Required Competencies for Professional Development Programs to Teacher Educators of English Language in Public Diploma Teachers' Colleges Tanzania

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Abstract:- The research aimed at exploring the competencies that are required by the teacher educators for professional development programs in diploma teachers' colleges in Tanzania. Social learning theory as proposed by Bandura (1977) guided the study. The researcher applied mixed research approach where concurrent design was used to accommodate qualitative and quantitative research characteristics. Qualitative data were used to support quantitative data. Two instruments, namely questionnaire and in-depth interview guide were used to collect data. A sample of 44 teacher educators, 4 principals and 233 Diploma students of English language from teachers' colleges participated in the study. Non-probability and probability sampling were used to get the participants. Six teachers' colleges (one from each teacher education zone) that offer English language to diploma students participated in the study. The findings revealed that teacher educators required competencies in academic content specifically in teaching sound system and oral literature. In pedagogy teacher educators need the training in the English language teaching methods including natural method, total physical responses, audio- lingua and aural oral method and assessment. Further they require training in teaching speaking and listening skills. Integration of ICT in teaching English language, setting exams which measure the four language skills and focusing on competence based curriculum, diagnosis of students' needs and curriculum analysis were required by the teacher educators as the competences that need training. Moreover, during the interview, it was revealed that teacher educators need to be developed in guidance and counselling; and dealing with students with special needs. Teacher educators did not require training on the competencies related to teachers' ability to attain self- realization, ability to understand the relationship between students and teachers of English language; and ability to understand a student as a unique person. From the findings of this study, the researcher recommends that the Ministry of Education Science and Technology to prioritize the budget for provision of professional development programs for teacher educators that will allow many teacher educators to attend professional development to get the required competencies. It is recommended further that Diploma teachers' colleges have to ensure that they plan professional development policy programs that will allow indoor training to improve the teacher educators' content and pedagogical competencies. Moreover, it is recommended that the designers of the English language course for the teacher educators (TIE and universities) to design the courses which will allow the teacher educators to possess the required content and pedagogy for teaching English language in diploma teachers' colleges.

Keywords:- *Teacher Educators, Professional Development, Competencies Enhancement*

I.   INTRODUCTION

Professional development for teacher educators of English language in teachers' colleges is considered as an instrument for enhancing teaching and learning competencies. The assumption is that relevant professional development programs in teacher education can promise access capacity building that will improve the content and teaching methods and hence improve learners' performance in the respective disciplines. Proficiency in teaching and learning competencies will ensure students' language performance.

In Tanzania English language is both a subject of study and a medium of instruction for secondary and higher education (Ministry of Education and Vocation Training, 2014).

However, for a long period of time, scholars have raised criticisms directed to teacher educators' competencies of the English language (Malekela, 2003; Puja, 2003; Vuzo, 2010; Jidamva, 2012; Mosha, 2010; Ulla 2018). The scholar argued that teachers of the English language in teachers' colleges do not possess sufficient teaching competencies in teaching and would urgently require professional development.

In Tanzanian education system, academicians and other educational stakeholders use students' examination results as a measure of good teaching competencies (Ingvarson & Rowe, 2008; Mkumbo, 2017). Based on this approach the following English language examination results for Diploma in Secondary Education Examination (DSEE) are presented to expose certain observations. Diploma in secondary education is one of the courses which are provided in teachers' colleges. Teacher educators of English language are the ones who train the students in this course. The results reflect the needs for professional development of the teacher educators of English language so as to improve the performance in English language.

Table 1: Diploma in Secondary Education Examination (DSEE) Results for English Language in Public Teachers' Colleges, Tanzania

	YEAR	2015	2018	2019	TOTAL
	Number of students who sat for DSEE	181	140	523	844
Grade scored by the diploma students in English language	A	00	00	00	00
	B	10	00	00	10
	C	126	15	175	316
	D	41	111	322	474
	F	4	14	26	44

Source www.necta.go.tz

In the years 2015, 2018 and 2019, DSEE results, show that most of the diploma students of English language scored D and C in the English language subject. The results indicate that teacher educators need professional development to improve the performance. Osaki (2000), Mosha (2012) and Mkumbo (2017) mentioned that apart from many other factors including time spent in learning, availability of teaching and learning materials, attitude of the learners towards English language and nature of the examination questions, management supervision, and monitoring the society tends to conclude that poor results indicate poor teaching. Poor teaching leads to student teachers' low achievement.

Knowing that there is a problem of English language teaching and learning, some programmes such as TEP were established in 1998 by the Ministry of Education and culture in collaboration with Stockholm institute of Education (Hojlund, Mtana, Mhando 2001) and later on implemented in collaboration with the open university of Tanzania. The aim of TEP was to train teacher educators for effective delivery of teaching and learning process. The training package contained theories of learning, curriculum, motivation and how to deal with big class in classroom instructions (Namamba & Rao 2017; Mhando 2012). Another program was known as Education Development and Quality Improvement Project for English Language

Teacher Training in Tanzania (EQUIP-T ELT). It was established in 2003(Tilya 2010). The aim of EQUIP-T ELT program was to improve teacher educators' capacity to teach English language and use it as a medium of instruction across the curriculum. The program included all teacher educators who used English language as a medium of instruction in the subject of specialization including English language (Namamba & Rao 2017)

It was assumed that the impact of these programs would address the problem facing teacher educators and students in teaching and learning using English language by providing some of the teaching competencies. Mosha (2010), Meena (2009), Chambulila (2013) and Namamba & Rao, (2017) argued that although professional development for teacher educators was being offered; the focus for addressing the specific prevailing challenges in the aspects of the strategies used in training, management, sustainability, time, relevance of the programme for English language teachers were questionable; because the problem of lack of English language teaching competencies for teacher educator persisted even after the training. The study investigated the competencies required for professional development programs of the teacher educators of English language in Public diploma teachers' colleges in Tanzania.

Statement of the Problem

There is a demand of competent teacher educators of English language in Diploma teachers' colleges in Tanzania. Professional development is one of the intervention measures to improve teaching competencies among teacher educators of English language. However, studies including those conducted by Jidamva (2012), Chambulila (2013), Namamba and Rao (2017), Komba and Mwakabenga (2019) and Kapinga (2012) questioned on the number, quality and opportunities for professional development programmes to teacher educators. Furthermore, Namamba and Rao (2017) showed that some of the Professional development programmes such as TEP and EQUIP-T-ELT were conducted but their sustainability, management and relevance to specific competencies for teachers of English language were questionable; because teacher educators lack some of the teaching English language competencies even after the programs (Mosha, 2010; Malekela, 2003; Kadege, 2003; Chambulila, 2013; Jidamva, 2012; Ulla, 2017). Teacher educators perform below the expectations.

Moreover, different countries studied on professional development to teacher educators. Some of the studies include those done by Murphy (2017) on managing professional development to academic staffs in Ireland, Ali and Halim (2012) in Thailand, and Jidamva (2012) who studied on Professional development for secondary school quality enhancement in Tanzania; Chambulila (2013) who studied professional development for quality teacher education in Tanzania, and Kapinga (2012) studied on professional development among educators pursuing a bachelor of education in special education in Tanzania. Even though all these studies dealt with professional development, recommended the necessity for teachers to be provided with professional development, none of the study focused on the

competencies required to be developed during professional development programmes for teacher educators of English language in diploma teachers' colleges Tanzania. Therefore, this study concentrated on it.

Research Question

What are the competencies required for professional development programs to teacher educators of English language in public diploma teachers' colleges Tanzania?

Theoretical Framework

The study was guided by the Social Learning Theory as proposed by Bandura (1977). The theory states that an individual can learn better by observing other people's behaviors. Thereafter he or she imitates and practices it. Motivation, reinforcement, attention and retention are the elements which support the learning behavior to take place. Feedback in the training is necessary.

The Strengths of the Theory

The theory is useful for the training. The training of the teacher educators determines the required competencies of English language. During the training, teacher educators observe, imitate then practice it in teaching the students. The theory therefore emphasizes the necessity of having professional development programs to teacher educators of English language that for a person to learn a particular competency, he or she must observe how others are doing. Indeed, the theory is useful for the planner of the professional development to prepare the training that provide teaching competencies to teacher educators; since the teacher educators will get model of teaching methods and other teaching related behaviors.

The Weaknesses of the Theory

The theory emphasizes observing, imitating and then practicing what it has been observed. This idea limits the teacher educators' creativity in teaching. Since there is not only one teaching competency, the trainers cannot teach all the English language competencies. A teacher who depends only on what he or she observed, will fail to apply other competencies in teaching English language.

The Relevance of the Theory

In relation to this study, the teacher educators must be given an opportunity to attend professional development where model of lesson will be provided to them. Binde (2010) contented that in modelling process, a certain kind of teaching behaviour will be displayed to help the teachers learn how a particular subject is to be taught. The model of lessons which will be provided to teacher educators can make them improve the teaching competencies and practice them during teaching English language in their colleges. Therefore, during the training programme teacher educators must pay attention to what is taught so as they can retain the knowledge and use it in their teaching. Managers have to motivate teacher educators to apply the learnt competences by offering them the required teaching and learning materials; conducting assessment and provide feedback on the training. Feedback motivates teacher educators' learning.

II. LITERATURE REVIEW

Required Competencies for Professional Development Programs to Teacher educators

Pantic and Radisic (2012) conducted a study on Teachers' Competence for Educational Change- Teacher Perspectives in Serbia. In this study mixed method approach was used to collect data. The researcher explored teachers' own perceptions of what represents their competencies by involving Kindergarten, primary, secondary school teachers and teacher educators from post-secondary institutions. The findings revealed that teachers considered content, pedagogy, self- evaluation, value and child development as more important than understanding the system of education and its development.

However, the author viewed that failure to understand the Education system is the failure to guide students in education matters. Understanding the system of education will give the teachers ability to lead the students towards particular required performance. Pantic and Radisic (2012) observed that teacher educators can be taught the necessity of balancing the issues of quality and quantity in the system of education. The issues of quality and quantity were necessary to this study when studying on the quality of the programmes provided to teacher educators of English language during professional development; and the opportunities for them to attend professional development. The study provided the gap also on assessing the required and not required competencies for professional development of the teacher educators of English language.

Moreover, Pantic and Radisic (2012) found what represents teachers' competences by involving Kindergarten, primary, secondary school teachers and teacher educators from post-secondary institutions in Serbia and revealed that for a teacher to be competent he or she must own content, pedagogy, self-evaluation and value of child development. Similarly, Ponte (2008) in his study on professional development among mathematics teacher educators in Portugal revealed that, teachers need to be developed in content and pedagogical competencies during professional development. Pantic and Radisic (2012) revealed the results for the purpose of changing education in general. Ponte (2008) dealt with the competencies required by mathematics teachers for professional development. From the Pantic and Radisic (2012) findings where the competencies for changing education system were raised, the researcher of this study observed that changing education system requires some of the competencies which sometimes cannot have direct connection to the competencies required in teaching English language. Similarly, Ponte (2008) who dealt with the competencies required by the teachers who teach mathematics, gave a gap to the study since mathematic subject has its rules and competencies for teaching it differently from the competencies for teaching English language.

The findings were useful for the study to explore what competencies are required by the teacher educators of English language in Diploma teachers' colleges in Tanzania for professional development programs.

Drankulic (2013) conducted a study under the title "Foreign Language Teacher Competencies as perceived by English Language and Literature Students". The study was conducted in Croatia for the purpose of investigating the metric characteristics of the instruments to determine foreign language teacher competencies. 126 students who studied bachelor and master degree in English language and literature participated in the study through responding questionnaires. The research findings showed that the developed instrument is not fully applicable to the Croatian foreign language learning context. The study further realized that Primary schools' foreign language teachers' were trained in the competences related to language and culture in communicative language, general theories of language acquisition, applying knowledge for language teaching theory and how to conduct assessment and evaluation on students' communicative language. The findings differ from the ones found by Ponte (2008) in Portugal and Pantic and Radisic (2012) in Serbia, where content and pedagogy were required by the teachers, without mentioning specifically the kind of content to be taught. The context and the needs of the teachers differ from one country to another and one subject to another. The revealed findings provided a gap for the research to be conducted in Tanzanian context to teacher educators of English language in Diploma teachers' colleges. Instead of using only questionnaire, the researcher of this study applied questionnaire and In-depth interview guide.

Moreover, the study conducted by Drankulic (2013) in Croatia, indicated what were the primary school teachers trained on and not what do they need to be trained. What if they could be asked to respond to the question on the types of competencies they need for the training, would they responded similarly to what competencies were they being trained? Drankulic (2013) conducted a study to teachers who are prepared for teaching. This study dealt with the teacher educators who are at work. There is a possibility that teacher educators' needs while they are still in the initial training, differ from those who experienced teaching. Furthermore, the study conducted by Drankulic (2013) dealt with primary school teachers in Croatia were the teaching competencies required is not the same as the competencies required for teaching English language for Diploma level in Tanzania. The current study therefore dealt with the required competencies for teacher educators of English language in Diploma teachers' colleges in Tanzania for professional development.

A study conducted by Abali (2013) was related with English language teachers' competencies and professional development needs for specific classroom activities in Turkey- Middle East. The researcher used online questionnaire to collect data from fifty English language primary school teachers. The researcher provided the participants with two questions that needed to be responded to. The first question asked the teacher to select the activities done mostly in teaching and their ability to use the activities in teaching. Teachers' responses showed that many teachers were able to use filling gap, grammar exercise, and students' memorization of words and phrases. The findings further

revealed that teachers were not competent in using rhymes or poems, telling stories, creative or free writing. The researcher also observed English language teachers' professional development needs. The findings indicated that most of the teachers needed professional development in speaking skills, classroom management in crowded classes and how to use games and songs.

Similarly, Ghosh (2020) conducted a study in Assam-India on A need for teacher development training programmes for teachers of English language at tertiary education. The findings revealed that teachers need to be developed in the techniques and methods that will discourage learners' rote learning and increase motivation, ICT integration in teaching, plan lessons in way that the needs of the learners will be addressed; develop skills of self-reflection, peer reviewing, developed in research and paper publication.

The findings from Ghosh (2020) and Abali (2013) leave the gap for the researcher of the current study to research on the competencies related to understanding the societal needs in English language, understanding the relationship between students and teachers of English language, how to set English language Exam and recognizing students of English language needs since they did not deal with these competencies in the studies. Instead of using online questionnaire, the researcher of this study used in-depth interview guide, and questionnaire.

Ulla (2018) conducted a study related to In-service teacher training in Myanmar-Asia. He collected data through interview from 8 university lecturers' personal experiences and knowledge on the teacher training programmes. In this study the experiences of teacher educators and the principals in professional development of the teacher educators was investigated. The findings from Ulla's study showed that teachers need to be developed in English language proficiency and students' centred strategies. However, Ulla (2018) showed that teachers have tight timetables which cannot allow them to join for professional development. Myanmar is different context with Tanzania. There is a possibility that the lecturers in Myanmar interact with the teacher educators to identify the teacher educators' competencies gaps. In Tanzania the interaction between teacher educators of the diploma colleges and the lectures of university is low. Therefore, the lecturers would not able to provide the required competencies of the teacher educators at the diploma level. Therefore, instead of involving university lecturers in the study, the researcher involved teacher educators, students and principals found in the sampled teachers' colleges.

Uchenna, Abang and Achi (2015) conducted a study on mentorship and University lecturer's professional growth in Nigeria. The findings revealed that new and junior academic staffs have to be trained in publication, conference attendance, community services and research orientation. To some extent the findings concurred with the findings revealed by Ghosh (2020) in the aspect of paper publication and research orientation. There is a possibility that the

findings are related because they were conducted at the tertiary levels. Since diploma teachers' colleges fall under the same level of education, the study assessed how teacher educators participated in academic conferences related to English language where they can learn different perceptions which lead to improvement of students' performance in English language.

Hannessy, Hablerand Hofmann (2015) conducted a study on the challenges and opportunities for teacher professional development in interactive use of technology in African schools. The findings revealed that teacher educators should be trained in the integration of interactive pedagogies, technology and commitment. Integration of interactive pedagogies are useful for capturing the needs of every individual learner in the English language class. The study provided a gap to the researcher to assess whether the teacher educators own pedagogical knowledge which allow them to interact with students in English language class. The study showed that teachers need to be trained in commitment. In a real sense, it is not an easy task to train someone to be committed, rather he can be trained in the aspect of self-realization, understanding students' and societal needs then the skills gained from these aspects will build someone's commitment. In realizing this, the study assessed whether the teacher educators of English language need to be trained in their own self-realization, understanding students and societal needs and the relationship between teacher educators and students of English language. Moreover, the required training in technology as found by Hannessy, Hablerand Hofmann (2015) did not relate directly to English language teaching. It was about in general teaching. This study identified the gap on whether the teacher educators of English language need to be developed in the use of ICT in teaching.

Another study conducted by Jidamva (2012) on competence enhancement in secondary schools in Tanzania. The use of qualitative approach, case study design, and interview assisted the researcher to collect data from secondary school teachers. The study revealed that teachers were required to be developed in English language communication skills, since they lack fluency in language. Jidamva (2012) added that teachers tend to use Kiswahili to explain points to students, highlight new information and provide definitions of concepts that are difficult for the learners to grasp in English. Teachers who teach in secondary schools are from the colleges were teacher educators also lack competencies in using English language (See the background). To improve the problem of teaching English language in secondary schools in Tanzania there is a need to improve teaching of English language in teachers' colleges. The study conducted by Jidamva (2012) provided a research gap to researcher on what competencies are required by the teacher educators of English language in diploma teachers' colleges so as they can improve their teaching in both content and pedagogical part of the syllabus.

Another study which was conducted in Tanzania by Namamba and Rao (2017) revealed that, despite the fact that

Teacher education in Tanzania is characterized by lack of basic teaching competencies among teacher educators, professional development is not taken into consideration. Moreover, the training of the teacher educators is conducted by underqualified trainers; and there is no sustainability in provision of professional development to teacher educators. Namamba and Rao (2017) discussed on teacher educators' professional development in general. They did not discuss on the required competencies by the teacher educators of English language. This study reviewed what specific competencies were required by the teacher educators of English language.

Summary of Reviewed Studies

Many Studies conducted in Europe, Asia and other counties in Africa including Pantic and Radsic (2012), Ponte (2008), Drankulic (2013), Abali (2013), Ghosh (2020), Ulla (2018), Uchenn, Abang, and Ach (2015) and Hannesy, Habler and Hofman (2015), provided the knowledge on the competencies required by teachers in different levels of education such as primary, secondary and tertiary. The competencies required for professional development included competencies for education change, competencies in mathematics, culture in communicative language, proper teaching methods and application of T/L materials, speaking skills, classroom management in a crowded class, the use of poem, telling stories and creative writing. Moreover, competencies related to language proficiency, students' centred strategies, publication, conference attendance, community services, research orientation, technology and commitment were required by the teachers.

Few studies conducted in Tanzania by Jidamva (2012), suggested that teachers required communication skills; and Namamba and Rao (2017) found that teachers required to be developed in conducting research. Some of the studies revealed the required competencies for English language teachers, some revealed required competencies for mathematics and science subject teachers. Mwakabenga and Komba (2019), Chambulila (2013) showed that teacher educators are required to be trained in ability to reflect; Kapinga (2012) and Mnyanyi (2014) suggested that teachers need to be trained in special needs education. The findings from the outside Tanzania and those from Tanzania in relation to professional development showed that, little is known on the competencies required by the teacher educators of English language in diploma teachers' colleges in Tanzania for professional development programs. Therefore, this study conducted to explore what are the competencies required by the teacher educators of English language in Diploma teachers' colleges in Tanzania for professional development programs.

III. RESEARCH METHODOLOGY

The study used mixed method approach where concurrent design was used to accommodate qualitative and quantitative characteristics. Target population included10 principals,71 teacher educators and 714 diploma students of English language. Probability and non-probability sampling procedures were used to sample the respondents. Where 4

principals, 44 teacher educators and 233 students participated in the study. Questionnaire and In-depth interview guide were used to collect data. The validity of quantitative data obtained was assessed in its content validity where pilot study was done to improve the ambiguities which could occur when the respondents responding to the questions. Triangulating the respondents on the questionnaire, that is students and teacher educators ensured the validity of the questionnaire.

In the same way triangulation methods used to ensure validity in qualitative data where teacher educators and principals participated in the study. Also the in-depth interview guide was composed after passing through different literature. The validity was obtained when the results represented what was expected. In measuring the reliability of the questionnaire Cronbach Alpha method was appropriately used since the researcher administered the questionnaire once. The Cronbach Alfa Coefficient Correlation measured 0.811 for teacher educators' questionnaire; and for students' questionnaire the Cronbach Alfa Coefficient Correlation measured was 0.805. This result showed that the reliability of the instrument was high as stated by Ogula (2009). To ensure the reliability of the in-depth interview, the researcher adhered to interview guide and asked probing questions to seek clarification when there was a need. As it was done to ensure validity, in- depth interview guides were developed after doing literature review. Moreover, Peer briefing was used to ensure reliability of the qualitative data where the researcher shared with the field expert and improve the findings.

IV.   RESEARCH RESULTS

Required Competencies for Professional Development programs of Teacher Educators of English Language in Diploma Teachers' Colleges

This theme is generated from the research question which aimed at identifying the competencies which are required by the teacher educators for PD programs. Teacher educators responded to both interview and questionnaire while students responded only to questionnaire. Likewise, principals responded to interview. In the questionnaire, teacher educators and students were required to indicate the required and not required competencies for professional development programs to teacher educators of English language. Where the teacher educators or students indicated the required competencies, it indicates that the teacher educators do not possess such particular competency and therefore they need to attend training to get it.

Table 2: Responses of the Teacher Educators on the Competencies Required during Professional Development (n=32)

S/N	Competencies	Required competences	
		f	%
1	Ability to teach Content knowledge in English language	24	75
2	Ability to teach Pedagogical	29	90.6
	knowledge in English language teaching		
3	Ability to Understand a student as a unique person in English language learning	18	56.3
4	Ability to understand the societal needs in English language	18	56.3
5	Ability to Use ICT-in teaching English language	28	87.5
6	Teachers ability to attain self-realization	14	43.7
7	Ability to Understand the relationship between students and teacher of English language	14	43.7
8	Ability to set English language exams	26	81.3
9	Ability to analyze English language Curriculum	24	75
10	Ability to recognize students of English language needs	22	68.7

The results indicate that 29 (90.6%) of the teacher educators responded that they required to be developed in pedagogical knowledge in English language teaching. Then 28 (87.5%) teacher educators required to be developed in ICT- in teaching English language. Moreover 26 (81.3%) teacher educators required to be developed in understanding on how to set English language exams and 24 (75%) respondent, responded that they need to be developed in content knowledge in English language and skills for English language curriculum analysis. By identifying the required competencies during professional development programs, the teacher educators identifying themselves on the areas where they are not competent.

On the other hand, few 18 (56.3%) of the teacher educators of English language indicated that they need to be developed in self- realization and understanding the relationship between students and teachers of English language during professional development programs. Likewise, 14(43.7) teacher educators indicated that they require the training in understanding a student as unique person in English language learning and understanding societal needs in English language.

The results imply that teacher educators required training in pedagogical part of English language. In responding to the question which required the teacher educators to show whether the workshop they attended, and the strategies used by the trainers during professional development programs were effective to make them teach English language, most of the teacher educators responded positively. Surprisingly, still the teacher educators suggested to be developed in pedagogical knowledge. The findings concurred with Pantic and Radisic (2012) and Ponte (2008) who revealed that teachers required pedagogical knowledge during professional development programs. Tilya (2010) mentioned that teacher educators who attended professional development were good and confident at subject matter knowledge compared to pedagogy. The responses imply that pedagogical part of the English Language for diploma

students of English language is a complex one. There is no specific teaching technique to be used in teaching English language. Selection of technique depends on the creativity and nature of the topic to be taught. Moreover, in Diploma course, English language is taught into two parts which include academic content, and pedagogy. In content part topics which are taught include English language sound system, sentence type and punctuation, word forms and meaning, conversation, discussion and oral presentation, comprehension of a variety of information text, literary analysis, and writing in a variety of forms. To teach these topics a teacher educator requires to be conversant in pedagogy.

On the other hand, in pedagogy part, the topics include theories of language learning, teaching methods, preparation for teaching, teaching structure, teaching aural/oral skills, teaching reading, teaching writing, teaching literature and assessment. In general, when the teacher educators responding that they need to be trained in pedagogy, reflecting on how to teach pedagogy as part of syllabus and how to use different techniques in teaching pedagogy as part of syllabus which contains some topics. The implementation of the two activities imply the complexity of meeting the needs of the teacher educators during training programs. In the complexity theory the idea has been expressed that teacher educators differ in training and experiences. Therefore, meeting their needs for professional development is a complex one.

Moreover, the competencies related to the ability to recognize student's needs as a unique person in English language learning, the relationship between students and teachers of English language and teachers of English language self-realization indicated by few teacher educators as required competencies for professional development. This means that the majority of the teacher educators possess the competencies in teaching English language. Vuzo (2010) proposed that the ability to use these competencies has great influence in teaching English language. It determines the teaching method to be used, the organization and the management of the English language classes to ensure that every student learns apart from the differences in his or her ability due to different home's and schools' background in English language (Vuzo 2010 & Jidamva, 2012). The findings therefore reflect that however it is difficult to meet the needs of the teachers in provision professional development, the competencies that suggested by the majority have to be taken into consideration.

Apart from teacher educators, students of English language participated in responding to the question through questionnaire. The researcher of this study experienced that during teaching and learning process, students are provided with the content to be learnt during their course of study. Similarly, every after a lesson for English language teaching and learning, students are provided with an opportunity to make evaluation on how the lesson was conducted. Moreover, there are topics in their syllabus related to how to set exam, and they learn the role of English language in Tanzania. These aspects built on them ability to recognize

the areas of strengths and weaknesses on the teacher educators' abilities. Therefore, the researcher required the students to participate in responding to the question on the required competencies for professional development of the teacher educators. The students' responses were indicated in table 3.

Table 3: Diploma Students of English language Responses on Competencies Required by the Teacher Educators for Professional Development of Teacher Educators (n=233)

S/N	Competencies	Required competence	
		f	%
1	Ability to teach Content knowledge in English language	205	88
2	Ability to teach Pedagogical knowledge in English language teaching	174	74.7
3	Ability to understand a student as a unique person in English language learning	105	45.1
4	Ability to Understand the societal needs in English language	94	40.3
5	Ability to use ICT-in teaching English language	83	35.6
6	Teachers ability to attain self-realization	79	33.9
7	Ability to understand the relationship between students and teachers of English language	146	62.7
8	Ability to set English language exams	152	65.2
9	Ability to analyze English language curriculum	145	62.2
10	Recognizing students of English language needs	131	56.2

The results show that 205 (88%) of the students responded that teacher educators have to be developed more on content knowledge in English language. Then174 (74.7%) students showed that there is a need for teacher educators to be developed in pedagogical knowledge in English language teaching and 152 (65.2%) of students suggested that the teacher educators are to be developed in understanding how to set English language exam. The responses of the students and the teacher educators are similar. This indicates that students understand well the problems facing the teacher educators. They suggested the teacher educators to be developed in the content area so as they get enough knowledge on the topics to be taught in the content part of the curriculum that seem to be difficult to them to teach.

On the other side, few students responded that the provision of professional development programs should consider teacher educators' ability to attain self-realization as suggested by 79(33.9%) students, ICT in teaching English language as suggested by 83(35.6%) of students, ability to understand the societal needs in English language as

suggested by94(40.3%) of the students and ability to understand students as a unique person in English language learning as suggested by 105(45.1%) of students. Almost the students' responded similar as teacher educators except in the ICT competency where majority teacher educators required the training in the ICT competency. The possibilities for this different responses are that, teacher educators do not apply ICT during teaching and therefore they do not influence the students to see the importance of ICT in learning English language or vice versa, and therefore the do not see the necessity of planning professional development programs.

On the other hand, teacher educators required to be developed in ICT training because they know how relevance the ICT knowledge is in teaching English language however Tilya (2010) mentioned that there are some challenges in the implementation of the knowledge gained from the training due to lack of the required resources. It has been explained in the theoretical framework proposed by Bandura (1977) that for effective professional development, there is a need for the management to ensure that the required resources for the implementation of the knowledge gained are available. The availability of resources motivates teachers teaching. Since the resources are not available some of the teacher educators are no longer use ICT in teaching English language after training and hence they lose the knowledge.

Moreover, 65% of the students suggested that teacher educators have to be trained on how the exams are set, for the aim of improving the performances in English language. Hakielimu (2007) supported the students' idea by criticizing the quality of examinations that are done by the students. Haki Elimu (2007) mentioned that Tanzania education system shifted from content based to competence based. The nature of examination still measures remembering or reproducing facts. In Diploma level for example, the final exam of 2019, 2020 set by the national examination council of Tanzania (NECTA) question number one up to ten out of sixteen questions, required the students to reproduce facts by giving short answers. In the other six questions, the students were required to answer only four essay questions, which to some extent require the students to make analysis, evaluation and explanation on the facts. Ghosh (2020) in his study, revealed that students are not comfortable in all four language skills because of the way English language is taught, the content which is taught, and the teachers' approach to the target language. Students are taught to write to pass exam.

In diploma course there are topics which require the students to be measured in all four language skills. But the exams measure only one writing skill. These types of exams limit the students to be measured in other forms of language skills that could provide opportunity to students with unique characteristics to be measured in their capacities. Teacher educators therefore need to be trained on how to set quality exams which will measure different capacities of the students. Jidamva (2012) and Ghosh (2020) suggested that the system of examination must be changed so as to measure other qualities than cognitive only. This suggestion shows

that; the performance of English language can be changed if the teacher educators will be built on assessing students on other four language skill than measuring writing only. The students could be assessed on reading, speaking and listening skills.

Moreover, since the students are required to teach English language, they could be assessed on their ability to teach English language. This could enable the teachers to prepare good English language teachers. The researcher's experience shows that most of the students who are studying English language when they are going for the field they tend to opt teaching other subject than English language. Therefore, they are not assessed on how they can teach English Language. Training teacher educators in appropriate set of exam could provide them knowledge on how to monitor students during the Block Teaching Practice to ensure that the students teach English language as part of Exam; since there are claims that in Tanzania teacher preparation is poor as graduates from colleges lack necessary skills to teach English language (Hakielimu, 2007; Komba and Nkumbi, 2008). Therefore, it is better to revisit the format and education examination of English language to get teachers with necessary qualities.

In responding to the question during the interview teacher educators mentioned that they need to be developed in academic content and pedagogical knowledge. For example, one of the teacher educators said:

I want to be developed in the content part of the curriculum specially in the topic related to sound system. Teaching sounds of English language needs practical. Since we are not teaching it practically due to lack of language laboratory, teaching this topic for sure needs special training (16 June 2020).

Another teacher educator responded the same that:
I face difficult in teaching the topic related to sound system. I recommend that if there will be any training, the topic must be taught to us so as we can get appropriate technique to teach it (19 June, 2020).

In supporting this idea, one of the teacher educators during the interview responded that:

In my side I would like to be developed in academic part of the curriculum. There are challenging academic topics in the syllabus that I teach. Some of the topics such as teaching structure, sound system, need refresher courses to be taught effectively. In Pedagogy, I would like to be trained in assessment topic (5, June 2020).

Another teacher educator said:

I would like to be trained in content part specifically in pronunciation. In pedagogy, I would like to be trained in different methods of teaching. Under this topic thee are …… I think for English teaching methods namely audio-lingua, total physical, direct method and aural- oral method (6, June 2020).

He continued saying:

The methods suggested to be taught by giving the characteristics, advantages and disadvantages of using them. But how to apply them in teaching so as students to understand the concepts is difficult (6, June 2020).

The other two teacher educators replied similarly. One of them said

I want to be developed in the topic called teaching methods in pedagogy. Those special methods for teaching English language. I remember one which is called Natural method (18 June 2020).

This response from the teacher educators who responded that there is a need for them to be developed in methods of teaching in pedagogy part of English language syllabus, implies that he needs the training in the suggested teaching methods in the English language syllabus which are total physical response, audio-lingua method, aural /oral and natural or direct method. In pronunciation, he meant in sound system topic in a content part of curriculum.

Others responded that they need training on the pedagogical way of training speaking and listening skills to student. In responding to the question one of the teacher educators said:

We have experienced that students lack speaking and listening skills. But most of our activities in class focus on reading and writing. Let me give you one example. In teaching Literature there are written and oral literature. But most of time we concentrate much on written literature because that is what we know. In pedagogy we need to teach the students how they can teach listening and speaking skills but we do not provide them model of lesson for teaching speaking and listening (05 June 2020).

The findings from this study revealed that English language teacher educators need to be developed in academic content and pedagogical competencies. According to Kafyulilo, (2012), effective teaching requires teachers to master the content they want to teach and the pedagogy they want to deliver. Content knowledge is the knowledge of the actual subject matter that is to be taught or learned concepts, theories and ideas of a particular subject for example English language (Shulman, 1986). Pedagogical knowledge is about teaching approaches from planning the lesson to students' assessment. It includes methods or techniques used in the classroom and strategies (Kohler & Mishra, 2009). Emphasizing the importance of teaching competencies in pedagogy, (Mosha 2012) says without good teaching methods, it is difficult to improve students' academic performance. Therefore, teacher educators need to be developed in both pedagogical and subject content competencies. Teacher educators need to be trained in pedagogical part of curriculum for the purpose of training the teacher trainees on how to teach. They are required to be competent in teaching the topics in pedagogy. To show that

teaching pedagogy is difficult one of the teacher educators during the interview responded that:

I need to be trained in pedagogy. When I was attending my first degree studies, I was trained just the content in English language. It is difficult for me to teach others how to teach. In fact, I did not experience teaching pedagogy part of English language (18 June 2020).

Reflecting the responses of the teacher educators in the interview, one of the teachers require to be developed in pedagogical part of English language syllabus in diploma level. She has mentioned specifically that she needs to be trained in assessment topic. To some extent the topic is related to how to set exam. In that topic things which are expected to be taught include the importance of assessing students, what are assessment tools, assessment items and how to prepare exams using Bloom taxonomy. If the teacher needs to be developed in this topic it means that she is not able to set proper exam to students. The response therefore, concurred with the students' and some of the teachers' responses in a questionnaire.

Other areas of competency that teacher educators expressed needs of being developed on are guidance and counseling. In expressing this need one of the teacher educators said:

Students have many issues that can hinder their learning of English Language. To deal with them we need to have enough knowledge on guidance and counseling. In our region there is a certain NGO known as ''Tusome Pamoja''. The NGO is doing a good job to provide training to teachers and teacher educators on guidance and counseling; but it is not exhaustive (12, June, 2020).
Another teacher educator replied similarly that:

According to the nature of students we have, we need guidance and counselling course. Of course we learnt it in our initial training. But because of time and experience, to some extent we need more training (5 June, 2020)
Posing a challenge on the training package, one of the respondents claimed that:

In professional development programmes, most of the time the focus is on the academic content and methods of teaching English language. We are not developed in other areas of teaching competencies such as guidance and counseling, integration of ICT in teaching and administration of examination (15, June 2020).

He continued to explain:

We attended ICT training. During the training we were divided into groups. Mmm! They were labeled us as level one and level two. Level one category learnt the bases for computer operation including word process, excel. I was in the second category identified as level two where we learnt different programmes such as paint.net. Paint.net is the programme used in designing posters and editing still pictures. Unfortunately, even after completing the training I

do not know how I can apply it in teaching English language. Moreover, the system which could provide access to the programme is not accessed for free. So immediately after training, I left everything there (30, June 2020).

Studies on the use of ICT in Teachers' Colleges expose that, ICT is superficially taught, pre-service teachers do not acquire enough knowledge to integrate ICT in teaching specific subject. Teacher educators also lack this competence, they have theoretical knowledge of ICT and ideas of integrating it in teaching, but they lack experience of how to use it in real classroom teaching (Kafyulilo, 2012; Tilya, 2008). As the findings and literature reveal, the appropriate strategy to address this challenge is to integrate ICT competence in English language teacher educators' professional development programmes.

The response of the teacher educator in the ICT training reveals that the teacher educators are trained in ICT without considering the implementation of the knowledge gained from the training. The response reveals that the teacher educators trained on the use of paint.Net which is useful for editing still picture. In actual sense, the programme could be useful in preparing teaching aids for English language teaching. The implementation of the knowledge becomes poor because the programme is not accessible. Therefore, there is a need for the ministry responsible for education to ensure that before planning for training programme, facilities and other required materials for implementing the training knowledge are available in teachers' colleges. Kagoda (2013) and Tsesema (2012) observed in their countries; that is Uganda and Ethiopia, the knowledge gained from the training is not implemented by the teachers due to lack of facilities. This indicates that the teaching of English language will continue to be poor if the strategies for training teachers will not be changed.

Another competence identified by respondents to be included in teacher educators' professional development programmes is related to ability to identify and attend learners with special needs. Discussing about this competence one of the principals responded:

Teacher educators have to be trained in special needs education; learners have diverse of needs which have to be addressed in different ways in order to facilitate learning to all learners in a class. Think of teaching English in a class where one of the students is a deaf. How a teacher educator will handle the situation? (13, June 2020).

The education system in Tanzania introduced inclusive education. Students with different characteristics and needs are registered in regular colleges compared to former system of education where students with some difficulties were registered in special colleges. Therefore, Mnyanyi (2014) and Kapinga (2012) suggested that there is a need for the teacher educators to be trained on how they can handle the students with special needs. However, Mnyanyi (2014) revealed that there are challenges in implementing inclusive education in Tanzania. The challenges are related with lack of capacity building to teachers, infrastructure and teaching

and learning resources. Moreover, Mnyanyi (2014) added that teacher educators are ill prepared from the colleges or universities. Teacher educators who are not competent cannot teach average students and those with special needs. Under the situation where there is Educational diversity which needs inclusive education in regular schools, a good initial training will not meet the needs of the students in classes; rather there is a need to have regular professional development to teacher educators of English language. In responding to the interview question, two teacher educators responded similarly with the principal in the special needs training programs. Example one of them said:

In our college we had one deaf and one blind students. First time I met with them it was difficult for me to include them in learning. I just left them without interacting with them in anyhow. But as days went on I realized that I was needed to assist them. Therefore, I asked the blind student how he learns. Then the class told me that the deaf student was getting support from one of the students who had knowledge on sign language. From there I was inspired to learn even sign language to help the students (16 June 2020)

The second teacher educator responded that:

If it will occur any opportunity for us to get training, let them train us on how to deal with students with special needs (18 June 2020)

Moreover, the principals in responding the question, they identified other areas which are required to be developed to teacher educators. they have mentioned the training needs in professionalism, ethics and commitment. One of the principals said:

Teacher educators need to be trained in professionalism where they will learn ethics, and commitment. You know sometimes teacher educators are attending professional development programs. When they come back regardless the resources available or not, they do not apply the knowledge they gained. Some are not committed. Through the lesson about professionalism may be they can change their behaviors (30, June 2020)

He continued saying:

Teaching English language needs some commitments. If teachers will not be committed, even if they will attend training every year, they will improve nothing (30 June 2020)

The responses of the teacher educators and the principal indicated that apart from pedagogy and content areas of the teaching of English language, teacher educators experience other difficulties in other areas which hinder their teaching. Ability to teach the content and pedagogy is determined by the nature of the students in the class and how teacher educators are committed and observe ethics in teaching.

V. CONCLUSION

It is concluded that teacher educators required competencies related to academic content and pedagogy. In academic content, teacher educators required the training in specific competencies related to pronunciation, phonology (sound system) and teaching structure. In pedagogy, teacher educators need to be developed in teaching methods including total physical response, audio –lingua method, direct or natural methods and aural oral methods; and assessment. These required competencies have suggested to be taught in English language syllabus for Diploma students. Teacher educators face difficult during teaching and therefore they need training. Moreover, teacher educators required professional development programs in the integration of ICT in teaching English language, setting exams which measure the four language skills and focusing on competence based, diagnosis of students' needs and curriculum analysis. In diagnosing students' needs teacher educators required the training in identifying different students interest and capacities. This competency is useful in measuring students during setting exams. In setting the exams teacher educators are required to observe the capacity of students and therefore set the exam which will capture the students' abilities and interests. Moreover, teacher educators required professional development in guidance and counselling; and dealing with students with special needs. Competencies related to teachers' ability to attain self-realization, understanding the relationship between students and teachers of English language; and understanding a student as a unique person were considered by few respondents. This meant that majority teacher educators possess the competencies. Therefore, when planning for professional development for the competencies suggested by the majority these competencies suggested by few, can be integrated.

RECOMMENDATION FOR ACTION

It is recommended that The Ministry of Education Science and Technology to prioritize the budget for provision of professional development to teacher educators to allow many teacher educators to attend for professional development to get the required competencies to teach English language. It is recommended further that Diploma teachers' colleges have to ensure that they plan professional development policy programs that will allow indoor training to improve the teacher educators' content and pedagogical competencies. Indoor seminar is not costfull compared to outreach. Moreover, it is recommended that the curriculum designers who are designing the English language courses for the teacher educators to be implemented in the colleges or universities (TIE and universities) to design the courses which will allow the teacher educators to possess the required content and pedagogy for teaching English language in diploma teachers' colleges.

RECOMMENDATION FOR FURTHER STUDIES

It is recommended to conduct other researches on the implementation of the ICT knowledge in teaching English language. Since the teacher educators and students of English language differed in responding the need of ICT training to teacher educators, the researcher proposed that other research to be conducted to see whether ICT is integrated in teaching English language or not. Moreover, I recommend the study to be done on how teacher educators teach the suggested difficult topics.

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