Winfrida Saimon Malingumu

Department of Department of Educational Planning, Policy and Administration Studies, The Open University of Tanzania

**Author corresponding Email: deowenga2@gmail.com*

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 out that teachers’ training colleges used 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.

Keywords: *Teachers’ colleges, management practices, English language teaching, promoting teaching and learning, Grade ‘A’ Public Teachers’*

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, effective teaching of the English language in Tanzania, 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' records to monitor their progress and the staff's participation in college extra-curricular activities, checking of teachers' lesson notes to assist in

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 finally, it ensures critical execution of instruction policies is critical and makes the most of existing resources are helpful (Hornig & 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 is 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 it leaned towards an 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 of teaching and learning depending on the managerial style. Allensworth and Hart (2018) have found out 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 whether 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 out that controlling absenteeism in Turkey's middle schools was the most influential teaching and learning practice. Meanwhile, the class visit emerged as the least influential to teaching and learning because teachers perceived the practice as an intrusion into their privacy. Similarly, Yunas et al. (2021) found out 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 differs significantly from the one obtained in Tanzania's TTCs.

In the Tanzanian context, studies on the teaching and learning of the 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) focused on general English language teaching and learning in TTCs. Even then, these limited studies did not specifically investigate English language teaching and learning under 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 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 have 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 of two college principals, two academic deans, four English Language teachers and 12 trainee teachers. The study used purposive sampling to draw college principles and academic deans by virtue 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 supported by verbatim evidential accounts extracted based on respective research questions.

RESULTS AND DISCUSSION

In response to the research question, what were 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 had strived 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 were 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: 18th 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: 12th August, 2022).

Additionally, the results showed 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: 18th August, 2022).

The overall findings suggest that motivation for both tutors and trainee-teachers played 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: 18th 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: 2th August, 2022).

Furthermore, the results indicated 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: 26th August, 2022).

Similarly, the college academic dean contended that there had been timely provision of the required resources such 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 of resources. We are playing our role so that English language syllabus is covered on time (Interview with academic dean, College A: 18th 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 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: 26th 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 days in a month to be English debate days out of four (Interview with Principal, College A: 18th 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 were 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 contexts. However, some of us are very shy to use English as afraid to make mistakes (FGDs with students, College B: 28th 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 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: 26th 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 21st 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: 26th 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 out 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 out 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: 18th August, 2022).

One of the trainee teachers said that during FGDs, the college did not previously have enough instructional resources to facilitate the teaching and learning of the English language which was the major cause of its poor performance. Currently, many English textbooks, reference books and storybooks 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. I believe that in the next national exams, we will have good performance in English language subjects (FGDs with students from College A: 18th August 2022).

Furthermore, the results indicated that, several efforts have been put forward to ensure that classes were conducive enough to support English language learning. The college principal ensured that there were enough classes equipped with enough desks and chairs so 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: 26th 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: 18th 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 implied that, the college management ensured that classrooms were 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 out 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, and 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 to teaching and learning materials. All these initiatives helped to create a conducive learning environment for the teaching and learning of English subjects to boost its performance. From recommendations, teachers' colleges need to exert many efforts aimed to train English language teachers in the teaching of English.

REFERENCES

- Adesua, V.O. (2014). Motivation and Academic Performance Senior Secondary School in SOUTH-WEST NIGERIA. *EKSUJOE*, 88-78-88.

- Adom, D., Hussein, E., & Joe, A.-A. (2018). *Theoretical and Conceptual Framework: Mandatory Ingredients of a Quality Research*. 7(1), 438-441.
- Akyeampong, K., Lussier, K., Pryor, J., & Westbrook, J. (2013). Improving teaching and learning of basic Maths and Reading in Africa: Does teacher preparation count? *International Journal of Educational Development*, 33(3), 272–282.
- Allen, H., Galaczi, E., Nye, A., & Poulter, M. (2018). *Teacher Professional Development*. UCLES: Cambridge.
- Allensworth, E. M., & Hart, H. (2018). How do principals influence student achievement? *University of Chicago consortium on school research*, 10, 2018-10.
- Anjomsoa, L., & Sadigh, F. (2015). The Importance of Motivation in Second Language Acquisition. *International Journal on Studies in English Language and Literature IJSELL*. 3(2), 126-137.
- Anatory, A. (2018). The Use of Modes in Teaching English Language: A Case of Secondary Schools in Tanzania. *LWATI: A Journal of Contemporary Research*, 15(4), 42-58.
- Bellibaş, M. Ş. (2015). Principals' and teachers' perceptions of efforts by principals to improve teaching and learning in Turkish middle schools. *Educational Sciences: Theory & Practice*, 15(6), 77-80.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed). Pearson: Longman.
- Byabato, E. and Onyango, D.O. (2022). Challenges Facing Pupils in Learning English as a Subject in Public Primary Schools in Nyamagana District. *British International Journal of Education and Social Sciences*, 9(2), 40-51.
- Cayubit, R. F. O. (2022). Why learning environment matters? An analysis on how the learning environment influences the academic motivation, learning strategies and engagement of college students. *Learning Environments Research*, 25(2), 581-599.
- Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New literacies, new learning. *Pedagogies: An International Journal*, 4(3), 164–195.
- Cotton, K. (2003). *Principals and student achievement: What the research says*. Association for Supervision and Curriculum Development. Longman, UK.
- Dalton-Puffer, C. (2013). A construct of cognitive discourse functions for conceptualizing Content-language integration in CLIL and multilingual education, in “*European Journal of Applied Linguistics*” 1(2), 216-253.

- Day, C., & Leithwood, K. (Eds). (2007). *Successful principal leadership in times of change: An international perspective*. Springer.
- Day, C. (2013). *Successful Leadership, School Improvement*. Hong Kong. Sage Publication.
- Driscoll, M. (2000). *Psychology of Learning for Instruction*. Needham Heights, MA, Allyn & Bacon.
- Elibariki, M. (2017). *Challenges Facing Primary School Pupils in Learning English as a Foreign Language: A Case of Primary Schools in Itigi District Council* (master dissertation, Open University of Tanzania).
- Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management* (4th ed). Paul Chapman Pub.; SAGE Publication.
- Gleason, B. (2000). *Pay for Performance. Educational Leadership*. INCOMPLETE????Title of the article is missing7, 82-83.
- Hallinger, P., & Wang, W.-C. (2015). *Assessing Instructional Leadership with the Principal Instructional Management Rating Scale* (1st ed. 2015). Springer International Publishing: Imprint: Springer. <https://doi.org/10.1007/978-3-319-15533-3>
- Hayat, M.A.A. (2015). *Principals' instructional leadership practices and their relationship to teacher's instructional practices in Sharjah schools*. Unpublished Master's Thesis. Department of Foundations of Education. United Arab Emirates University.
- Hindman, J., Grant, L., & Stronge, J. (2013). *Supportive learning environment, the: Effective teaching practices*. PLACE OF PUBLICATION IS MISSING???Routledge.
- Hornig, E., & Loeb, S. (2010). New thinking about instructional leadership. *Phi Delta Kappan*, INCOMPLETE???92(3), 66-69.
- Komba, S.C., & John, D. (2015). Investigation of the pupil's English language abilities in Tanzania: The case of English medium primary schools. *World Journal of English Language*, 5(1), 56-64.
- Makewa, L.N., Role, E., & Tuguta, E. (2013). Students' Perceived Level of English Proficiency in Secondary Schools in Dodoma, Tanzania. *International Journal of Instruction*, 6(2), 36-52.
- NECTA. (2019) GATCE Results. <https://onlinesys.necta.go.tz/results/2019/gatce/gatce.htm>
- NECTA. (2021) GATCE Results. <https://onlinesys.necta.go.tz/results/2021/gatce/index.htm>
- NECTA. (2020) GATCE Results. <https://onlinesys.necta.go.tz/results/2020/gatce/index.htm>
- Ndege, H. J. (2018). *An Assessment of the Influence of Transformational Leadership Style on Teacher Educators' Job Performance in Public*

Teachers' Colleges in Tanzania. A Research Project Report Submitted in Partial Fulfilment of the Requirement for the Award of Master of Education Degree of ST. Augustine University Tanzania. SAUT.

- Olaleye, F.O. (2011) Teachers characteristics as Predictor of Academic performance of students in Secondary Schools in Osun State-*Nigeria European journal of Education studies*, 3(3), 505-511.
- Postholm, M. B. (2012). Teachers' professional development: A theoretical review. *Educational research*, 54(4), 405-429.
- Scott, M. (2017). The challenges of instructional leadership in Manitoba first nation's schools: An Exploration of what principals have to say. Unpublished PhD Thesis. The University of Manitoba.
- Sindhu, I. S. (2012). *Educational administration and management*. India: Pearson Education
- Townsend, T. (Ed.). (2019). *Instructional leadership and leadership for learning in schools: Understanding theories of leading*. PLACE OF PUBLICATION ??Springer Nature.
- URT. (2014). *Educational and training policy*. Dar es Salaam: Ministry of Education and Vocational Training. Tanzania.
- URT. (2018). *Education Sector Development Plan (2016/17 – 2020/21)*. Dar es Salaam: Ministry of Education, Science and Technology, Tanzania.
- Wilson, J. & Komba, S.C. (2012). The Link between English Language Proficiency and Academic Performance: A Pedagogical Perspective in Tanzanian Secondary Schools. *World Journal of English Language*, 2(4), 16-32.
- Yunas, M., Qureshi, S. J., Shakoob, A., & Nawaz, S. (2021). Role of School Principals in Promoting Academic and Behavioural Performance of Students. *Psychology and Education*, 58(3), 4431-4435.
- Vuzo, M. (2019). Implementation of Sustainable Language Education in Tanzania Context: A Critical Review. From Education Indices. Vol. 11: 1. Dar es Salaam: University of Dar es Salaam. Tanzania.