

# Role of Continuous Professional Development for English Language Teachers in Enhancing Teaching Public Ordinary Secondary Schools.

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## Abstract

The study aimed to investigate the role of continuous professional development for English language teachers in enhancing teaching of two students in a public ordinary secondary school in Pemba Island, Zanzibar. This study was guided by the Zone of Proximal Development (ZPD) theory, developed by Vygotsky and utilised a convergent design under methods. The target population comprised 585 individuals, including 420 English teachers, 25 subject inspectors, and 140 school heads. Systematic, purposive, and stratified sampling techniques were used to obtain a sample of 42 schools, 21 school heads, 20 school inspectors, and 126 English subject language teachers, heads of schools, making a total sample of 167 respondents. The study used questionnaires, interview guides and focus group discussion methods for data collection. The researcher determined the validity of the instruments using two research experts. The reliability of Likert scale items was determined through Cronbach's Alpha, and the coefficient for teachers of the English language subject was 0.78, respectively. Peer review and triangulation were used to assess the dependability of the qualitative instruments. Quantitative data were analysed using descriptive and inferential statistics, and qualitative data were analysed thematically. The study revealed that the majority of English language subject teachers agree that continuous professional development enhances teaching of form two in public ordinary secondary schools. Based on the findings, the study concludes that continuous professional development of English language teachers enhances the learning of Form Two students in Pemba Island. The studies suggest that to enhance continuous professional development for English language teachers to improve teaching of Form Two students in public ordinary secondary schools, the Ministry of Education and Vocational Training should establish ongoing professional development programs that allow teachers to reflect on their practices and identify growth areas.

**Keywords:** Continuous Professional development, English language subject, Teachers, Teaching, Students, Public Ordinary Secondary schools.

## 1. Introduction

Globalisation continues to shape educational landscapes due to the rise of international trade, diplomacy, and technology, which has reinforced the need for English proficiency, making it a vital skill in various sectors, including business, science, and education (Crystal, 2021). For the smooth running of the above sectors, English serves as a global lingua franca, facilitating communication across diverse cultures and nations. Thus, the demand for proficient English speakers has surged, particularly in regions where English is an official language or a medium of instruction (Nunan, 2022). Thus, practical English language instruction cannot be exaggerated in schools where teachers' continuous professional development in ordinary public secondary schools is a critical factor influencing student success and educational outcomes (Muvango et al., 2025). With the growing demand for English language speakers, the teaching of the English subject faces challenges, including teachers being ineffectively prepared.

Continuous professional development of English language teachers is crucial in enhancing their Preparedness to teach students effectively in public ordinary secondary schools. Effective teacher professional development is closely linked to improved student outcomes, equipping teachers with the necessary skills and strategies to engage diverse learners (Darling-Hammond, 2020). Research shows that continuous professional development enables teachers to implement innovative instructional practices that foster critical thinking and language proficiency among students (Graham et al., 2023). Continuous professional development and collaborative learning opportunities further support teachers in refining their pedagogical approaches, ultimately creating a more effective teaching and learning environment (Avalos, 2022). However, despite these in-service training programs designed to enhance teachers' continuous professional development, many English language teachers struggle to teach the subject effectively (Alrumaih, 2025). These in-service training programmes raise critical questions about the impact of the training on actual classroom practices and student engagement.

Nations have undertaken initiatives to enhance English language teacher continuous professional development in China, introducing conversation-oriented methods supported by standardised education and unified textbooks for ethnic minorities (Sidhu et al., 2021). The China English Language Education Association (CELEA) promotes innovative approaches to talent cultivation. In Japan, reforms made English compulsory from the third grade in 2020, with programs like the JET Program enhancing communication with native speakers and support from the British Council for teacher training (British Council, 2024). Saudi Arabia has implemented English Medium Instruction (EMI) in higher education and the "English for All" program to improve teacher proficiency (Mehta and Tuzlukova, 2025). Malaysia's English Language Education Reform Roadmap aims to create an English-rich environment through programs like the Highly Immersive Programme (Ag-Ahmad et al., 2025). These nations recognise that a strong command of continuous professional development in English not only supports students' academic achievement but also opens doors to economic opportunities. Consequently, teacher continuous professional development has become a focal point in ensuring that teachers are equipped with the necessary skills and methodologies to teach the English language subject effectively.

In the African context, the report by the African Union (2023) highlights that many African countries have adopted English as an official language or a medium of instruction. Different strategies have been taken to improve the teaching of the English language. In Nigeria, the British Council's Connecting Classrooms program delivers professional development courses and workshops to English language teachers and school leaders, embedding the teaching of core skills across the curriculum (British Council Nigeria UBEC, 2025; Kwoku et al., 2025). Kenya introduced the English Language Professionals' Association of Kenya (ELPAK), a registered body that brings together English Language Teacher Associations to improve the quality of English language teaching and learning (ELPAK, 2020). However, issues such as inadequate teaching resources, ineffective professional development opportunities, insufficient emphasis on communicative teaching methods and poor academic performance in the English language subject hinder the effectiveness of English language instruction (Jones & Mwangi, 2022). This gap underscores the urgent need to study the continuous professional development of English language teachers to meet the demands of the 21st century (Altay and Mirici, 2024). Nevertheless, it is unknown if current CPD practices adequately meet the requirements of the English language subject in the 21st century.

Tanzania has made several efforts aimed at preparing English language teaching, including the secondary education development programme (SEDP-II), the Teacher Education Development Program (TEDP) 2020-2025, the Strengthening Teacher Education Program (STEP) (2021), and the English Language Support Program. The National Teacher Policy (2022) also emphasises the need for ongoing professional development and teacher support, including mentorship and in-service training (Sungura, 2023). Moreover, the Tanzanian government introduced the National Framework for Teacher Continuous Professional Development (TCPD), known as MEWAKA, in 2020, emphasising collaborative, school-based professional development (World Bank, 2023). Despite these initiatives, NECTA's 2022 results indicated that only about 45% of students passed their English exams. While Tanzania is making strides in adopting learner-centred approaches that improve student engagement in their learning, there remains a significant concern regarding the persistent poor performance of students in English language final examinations. This raises a concern on the role of continuous professional development of English language teachers in enhancing teaching of English language subject.

Several in-service programs have been implemented in Zanzibar to enhance the continuous professional development of English language teachers. The Zanzibar Improving Quality of Basic Education Project focuses on providing targeted training in core subjects, including English, to improve teaching methodologies and student outcomes (World Bank, 2022). The Ministry of Education and Vocational Training (MoEVT) has partnered with various organisations to establish tailored professional development workshops to improve teachers' English language proficiency and pedagogical skills (MoEVT, 2023). These initiatives collectively strive to enhance teaching quality and student engagement in English language learning across Zanzibar. Despite the initiatives developed by the government to improve teachers' professional development, English language performance is still low, raising concerns about the role of continuous professional development of English language teachers in enhancing the teaching of public ordinary secondary schools (Kibona et al., 2023). Recent findings by Abdallah (2023) indicate that many English teachers in Zanzibar have insufficient training in modern pedagogical approaches, resulting in a reliance on traditional methods that may not resonate with today's learners. Moreover, the study added that there are Pedagogical challenges in teaching English and ineffective teaching/learning among English language teachers (Ali and Jaff, 2024). Recent studies indicate poor performance in Pemba Island from 2018 was 25%, in 2019 was 24%, 2020 was 23%, 2021 was 55% and in 2022 was 41% NECTA (2018-2022). These decline in performance in the English language raises questions about the efficacy of the current teachers' continuous professional development programme in the English language subject in equipping teachers with pedagogical and content competence to enhance teaching of the English language subject. To address this knowledge gap, further investigations are needed to investigate how the continuous professional development of English language teachers enhances the teaching of Form Two students in Pemba Island.

## **2. Statement of the Problem**

Continuous professional development among English language teachers to enhance the teaching of public ordinary secondary schools is still questionable as evidenced by (Ali and Jaff, 2024; Ali et al. 2024) which indicate a significant decline in the performance of students in English language subject that hinders their academic and career prospects. Despite collaborative efforts from the government, partner organisations, donor countries, and NGOs, the desired improvements in English language education have not been fully realised (Hamad, 2023; Maalim, 2023). These raise concerns about the continuous professional development among English language teachers in enhancing the teaching of students. Various stakeholders, including the Ministry of Education and Vocational Training, parents, students, and employers, have expressed dissatisfaction with students' performance in the English language subject. Previous studies by Juma and Abdala (2024) on in-service training are needed to improve the quality of English language teaching in Zanzibar's secondary schools. At the same time, Juma (2023) assessed the In-service Training Programme (Inset) on Improving English Language Teaching Techniques in Secondary Schools in Zanzibar, and Kombo et al. (2019) assessed In-service training for improving the implementation of a competency-based curriculum in English foreign language teaching. These reviewed studies reveal critical gaps. Many of these studies were primarily conducted in Unguja Island, limiting the generalizability of the findings. Given these highlighted gaps, a study specifically on Pemba Island is needed to address these issues. If this study is not carried out, several consequences may arise: could result in students not receiving adequate language instruction, negatively impacting their academic performance and proficiency, leading to ineffective professional development and continued gaps in teaching quality and insufficient data on current teaching practices and challenges, hindering the understanding of continuous professional development of English language subject. Therefore, this study aimed to investigate how continuous professional development of English language subject teachers enhances teaching of form two students in ordinary secondary schools in Pemba Island.

## **3. Research Question**

How does the continuous professional development of English language teachers enhance the teaching of Form Two students in Pemba Island?

#### **4. Significance of the Study**

This study holds significant practical implications for various educational stakeholders in Zanzibar, particularly the Ministry of Education and Vocational Training, policymakers, curriculum developers, English language teachers, school inspectors, and students. The insights gained from this research can inform policy decisions and resource allocation, guiding the development of effective language policies that enhance teaching methodologies. For the Ministry of Education, these findings can highlight areas where additional support and training are needed, ensuring that educational reforms are adequately addressed and resources are directed towards the most impactful initiatives. For curriculum developers, the research findings can aid in designing relevant, engaging, and effective curricula for students and teachers. A well-structured curriculum can provide clear learning objectives, instructional materials, and assessment methods that reflect the realities of the classroom, thereby improving the educational experience. English language teachers will find the study particularly beneficial as it identifies specific areas for improvement in their instructional strategies. By enhancing their pedagogical skills and understanding of effective teaching practices, teachers will be better equipped for professional development to meet the diverse needs of students in Pemba Island. Continuous professional development can lead to more effective classroom management, increased student engagement, and improved learning outcomes. School inspectors can utilise the research to develop assessment criteria and support mechanisms for evaluating teaching effectiveness. By understanding teachers' challenges, inspectors can provide more targeted support and feedback, fostering a culture of continuous improvement within schools. Ultimately, these improvements benefit students by enhancing their English language skills, which are crucial for their academic success and future opportunities. As students become more proficient in English, they will be better equipped to engage with educational materials, participate in discussions, and pursue higher education or vocational training.

#### **5. Theoretical Framework**

The Zone of Proximal Development (ZPD) theory, proposed by Lev Vygotsky, emphasises the importance of guided learning. For English language teachers on Pemba Island, embracing this theory through continuous professional development (CPD) is vital for improving their teaching effectiveness. CPD enables teachers to assess students' current language abilities and identify their ZPD, allowing for tailored instruction that challenges learners appropriately. Workshops can introduce practical assessment tools, ensuring instruction meets individual needs. Moreover, CPD enhances scaffolding techniques, such as visual aids and guided practice, which help students gain independence in their language skills. Vygotsky's focus on social interaction also highlights the value of collaborative learning. By integrating peer interaction activities, teachers create supportive environments where students learn from each other. Reflective practice is another critical aspect of CPD. By evaluating their teaching strategies, educators can adjust their methods to remain responsive to student needs, enhancing the overall learning experience. Ultimately, continuous professional development equips teachers with the latest strategies related to ZPD and effective scaffolding. This holistic approach improves teaching efficacy and fosters greater student engagement and success in language learning. For teachers on Pemba Island, CPD is essential for creating effective learning environments that meet diverse student needs, contributing to a richer educational experience.

#### **6. Review of Related Empirical Studies**

This Section contains an empirical review based on the English language subject teachers' enhanced Preparedness to teach students.

Kong and Lai (2023) investigated the impact of a teacher development program on Chinese secondary school teachers' knowledge, collaboration, and students' computational thinking achievement. Their study, involving 81 teachers and 3,226 students, used multi-level modelling to link teacher-level variables with student performance on a conceptual thinking test. The results indicated that the program significantly improved teachers' content knowledge and collaborative engagement, highlighting the importance of such programs for enhancing teacher effectiveness and student outcomes. However, Kong and Lai's study did not provide specific details on how the continuous professional development of English language teachers enhances teaching in Form Two students. Furthermore, contextual and knowledge gaps exist within their research. Moreover, the study faced a population gap; the previous study involved teachers and students. The study addresses these gaps by investigating the continuous professional development of English language teachers to enhance the teaching of Form Two students. The study used mixed methods under a



convergent design. The study used questionnaires, focus group discussions, and an interview guide to collect data. The study involved teachers of the English language subject, school inspectors and heads of schools for a broader understanding of the problem.

Hafeez (2021) conducted a study in Pakistan to examine the impact of teacher training on students' interests and academic achievements through various teaching methods. The research divided participants into four groups: a control group using the lecture method and three experimental groups employing discussion, inquiry, and demonstration techniques, each comprising 20 students. Pre-tests and post-tests measured academic achievement and student interest before and after teacher training. The findings indicated increased academic performance and interest across all teaching methods post-training. While this study offers valuable insights, its generalizability to Zanzibar is limited due to differing education systems and socio-economic backgrounds.

Additionally, the study relied solely on an experimental design, which, while rigorous, restricted the collection of qualitative data through tools like interviews, limiting the depth of understanding. To address this gap, the current study investigates how continuous professional development of English language teachers enhances the teaching of students. The study employed a mixed-methods approach under a convergent design to simultaneously gather qualitative and quantitative data. This broader methodology allows for a more nuanced exploration of the unique educational context in Pemba Island.

Derakhshan et al. (2020) conducted a study in Iran examining the relationship between Continuing Professional Development (CPD) needs, views on research, and professional success among 177 Iranian EFL teachers. Utilising a questionnaire and Structural Equation Modelling, their findings revealed that positive attitudes toward research and perceived continuous professional development needs significantly predicted teachers' perceived professional success. While this study provides valuable insights, it has limitations that the current research seeks to address. The reliance on a quantitative design, focused solely on a questionnaire, restricted the depth of understanding that could have been achieved through qualitative methods such as interviews, observations, and focus groups. Additionally, the study's context in Iran limits the generalizability of its findings to Zanzibar.

Furthermore, it only collected teacher data, overlooking potentially valuable perspectives from school heads and inspectors. To bridge these gaps, the current investigation investigated how continuous professional development of English language teachers enhances the teaching of students. The study used a mixed-methods approach under a convergent design, including questionnaires, interviews, and focus group discussions. This study incorporated insights from school heads, school inspectors, and English language teachers to ensure the trustworthiness of the findings.

Bhandari (2022) conducted a study in Nepal on Collaborative Language Learning Practices among teachers in English Language Teaching (ELT) classrooms, utilising narrative inquiry to explore participants' experiences with collaborative teaching. The study focused on two secondary-level English teachers from community schools in the Rupandehi district, who were purposively selected and interviewed using a semi-structured format. Findings indicated that the teachers had a positive outlook on collaborative practices, recognising their role in constructing new knowledge, addressing challenges, and enhancing learning outcomes. The research also highlighted how collaboration fosters mutual trust and respect among teachers and students, creating a social environment conducive to meaningful learning and problem-solving. However, the study faced limitations, particularly its qualitative focus, which restricted the generalizability of the findings due to the lack of quantitative data.

Additionally, while Bhandari's research centred on teacher-student interactions, the current study focuses on how continuous professional development of English language teachers enhances the teaching of students. The current research employed a convergent design within a mixed-methods framework to address these gaps, utilising multiple data collection instruments to ensure robust and comprehensive findings. This approach aims to provide a more holistic understanding of the continuous professional development of English language teachers to enhance the teaching of Form Two students in Pemba Island.

Aamer (2024) conducted a study in Yemen that investigated English as a Foreign Language (EFL) teachers' Continuing Professional Development (CPD) in private institutes, employing a mixed-method approach through questionnaires and interviews. While the findings indicate that teachers generally value CPD for their professional growth, a significant limitation is the lack of specificity regarding the respondents, which undermines the study's depth and applicability. This absence of detailed participant information restricts contextualising the findings within specific demographics or teaching environments. Furthermore, while the

study identifies a general appreciation for CPD, it does not delve into the diverse factors influencing teachers' perceptions or the potential barriers they face in accessing professional development opportunities. The current investigation addresses these gaps and focuses on how continuous professional development of English language teachers enhances the teaching of Form Two students in Pemba. The study employed a convergent design within a mixed-methods framework, utilising multiple data collection instruments to ensure robust and comprehensive findings.

In 2024, Dyosini conducted a study in South Africa examining the experiences and views of six novice teachers on continuous professional development (CPD) and how it benefits teachers as they transition from mentees to mentors. The study utilised a case study design, employing semi-structured interviews with the six novice teachers to collect data. The findings highlighted the importance of informal mentorship, which provided support. The previous study offers valuable insights for the current research. However, it employed a qualitative design, limiting the findings' generalizability.

Additionally, the study encountered a contextual gap, suggesting a need to conduct a similar study in Zanzibar. Moreover, the findings indicated a positive response to informal mentorship, even without formal structured settings. Nevertheless, relying solely on information from informal mentorship might be considered biased, as a group lacks the professional ethics required to support and equip teachers adequately. This investigation addresses these gaps, and the current study investigated how continuous professional development of English language teachers enhances the teaching of Form Two students in Pemba. Convergent design using a mixed-methods approach was employed in the study. This approach allowed multiple data collection instruments to gather comprehensive data and provide a more holistic understanding.

Masamba et al. (2023) conducted a study in Tanzania, focusing on the impact of in-service education and training on English foreign language teachers' learning. The research employed a qualitative approach and utilised the Most Significant Change technique. Data were collected from the Manyara and Kilimanjaro Regions, and 21 participants were purposively selected for one-to-one unstructured interviews. The findings revealed that the in-service training positively and effectively impacted teachers' learning, particularly regarding subject knowledge, general knowledge, and pedagogical content knowledge related to competency-based language teaching. However, the previous study lacked sufficient details on how English language subject teachers share best practices with their colleagues to enhance their Preparedness.

Additionally, since the previous study employed a qualitative research approach, it was limited to generalising the findings. Therefore, the proposed investigation aims to address this gap by examining how continuous professional development of English language teachers enhances the teaching of students. The study adopted a mixed-method approach, utilising questionnaires, interview guides, observation guides, and focus group discussions as data collection instruments.

Abdalla and Juma (2024) evaluated an in-service training (INSET) program in Zanzibar to improve English language teaching in secondary schools, using a qualitative case study design to gather insights from twelve English teachers and five principals. The study highlighted the ZISP training program's role in equipping teachers with essential pedagogical skills, such as lesson preparation and technology integration. However, a notable limitation is the lack of exploration regarding how these teachers share best practices with their peers, which is crucial for fostering a collaborative teaching environment. While the focus on training is valuable, the study does not address the broader context of teacher collaboration, which is essential for enhancing teaching effectiveness. Additionally, the qualitative nature of the research poses challenges to generalizability and may introduce biases that could undermine the reliability of the findings. Given the ongoing issue of mass failure in the English subject over the past five years, the result further emphasises the need for a more comprehensive investigation. The current study filled these gaps by investigating how continuous professional development of English language teachers enhances the teaching of Form Two students in Pemba. The study employed a mixed-method approach under a convergent design that included questionnaires, interviews, and focus group discussions to improve the trustworthiness of its findings.

In summary, the reviewed studies focus on various aspects of the continuous professional development of English language teachers to enhance the teaching of students in ordinary public secondary schools in different educational contexts. Kong and Lai (2023) investigated the impact of a teacher development program on Chinese primary school teachers' knowledge, collaboration, and students' computational thinking achievement. Hafeez (2021) examines the effect of teacher training on students' interests and academic achievements through various teaching methods. Derakhshan et al. (2020) investigated the

relationship between Continuing Professional Development (CPD) needs, views on research, and professional success. Bhandari (2022) studied Collaborative Language Learning Practices among English Language Teaching (ELT) teachers. Aamer (2024) conducted a study investigating English as a Foreign Language (EFL) teachers' Continuing Professional Development .2024. Dyosini conducted a study in South Africa examining the experiences and views of six novice teachers on continuous professional development (CPD) and how it benefits teachers as they transition from mentees to mentors. Masamba et al. (2023) conducted a study focusing on the impact of in-service education and training on English foreign language teachers' learning, and Abdalla and Juma (2024) evaluated an in-service training (INSET) program in Zanzibar to improve English language teaching in secondary schools. While some studies touched on the impact of teachers' professional development and another survey of the relationship between continuous professional development and professional success, none directly investigated how the continuous professional development of English language teachers enhances the teaching of Form Two students in Pemba in ordinary secondary schools.

Additionally, the findings from reviewed studies were limited due to their specific geographic, economic and socio-cultural contexts, as most studies focused on a particular region or country, such as Nepal, South Africa, Yemen, and Iran, and few studies were conducted in the Tanzania Mainland. Still, none was done in Zanzibar on Pemba Island. Therefore, research was needed to investigate how English language subject teachers enhance their Preparedness to teach form two students in Pemba Island.

## 8. Research Methodology

The study utilised a mixed methods approach with a convergent design. To fully comprehend the research challenge, this design entailed the simultaneous collection and analysis of both qualitative and quantitative data inside a single study (Creswell & Creswell,2018 ). Data for this study were gathered from various sources to comprehend the research problem fully. Both qualitative and quantitative data were collected concurrently, examined independently, and then connected to determine whether the results agreed or disagreed (Creswell & Creswell,2018). The target population for this study included 585 people, including 420 teachers of the English language subject, 140 heads of schools of ordinary secondary schools and 25 School inspectors of the English language subject. There were 167 respondents in the sample size, comprising 126 teachers of the English language subject,21 heads of schools and 20 school inspectors. The study collected data through questionnaires, interview guides and Focus group discussion methods, and two research experts ensured validation. A pilot study was conducted in four public ordinary secondary schools, five school inspectors,12 heads of schools, and four heads of schools. Quantitative data was analysed descriptively using statistics with the IDs of SPSS Version 25. Qualitative data was thematically analysed. Ethical considerations were followed throughout the research process.

## 9. Study Findings

In public ordinary secondary schools in Pemba Island, the study sought to investigate the role of continuous professional development for English language teachers in enhancing the teaching of Form Two students. The research question was addressed using questionnaires from teachers of the English language subject, interview guides from school heads and focus group discussions from school inspectors. While the qualitative data was described and cited to elicit information from instruments, Taherdoost (2019) and Chyung and Hutchinson (2023) interpreted the Percentage through quantitative data. The summary of responses from the teachers of the English language utilised a five-point Likert scale for analysis, where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A), and 5 = Strongly Agree (SA). The mean score is 1.0- 2.4 low,2.5-3.4 moderate, and 3.5-5.0 high (Wanjohi& Syokau, 2021).The percentage rates were categorized as follows:  $\leq 20\%$  = extreme minority; 21-49% = minority; 50-59% = moderate; 60-69% = majority; 71-89% = very high majority; 90-99% = extremely majority; and 100% = overwhelming majority (Taherdoost, 2019).

**Table 1 : English Language Subject Teachers' Responses on the role of continuous professional development for English language teachers in enhancing teaching of students (n=126)**

Statement	SD		DA		U		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
i. English language teachers	2	1.7	6	5.0	10	8.3	78	65.0	24	20.0	3.97

	are actively improving their teaching skills through professional development activities.											
ii.	English subject teachers exchange practical strategies to enhance their readiness for teaching the English language subject	2	1.7	16	13.3	4	3.3	79	65.8	19	15.8	3.81
iii.	Teachers are open to receiving feedback from other teachers on their teaching practices and implementing suggested improvements.	0	0.0	17	14.2	4	3.3	69	57.5	30	25.0	3.93
iv.	English subject teachers are committed to supporting colleagues in improving the teaching of English subjects.	1	0.8	10	8.4	8	6.7	62	52.1	38	31.9	4.06
v.	The insights and experiences shared by other English subject teachers are valuable for improving teaching methods	0	0.0	8	6.7	9	7.5	67	55.8	36	30.0	4.09
vi.	English subject teachers foster open communication and collaboration to enhance their Preparedness.	3	2.5	7	5.9	15	12.6	58	48.7	36	30.3	3.98
vii.	Teachers reflect on their teaching practice and identify areas for growth and development	2	1.7	8	6.7	4	3.3	53	44.2	53	44.2	4.23
viii.	Teachers observe experienced English language teachers in their classrooms to learn new techniques and strategies	2	1.7	25	20.8	10	8.3	44	36.7	39	32.5	3.78
ix.	Teachers participate in online forums to discuss English language teaching with other teachers	2	1.7	12	10.0	6	5.0	60	50.0	40	33.3	4.03
x.	Teachers research and experiment with new teaching methods and technology for English language instruction	2	1.7	12	10.0	12	10.0	39	32.5	55	45.8	4.11
<b>Grand mean</b>												3.99

**Source:** Field Data (2024)

Keys:5= Strongly Disagree (1), Disagree (2), Undecided (3), Agree(A), Strongly Agree (5). F Frequency and %= Percentage.

*Teachers reflect on their Teaching Practice and identify areas for Growth and Development.*

The data in Table 1 indicates that a very high majority (88.8%) of English subject teachers agreed that they reflect on their teaching practice and identify areas for growth and development. In contrast, an extreme minority (3.3%) were undecided, while an extreme minority (6.7%) disagreed. The mean score was 4.23, suggesting that English language teachers strongly agreed that teachers should reflect on their teaching practice and identify areas for growth and development. These results indicate that English language teachers reflect on their teaching practice and identify areas for growth and development to improve their



skills in teaching the English language subject. Moreover, this indicates a positive and dynamic teaching environment where educators actively seek to enhance their effectiveness and contribute to student success. This practice also shows that teachers are attentive to their students' learning experiences, enabling them to tailor their methods better to meet diverse educational needs. The finding supported by Pokhrel (2022) suggests that Reflective practices in English language teaching develop pedagogical skills, teachers' efficacy, and criticality, motivating teachers for professional development.

When the head of schools (SH<sub>19</sub>) was interviewed, he said, "*Reflection is an essential part of the teaching journey for English language educators. It allows us to assess our practices and identify areas for growth and deepens our understanding of our students' needs*"(HS<sub>19</sub>, Personal communication, April 26 2024).

Likewise, the School inspector of the English language subject said:

There has been significant progress in teaching the English language. I am confident that as teachers reflect on their practices and identify areas for growth, they demonstrate a commitment to providing their students the best possible learning environment (One member of Focus group discussion zone "N," March 30 2024).

Moreover, School Inspectors Zone S had this to say: "*English language teachers reflect on their methods and identify areas for development*"(One Focus group discussion zone "S" member, March 29 2024).

Based on interviews with School Heads (HS<sub>11</sub>) and School Inspectors "S" and "N," the Teachers reflect on their teaching practice and identify areas for growth and development. The finding indicates a commitment to professional growth and student-centred learning, demonstrating a dedication to continuous improvement and creating a more effective educational environment. Moreover, the findings imply that Continuous Reflection allows teachers to improve their instructional methods, leading to more effective teaching strategies and better student engagement. In addition, the findings supported that Reflection is a crucial component of effective teaching that leads to continuous improvement, benefiting both educators and their students. The findings concur with the social learning theory proposed by Bandura, who emphasised the importance of self-reflection and self-efficacy. He believed that individuals learn not only through direct experience but also by observing others. Theory added that teachers who reflect on their practices develop a stronger sense of self-efficacy, believing in their ability to influence student learning positively. Moreover, Bandura advises that continuous Reflection is vital for teachers to enhance their instructional methods and positively impact student engagement.

*Teachers Actively Work to Improve Their Teaching Skills through Professional Development Activities.*

The data in Table 1 indicates that a very high majority (84%) of teachers of the English language subject agree that they are actively making efforts to improve their teaching skills through professional development activities. Additionally, an extreme minority (8.3%) of teachers of the English language subject displayed an undecided, while another extreme minority (6.6%) disagreed. The mean score was 3,97, which suggests a strong agreement among Teachers of English who are actively working to improve their Teaching Skills through Professional Development Activities. The mean score implies that a large majority of English language teachers are actively engaged in improving their teaching skills through professional development activities. The findings indicate a positive attitude regarding teachers of the English language's efforts to enhance their teaching skills through professional development activities. The findings mean professional development activities likely contribute to a supportive and dynamic learning environment, benefiting teachers and students. The finding justified that teachers are willing to adapt to new methods and challenges, ensuring they stay relevant in their teaching approaches.

These findings are supported by Padillo et al. (2021), who discovered that Professional development activities for teachers achieved mastery in instructional planning, delivery, knowledge of the subject matter, rapport with students, and classroom management. The finding suggests that Continuous learning helps teachers deepen their understanding of the subject matter, which is essential for addressing student questions and fostering a rich learning environment. More importantly, the findings underscore the importance of comprehensive professional development programs that address multiple facets of teaching to promote effective learning environments.

The researcher further triangulated data by conducting a face-to-face interview on the matter, with the head of schools (HS<sub>12</sub>) responding:

Our teachers are actively engaged in professional development to enhance their teaching skills. Effective professional development empowers them with the tools, strategies, and confidence needed to succeed in the classroom. As teachers grow professionally, students reap the benefits, particularly

in core subjects like English, where improved instruction translates into stronger language skills, higher academic achievement, and better outcomes in final assessments. (HS<sub>12</sub> Personal communication, March 23 2024).

The information from the head of the school highlights the importance of ongoing professional development for teachers to enhance their instructional skills. By investing in practical training, teachers gain essential tools and strategies, leading to increased confidence and success in the classroom. This growth benefits students, particularly in core subjects like English, resulting in improved language skills, higher academic achievement, and better assessment outcomes. The message highlights a commitment to continuous improvement in teaching practices to positively impact student learning.

Furthermore, another school head added, *"Seeking professional development is common in my school, especially among experienced teachers who actively find support and collaborate to enhance their professional competence in the English language subject"* (HS<sub>10</sub> Personal communication, April 27 2024).

Moreover, School Inspectors Zone "N" during the focus group discussion raised the following issues:

There has been an improvement in the pursuit of professional opportunities for skill enhancement among English language teachers. Some teachers actively engage in exchanging ideas and collaborating with their peers. This engagement often manifests through workshops, online courses, and conferences where teachers can learn new methodologies and share best practices. By fostering a culture of knowledge sharing, teaching methods can be enhanced, ultimately improving student outcomes (Response from member of FGDZN, April 30, 2024).

The school inspector's information implies a positive trend in professional development among English language teachers, highlighting their active pursuit of opportunities to enhance their skills. Collaboration and idea exchange among teachers through workshops, online courses, and conferences are key practices. This knowledge-sharing culture is seen as beneficial for improving teaching methods, which leads to better student outcomes. These reflect a commitment to continuous professional growth and the importance of collaborative learning in education.

The information from school heads (SH<sub>10</sub>, SH<sub>8</sub>) and focus group discussions with English language subject inspectors revealed that there has been an improvement in teachers' efforts to enhance their instructional skills through professional development. Improvement. This information implies that most English language teachers are involved in professional development to improve their instructional skills. The findings suggest that current professional development efforts are sufficient for effectively enhancing English language instruction. The findings illustrate that professional development may focus on relevant content areas, such as language acquisition theories, teaching methodologies, and assessment techniques, which are crucial for effective English language instruction. Moreover, the findings highlight that ongoing support and collaboration among teachers can create a positive professional learning community, facilitating the sharing of best practices and resources. These findings support those of Bhandari (2022), which revealed that the teacher participants felt positive toward collaborative practices to construct new knowledge, find solutions to problems, and make learning successful. Moreover, this implies that teachers' willingness to engage with peers to enhance their teaching methods, address challenges effectively, and create an environment conducive to student success. This positive disposition towards collaborative efforts indicates a promising foundation for fostering a culture of continuous improvement and innovation within the educational setting.

*Teacher's Research and Experiment with New Teaching Methods and Technology for English Language Instruction.*

The data in Table 1 indicates that a very high majority (78.3%) of English subject teachers agreed with research and experimentation with new teaching methods and technology for English language instruction. Conversely, the extreme minority (10.0%) were undecided, while an additional extreme minority (11.7%) disagreed. The mean score was 4.11, which strongly suggests that teachers of English language subjects conducted research and experimented with new teaching methods and technology for English language instruction. The findings suggest that English teachers actively research and experiment with innovative teaching methods and technologies to enhance English language instruction. The findings are supported by Adreisova (2024), who revealed that integrating modern technologies and interactive teaching techniques, such as multimedia resources, interactive applications, and collaborative projects, significantly enhances the effectiveness of ESL instruction and fosters critical thinking, creativity, and independent learning skills. The findings prove modernising ESL instruction can create a more dynamic and effective learning environment.

Furthermore, the findings confirmed that Interactive techniques allow for creative expression in language use, enabling students to explore language innovatively.

Regarding the commitment of English subject teachers to support colleagues in improving the teaching of the English subject school head (HS<sub>21</sub>) made the following remarks: *"Our teachers' unwavering commitment to researching and experimenting with innovative teaching methods and technologies is essential for motivating students to engage with the English language."* (HS<sub>21</sub>, Personal Communication 28, and April 2024).

Another school head, during an interview, showed concern by adding: *"Our teachers' committed dedication to exploring and implementing innovative teaching methods and technologies is vital for inspiring students to connect with the English language"*(HS<sub>16</sub>, Personal Communication,24, April 2024).

Furthermore, school inspectors of the English language subject affirmed,

Our English teachers exemplify a spirit of continuous improvement through their dedicated research and experimentation with new teaching methods and technologies. Their commitment directly translates into more engaging and effective learning experiences, empowering our students to excel in English language proficiency and beyond (*Response from one member in FGDZS, April 29, 2024*).

The response from the school inspector implies that English teachers are committed to continuous improvement in their teaching practices. By engaging in research and experimenting with new methods and technologies, these educators are dedicated to enhancing their instructional effectiveness. This proactive approach leads to more engaging and effective learning experiences for students, ultimately empowering them to excel in English language proficiency. The emphasis on innovation and adaptability underscores the teachers' focus on creating a dynamic learning environment that prioritises student success and fosters a love for the English language. Furthermore, the findings reveal that teachers' research and experimentation with new teaching methods and technologies significantly contribute to effective English language instruction.

The information from the interview (SH<sub>21</sub>; SH<sub>16</sub>) and focus group discussion (FGDZs) highlights teachers' proactive and innovative approach, moving beyond traditional methods to embrace new strategies for enhanced English language instruction. This dedication suggests a student-centred focus and a commitment to continuous improvement. The willingness to explore new approaches implies a potentially supportive and collaborative school environment. The findings support that teachers' research and experimentation with new teaching methods and technologies significantly contribute to effective English language instruction. These results align with Catalbas and Solmaz's (2024) study, which demonstrated that English teachers hold positive attitudes toward integrating digital tools, technologies, and blogs into language teaching, believing these resources effectively boost students' language skills, creativity, and motivation. The findings also further indicate that English teachers generally favour using digital tools, technologies, and blogs in their teaching practices. They believe these resources can significantly enhance students' language skills, foster creativity, and increase motivation for learning. This positive attitude suggests that teachers recognise the potential benefits of integrating modern technology into the classroom, seeing it as a valuable means to engage students and support their language development.

*English language subject Teachers are committed to supporting colleagues in improving the teaching of English.*

Table 1 reveals a strong consensus among English subject teachers, whereby a significant majority (84%) agreed they were committed to supporting their colleagues in improving English language instruction. Only an extreme minority of teachers were undecided (6.7%) or disagreed (9.2%). The mean score was 4.06, which shows strong agreement that teachers of English language subjects are committed to supporting colleagues in improving the teaching of the English subject. The findings indicate that English language teachers are dedicated to fostering a collaborative environment among their colleagues to enhance the learning of English. This commitment suggests they value teamwork and professional development, recognising that sharing knowledge and strategies can improve instructional practices. By supporting one another, these teachers contribute to a culture of continuous improvement, ultimately benefiting student learning outcomes in English language proficiency. This collaborative spirit reflects a strong sense of community and shared responsibility for the success of both teachers and students. The findings concur with the study of Yunus (2024), which suggests that Teacher Sharing Sessions, 'Peer Coaching,' and 'Learning

Walks' are the most favoured tools for promoting collaboration among English language teachers in Malaysia.

During an interview, the school head (SH13) declared, *"I am proud of our English department's commitment to supporting each other."* (HS<sub>13</sub>, Personal communication, May 12 2024).

Another school head, during an interview, held this to say: *"I take great pride in my English language teachers' dedication to mutual support and collaboration"*(HS<sub>18</sub>, Personal communication, May 17 2024).

Furthermore, during the focus group discussion with school inspectors of the English language subject, they said, *"The commitment of our English language teachers to continuously enhance their teaching practices is commendable. Their collaborative efforts to support one another in improving instructional strategies enrich the learning environment and empower students to achieve greater linguistic proficiency."* (Response from one member in FGDZS, April 30, 2024).

School Heads (HS<sub>13</sub>:SH<sub>18</sub>) and English language school inspectors' information implies that the English department is a significant asset to the school, demonstrating a commitment to collaboration and continuous improvement that directly benefits students. Moreover, the information indicates that the department's collaborative strategies effectively enhance teaching quality in the English language subject. These strategies likely include peer mentoring, shared lesson planning, professional development activities, or other forms of mutual support. These findings highlight the importance of teamwork and commitment among English subject teachers. Moreover, the findings highlight that Continuous colleague support fosters a professional learning culture, encouraging teachers to pursue further training and development. These findings align with the results of Masamba et al. (2023), who found that in-service training positively and significantly impacted teachers' learning, particularly regarding subject knowledge, general knowledge, and pedagogical content knowledge related to competency-based language teaching. Moreover, the findings emphasise that ongoing professional development is essential for equipping teachers with the skills and knowledge required to improve student-learning outcomes effectively.

*Experiences shared by other English Subject Teachers are valuable for Improving Teaching Methods.*

The data in Table 1 indicates that a very high majority (85.5%) of teachers of the English language subject agreed that the insights and experiences shared by other English subject teachers were valuable for improving teaching methods. In contrast, teachers of the Extreme minority (7.5%) of English language subject were undecided, and another extreme minority (6.7%) of teachers rated as disagreeing. Furthermore, the mean score reported by the English subject teachers was 4.09. The high mean score further corroborates this, indicating that English subject teachers generally had a positive perception of the benefits of learning from the experiences of their colleagues. These suggest that most English subject teachers recognise the value of collaborative learning and sharing insights and experiences among their peers. The findings indicate a strong consensus among teachers of the English language subject regarding the benefits of sharing insights and experiences, highlighting a positive attitude towards collaborative learning and professional development within English language teaching. The findings are aligned with the study by Muhammadiyeva and Ibrohimova (2020), which revealed that Collaborative professional development among English language teachers can provide positive atmospheres and opportunities to discuss and share teaching issues. Moreover, findings insist that Collaborative efforts create a supportive atmosphere that fosters open communication, allowing teachers to share experiences and challenges. The findings further agree that these findings highlight the importance of collaboration in promoting a rich, dynamic, and effective teaching environment for English language teachers.

Focus group discussion with school inspectors of the English language subject Zone "S" revealed that:

We've seen real progress in how teachers collaborate, and in some schools, this structured teamwork has translated into improved outcomes for everyone involved. Encouraging continuous learning and collaboration among teachers is key to helping students perform better, particularly in their final assessments (One member of Focus group discussion S, March 29 2024).

The responses from school inspectors highlight the growing improvement in collaboration among teachers, noting that in schools where this collaboration is well structured, it has resulted in positive outcomes. It emphasises the critical role of continuous learning and professional collaboration in enhancing teaching effectiveness. By working together and sharing knowledge, teachers are better equipped to address students' learning needs and support them more effectively, particularly in preparation for final assessments. School inspectors underscore that ongoing professional development and teacher teamwork are key drivers of



academic success and improved educational outcomes. The findings highlight the importance of structured collaboration in enhancing teaching quality and student outcomes.

Furthermore, during the interview with the school head (HS<sub>2</sub>), it was asserted that:

We strongly emphasise sharing ideas among teachers to exchange experiences and enhance their Preparedness. In Zanzibar, implementing the 'Enhancing Quality of Secondary School Education' project has brought a clear focus on professional development. So far, its practical aspects have been well documented, and teachers and students are gradually experiencing positive changes (HS<sub>2</sub>, Personal communication, March 4 2024).

The school head's responses show the importance of collaboration and continuous professional growth among teachers. It highlights that in Zanzibar, there is a strong emphasis on teachers sharing ideas and experiences to improve their Preparedness and teaching effectiveness. It also points to implementing the "Enhancing Quality of Secondary School Education" project, which focuses on strengthening school professional development. The statement notes that the practical aspects of this initiative have been effectively documented, reflecting a structured and well-managed approach. Because of these efforts, teachers and students have started to experience gradual but meaningful improvements in teaching practices and learning outcomes. The findings underscore the positive impact of professional collaboration and targeted educational reforms on the quality of education.

The feedback gathered from school inspectors during the Focus Group Discussion (FGD) and the insights shared by the School Head (HS<sub>2</sub>) during the interview highlight the significant improvement in collaboration and knowledge exchange among teachers within educational institutions. The study revealed a significant improvement in collaboration and knowledge exchange among teachers within educational institutions. Teachers increasingly share best practices, experiences, and instructional strategies, enhancing professional growth and improving classroom effectiveness. These findings are supported by Abdalla and Juma (2024), who revealed that a training program equipped teachers with pedagogical skills to prepare lessons and materials, use technology in teaching, and provide timely feedback to students. Moreover, the findings underscore the positive impact of targeted training programs on teacher development and their ability to create engaging and effective student learning environments. By equipping teachers with these essential skills, the training program has likely contributed to enhancing the overall quality of education and student learning outcomes within the educational institution.

In summary, the study found that the majority of teachers of English language subjects agree that continuous professional development for English language teachers is necessary to enhance teaching for two students in a public ordinary secondary school in Pemba Island. Moreover, the study revealed that teachers actively reflect on their teaching practices and identify areas for growth and development that positively impact the students in the English language subject. Similarly, the study showed that sharing experiences among English language teachers is invaluable for improving teaching methods and content knowledge. Furthermore, it was found that English language teachers are committed to supporting one another in enhancing English instruction, contributing to their overall Preparedness and enhancing teachers' professional competence. More specifically, the findings also showed that teachers' research and experiments with the new teaching methods and technology for English language instruction were current in their jobs. Generally, the findings show that teachers of the English language subject are actively improving their teaching skills through professional development activities to improve their work efficiency.

## **10. Conclusion**

Based on the findings, the study concludes that continuous professional development of English language teachers enhances the teaching of Form Two students in Pemba Island. The majority of teachers agree on the importance of reflecting on their teaching practices, allowing them to identify areas for growth and development. Sharing experiences among colleagues has proven invaluable in refining teaching methods and fostering a collaborative environment. Furthermore, the study confirmed that the commitment of teachers to support one another enhances the overall quality of English instruction. Teachers continuously improve their skills by actively researching and experimenting with new teaching methods and technologies, and engaging in professional development activities and collective effort strengthens their professional development and contributes to a more effective and engaging learning experience for their students.

## 11. Recommendations

The study's conclusions led to the following recommendations: to enhance continuous professional development for English language teachers, the Ministry of Education and Vocational Training should establish ongoing professional development programs that allow teachers to reflect on their practices and identify growth areas. These programs must include workshops and training sessions focused on innovative teaching methods and integrating new technologies, implemented regularly throughout the academic year in schools across Pemba Island. Fostering a collaborative culture among teachers is essential, with schools encouraging regular peer-sharing sessions to exchange experiences and best practices. The Ministry should allocate necessary resources for teacher training and ensure access to diverse educational materials. By prioritising these recommendations, the collective efforts of teachers will be strengthened, leading to a more engaging and effective learning environment for students.

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