English Language Teaching in the Kenyan Secondary School:

Policy, Training and Practice.

being a Thesis submitted for the Degree of PhD

in the University of Hull

by

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Dedication.

To my Parents.

My gratitude would not be complete without the mention of my family. I will remain forever indebted to my wife **Bernadette** and **our children** who have sacrificed so much to make this happen. May the song of success warm their hearts forever.

Finally, I do wish to thank my employer the Teachers Service Commission and the Government of Kenya for granting me study leave to pursue this course.

List of Tables.

List of Figures.

List of Abbreviations.

8-4-4-	The Present System of Education in Kenya.
C.R.E-	Christian religious Education.
D.E.O's-	District Education Officers.
ELT-	English Language Teaching.
ESL-	English as a Second Language.
HEI-	Higher Education Institutions.
HOD-	Head of Department.
INSET-	In-service Teacher Training.
L1-	First Language.
L2-	Second Language.
KNEC-	Kenya National Examination Council.
KCSE-	Kenya Certificate of Secondary Education.
KIE-	Kenya Institute of Education.
KANU-	Kenya African National Union.
KCPE-	Kenya Certificate of Primary Education.
MOE-	Ministry of Education.
SEP-	School English Project.
ODA-	Overseas Development Agency.
TSC-	Teachers Service Commission.
TRC-	Teachers' Resource Centres.
T.P-	Teaching Practice.

Table of Contents.

PART ONE.

CHAPTER ONE: INTRODUCTION.

1.1 TOPIC.

This study investigates the problems of English Language teaching in Kenya, and the relationship between teacher training and the secondary school curriculum in that subject. These problems and relationships are discussed in the context of wider cultural and policy issues. The main objectives of the study are to:

(i) analyse the problems currently affecting ELT (English Language Teaching).

(ii) explore the links between curriculum policy, teacher training and the teaching of English Language.

(iii) use the findings from the research attempt to suggest solutions to the problems affecting ELT.

In Kenya, the poor performance in English by students in secondary schools in 1994 and the preceding years (see **1.2** below) has turned the spotlight on the teaching and learning of English Language. Literature by Oladejo (1991), Rubagumya (1994), Rajabu and Ngonyani (in Rubagumya (ed.) 1994), Rubagumya (1990), Roy-Campbell (in Rubagumya (ed.) 1990), Johnson (1989) and Rodgers (in Johnson (ed.) 1989) cited in this study offers a range of perspective on the performance and proficiency in English in countries that use the language as a medium of instruction.

Oladejo observes that: "Problems currently facing the teaching and learning of English Language in developing English-speaking countries are numerous" (1991:195). But "the major threat comes from lack of professionalism in ESL teaching" (ibid.). He stresses that "the ineffectiveness of ESL teaching and learning activities results from

chronic teacher-related factors such as:

-shortage of well trained teachers;

-use of unqualified teachers in the language classroom, and

-lack of in-service training opportunities" (1991:195)

In Kenya, these general problems affecting the teaching and learning of English have been compounded by the recently introduced "integrated" syllabus of English. This has led to the use of literature teachers to handle a predominantly language biased syllabus. The situation has not been helped by the lack of an established in-service programme for teachers of English.

The poor performance in English Language has become a matter of concern to the Government of Kenya not only because English is a service language in the school curriculum, but also because English occupies a unique and significant role in the country. The importance attached to English in Kenya can be best described in the words of Oladejo: "there is hardly any doubt that the decline in English proficiency affects the entire education system and is detrimental to the overall national growth of the affected countries" (Oladejo, 1991:196).

This study is based primarily on research carried out during 1995-1997 in Kenya. The thesis will chronicle this fieldwork, including an account of the methodology, an analysis of the results and a discussion of how they further our knowledge of the curriculum of English and the training of teachers of English. More broadly it will evaluate opinions and concerns expressed by policy makers, serving teachers and teacher trainers, teacher trainees and concerned educationists about English language in Kenya. The role of English in the school curriculum and in the wider society, the problems it is facing, and suggestions for solving these will be discussed.

1.2   Rationale.

As noted above there is very serious concern about the problems of the teaching and learning of English in Kenya. As is the case in other developing countries which use English as a service language for the school curriculum (see Oladejo, 1991) "Each generation ... has continued to accuse the one following it of declining competence in the Language" (196). These concerns have been expressed in various forums; at policy level, in the examination council and at school management boards such as the PTA (parent-teacher associations). The various instances include:

(i) The Minister of Education, when announcing the Kenya Certificate of Secondary Education results for the year 1994 "said the performance of English ... had deteriorated" (**Daily Nation**, March 1, 1995).

(ii) The Provincial Director of Education, Rift Valley, speaking at Ravine on the final day of the provincial drama festival (28 March 1995) chose to begin his remarks by voicing the Ministry of Education's and his own concern about the declining standards of English. He said he had been touring schools in the province, one by one, to speak to the heads of school, the teachers and students about the need to address the matter seriously.

(iii) In its Annual Report for 1991 and 1992 the Kenya National Examination Council states to teachers: "The performance in English Language remains unsatisfactory". The K.N.E.C goes on to say that "many areas of the syllabus are not covered adequately, and in some cases some parts of the syllabus have been ignored completely. The candidates then have very poor mastery of the syllabus. The entire syllabus should be covered adequately" (K.N.E.C Examination Report, 1994:249).

(iv) Universities have voiced concern about receiving freshers who can hardly write, read, and hold discussions in English. This problem is not unique to Kenya. It was observed in another developing country that: "The current level of English in secondary schools is so totally inadequate for the teaching and learning of other subjects that emergency steps must be taken" (Rajabu and Ngonyani quoting Criper and Dodd (1988) in Rubagumya (ed.) 1994:12).

The government is aware of the problem facing the teaching of English and has responded in various ways. It has modified the syllabus for English Language by cutting down the content. It has also reacted by getting technical expertise from the British Government to run a five-year in-service course in teaching an integrated curriculum of English. However the comment by the Provincial Director of Education Rift Valley and the results in National Examinations in English suggest that the problem has not been solved and the purpose of this study is to carry out a more systematic investigation of both the immediate and wider factors affecting the teaching and learning of English in secondary schools.

1.3 The Structure of the thesis.

This thesis comprises nine chapters divided into three parts. Part one consists of five chapters, part two has two chapters and part three also has two chapters.

1. Part One.

This consists of a review of the literature related to the study. The second chapter deals with the curriculum process and explores the relationships between the system and the schools. It also gives a brief review of the policy formulation process, and makes it

possible to understand the influence of policy on English language teaching/learning in Kenya. The third chapter is devoted to ELT in secondary schools. The chapter reviews and examines issues relating to and affecting the training of teachers of English. In addition the chapter also briefly examines English Language teaching methods and language (L2) learning theories.

The fourth chapter lays out the methodology of phase one of the fieldwork. It details the field work preparations, the problems and limitations. Questionnaires were the tools chosen to help establish the nature of the problem and collect quantitative data. Where opportunities arose, this survey of good practice and training of teachers was extended to sources capable of providing relevant, reliable and valid information. These included tutors in charge of resource centres for ELT in the Rift Valley province of Kenya.

Chapter 5 reports the first phase of the fieldwork. This chapter, besides producing a list of factors affecting the performance of English in secondary schools in Kenya also propels the study into further investigation of the same factors in subsequent phases of fieldwork. The issues raised suggested the need for a wider, more contextualised analysis by policy makers, serving teachers and teacher trainers. Part two of the thesis is therefore based on the re-construction of the research problem.

2. <u>Part Two.</u>

This part has two chapters, 6 and 7. Chapter 6 outlines the re-construction of the problem arising from the findings of chapter 5. It lays out the reasons for adopting a qualitative approach to exploring further the factors influencing performance in English in KCSE. Interviews were used to collect in-depth information in the second

phase of fieldwork, covered in Chapter 7. This gives a comprehensive report of the interviews conducted and discussion of the findings. Those interviewed included:

1. Heads of Department/Subject and teachers of English.

2. Trainers/Lecturers of English language and literature in universities.

3. Tutors and officers in charge of in-service training.

4. Officials of the Kenya National Examinations Council.

5. Officials of the Kenya Institute of Education.

6. Senior officers in the Ministry of Education.

During these interviews the sources in Kenya were also asked about possible solutions to the problem of English performance.

3. <u>Part Three.</u>

This final part has two chapters, 8 and 9. Chapter 8 is mainly a description and discussion of the validation of factors and issues identified in the first and second phases of fieldwork. This final aspect of fieldwork involves a return to a quantitative survey. 647 teachers of English representing all provinces in Kenya participated in the survey to validate the issues raised in phases one and two of the field work.

Finally in the last chapter (9) the thesis provides a summary of the various issues raised in this study. This is discussed with a clear view of relevance to English language teaching/learning in secondary schools. The chapter also discusses the implications of the research on teacher training and educational policy, and suggests areas for further investigations.

Chapter Two: The system and the schools.

This chapter will provide the context of this study by giving a brief description of the Republic of Kenya. Secondly it will provide an insight into the system of education in Kenya through a discussion of the educational policy formulation, the curriculum development process and teacher training in Kenya.

2.1 Background-The Kenyan context.

The Republic of Kenya has forty-one different linguistic groups. Nearly all the groups have their own distinct languages, some of which are closely related. With regard to learning and instruction, the vernacular languages (including Kiswahili for a minority-mainly at the coast) are used for instruction in schools from standard one to three. English and Kiswahili are two (L2) languages, which hold significant positions in the curriculum. Kiswahili is a lingua franca, especially in the urban areas-less so in homogeneous rural areas. It is the national language and therefore, it is a language that unifies the large multilingual society. On the other hand English is one of the official languages (Kiswahili being the other). In addition it is the language of instruction from standard 4 through to higher education. The latest addition to the Kenyan linguistic scene is Sheng (slang coined out of Kiswahili/English/other Kenyan languages).

However, Kenya's people are of diverse ethnic origin. The vast majority of the population is African, with a small number of Asians, Europeans and Arabs. In 1995 estimates put the population at 27,885,000 with a current growth rate of 3.8% and a forecast of 37.5 million people by the turn of the century.

Education is not compulsory in Kenya, but the first eight years of primary school are free and the current enrolment is over 6 million pupils attending 13,850 schools, with a teaching staff of more than 172,804 (1987 figures which do not include untrained

teachers). Furthermore there are over 540,000 students learning in more than 2,600 secondary schools staffed by some 34,000 teachers. (Source: Ministry of Education 1995).

The current expansion of university education has seen the number rising to 5 national universities; Nairobi, Kenyatta, Egerton, Moi University in Eldoret and Jomo Kenyatta University of science and technology, with an enrolment of over 26,000 students. This is besides the 14 private universities which offer degrees of overseas universities, and specialised colleges such as the polytechnics. The five public universities will also progressively increase their enrolment to reach almost 50,000 in the year 2000 (Kamunge Report March 1988:70). However, this projection will be determined by the outcome of the pressure being exerted by the World Bank on the government of Kenya to keep enrolment numbers down at 10,000 admissions per year, as part of the on-going process of structural adjustment.

From this it is possible to infer that the country not only attaches great importance to education but also spends a large proportion of its budget on providing it. It is therefore imperative that the education system is relevant to the people's needs and that it be staffed by appropriately trained personnel. Taylor and Richards see "the skill and experience of the teacher" as the fulcrum of the process of the curriculum (Taylor and Richards, 1986:8). They argue further that "the teacher's perception of what was intended by the curriculum developers and the teacher's ability to shape his teaching so as to facilitate the achievement of their intentions add to the difficulties in realising the objectives and aims of the curriculum" (ibid). Thus both curriculum development and teacher training are key elements in the delivery of education.

2.2 The General Education System.

Kenya attained independence thirty-four years ago. During this period the government has played the central role in planning, implementing and continually reviewing the education system in an attempt to align it with the needs and aspirations of Kenyan society, especially in the context of national cohesiveness and development. This is because the Government is aware that although "education is one social institution amongst others in society it impacts on other institutions and is in turn influenced by them" (Otiende. et al, 1992:159).

The government's role has manifested itself in the setting up of three major commissions of inquiry to study and propose ways and means of achieving national educational objectives. The commissions were:

(i) Kenya Education Commission (1964) also known as the Ominde commission.

(ii) National Committee on Educational Objectives and Policy (1976); the Gachathi commission and,

(iii) Presidential Working Party on the Second University (1981) also called the Mackay commission.

Of the three, the one that has revolutionised the education system in Kenya is the Mackay commission which recommended the adoption of a new system of education; the 8-4-4 system, a recommendation the Government accepted in March 1982 and proceeded to implement in 1985.

Table 1 shows the contrast between the old and new systems (figures show the number of years spent in that stage of learning).

Table 1. The Old and New Systems of Education.

SYSTEM	PRIMARY	SECONDARY	UNIVERSITY	TOTAL
New	8	4	4	16
Old	7	4-2 (A'level)	3	16

The planners of the new system argued that the 8 years of primary, 4 years of secondary, and 4 years minimum university education, could offer a curriculum-content with greater orientation towards vocational education based on course work assessment. However, it has not been possible to put in place an assessment process based on course work and examinations are still in use.

What emerges clearly from the reports of the various commissions on education is the part the Government expects education to play in the development of Kenya. These expectations are formulated and articulated as parts of the five-year development plans. In the 1974/78 Development plan, the Government stressed the need for skills and vocational/technical training, not only for employment but self-employment as well. The same views on skills are a feature of the National Committee on Educational Objectives; policies which emphasise the need to relate education to employment opportunities. This was subsequently echoed by the Presidential Working Party, which stresses that education has as its role to prepare and provide the youth with necessary skills (Kamunge Report, March 1988).

The thirty-four years of independence have witnessed tremendous achievement in the development of the educational system; both quantitatively and qualitatively. However, education has been hampered by population growth, teacher shortages, the need to balance native language with foreign language instruction, poor internal planning and continued problems with curriculum relevance (Eshiwani: 1990:16-19).

Despite the various changes and reforms made to the system it has retained its pyramidal structure. It has retained examinations as the tool for selection and entry into the job market. The Government's quantitative approach to the provision of education to satisfy the country's demand has brought with it other problems. Eshiwani stresses this point by quoting the then Minister for Education's lament in 1978:

> "Our education system has put more emphasis on the production of qualified manpower, but there is much contradiction in the objectives in this context. For instance, while the endeavour to fulfil the nation's manpower requirements continues, the very system employed to do so spills thousands into the cold, making them redundant and superfluous in the production system" (Eshiwani, 1990:6).

2.3   Educational Policy formulation in Kenya.

Policy analysis is a complex field in its own right, both in general terms (see Ham & Hill 1993) and in education (see Kogan 1976 and 1975). The aim of this brief section is simply to sketch out the main actors and process in educational policy making in Kenya, since these will become relevant in the discussion of wider social and cultural trends in the latter parts of the thesis.

In Kenya the process of policy formulation would appear to be very fluid. The most obvious steps discernible are at the level of political pronouncements by the political

leadership and at the legislative stage. For that reason in an attempt to provide a kind of framework for analysing how policy is formulated, this section will draw on the general stages of policy making in Britain. Besides Kenya being a former British colony, the Kenyan bureaucracy is modelled on Britain's. This derives from colonial experience and post-independence co-operation. In Kenya the following are main sources of policy in the country:

(i)   The state.

By the very nature of the political structure of the country, the Government has always taken the lead in policy initiation. This is not just from its role as a provider and initiator of services and change respectively, but as a means of control over the pace, level and amount of change in the country. The source of this view of policy can be found in the historical proposal of the book 'African socialism and it's application to planning in Kenya' (Government of Kenya, 1965:50). Section 141 states:

"The discipline of planning is not something to be accepted lightly or shrugged off as unnecessary...with planning, no Ministry is free to act as an undisciplined, unrestricted entrepreneur promoting funds and projects to maximise the status of the Ministry".

From this quotation it is possible to see the government's intention to exercise tight control over planning. One way in which government achieves this is by controlling the policy process. It also initiates educational policy through commissions of education.

(ii)   <u>The Society.</u>

The second source of policy, relating to education in Kenya has been the wider society's needs. This we must stress has been more of a reactive situation. The society, especially the parents, has tended to react to examination results, thus drawing the attention of the media. Depending on the amount of pressure exerted the government is thus forced to address certain needs. Churches (pressure groups) and parents use poor results to question the government's policies in education. In this way they influence the direction of the policy. From the reaction of parents and other pressure groups the government derives views and responds to concerns about prevailing policy and plans for the future policies.

(iii) <u>The African Traditional Education.</u>

This is closely related to the societal factor but from a historical perspective. It is the contribution of culture to the policy process in education. Policy is therefore also derived from the African identity, through the traditional education that existed. This type of education was concerned with "child rearing practices in the inculcation of societal values and norms [and] in the non-formal education sector, economic and vocational skills such as those of the healer, religious practitioner and potter" (Otiende et al, 1992:22). This influence can be observed in the new system of education; the 8-4-4. The Ministry of Education and the curriculum agency argue that this is an attempt through policy to incorporate certain elements of African traditional education within Kenya's curriculum and methodology. These aspects include language and literature, religion and ethics, sexual morality and family education, medicine as well as teaching methodology itself (ibid. 1992:22-24).

(iv) <u>The Curriculum Guides and the Examination.</u>

Closely linked with this are curriculum guides and examination regulations. Olouch (1982), observes that: "The most obvious documents ...[sources of policy in education]... are the curriculum guides including, ...the examination regulation issued by the examining bodies such as the Kenya National Examinations Council" (p12).

These are in themselves policy documents, so why do we see them as sources of policy? Oluoch makes an interesting point that may answer this question. He says, about curriculum in Kenya, "curricula intended in Kenya should not be viewed as curricula implemented" (p 13). The schools in Kenya have been known to disregard circulars from the Ministry of Education and to prepare their students according to the dictates of the Kenya National Examinations Council requirements. These are normally published in the examination guidelines showing the topics the schools must cover. Therefore, when the candidates fail the examinations (intended curriculum) the society sees this as a failure of the government's educational policy.

(v) <u>National Commissions on Education.</u>

The process of policy development in Kenya is not clear. As far as education is concerned its policies derived from the various sources become concrete through a series of National Commissions appointed by the government. Since 1963 when Kenya attained her independence, the school system of education was brought under a 'localised' curriculum and the curriculum process especially pertaining to primary and secondary education has been strongly affected by these commissions. They have included:

15

(a) The Ominde Commission of 1964 whose terms of reference included "to survey the existing educational resources and to advise the government in the formulation of national policies of education" (Ministry of Education, 1987:3). In response to the findings of this commission and to achieve the objectives of Education, "the Government passed the Education Act of 1968, revised in 1980, by which management and administration of the country's education system had to be streamlined" (ibid.).

(b) The Gachathi Commission 1976; a National Committee on Educational Objectives and Policies... "to evaluate the system of education; formulate a programme that would make education a more potent instrument of social and economic advance, given the needs and goals of our African societies and economies" (ibid:4).

(c) The Mackay Commission 1981; the Presidential Working Party had, "to make recommendations on the implementation of a government decision to establish a second University". This commission also recommended that "the existing structure of education in the country...be structured from...7:4:2:3 to 8:4:4" (ibid:4). In Kenya, changes in education policies are at times executed "in conformity with [other] major policies" (ibid.). The 8-4-4 system was implemented in conformity with the government's policy of the District Focus for Rural Development.

(d) The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond. The commission was set up to examine "how best the curriculum, examinations and certificates awarded could be harmonised in the fields of education and further training" (ibid:5).

(e) The Commission for Higher Education (by Act of Parliament)... set up to regulate University Education in Kenya.

All these commissions work by way of soliciting information both written and oral, from all sections of Kenyan society. From these views they compile their report which is presented to the government, which in turn discusses this in various forums, such as the cabinet. The next stage is the publication of a sessional paper. The sessional paper is placed before Parliament. The normal process of turning a bill into an Act is followed.

The above is a brief portrayal of the sources of educational policy in Kenya. This section has not attempted to get into the real issues about policy implementation and policy evaluation in education, because the two processes are highly complex and beyond the scope of this chapter. Indeed, Kogan (1975) observes,

> "any single policy takes on multiple guises and is viewed differently at many points of a complex system: pupils, teachers, the head, the chief education officer, his administrative and advisory staffs, councillors, the local electorate, the national electorate, Parliament, the DES (**in Kenya this would be the equivalent of the inspectorate department and K.I.E**), researchers, journalists, teacher educators, the churches, employers and trades unions" (p 238).

In summary therefore, the sources of policy are, the government; the society, parents associations, school boards of governors; existing regulations governing examinations and other aspects of education; cultural education; and the ideology that is directing the government.

2.4 The role and function of English in the system of Education.

"English is at the heart of the National Curriculum. All other learning depends crucially upon the mastery

of the fundamental skills of the English Language, which are vital not only for educational purposes ...

but ... also for our economic growth and competitiveness." (Kogan, 1976:80).

These words were addressed to a British audience but they could apply to the position

of English Language in the curriculum in the Kenyan system of education. The words

underline the importance of English not just as an International Language but for the

various roles it has, economic included.

"To this day the majority of African nations still have an ex-colonial language as the

official national language precisely because of the politically sensitive nature of the

problem [and] closely tied to choice of national language is the choice of medium of

instruction" (Paulston, 1993:191-192). Therefore "formal education in most African

states, including Kenya, is given in a foreign language. ...These foreign languages have

also proved their usefulness as media of communication" (Eshiwani, 1990:18).

This view is strengthened further by what the Ministry of Education says in its

Introduction to the 8-4-4 syllabus for English Language. "English as a medium of

instruction in Kenya schools is indeed a very important subject both in our curriculum

and as a service subject" (English Language Syllabus 8-4-4, 1994:45). It is the latter

statement which underlines the function of English Language in the system of

education. The purposes are varied, beginning with "the school leaver will require

good English in a large variety of professional, commercial and day to day transactions

in the Kenyan and International environment" (ibid:45). Eshiwani reiterates, "English

is there ...to facilitate discussions amongst many African states" (Eshiwani, 1990:19).

English like all other foreign languages that are official languages is taught and learnt

in Kenya to achieve several objectives which include:

(i) To develop the learner's intellectual powers.

(ii) To increase the learner's personal culture by reading literature and philosophy.

(iii) To increase the learner's understanding about how language works.

(iv) To teach the learner to learn a language so that he can do research.

(v) To bring the learner to a better understanding of international issues. (Ministry of

Education 1994)

One of Africa's newest independent states, Namibia, is introducing English into its

education system. The Ministry of Education has carried out this in phases from 1992-

1996. The government's language policy states that "since English is not yet a lingua

franca in Namibia, teaching English is to have a high priority" (Ministry of Education

and Culture Namibia, 1993:63).

However, there are others in the field of language and literature who are very critical of

African governments' language policies with regard to the choice of foreign languages

as media of instruction. The view is "that present educational language policies and

practices in Africa lead to the entrenchment of the status quo" (Rubagumya, 1994:155).

Rubagumya argues that Africa's language policies have got into this position because

of "the relationship between language and power" (ibid.). He accuses the elite of

collaborating with former colonial powers to perpetuate their hold on power by putting

education beyond the masses who cannot come to grips with the language of

instruction.

Nonetheless, he is aware that "Africans do not need to reject English or French altogether" (Rubagumya, 1994:157). However, they have "to be critically aware of the ideological impact of language promotion in our educational settings" (ibid.) Furthermore he adds that Africans "should seek to re-assess the values associated with both international languages and indigenous African languages. This should be done within the overall development strategy which takes into consideration all the African people not only the elite" (Rubagumya, 1994:157).

There are others who take this debate further and insist that English and French should not have a place in the school curriculum because of their socio-political and ideological influence. A number of the acclaimed African literary giants such as Nobel prize winner Wole Soyinka, Chinua Achebe and Kenya's Ngugi wa Thiongo differ about which language should be used to write literature. Ngugi wa Thiongo has turned away from English to his own first language, Kikuyu.

There is no doubt that this debate will continue to occupy Africa's elite and educationists. However, it is important to acknowledge the context within which African governments, Kenya included, formulated language policies. The government of Namibia acknowledges that "Language policy formulation in a multilingual society is a difficult task" (Ministry of Education and Culture Namibia, 1993:64). Kenya, for example, has forty-one different linguistic groups and this does not include the different dialects spoken by the various linguistic groups. There has to be found middle ground, otherwise one linguistic group will be accused of dominating the others.

"Language policy in general and in Education in particular is thus necessarily a compromise" (Ministry of Education Namibia, 1993:64). Namibia sought a national consensus that took into account the "historical context; cost of implementation ... [and the need to] ... promote national unity" (Ministry of Education Namibia, 1993:64). In Kenya, one can argue that the presence of Kiswahili and its role in cementing national unity cannot be underscored enough. On the other hand, the spread of Kiswahili and its acceptance as a national language has not been able to occupy the various roles English language plays. What has happened is that Kiswahili may have undermined the role of English in the schools; with learners opting for Kiswahili in a situation where English remains a service language in the curriculum.

In multi-lingual and multi-cultural societies such as Kenya, English facilitates the needed mobility for students among the different provinces. It also promotes uniformity of teacher education and all national curricula. Furthermore, there is a school of thought which argues that Africans can interact with the foreign languages and make their own 'kind' of English, enrich it with African language and still retain the use of the languages for their international purposes. "Over time there may come to be one or more African versions of English" (Ministry of Education Namibia, 1993:64). "English is a language of international connections, not foreign cultural domination" (Ministry of Education Namibia, 1993:65).

2.5 The curriculum development process in Kenya: secondary schools.

2.5.1 Introduction.

Every society has a stake in the process of education because it offers the main means of training the younger generation. This puts the curriculum process at the centre of any debate related to the process of education in any country. Curriculum development (from a language educators' perspective) broadly explained is a decision-making process made up of three dimensions: the dimension of policy involving the selection of desired aims; the dimension of pragmatics, which is influenced by the kind of constraints that impinge on those aims; and the participants in the decision-making process. The third dimension has the task of reconciling policy and pragmatics (Johnson, 1989:1). Johnson explains that the objective for curriculum planners should be to achieve coherence than the 'perfection' of any or all of its separate parts.

However, he cautions that the decision-making process has to be a continuing and cyclic process of development. Revision, maintenance and renewal needs to continue throughout the life of the curriculum (Johnson, 1989:18-22). The objective in adopting the 'Johnson' approach in developing the curriculum is to produce a good programme. Good programmes are central to good education and failures in programme innovations are less often failures of content than failures of contextual planning (Rodgers T, in Johnson 1989:24). In the development of language curricula Rodgers suggests that planners be aware of polity determination during the process. In his view "the examination of and planning within the relevant political context is critical to the success of any educational programme" (ibid.). To paraphrase his words, Language

education programmes should become more aware of and be able to accommodate factors of polito-pedagogical nature-these often decide the success of educational programmes (Rodgers, T 1989:24).

2.5.2 Curriculum development process in Kenya.

One very important achievement of the curriculum developers in their attempts to delve into the theories of learning, teaching and training has been to make society aware of and more responsible towards education as a cultural transmission tool. The centrality of the curriculum in the education process is best illustrated in the ever-changing nature of the school curriculum in many countries of the world. In the developing world, almost all countries have centres for curriculum development. In Kenya, for instance, the Kenya Institute of Education has been in existence since 1966. Its role and functions included, then, the quantitative improvement in the teaching of English, science and mathematics as well as the co-ordination of teacher education (Education in Kenya, 1987:90). Today its main functions and role include: to conduct research and prepare syllabuses for pre-school education, primary school education, secondary school education, teacher education, special education, post-school technical and business education, and adult and continuing education.

The Jomo Kenyatta Foundation, and the Kenya Literature Bureau, among others supplement the efforts of K.I.E. Whatever happens at this level has an impact on higher education. Although K.I.E was planned as an organisation to facilitate quantitative expansion of the education process, today Kenya is striving to achieve quality. Therefore, curriculum development must be seen as important to quality in the education process.

The process of developing the curriculum in Kenya goes, generally, through the following stages:

(i) Information gathering;

(ii) Formulating the curriculum project;

(ii) Planning the curriculum;

(iv) Selecting and preparing materials and equipment;

(v) Curriculum try-out;

(vi) Curriculum implementation;

(vii) Curriculum project evaluation;

(viii) Establishment of curriculum development units.

The main components of curriculum development units are:

(a) Curriculum development panels; both at national and local levels.

(b) Secretaries/Directorates.

(c) Local curriculum centres which are mainly a feature of the primary schools curriculum process.

Curriculum development in Kenya is mainly an activity or process delegated to the Kenya Institute of Education; an agency of the Ministry of Education. Whereas there are different divisions charged with the development of different curricula, the secondary school curriculum is developed under the 'Secondary Education Division' (Education in Kenya:1987). Some of the groups charged with managing the secondary school curriculum include the school board of governors, the head masters/head mistresses, the parent-teachers associations, religious bodies and sponsors, teachers etc. (ibid:35-36).

The secondary curriculum in Kenya is a unified one. It was first created in 1967 to replace or eliminate the differences between the former African, Asian and European school systems. The effects were mainly the localising of the content so that relevant material in the school syllabuses included literature by African authors, and African history was embraced (Otiende et al, 1992). Kenya Institute of Education "had a major role of bringing about the desired changes" (ibid:90-91).

The system of education is non-racial and as such has a unified school curriculum. There is a national examination council to deal with assessment and accreditation. Due to the high cost of providing education, funding in schools is now cost-shared between the government and parents. Although it is acclaimed as a vocational-oriented school curriculum, examinations still remain the driving force and there are still numerous problems such as shortages of science and language teachers, and Harambee schools (community schools) are still beset with problems (Otiende, et al 1992). However, the most important feature of the curriculum is the introduction of practical subjects and others that will contribute to shaping the youth to prepare them to become "self-reliant, humane citizens of the future" (ibid:129). This is expected to come about through subjects like Social Education and Ethics, Physical Education, Religion, Arts and Crafts, Home Science for both boys and girls in addition to the traditional subjects.

In summary, the secondary school curriculum development process has over the years seen very many changes aimed at making the form of education provided to young Kenyans at this stage more relevant to the nation's needs. The most frequent of the changes have been within subject areas, content, methodology, length of syllabuses, and the number of years to be spent in secondary school cycle.

2.5.3   The Role of Policy in Curriculum development in Kenya.

This section has the objective of highlighting the effect of policy on curriculum development. Lawton's discussion of this subject is a good point to begin from. Lawton (1980) argued that the battle about the curriculum has always been over the matter of who should control it. In his opinion controversy will always exist about the 'content' of the curriculum because the politics are an attempt to answer the two questions that arise out of "the distribution of knowledge in society and the decision-making involved" (p 1-2). He suggests that the political question about the curriculum has been: whom does the educational programme target? Therefore, is it to be a programme for the majority or the most able learners? (ibid:3). From a social perspective, it would involve "making a selection of the most important aspects of [a society's] culture for transmission to the next generation" (ibid. 4). The notable factor in this debate is the whole issue of decision-making about those to allow/or who should have control in organising, deciding on the content to include and the overall planning of the curriculum. Lawton observes that the solution to the numerous questions about who should control or influence the curriculum lies in allowing all those who have a stake in the curriculum a share of input (1980:139).

In the developing world, the curriculum process and change management involves many sectors of the education system. It is not very clear at what point each of these sectors stop playing an active role. In other words it is hard to determine at what point groups involved with for example the analysis, proposal or design stop being involved. In Kenya, there have been criticisms of the policy makers' assumption that the society

will fall behind new changes as soon as they are instituted in the secondary school curriculum. The society provides the members who make up the Parent-Teachers Associations and the members who sit on the Board of Governors committees. The argument here is that the curriculum developers ignore the need to sensitize these members of the society by way of training.

Secondly, the teacher's role is also taken for granted. He/she is expected to adapt to the new changes immediately. Thus the whole process, the critics argue, appears to be done for political expedience and as such important stages in curriculum implementation such as evaluation are ignored except for the role carried out by the national examination council. To understand the situation fully one has to explore the source of the theory that drives educational policy in Kenya.

The ideology of education propounded by the national party KANU is an extrapolation of what the party views as African socialism with a capitalist approach. However the element of socialism can be narrowed in practice to the provision of physical facilities (harambee classrooms, buying of books etc.). Two main factors appear to influence the concept of curriculum in Kenya. The main one is the ruling party's perception of the kind of content that should be taught to children. The second factor is external forces and this is the donor community. The influence of this latter factor is becoming more apparent in university education especially with regard to the control of numbers of students being admitted.

It is very hard to assess the willingness and desire of the officers who plan education in Kenya, to allow some important theories of education to influence the process of

developing the curriculum. The planners are influenced more by the politics of the day and tend to ignore the role of those practising in the field of education. There is evidence to show that in Kenya there is need for a link between the theory of curriculum and the theory of Instruction. Indeed most workshops and seminars sponsored by the donor world are held to assist prepare material to teach and methods to help teachers improve on their teaching skills. The next section examines the organisation of teacher training in Kenya.

2.6 The Organisation of Teacher Training.

2.6.1 Introduction.

In this thesis the standard of English in Kenyan secondary schools is under scrutiny in terms of the factors that influence its learning. Thus, it is appropriate to examine, albeit briefly, the teaching staff. The premise is that teachers of English are trained (pre-service and in-service) to perform teaching functions influenced by certain conditions and therefore the students in secondary schools should learn from them. However, the K.C.S.E results shows that many of these learners achieve poor grades in English. Secondly, groups within the education and employment sectors are not satisfied with performance and proficiency in English. This study is interested in finding out if there is any link between the prevailing state of performance and proficiency and the teaching faculty.

This section, therefore, examines the general debate about training teachers and the policies for teacher training in Kenya, the role of teaching practice and the future of teacher education in Kenya. Issues dealing specifically with the preparation of teachers of English are dealt with in Chapter 3.

Defining education is a contentious matter. One reason for this arises from the problem of the interpretation of what learning is. In addition, the differences in defining the function of teaching have brought with them the related problems of how to prepare teachers. Education is faced with a debate about where the training of teachers should be situated: in the institutions of higher learning or in schools? A debate also exists about the disciplines that should be included in the teachers' curriculum. In the developed countries this debate has given rise to groups that support different schools of thought and they battle to influence government policies in this field.

One factor influencing decision-making for governments about teacher training is the cost of educating teachers. (Constable and Norton 1994). Nonetheless, the question about where teaching should be situated is not yet a feature of Kenyan debate on teacher training. Teachers in Kenya are all trained in institutions of higher education. The concern of Kenyans about teacher education or training relate rather to the three areas of: their curriculum; professional ethics; and employment by the TSC and the use of untrained teachers.

Taylor and Peacock (1997) give a comprehensive analysis of the views by many teacher educators and authors about the prevailing situation in this field. They state:

"one of the first things which strikes anyone who has observed the preparation of teachers world-wide over recent decades is the lack of agreement about the priorities both between countries and over time within countries. Differences exist about whether training should take place predominantly in schools or in the higher education institutions; whether the focus should be predominantly on knowledge of subjects or on pedagogical skills; levels of entry and exit; the balance between initial and in-service training; the relative emphasis on preparation for primary, secondary, vocational and higher education" (264)

Proponents of teacher education distinguish it from teacher training. They argue that teacher education embraces a wider perspective of continued learning within the teaching process. They also perceive teaching as a profession where there is initial and in-service training. They disagree with those who support the argument that (e.g. US Secretary of Education 1986) "teachers...[should]... forego formal teacher education, teachers should need to demonstrate evidence only of their knowledge of subject matter, their good character, and their ability to communicate with students in order to teach" (Grossman, 1990: ix).

If, as the Ministry of Education in Kenya asserts, "it is necessary that teachers at all levels should have the capacity, relevant knowledge, skills and attitudes to subscribe to the educational objectives and make them a reality" (Education in Kenya, 1987: 64) then by implication and extension most countries see the necessity to educate and not just train teachers. This means teacher education should form the basis for reflective practice, which goes beyond "the illusion of technical mastery. This involves developing a personal educational philosophy and competence to increasingly match one's practice to it" (Elliot, 1993:7).

Whichever view this thesis adopts, it is imperative to add that this is also "a time when quality of the education and preparation of future teachers has been found to be so seriously amiss" (Gosden, 1989:1). (See also Hopkins and Reid 1985:1) This is not just in the developing countries. In most countries, "teacher education would appear to be

currently lacking in coherence and continuity" (ibid: 15). (See also Liston and Zeichner

1991:37 and Grossman 1990:ix citing Conant, 1963:137). The solution for some

countries has been the provision of "a national curriculum for teacher education

covering initial, induction and in-service education" (Elliot, 1993:15) which would

serve as a source of coherence and continuity. However, education as stated earlier is

so value-laden that such a curriculum can only exist within given philosophical

parameters. This would require a wide discussion, "so that it comes to represent a

broad spectrum of agreement and endorsement by all the relevant interest groups"

(ibid.). Nonetheless, the teacher's training should be developed into full education

programmes. These must empower him/her to be "responsible for key educational

decisions and actions within [and outside of] the classroom" (Liston and Zeichner

1991:38). (See also McClelland, 1989: 22). The two argue further that empowerment

would help reduce the teachers' reliance "blindly on authority or special interests

[when dealing with] instructional choices, curriculum development, administrative

directives, parental concerns, cultural differences and socio-economic inequalities"

(ibid: 39). These are issues teachers in both developing and developed nations have to

deal with. There is therefore a strong case for teacher education as opposed to teacher

training.

Section 2.6.2, which follows now, examines in greater detail the policies of teacher

training in Kenya.

2.6.2 The Policies for Teacher Training in Kenya.

This section discusses the development of the policies on teacher training in Kenya from post-independence to the 3rd Teacher Education Conference held at Egerton University at the end of 1994. The discussions and recommendations of policy at this conference are examined later in a section 2.6.6, as a pointer to trends and projections in teacher education in Kenya. The section restricts itself to policies for training teachers for secondary schools. Its main source of information is the existing documentary evidence from government publications.

"In Education and Training, the importance of the teacher takes second place only to that of the learner. In this respect the quality of the teacher is of great concern to...[any]... education system" (J.J Kamotho, Minister for Education, Kenya: 5th December, 1994-address to the 3rd conference for Teacher Education). This statement by the minister for education probably describes best the problem of quality within teacher training in Kenya over the decades. It also indicates what the focus should be. Quality remains the focus for policy makers in their attempts to harness some of the difficult variables in order to improve teacher training. These difficulties are partly due to poor policies to do with university in-take (numbers), selection criteria, funding of teacher education, stop-gap policies to deal with expanding schools and misplaced priorities as far as staff development is concerned.

The government's influence on teacher training is very much like it is in the other sectors of education. It provides the larger proportion of higher education institutions. It funds the training in the public universities and there are plans to extend student

loans to students who join private universities in Kenya. The majority of the teachers are employed by its agency, the Teachers Service Commission. Therefore the policy on teacher training has been strongly influenced by what the government has perceived over the years to be the type of teacher the society needs.

There are two factors that suggest that the government has had no clear policy for teacher training. First, the 3rd conference on teacher education was held only recently, December 1994. This is twenty-six years after the last one, held in 1968, a few years after independence. Second, it is the 1968 conference which created stability within teacher training by streamlining enrolment, the length of teacher training programmes and firmly putting this aspect of education under government control. But as the years went by the government became more involved in the training of primary school and diploma teachers and left the training of graduate teachers to the universities. Thus in his keynote address to the 3rd conference the Minister for Education outlined the objectives of the conference as:

> "analyse the situation in teacher education, assess the relevant issues, recommend the actions we should take starting from next week to ensure that young Kenyans currently enrolled in our preparatory institutions will come out able to meet the challenge of quality education in this decade and beyond"
>
> (Ministry of Education, 1995:viii).

The objectives above indicate clearly that the government had its own agenda for the conference. For example the third objective above signals a search for concrete policy on teacher training. The government at this conference was asking the professionals gathered at Egerton University to do more than just deliberate issues. They were being asked to help chart a new policy.

However, the following are commissions whose work and findings have influenced education in Kenya and partly determined policy in teacher education.

- The Ominde commission of 1964.

- The Ndegwa commission of 1971.

- The Gachathi commission of 1976.

- The Mackay commission of 1981.

- The Karithi commission of 1983.

- The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond of 1988 (The Kamunge Report).

The Ominde commission-the Education commission of 1964 had significant effects on education in the country. First, it led to the Education Act of 1968, which gave legal expression to the changes in the education system. Secondly, it also led to the 1968 conference on education.

The conference in 1968 can be seen as one which responded to the government's general policy then of reducing the reliance on expatriates. The government began Kenyanising middle and high level positions in the country, including those in secondary schools. The needs of the country were different then. The subsequent failure to harness or bring together all the players in teacher education for twenty-six years suggests two things. The government has probably been using a reactive approach to policy formulation on teacher training. Secondly, the government has left it to the universities and colleges to determine issues to do with teacher education.

The second approach is arguably relevant to the idea of professionalising teachers. However, as regards the first, the government has then been forced to rely on stop-gap measures to deal with issues whose importance affects a whole cross-section of the education system. For example, the lack of long-term policies on improving the performance and training of teachers of English has forced the government to rely on occasional foreign aid from the British government to sustain good teaching quality by the teachers.

It is however important to acknowledge that the recommendations of some of these commissions have found expression in government development plans, its sessional papers and Acts of parliament. For instance the development plan of 1974-78 outlines the government's plan and determination to exercise the closest control over the number and type of teacher trainees and over their deployment in schools in order to ensure that they are efficiently utilised. Another example is that, following the recommendation by the Gachathi commission (Recommendation 173) the government reversed its intention to transfer the faculty of education from the main University of Nairobi to Kenyatta University College. Hence teachers were now trained at B Ed. level in two separate institutions, Nairobi and Kenyatta. The latter became the main university for teacher training.

The government also established Kenya Science Teachers College in recognition of the need for more trained teachers of science, to meet the rapid expansion of secondary education in the first decade of independence. By 1988, the government was training secondary school teachers in 7 diploma Teachers Colleges and 4 public universities. In the same year (1988), Sessional paper No. 6 set out the government's intention to

change its policy towards teacher training in relation to the time spent training. The sessional paper stated:

"the government sees the need to review and to re-structure the training programmes for secondary school teachers and to take into account the demands for better educated and professionally trained teachers for the 4-year secondary education, make such training more practically oriented and relevant and also to increase the output of trained secondary teachers" (Sessional Paper No. 6 of 1988:27).

As policy the government accepted the recommendations by Kamunge's Working Party on four aspects concerning teachers. Two issues that are of interest to this study were:

" (a) the diploma teacher training programme be restructured to include two years of residential training and one year of teaching practice under supervision.

(c) the Bachelor of Education degree programme for teachers of secondary schools be extended to five years under the 8-4-4 system of education" (Sessional Paper No. 6 of 1988:27).

The Working Party had expressed concern that the three-year period for university teacher training was inadequate. They argued that it failed to provide ample time for the trainees to cover the 'degree subject content and foundation courses in education and pedagogy'. There was greater concern for the Bachelor of Education degree under the 8-4-4 system of education. They recommended that they spend five years to acquire a professional degree in teaching.

The government did not follow up and implement these recommendations. The most logical conclusion would be that it lacked finances to carry through this programme. But critics of these recommendations and the intended policy argue that there is a

contradiction in the two course intentions for diploma teachers and degree level teachers. Digolo, in his paper, *"Impact of Educational Technology on Teacher Education"* to the 3rd conference of teacher education, suggests that those recommending longer degree programmes were conservatives who believe

"that mastery of knowledge in specific subject disciplines is better than the modern model which emphasises the acquisition of professional knowledge and pedagogical skills. Supporters of the traditional model assume that once a bright scholar has mastered the subjects he or she is expected to teach, he or she can learn teaching on the job by modelling without necessarily getting formal professional training"

(Ministry of Education, 1995:76).

The issue is whether there is a contradiction between the allocation of a five-year training programme to the B. Ed group and a three-year period for the diploma group, with the former spending one whole year on teaching practice and the latter continuing an integrated approach to academic and professional training. The contradiction, he argues, lies in the fact that the recommendations would appear to diverge in their emphasis on whether it is the skills or the academic knowledge that are important. This is a situation where the two groups are going to teach in the same schools and the same level of students. What can be inferred from this is the difficulty posed by this issue of theory versus practice for both teacher educators and also policy makers in this respect. Currently, some of the diploma colleges have been upgraded to constituent colleges of the public universities. Hence secondary school teachers are trained at 4 public universities and 3 diploma colleges. The government continues to pursue its new policy aimed at making all teachers in secondary schools, graduates.

2.6.3 The Role of Teaching Practice.

Goad (1984) observes

> "one important and obvious aim of teacher training is to produce competent
>
> classroom practitioners. Of the many inputs directed towards this end, teaching
>
> practice comes closest to a simulation of routine teacher behaviour. It exemplifies
>
> integration in the way in which knowledge, theory and skill are brought together
>
> in a practical application" (p. 150).

Every country has varying specific aims, beside those such as "gaining a greater understanding of children, developing teaching competency and increasing the capacities of student-teachers" (Goad 1984:150). He gives the example of France where the specific aims "include adaptability, flexibility, capacity for self-observation, analysis, self-analysis and self-evaluation, self-directed learning and innovation" (ibid:150).

In the industrialised world, the simulation of a classroom situation can be created during micro-teaching. The technological advances and development of information technology programmes and their use in the training of teachers create the required possibilities. These include student teachers having 'hands on' experience in the manipulation of teaching methodology. They are in control of their training experiences during micro-teaching. Through the use of laboratories and other audio-visual media they do not just create lesson simulations; they also give the student teacher the opportunity to begin and develop the reflective process about teaching. The developing world, on the other hand, is faced with a huge burden of financing education. Teacher education gets the least attention and teacher trainers rely on

teaching practice to give the student teachers a simulation of the real experience. This is because in developing nations such as Kenya, the demands for university education have led to higher enrolments without corresponding growth in training resources. Micro-teaching, tutorials and debates in the professional field are almost extinct. The importance of micro-teaching, tutorials and debates is thus underscored. The availability of these would give the student teacher the opportunity to develop such awareness while in college, especially during professional courses. The linkage in programmes or models of professional training should provide for peer observation and assessment during micro-teaching. This study will argue that the courses in the Kenyan Universities should allow for the testing of the theories of teaching and learning by the peers of the trainees. The other forums available to teacher trainees before teaching practice include tutorials and seminar presentations. The teachers to-be are challenged to explain their choice of methodology, to examine underlying principles, and the matter of ideology versus principles of the practice of education should be discussed during tutorials and seminars. This is the value of micro-teaching, tutorials and seminars on professional modules. It is vital that HEI's find time for them before teaching practice.

Student-teachers who miss the opportunity to prepare for teaching practice in countries like India and Kenya do not have the opportunity to reflect on, or to do "self-analysis and self evaluation", like their counterparts in the developed countries would. These students, in Kenya and India alike, live the role of the teacher during teaching practice. This means the student-teacher is involved in all the activities of the school, as is a full member of staff (Goad, 1984:152).

This, however, presents two problems. Firstly, how well prepared is the student teacher? If the student teacher has had very little or a poorly delivered and organised, micro-teaching and methodology course foundation, he/she is bound to find the circumstances not only different but as Goad (1984) notes, "the new teacher finds himself [herself] spending time on adjusting to the new situation instead of applying himself [herself] solely to the task of teaching" (p. 158)

Thus there will be two probable consequences arising out of this. First, it may downgrade the role of teaching practice, which, according to the literature, is the cornerstone of the teacher education programme. Second, the new teacher will start his/her attempts at practice with a weak foundation of professional ethics (Hopkins, 1985:131). Subsequently the teacher to-be will establish a skewed perception of "self-awareness, including ...[lack of]...awareness of the roles of the teacher's personal *concepts* and modes of operation in the encouragement of learning" (Goad, 1994:154). The problem of poor preparation of student teachers in HEI'S for teaching practice and the view that teaching is a craft that can only be mastered through practice in the relevant setting has often led to the demand for an extended practicum (practice). In "Germany for example, training is in two phases, the first of which is university based and concerned with subject study. This phase takes at least three years and is followed by two years of professional training organised in regional centres working closely with training schools. ... Despite the high cost of training ...[the Germans] ...regard the length and depth of teacher training as an investment in quality" (Blake, 1997:104-105). While in France, he observes further, all trainees starting from September 1990

are trained in institutions of university rank. These trainees are selected only after completing a three-year undergraduate course and they spend two years on professional training (Blake 1997:105).

In Canada, in some universities, "one third of the year is devoted to classroom observation and seminars on curriculum and teaching skills, another third is devoted entirely to classroom practice and the final third given over to academic course work" (Hopkins, 1985:132). In England and Wales the PGCE course demands that 66% of the one-year course be spent in the classroom. In Kenya teaching practice takes place over a period of thirteen weeks. This is in the first or second term depending on when a particular university or college sends out its students. All public universities except Moi have a single session. Moi University has two periods of practice: there is a one-month short stint during the students' second year and the regular one in the third year. During this period the students spend an average of ten weeks on practice. The other three weeks are spent on activities like chasing up their allowances from the bank. More often than not these allowances are processed late causing the student teachers to report a week late. They also spend the first week preparing their schemes of work for approval by their tutors before they can be allowed to use them to plan lessons. Since the schools are very busy with co-curricular and end-term activities these take away another two weeks of teaching. There is a case here for saying that this period is too short for teacher trainees in Kenya to practise the required skills and also be able to test out theories, principles of education and different teaching methods for themselves.

The issue to consider, however, is the advantage or disadvantage of an extended practicum. There is certainly no case for reducing such a short period such as the case

41

of Kenya. Hopkins and Reid (1985) in their review of the literature (Tattersall (1979), Altman and Castek (1971) and Wideen and Holborn (1983)), argue that student teachers may suffer a reduced self-concept on longer teaching practice. To explain this further, Hopkin and Reid (1985) quote Wideen and Holborn (1983). The two noted that,

> "while the length of practicum may be important, a longer practicum alone is insufficient to produce higher levels of motivation and self-concept or lower levels of anxiety among student teachers ... the combination of specific program characteristics with a larger practicum experience may be necessary for change to occur" (p 134).

Therefore increasing the length of practice is not a simple solution to the problems that abound when the role of teaching practice is examined. According to Hopkins and Reid (1985) the literature gives "a wide range of variables" which if combined with the extended teaching practice could benefit the students. (See table 2).

Furthermore, extended teaching practice implies three important things among others. These are:

• Extended supervision by tutors/lecturers

• Extended links between schools and higher education institutions; and

• Finance related issues such as allowances, travelling, materials etc.

The literature suggests that research in this area (Marble 1982) "found no change in the range of teacher effectiveness variables on the extended practicum. ... Furthermore, ...[it is] ... observed that the rate and quality of supervision and feed back exhibited by the school associate [student teacher] diminished over time". In other words, it is not the length of practicum but "the form and quality of supervision" that is important (Hopkins and Reid, 1985:137).

Table 2: Variables that appear to affect the quality of the practicum experience.

Structural.

- Primacy of S.A. selection

- Closer university liaison with school

- Faculty teams

- Clustering

- Sequencing

- Integration of practicum with school year

Quality and speed of induction

Environmental.

- Level of trust and support regularly given to student.

- Level of authority, responsibility and competence given to student.

- Sensitivity towards problem of induction, and the demands and reality of classroom life.

- Peer support.

- Stress caused by sequencing of practicum.

Operational.

- Increase in quality and quantity of supervision.

- Increase in quality and quantity of feed back

- Encouragement of self-evaluation (external criteria).

- More tutor/lecturer contact.

- Use of student journals for personal reflection (internal criteria)

- Enhancement of conceptual level.

Source: Hopkins, D "Making perfect forms and structure in Teaching Practice" in Hopkins and Reid (1985:136).

Teaching practice certainly remains very important and the pivot of teacher education programmes. However, there is the view that unless teachers are helped to 'know how' to engage intelligently in an activity, training institutions will continue to produce teachers who can't tell 'how to do it' despite the fact that they have developed within the tradition of teaching. This will be an army that does not understand the battle plan (Tickle, 1987:53). His views may help in understanding certain considerations about teaching practice relevant to the developing nations. He suggests that it is imperative to endeavour to make the trainees understand the nature of the practical knowledge of teaching to be able to appreciate the way it is acquired and improved (ibid: 55). This would reduce the danger of the new teachers reverting to methods by which they were taught. However, it is difficult to envisage a situation where the aims, both general and specific become achieved where there are not enough finances and where there is evidence of poor planning in the teaching practice programme.

The preceding discussions of teacher education, the exploration of some current issues and trends in teacher education and the role of teaching practice lays the necessary foundation for this chapter to examine more closely the trends in teacher education in Kenya. This in turn will lay the foundation for this study to explore the training of teachers of English.

2.6.4 Trends and Projections in Teacher Education in Kenya.

The main source of information or literature for this section is the papers presented during the 3rd conference on teacher education held at Egerton university from the 4th of December 1994 and the report of the conference published in 1995 by the Jomo Kenyatta foundation.

"The services of well-qualified teachers are indispensable to any nation, for they, more than any other professionals, influence in no small measure the nation's future" (Lodiaga, 1995:121 in his paper to the 3rd teacher education conference, quoting an observation by Prof. A. Babs Fafunwa, at K.I.E, 1968-the 2nd teacher education conference).

The implications for the role of a teacher in society are very clear in this statement. The emphasis is on the type of education or training a teacher has to be provided with to achieve the distinction Prof. Fafunwa termed "well-qualified". It is this distinction that this study explores; that a well-qualified teacher of English could have immense positive influence on the nation's youth and the nation's education.

Teacher education has undergone changes over the years, since its establishment by the missionaries. However, it is the second teacher education conference of 1968, which created a clear policy and had an influence on trends in the areas of:

- nature and content of the curriculum,

- organisation and administration of teacher education programmes,

- teaching establishment in teachers colleges, and

- utilisation of physical facilities.

45

In the decades after 1968, teacher education was however affected by various factors including higher enrolment in all levels of education making greater demands on teachers, and many political and economic changes whose impact has affected teaching.

Hence the 3rd teacher education conference was held with a guiding theme "The teacher for quality education for this decade and beyond". The aim is to produce that quality teacher, a pre-requisite for a good education system in this decade and beyond. These are the issues that the permanent secretary for education highlighted in his keynote address to the conference.

The issue of quality has the problem of training inherent in it. It is also difficult to discuss quality and ignore the implications for policy, finance, and training. The conference at Egerton brought the government forth to articulate its vision and plans for teacher education. Thus it threw some considerable light on the difficulties facing teacher education and also created a momentum towards policy targets in the areas of training, financing of teacher education, teacher supply, deployment, teacher performance and morale and wider issues such as co-operation and collaboration for quality teacher education (Ministry of education, 1995:1).

Participants at this conference were critical of the weaknesses of government policy. They noted that the government had failed to match increased enrolment of teachers (brought about by the demands in schools) with "the supply of appropriate facilities to sustain quality" (ibid.). There are a number of recent policies which support this criticism raised against the government policies. While there are positive indications

that the country should soon be able to reduce its untrained teaching staff (there are 5,275 out of 34,000 secondary school teachers mainly in Harambee schools) and provide all secondary schools, (non-assisted ones included) with trained personnel, the country in pursuit of this has made many omissions in planning.

First, the training of large numbers of teachers for arts-based courses and few in the required subjects where there is a shortage represents a misallocation of resources where teacher training is concerned. The Ministry acknowledges that the Teachers' Service Commission cannot absorb these teachers. In the words of the Secretary of the TSC,

> "without taking into account attrition and annual growth, the country will be turning out surplus teachers in geography, history and Christian religious education at the rate of 3,000 from 1995. Even if the universities were to stop admitting B Ed. students of History, Geography and Christian Religious Education the groups already admitted in the universities who will be graduating in the next three years will take some time before room could be created for them through growth and attrition"

(Ministry of Education, 1995:7). (see table 3).

Table 3: Annual production of teachers from state universities and diploma colleges.

Subject.	Diploma colleges.	Universities.	Total.
English	10	130	140
Kiswahili	10	600	610
Mathematics	70	160	230
Physics/Chemistry/Biology	150	230	380
Group 3-Technical subjects		200	

Source: Ministry of education, 1995:6.

The view here is that these funds could be directed into producing more teachers in languages, Mathematics and Sciences. This study is not advocating the scrapping of Arts based courses. Rather it acknowledges the view that the expansion in numbers without corresponding improvement of resources will lead "to either stagnation in the development of teacher education or dilution of the quality of teacher education programmes" (Ministry of Education, 1995:184).

The other aspect that emerged in this conference and of interest to this study is the mode of selection and how teachers get on to teacher training courses. The conference recommended and the government accepted that "only those interested in teaching should be allowed to train as teachers" (Ministry of Education, 1995:1). This is an acknowledgement by the policy makers that for almost three and a half decades the country has had a system that probably allowed or forced those not really interested in teaching as a profession to join training.

However, there still remains the difficulty of how the universities can determine and ascertain that only those interested in teaching find their way into the profession. The secretary, TSC, highlights the Ministry of Education's dilemma about this issue. Kang'ali observes "is it possible today to differentiate between strong desire for employment or deployment and the need for the person possessing desired qualities for a teacher or a teacher educator?" (Ministry of Education, 1995:8). Socio-economic factors make teaching attractive to some reluctant teachers to-be because it still offers the hope of direct entry into the job market. This is more of a guarantee for teachers of languages, mathematics and sciences. (See table 4).

<u>Table 4: Teacher requirement subject by subject in secondary schools.</u>

Subject.	Approved Est.	On Duty.	Shortage/Surplus.
English	5,158	4,193	965
Kiswahili	4,082	3,624	458
Mathematics	5,158	4,115	1,043
Physics/Chemistry/Biology	7,705	9,119	1,586
Technical Subjects Group 3	4,534	4,339	195
Geography/History	5,180	5,383	=203
CRE/IRE/SE	4,082	4,168	=86

Source: Ministry of education, 1995: 6.

(This table has been reproduced without alteration. = denotes surplus number of teachers in that subject. There is a discrepancy with the figures for science teachers).

<u>Recommendations and projections.</u>

The following recommendations from the conference (adopted by the government) give a picture of future policy on teacher training and their work place, the secondary school.

- The government hopes to have all teachers for both primary and secondary trained up to university level.

- It hopes to achieve class sizes of 35 in secondary schools.

- It hopes to bring university tutorial groups down to 25.

- It intends that only those interested in teaching should be allowed to train as teachers.

The plan is that there should be co-ordination between the Government, the universities, and religious and private bodies in the admission of teacher trainees as a means of regulating numbers.

- There should be regular research carried out to correlate pre-college performance and after college performance in order to measure the validity and efficiency of teacher education courses. (Source: Ministry of education, 1995).

These recommendations of the third conference on teacher education are a recognition and partly an admission by the policy makers and educationists that important factors in training teachers and their work are not being addressed adequately. For instance, recommendation number two is an acknowledgement of the huge class size a secondary school teacher has to cope with, while recommendations four and five are geared towards improving the policies of selection, training and recruiting of secondary school teachers. The last two recommendations are very important to teacher education in Kenya because they hold the key to planning teacher education by bringing all participating institutions and bodies to share and compare their different policies, programmes and objectives with the needs and objectives of the government. Also, these two recommendations provide the avenue for research and compilation of information, data and knowledge of teacher education in Kenya. This last aspect is almost non-existent but is acknowledged as very important.

2.7   Summary.

The literature examined in this chapter has yielded some important considerations for this study. Firstly, it has highlighted the difficulties policy makers find inherent in prescribing and planning curriculum. Secondly, it has also shown that there are serious questions that have to be asked about how teachers should be trained. In addition, it has briefly explained the role of English in the Kenyan system of education.

However, the most notable point made is the idea that countries the world over have different approaches and objectives for training or educating teachers. Among these approaches include school-based teacher training and teacher education by HEI's. Irrespective of the approach chosen by the policy makers and teacher educators, there will be issues to be determined. These will include the period of training and funding. There appears to be a common line of thinking among teacher educators and researchers in this field that the teacher produced should be of high quality. He/she should be able to be self-reflective, and able to carry out an evaluation of his/her work.

The chapter has also highlighted the problem of finding the balance between theory and practice. Of interest to this study is the view of teacher educators and researchers that the quality of teachers' programmes and quality of supervision during teaching practice is very important. It is an issue which this study explores. In addition and also specifically relating to the social setting of this research, is the review of the findings of the 3rd conference on teacher education. Its report and recommendations highlight serious weaknesses within various aspects of initial teacher education in Kenya.

Against this backdrop, this study intends to examine how these general issues concerning teacher training specifically affect the preparation of teachers of English, in Kenya. From this perspective and that of the field research, it hopes to gather information that will clarify the role of teacher training in the problems relating to English performance and proficiency in secondary schools in Kenya.

Chapter Three: English Language Teaching in Secondary Schools.

As indicated in the introduction this chapter is concerned with English Language Teaching in Kenyan secondary schools. The chapter consists of six sections: an introduction to the rationale for ELT; a discussion of language functions; language learning and language teaching theories; initial teacher training for language teachers (of English); in-service for English language teaching; and the role of district resource centres in ELT in Kenya. The last part of this chapter constitutes the summary. The main purpose of this chapter is to review key sources of literature on the above sub-headings beginning with general issues and then moving on to the Kenyan context.

3.1   Introduction: English Language Teaching.

Bloom and Lahey (1978) define language "as knowledge of a code representing ideas about the world through a conventional system of arbitrary signals for communication" (p 23). In this definition language is seen as having three main dimensions. These are "content", "form" and "language use". People must have knowledge of a language, know how to put this knowledge into patterns which make sense to others, and have a reason to speak. This ability is the competence that people either acquire and/or learn. The objective of this chapter is to explore the role of the teacher in helping second language learners acquire such 'proficiency' in L2.

An issue to consider at this juncture perhaps is why should English be taught in countries like Kenya? This question is not about the functions of English; it is about the position of English on the globe. Burchfield (1985) provides an answer to this question. He states that:

> English has... become a lingua franca to the point that any literate, educated person on the face of the globe is in a very real sense deprived if he does not know English. Poverty, famine and disease are instantly recognised as the cruellest and least excusable forms of deprivation. Linguistic deprivation is a less easily noticed condition, but one nevertheless of great significance. (pp 161-162)

There are two reasons why this study finds Burchfield's observation relevant. The study takes the view that there is nothing wrong in Kenya using English as a medium of instruction. English is not a 'foreign language' to a country like Kenya (paraphrasing a view expressed by a Nairobi University lecturer, in the department of Literature). That language educator argues that many literate Kenyans do not stop to consider the origin of the language when they use it. Although many language educators and literary figures from Africa (e.g. Ngugi wa Thiongo, Awoniyi etc) take the view that anybody in the field of education must argue for the development of indigenous languages, this study would like to suggest that, that would be stating the obvious and at the same time ignoring the most pertinent issue. It is not enough to argue that countries like Kenya should develop their own languages. The proponents of this argument need to help the African countries find a direction for language policy. While this battle of instituting a language policy and developing texts in our languages goes on, *the youth still have to learn* English. This means that teachers of English still have to be trained and they have the job of teaching this language. Furthermore as we move into the computer age,

English assumes more importance and places the indigenous languages at a technological disadvantage on the globe and the Internet. Therefore the government has to pay attention to the importance of English language for the literate Kenyan.

In addition, there is another perspective to this argument. This is about the value of English to the system of education and its relevance to all learners irrespective of their socio-economic status. Without competence in this language many learners are disadvantaged during the learning process. The counter argument would be why not teach in Kiswahili? Roy-Campbell in Rubagumya (ed) (1990) provides the answer to this question. He notes that other African languages, be they national languages such as Kiswahili are not feasible media of instruction because of the "lack of adequate Swahili lexis to denote scientific and other subject-specific concepts" (pp 75-76).

3.2   Language Functions.

Wade (1974) argues that functions of language are determined by the purpose of an utterance, piece of writing and the age-group. He observes that it is difficult to determine the many functions a single utterance may have. In his view an utterance may be made to "convey information and at the same time seek to establish [a] relationship with the listener as well as checking that [the] message has been received" (p 163-164). Therefore, language has multiple functions hence the problems in analysing those functions.

Wade further argues that people do not learn a language just because of interest in the language itself. The learners are more concerned with what language can help them to achieve. Basically language "fulfils certain functions in their social and cognitive

development" (1974:167). On the other hand, Halliday (1973) argues that:

"the notion 'functions of language' is perhaps not as straight forward as it appears at first sight. We
cannot simply equate 'functions' with 'use'; instead we must be prepared to take a more general [view]
and [in] the context of the adult language system, a more abstract view of the nature of linguistic function.
But at the same time, just because it is so general, and theoretical, in its implications, the concept of
linguistic function is an important one for the understanding of language in its educational,
developmental, social and aesthetic aspects" (p 8).

Ellis (1986) notes that Schumann sub-divides language into 'three broad functions'.
These he calls the communicative function, the integrative function and the expressive
function. However, "initially L2 learners will seek to use the L2 for the communicative
function" (p 253).

In the context of this study, English is a second language but the study is aware that
some linguists would refer to it as 'foreign'. The main reason why many of them do not
advocate a stronger role for English is the belief that "language learners use the foreign
language for multiple purposes that often challenge the established educational canons
of both the native and the target cultures" (Kramsch, 1993:256). However, Kramsch
also draws our attention to the fact that individuals' perceptions of why they need to
learn a foreign language that has a wide circulation become subsidiary to the reasons
why their governments want the language taught. He suggests that African countries
are driven by the need to "serve both the goals of national unity and the needs of
nations and individuals to be in contact with more powerful trading partners"
(Kramsch, 1993:256).

This is the position also maintained by Gorman (1970) when making certain generalisations about the language situation in Eastern Africa. He notes that many different linguistic groups inhabit these countries and that all the countries use a second language as a medium of instruction in the education system (p 1). He suggests that it is multilingualism that forces the Eastern African countries to use second languages because the language performs the following two functions. To begin with it allows these states the freedom to deploy "teachers on a national language rather than on a regional or sub-regional basis" Secondly, the second language "serves to counteract the possible divisive effects of multilingualism as a nation state" (p 2). These are arguments about the function of language (English) on a more general level and in a wider context as suggested by Halliday (1973).

English functions in Kenya as a medium of instruction in upper primary (in the urban areas this begins in the nursery schools), all secondary schools and in the tertiary institutions. In addition it is one of the official languages. Therefore "it is important in those institutions where it is used. Lack of proficiency in this medium can lead to a failure to gain access to the knowledge reproduced in that language" (Roy-Campbell, 1990:77-78).

3.3   Language Learning and Language Teaching Theories.

This study has already acknowledged that the concern of the Kenyan linguist, and probably rightly so, will be with questions such as the development of Kenya's own languages, what kinds of 'Englishes' should be spoken or is it necessary to pursue a specific/an agreed standard of English? Nonetheless, this study is about **language**

education and so while it remains well aware of the existence of the above concerns its primary purpose is to explore the pedagogy of English. In other words, the study is focussed on what promotes or impedes the teaching of the language in Kenyan secondary schools. Any attempt to discuss language pedagogy makes an inclusive assumption that language can therefore be learned. Therefore, the first part of this section explores language learning theories.

3.3.1 Language learning theories.

The arguments about how human beings develop the knowledge to use speech have spanned the history of linguistics. Part of this debate is the attempt to distinguish between 'acquisition' and 'learning'. Yule (1996) draws the distinction:

"the term 'acquisition', when used of language, refers to the gradual development of ability in a language by using it naturally in communicative situations. The term 'learning', however, applies to a conscious process of accumulating knowledge of the vocabulary and grammar of a language" (p 191). See also Ellis (1986:230) and Krashen's (1982) Acquisition/Learning hypotheses.

However Ellis (1986) departs a little from the distinction between 'acquisition' and 'learning' of a language. He quotes McLaughlin (1978) to support his argument that "it is not necessary to presuppose two unconnected knowledge types such as the 'acquire/learnt' distinction. Instruction serves as the means by which consciousness-raising can take place, and the resulting explicit knowledge is practised until it is automatized" (p 235).

The concern of a language educator is to find out how valuable the classroom is as a place to learn a second language. Ellis observes that Krashen (1982) suggests that empirical research has proved that the classroom provides a better learning environment, especially for the adult beginner. Ellis goes on to support Krashen by arguing that "although the outside world may supply more input to the learner, the classroom is better equipped to ensure that the right kind of qualitative input needed for 'acquisition' is available" (Ellis 1986:231).

This argument probably mirrors the situation facing a student learning English in the Kenyan secondary school. A large number of these students joining secondary schools in Kenya are 'real' beginners and depend on receiving comprehensible input from their teachers of English. The classroom provides the only environment that is different from the outside. At times the inside of the classroom, like the outside, will be an environment of Kiswahili and Sheng or mother tongue.

These theories of language 'learning' are pegged to language 'teaching' theories. Therefore, the next section examines briefly some theories of language pedagogy.

3.3.2 Language teaching theories.

Stern (1990) provides a clear distinction between a linguist and a language educator. In his view a language educator pursues 'an applied activity' of language teaching while the linguist is interested in the theories of 'linguistics as a science'. The job of a language educator is to make sure that there is what he refers to as "effective language learning" (pp 147-148).

According to Ellis (1986) "teachers manage the process of language learning" (p 2)

through the influence of some form of theory of language learning which may or may

not be explicit. He argues that "language teaching cannot take place without a theory of

language learning, but this may exist only as a set of covert beliefs" (ibid.). The

importance of these beliefs is that they allow the teacher to be critical of his/her work.

They also determine how receptive and resistant a teacher is to new changes in

teaching. Ellis, is however, quick to acknowledge that:

> "greater consciousness of the complex process of language learning will not guarantee more effective
>
> teaching-but it will stimulate critical thought, challenge old principles, and maybe suggest a few new
>
> ones. A conscious understanding of SLA is a basis for modifying and improving teaching" (p 3).

Ellis' theory of language teaching is based on language learning theories. Stern (1990)

on the other hand offers a model of language teaching theory which, according to him,

derives from educational theory. The difference between the two, he argues, arises

because,

> "the specific characteristics of language teaching, namely that it is concerned with language and
>
> language learning imposes its own specifications. Nevertheless, language teaching as an educational
>
> activity should at least take into consideration what educational theory has to offer and what language
>
> teaching has in common with other educational activities" (pp 497-498).

The model Stern (1990) proposes identifies the 'language teacher' and 'the learner' as

the major players in this theory of language teaching. The thrust of his argument is that

these two bring varying influences to the learning situation. These influences are

referred to as variables. The model lists the type of variables a teacher brings into class

that influence the learning of a language. The variables are what he refers to as things

"which may have a bearing on educational treatment" (p 500). The variables are, "age, sex, previous education, and personal qualities" (ibid.). In addition, the teacher of a language has a predisposition towards certain language learning and teaching theories based on his "background and experience, professional training as a linguist and teacher, [and] previous language teaching experience" (ibid.). In other words the environment within which a second language is acquired, learnt or taught will affect both the teacher and the learner, and it will also influence 'indirectly' what Stern refers to as, "the educational treatment" (ibid.).

Language teaching theories have been applied for many years to the realm of teaching methods and these theories (Stern, 1990) have "led to a variety of educational approaches and methods which are aimed at fostering L2 learning" (Yule, 1996). Each of these methods is underpinned by a theoretical assumption. A lot of literature exists about the evolution and development of those methods and it is not the intention of this study to examine the content, strengths and weaknesses of the various language teaching methods. However, the study will explore briefly some of the theoretical assumptions of some of the methods. The study will adopt Stern's (1990) discussion of this aspect. (See also Yule (1996:191-194), for his treatment of language teaching theories 1-6 below).

1. <u>Grammar translation method.</u>

This is also referred to as the traditional method. The theory in this method assumes that "the target language is primarily…a system of rules to be observed in texts and sentences and to be related to first language rules and meanings. The first language is maintained as the reference system in the acquisition of the second language" (ibid. 455).

2. The direct method.

Unlike the grammar-translation method, the direct method rejects the use of the first language as a point of reference in learning the target language. The emphasis in this method is "on phonetics and on a scientifically established coherent grammar" (Viëtor 1882 as quoted by Stern, 1990:459). The theory in this method suggests that "the [process of]...learning...[second]...languages was...analogous to first language, and the learning processes involved were often interpreted in terms of associationist psychology" (ibid.).

3. The reading method.

"This method had a strongly pragmatic basis (p 461), ...it grew out of practical educational considerations, not from a shift in linguistic or psychological theory" (Stern, 1990:462). According to this theory of language teaching, learning a language could be achieved through training in reading comprehension.

4. The audiolingual method.

This method espoused "the descriptive structural and contrastive linguistics of the fifties and sixties" (p 465). The point of emphasis theoretically was "the interpretation of language learning in terms of stimulus and response, operant conditioning, and reinforcement with emphasis on successful error-free learning in small well-prepared steps and stages" (ibid.). Stern (1990) observes that Rivers (1964), Carroll (1966), and Chomsky (1966) were the main critics of this theory of language teaching. They accused the method of lacking "sophistication and consistency in application of psychological and linguistic theory" (ibid:465).

5. The audio-visual Method.

The theoretical conception of language teaching by proponents of this method "stresses the social nature and situational embeddedness of language" (Stern, 1990: 467). In the learning situation, the second language learner would be expected "to absorb in a global fashion the utterances he hears on the tape in the context he sees on the screen, in other words, not to analyse" (ibid:468). It differs from the audiolingual method in that it refuses the concept of "pure practice without attention to meaning and outside a context" (ibid.).

6. Cognitive theory.

The major proponent of this theory was Chomsky in the sixties in opposition to the theories proposed by behaviourists and structural linguists. It is closely associated with the audiolingual method in so far as the two base their theoretical assumptions on linguistics and psychology. This theory "seeks in transformational grammar and cognitive psychology a basis for language teaching" (ibid:470).

7. Communicative approaches.

These are the newest of the changes and additions to second language teaching theories. There are various methods used in these approaches but the underpinning theory is that of the "functionality of language" as opposed to "the forms of the language". The focal point is what the language is used for as opposed to grammatical correctness or appropriateness of the phonological structure (Yule, 1996:194).

This necessarily brief examination of theories of language teaching shows the various attempts by different linguists in their search to develop fundamental principles that would help the process of language pedagogy. Equally while some of the theories encourage the learning and production of what is seen as "accurate language" the most recent approaches to ELT perceive "successful language" learning as a personal resource derived from communicative power to create meaning.

3.4   Initial Teacher Training for English Language Teaching.

The best point to begin this section with is this quotation of Esky, (1982:39).

> "A major problem world-wide in the field of language teaching is the popular belief that anyone who can speak a language can teach it. The fact is, however, that language teaching requires a special combination of knowledge and skills that is always hard to find, and finding teachers who have it should be the first concern of any good administration" (in Pennington, 1989:92).

Pennington explains this view of Esky in her observation that preparing a teacher of language during his/her initial teacher training involves providing him/her with "certain types of knowledge, skills and attitudes" (p 92). She also adds that a language teachers' training has to be life-long. In addition to pre-service training at graduate level, the teacher should continue learning by way of workshops, in-service courses and extension courses provided by universities. Pennington's discussion suggests three main components that a language teachers' course should provide. First, the teacher ought to acquire knowledge about the subject matter. Second, he/she should come away with language teaching skills and third, the teacher ought to leave training with the correct attitude to the language he/she is to teach.

In covering all these, those involved in training language teachers should aim to have a course content that is coherent and also to keep the practice period consistent. Those who educate language teachers differ in their views about the appropriate orientation for pre-service preparation (Johnson, 1989:93) The two main approaches are the holistic and the competence-based. But both approaches are agreed that for "both pre-service and in-service teacher education, modalities requiring practice and active participation to refine skills and prepare the teacher for the active role of classroom teaching" must be well planned (ibid. 94).

Figure 1: Two approaches to teacher training.

Holistic.	Vs	Competency-based.
Personal development.		Component skills.
Creativity.		Modularised components.
Judgement.		Individualisation.
Adaptability		Criterion-referencing.

(Figure based on Britten, (1985) in Johnson (ed.) 1989:93).

The Language teachers need "participatory experiences ...[that]... can focus ...[their]... attention on the fundamental concepts in language teaching, while sharpening observational skills and ability to analyse and evaluate classroom events" (Pennington, 1989:94).

In a multi-cultural educational system as Kenya's, the teachers' curriculum must endeavour to maintain the "view of the teacher- as –professional ... respect individual

differences while providing competency standards for the field, to be viewed as a coherent profession" (Pennington, 1989:99).

Similarly if "teacher training should be seen as a continuous process which begins with the teacher's own education, carries through initial training, and is continued throughout a teacher's professional life" (Shaw, 1992:113) then the policy makers and training institutions need to set the training frame-work in the right perspective by pursuing 'quality and consistency'.

Therefore developing countries must re-evaluate the philosophy and rationale that underpin current teacher-training programmes. Policy makers should move beyond political ideology and populist beliefs that the nation must provide University education en masse especially in sensitive professions such as teaching. The training programme should be that which gives the "teacher at whichever stage in their career the opportunity to reflect upon and improve their own practice" (Shaw, 1992:113).

However, anyone charged with training language teachers has to consider the different variables that exist in developing countries such as Kenya. In most African countries the training institutions admit students to train as language teachers on the basis of what Roy-Campbell (1990) describes as 'descriptive competence in English'. In addition Roy-Campbell (1990) notes that having passed a written examination that tests descriptive competence, "it is assumed that the students are adequately proficient in English" (p 79). This at times does not turn out to be a proper assessment. These student teachers "are expected to perform a range of listening and speaking activities, e.g. listening to and making speeches, dramatisation; reading a range of books-both

fiction and non-fiction; and doing a variety of writing, e.g. creative writing and argumentative writing" (ibid.). To perform these activities well student teachers require two types of competence, which Roy-Campbell (1990) refers to as pedagogic competence and linguistic competence (p 89). He further explains that "knowledge about the language may fall somewhere between these two types of competence, since a person may on the one hand be proficient in English, as a result of extensive practice in using the language, but lack knowledge of how the language is organised, while on the other hand he may be knowledgeable about how the language is organised yet be unable to express himself adequately in English" (Roy-Campbell, 1990:89).

Pennington (1989) and Roy-Campbell (1990) underline the different competencies that need to be developed when training as teachers of English. Their argument suggests that selection of trainee teachers is a vital component of training. Appropriate selection criteria reduce the problems teacher trainees for English may bring with them into training. Second language speakers training to be teachers of English more often than not have an 'unbalanced' competence in English. This calls for a training programme that is   tailored to their requirements.

3.5 In-service for English language teaching.

In-service training for teachers is always considered as one form of staff development. Pennington (1989) notes that in-service training may be carried out to inform, expand teaching capabilities or to upgrade and re-orient teachers (p 94). She argues that this will provide teachers with new techniques, methods, materials or equipment, skills or areas of knowledge (ibid.) Breen et al (1989) propose that an in-service programme for

teachers of English should have three aspects. These are:

(i)   training as transmission,

(ii)   training as problem solving, and

(iii)   training as classroom decision-making and investigation.

In the first aspect, the facilitators would be expected to inform teachers about current language learning theory and research to motivate innovation. The second aspect involves exploring with teachers the problems of pedagogy in the classroom which they face. It is important, Breen et al argue, that the facilitators help the teachers to find possible solutions to pedagogic problems. Nonetheless, the solutions must come from the initiatives of the teachers attending the course. Thirdly, the in-service course should help teachers and facilitators discover whether or not particular innovations are *needed* and if they are, how they can evolve with direct learner participation, through more explicit sharing of decision making with teachers (p 128).

Pennington (1989) adds that the attitudes of teachers during the in-service language courses could be the "pre-requisite... to improving teaching methodology" (p 94). She goes on to argue further that "regardless of the kind of training teachers receive, their classroom behaviour will reflect their underlying attitudes towards the students, towards themselves and towards the entire educational enterprise" (ibid.). She supports this view with a quotation from Britten (1985:122) who observes that, "while skills execute, it is the attitudes that command". This study takes the view from this argument that attitude change/improvement forms an important component of in-service training for language teachers.

Breen (1989) et al have suggested an 11-point statement of how to make in-service courses more useful. Below is a summary of what they set out. An in-service course:

1. Should grow directly out of the experiences, assumptions and perceived problems of the participants.

2. Help teachers re-appraise their work in the classroom, and identify in which areas they need help in the form of training or decision-making.

3. Assist teachers to become aware of the language learning process that goes on in their classrooms and in this way create a link between theory and practice.

4. The focus of training should be on the daily activities of language classroom, the decisions, activities, tasks and learning experience.

5. Any new information during the training must be built on the teachers' existing knowledge and practice in class. In other words it should be training to develop existing skills, and knowledge, not a way of filling 'assumed' lack of these on the part of teachers.

6. Trainers should encourage teachers to raise issues that are relevant and valuable to their classroom situation. This helps the training to percolate into classrooms.

7. The in-service course should be 'a three-way interaction and interdependence between trainers, teachers and learners'.

8. It is vital for the course to have an evaluation component for all its stages. This helps in planning future in-service courses.

9. Trainers must remain facilitators to help the teachers investigate their own classroom experiences and those of their learners. By building on the existing knowledge and experience of the teachers, you improve their potential.

10. Training should not begin with the transmission phase. Any of the other two phases, classroom decision-making and investigation or problem solving offer better starting points.

11. Trainers must be prepared for the unexpected directions a course may take. The course may also be expected to develop classroom materials by the teachers, and answers to classroom management problems. (See Breen et al, 1989:134-135).

3.5.1 The role of district resource centres in ELT in Kenya.

District resource centres are teachers' centres set up by the Secondary English Language Project with the support of ODA and MOE. They were set up to cater for secondary schools in the districts in which they are situated. The facilities determine the number of schools that can be members at any one time. The scheme also accepts that in those districts with a large number of secondary schools, additional 'satellite' centres be set up where funding and facilities allow. Where there is a lack of physical facilities some secondary resource centres are housed in the same building as the District Primary Teachers' Advisory centre. However, no links exist between the two centres. Nonetheless, both centres can co-operate and share those facilities that are sufficient for primary and secondary staff. The resource centres were "selected carefully on the basis of strong local support and availability of tutors" (SEP project file, Annual progress report of 1991).

The first set of resource centre personnel to be trained were inspectors and teachers of English. They underwent an in-country course first but later some were trained in Britain for a period ranging from 12 weeks to 1 year. The Ministry also set up a post of

project co-ordinator at the Inspectorate HQ with special responsibility to co-ordinate and monitor the development of project-supported resource centres.

Functions of teachers' resource centres in Kenya.

a) To provide a focal point for in-service courses in the district, whether in the form of one-day meetings or of longer duration.

b) To provide a source of reading materials as follows:

i) Resource books for teachers.

ii) Sets of class readers and class libraries for students.

c) To provide audio-visual resources, particularly in the form of audio and video tapes from KIE.

d) To provide a social and professional base for meetings of teachers, other education officials, and links with the local community.

e) To provide a focal point for research, feedback and development of the curriculum at district level.

f) To provide support for the reproduction of locally produced materials on the curriculum.

g) To co-ordinate the analysis and improvement of evaluation/assessment procedures.

h) To provide a link between various sectors of education, such as schools, colleges, universities, KIE, KNEC, Inspectorate, Head-Teachers, D.E.O's office and HODs as well as subject panels.

i) To act as a source for dissemination of information on the curriculum, examination, staff development, and workshops/seminars in Kenya and overseas.

j) To provide professional advice and counselling for both experienced and newly

qualified teachers.

l) To provide advice to schools on selection of appropriate text-books and library books.

(Source: SEP project file).

The functions of district resource centres listed above indicate the breadth of the role the Ministry of Education expects them to play in the teaching of English. The funding for the establishment of the district resource centres was done with the help of the British government. The documents on the SEP (Secondary English Project, Kenya) describe one of the immediate objectives of the project as: "To establish a sustainable system of in-service training at district level" (SEP project file). The information available also indicates that the project managers forecasted (in April 1991) that by June 1992, 24 resource centres should have been assisted (3 per province). By then 8 centres had been selected and 6 sent books and tapes.

The TSC appoints teachers as part-time tutors who provide some of the services outlined as functions of the resource centres. The ODA does not fund the resource centres any more. The funding is by the district secondary schools heads associations. However, the British Council in Nairobi still responds to the needs of the resource centres by bringing in consultants to run in-service courses. These centres provide an essential readers service to schools. However, they are hampered by a number of problems. Many of the tutors and project co-ordinators trained under TCT awards in Britain have since left secondary school teaching. They now work in the universities.

Secondly, some district resource centre have experienced difficulties because they are run by tutors who have not undergone the type of rigorous training the first tutors underwent. In addition the interests and involvement of the heads associations and the district inspectors has led to a clash of interests about who should be appointed resource centre tutor. Since it carries with it the post of Head of Department, canvassing has led to inadequately trained people ending up in that post. Hence while some centres continue to provide good service for teachers of English, some are not doing just as well. These centres have also given the opportunity to teachers of English who are untrained to receive some input in so far as methods of teaching English are concerned. The teachers also get the opportunity to review and reflect on their work as teachers of English. It is at these centres that teachers of English have formed panels to prepare joint assessment procedures for their students. In addition, the resource centres have bridged the distance between schools and KIE. It is now possible for more schools to procure language learning/teaching aids such as tapes from these centres. The schools, which could not have been in a position to order and pay for such services from Nairobi, find it easier now.

However, because most of the centres are located in the urban centres of the districts, many schools are not able to reach the centres frequently. Lack of adequate funding has also restricted the development of the envisaged 'satellite' centres that would supplement large districts. Many resource centre tutors observe that more funding has to be found if the centres are to remain open and to provide this essential service.

3.6 <u>Summary.</u>

The chapter has outlined some theories of language acquisition/learning that underpin the various language teaching methods, and explored the different opinions held about language acquisition and language learning. Additionally, in relating to the focus of this study the chapter has discussed the training of teachers of English at both initial and in-service levels. With particular reference to Kenya the study has attempted to highlight the development and the roles played by district resource centres in English language teaching.

The literature thus discussed in Chapters 2 and 3 sets the background necessary to empirically examine the questions of the role of curriculum and teacher training in the performance of English in Kenyan secondary schools. The next chapter deals with the research methodology for the fieldwork.

Chapter Four: Research Methodology.

4.1 Introduction: The first phase of fieldwork-The survey March-June 1995.

This chapter lays out the research methodology detailing the fieldwork preparations, method used, limitations and problems. The survey of English language teaching and aspects of teacher training was conducted between 3rd March and 3rd June 1995 in the Rift Valley Province of Kenya. The fieldwork received assistance from the Rift Valley Heads Association, teachers of English in Rift Valley, lecturers from Egerton University and tutors of district resource centres in the administration of the various questionnaires.

Questionnaires.

The study decided to investigate the problem of poor performance from a broader perspective. The researcher decided to include all those groups involved in the learning/teaching of English (included are the trainers) in the survey. The researcher hoped that this would clarify the extent to which his existing assumptions should be held responsible for the problem under research. To assess the training programme for teachers of English there was need to ask teacher trainees, the pupils they teach while on practice and the teacher trainers. It was also necessary to access information from practising teachers. As a result:

1) Questionnaire [a] was prepared for pupils in the first two years of high school and being taught English by trainee teachers on practice,

2) Questionnaire [b] was targeting subject heads or heads of department English in the secondary schools,

3) Questionnaire [c] was prepared for student teachers of English on practice from the universities and colleges, and

4) Questionnaire [d] was targeting lecturers and tutors handling student teachers of English both in college and during the students' practice session.

This study drew a number of questions for questionnaire [b], [c] and [d] from a study by Murdoch, G 1994:253-265). These questions were re-framed to suit the objectives of this study.

4.2   General Methodological Issues.

4.2.1   Objective.

The objective of the survey was to investigate the teacher-training curriculum as perceived by trainees, specifically their practice during training, and triangulate this information against that collected from experienced teachers and teacher trainers. This broad objective is derived from the need to find out why the performance of English Language by students in secondary schools has deteriorated causing concern to parents, teachers, examiners and the Ministry of Education. Marsh, C (1997b), observes:

> " A comprehensive and well-developed curriculum should contain the following:
>
> . Strong links between theory and practice
>
> . Up-to-date and relevant information about pedagogy learning and resources.
>
> . Has to be evocative and inspiring to teachers & lecturers/trainers. They should be impressed by its potential as a curriculum area." (30).

4.2.2 <u>Hypothesis.</u>

The hypothesis is that quality of training is a major factor in the English Language teaching situation in Kenya. Teacher effectiveness to a large extent is dependend on the quality of training the teacher went through.

In this survey the study sought to answer the question: Is the teacher-training curriculum a factor in the deteriorating situation of English language as a subject in Kenya? Secondly, it also aimed to find out the extent to which factors such as resources and other variables contribute to the problem of poor results in English. The survey was also expected to throw light on the curriculum in ELT (English Language Teaching) and suggest which conditions are likely to encourage the development of a curriculum that is comprehensive and well developed. In chapter 5, we describe and discuss the results of the survey. However, as will be seen, the main outcome of this survey was to throw up further questions, which led on to the second stage of the field research.

4.2.3 <u>Target Population.</u>

The target population was derived from Rift Valley Province of Kenya. This comprised:

    a) Secondary schools in the following categories: National, Provincial, District Urban, Suburban, Rural, Arid and Semi-arid schools.

    b) Teachers serving in these schools as heads of subject/department, English.

    c) Student teachers from the Universities of Egerton, Moi, Kenyatta, Nairobi and the Catholic University of East Africa on a three-month practice.

    d) Tutors/Lecturers assessing student teachers on practice from the universities of Egerton and Moi.

e) Tutors running the district resource centres for English language in Rift Valley Province.

f) Senior officers of the Ministry of Education at the Provincial and National headquarters.

4.2.4 Sampling.

Rift Valley is the largest province in Kenya, covering an area of 173,868-km sq. of the country' total area of 582,646-km sq. It has all the categories of schools found in the other provinces of Kenya and their various physical and social settings. This range will allow the researcher to generalise the findings to the whole republic. The process of analysing findings will take into account all the variables affecting the study.

The initial sampling was done in Hull. This was done using the stratified method from government owned and assisted schools. From these was selected a number of 60 schools; criteria being size of the district and the categories earlier mentioned were all represented. This number later grew to 92 schools in respect to the total number of schools the researcher interacted with and those that provided the information the study needed. However, not all of the schools provided respondents for all the categories of questionnaires. This problem will be explained below.

4.2.5 Justification of Sample.

The study ascertained that all regional differences were represented. In West-pokot and Turkana there exist the same arid and nomadic conditions found in North Eastern and parts of Eastern Province of Kenya. Similar conditions can be found in Baringo and Samburu districts, which are classified as hardship areas. Whereas districts such as

Uasin Gishu, Kericho, Trans-nzoia, Laikipia do experience very good climate probably better than that experienced by provinces such as Central and Nairobi.

The province also has national schools in Nakuru and Uasin Gishu districts, while in other districts there are schools with long standing traditions, schools like Bahati Girls, Njoro Boys, Njoro Girls, Kapsabet Girls, Kapsabet Boys, Sacho High school, Kabarnet High school, Iten High school, and Tambach High school among others. Some of these schools rank among the best in the nation's examination league tables. The Teachers Service Commission staffs them with teachers trained in Universities and colleges in Kenya and elsewhere like their counter parts in the rest of the country. The conditions of teaching and learning of English Language in these schools and those mentioned earlier prevail in others similar to them in other provinces of Kenya.

4.2.6 <u>Change in Sample</u>.

This was necessitated by two main factors among other considerations. Firstly, the universities did not send student teachers to all the schools that were part of the sample in the target area. Factors such as zoning students in schools within reach to ease supervision determined placement. Consequently, the sample was expanded to include privately owned schools, to bring the total to 92 schools. In effect this introduced another 32 schools into the sample.

Secondly, not all schools could provide respondents to all the first three categories of questionnaires. Therefore the different questionnaires ([a], [b] and [c] were administered to different schools. In practice therefore, whereas questionnaire [b] was targeted at 60 schools (the original sample), [a] and [c] could not be administered where the universities had not posted student teachers on practice.

Thirdly, there were four cases of schools each with three students from different universities teaching English. In such cases [c] was administered to the three individually and [a] to only a few pupils (5-6 pupils) in one of the classes being taught by one of the student teachers.

The change in sample introduced some schools whose heads of subject were untrained teachers. By virtue of the positions they occupy in their schools they were expected to give their assessment of the training the teacher-trainees were receiving. While this may appear outrageous it helped to bring in a cohort of teachers that had been inadvertently left out though not completely. A few such teachers teach in rural schools but a large number are to be found in privately owned schools.

Finally, the change in sampling was also decided by the scarcity of teachers training to teach English. The final decision was to administer questionnaire [c] to student teachers on the basis of "where they are".

4.3   Methodology.

The two main methods used in carrying out the survey were:

a) Questionnaires; these were in four categories of [a], [b], [c], and [d].

b) Discussions and semi-structured interviews (Resource centre tutors and

Ministry of Education officials).

4.3.1   Questionnaire Design.

The questionnaire is the most commonly used instrument for the collection of data. The questionnaire is in essence an outline of what information is required. A faulty questionnaire can lead to false information. Therefore great care was taken in designing

the questionnaires for this survey. A lot of attention went into the content and numerous hours were spent on the drafts. Literature informs us that a successful questionnaire should be built up as a logical process, first by jotting down points which are thought should be covered, before drafting the questionnaire. To this end, several brainstorming sessions were arranged with other post-graduate students to explore areas to be covered and we carefully compiled a logical sequence of questions directed to a defined objective. These points were used as a checklist. To reduce the problem of bias within the questions several planning sessions were held in which there was a thorough examination of the questionnaires and the individual questions.

4.3.2   Pilot Testing.

The aim is to reveal possible flaws that could lead to misinterpretation or misunderstanding of the questions asked. In this particular case there were problems of finding suitable persons to pilot the questionnaires on. The exercise had to be done in two phases. Questionnaires [a] and [b] were piloted here in Hull by a high school leaver who had just joined the University of Hull and a teacher of English language doing a Masters course, respectively. They are both from Tanzania. The form six leaver had just completed her secondary school level whereas the teacher of English had taught in secondary school for five years. They were from a different social setting, but they were the closest this study came to getting the appropriate person to pilot the questionnaire on. Questionnaire [c] and [d] were pilot-tested in Kenya.

From the piloting the study learnt that in Questionnaire [d] there could be confusion arising from the use of the words **rate** and **rank** in questions 7, 9, and 10. In

questionnaire [b], Q 10 lacked clarity. The question had too much information and so many sections to be filled. Many respondents who did not understand this question (Q 10) left it not completed. However, there were some respondents who were able to complete question 10 either without help or after consulting those administering the questionnaire.

A common problem gleaned from questionnaires [c] and [d] was the length. Many would-be respondents said the detailed form discouraged them. What was most interesting, however, was that once they started filling it in they wanted to add a few more questions. Those involved in administering the questionnaire made it a point to ask all the respondents they came into contact with if they thought there were some questions which should have been left out. The respondents thought all the questions were relevant. Lack of extra resources (time, money, and computer facilities) did not allow for the re-designing of the questionnaires in Kenya. The problems arising from the pilot testing were noted at every stage and the researcher went ahead to carry out the exercise.

4.3.3 Academic bias and terminology used in the survey.

In the case of questionnaire [d] the heading on the questionnaire: **A Survey of English Language Teaching** excluded some lecturers involved in supervising the student teachers of English on practice. The problem arose with lecturers teaching methodology. They form the bulk of the supervisors assessing students on practice, but a number ruled themselves out as not competent to answer questions about English Language Training.

The second problem was with the second cohort of student teachers. The survey had to go on despite the fact that they were just settling into their new schools in May, especially those from Moi University.

Finally, despite efforts to ensure clarity in the questionnaires, there was still some element of ambiguity existing in some questions. These were very apparent where for example the respondent had no pre-service training or where the student teacher had not encountered such terminology. The former had problems with words like Educational psychology, Principles of education, ELT methodology, and Phonology etc, while the latter had problems with the concept of mentoring and simulation as a learning activity. But these do constitute less than 2% of the respondents.

If the survey was to be repeated questions in Q [b] No 10 and Q [d] No's 7,9,10 would have to be reformulated/restructured but not deleted.

4.4 **Problems and Limitations.**

4.4.1 Limitations.

First and foremost this study has three interfaces which are interconnected. These are:

(i) Curriculum development process.

(ii) Teacher education and training and,

(iii) English as a subject in secondary schools in Kenya.

Although there were questions on the first two areas mentioned above, the main thrust and focus was on English as a subject in secondary schools.

Secondly, to a very large extent this study needed to establish the existence of the problem of poor performance and proficiency in English through fieldwork in Kenya and to collect information about policy of the government on teacher training. This was a problem because the training institutions had just gone through a bad phase of over ten months of University lecturers' strike. This made possible sources cautious when giving information relating to policy and training.

The study could only go as far as observing, investigating and analysing data given by the sources (target groups). It endeavoured to corroborate and correlate information given, but it had no influence over the quality of responses during the interviews and from the questionnaires.

Additionally, another restraining factor was the fact that all the four Universities have their own curriculum for training teachers of English Language. Added to this is the fact that teachers in Kenya relate to different experiences borne out of different physical, societal environment and schools in which they perform. All these factors will influence the study when it comes to generalise its assumptions and explain the findings.

However, it is hoped that the limitations will be minimised by various factors. Among these will be, the breadth of the target group, and the experience of the researcher as a teacher of English Language for over ten years. Furthermore, the researcher has considerable experience in ELT as a participant, and trainer during the school English project for teachers of secondary schools. The secondary English project was funded by

ODA and organised by the British Council and the Inspectorate, Ministry of Education. In addition, the interaction between the researcher and the student teachers that came on teaching practice when he was head of subject during the ten years of teaching would prove invaluable.

4.4.2   Problems in carrying out the survey.

Below are some of the problems which faced this study.

(i)   Authority to research from the office of the President.

Foremost on the agenda of the survey was to get a permit to conduct the survey. This was granted after a few weeks with the expiry date in 1996. The few weeks delay meant a loss of precious time.

(ii)   Vast Geographical Region: Rift Valley Province.

Rift Valley province is very large and reducing the sample to a manageable size was not a solution to the problem of distances. The schools in some districts are far apart. The researcher decided that a one-to-one approach with the target groups would yield the best . response. This called for travelling to the schools and covering long distances on foot, to retrieve the questionnaires posted earlier.

However, this gave the researcher added advantage of getting a wider range of views. It also enabled the researcher to explain parts of the questionnaires and follow up responses and observations with questions.

(iii)   Locating Respondents.

This exercise suffered the problem of non-availability of teacher trainers to complete the questionnaire [d]. They either declined on the basis of they could not provide both substantive and methodology information or they could simply not be found! Many had arranged to have their lecture hours come at the beginning of the term.

This threatened to be the same problem with regular teachers/heads of subjects. They had so many other engagements, such as setting district mock examinations. The researcher used their forums for other activities to track them down. The most vital thing was to identify the right respondents, to confirm they were teachers and heads of subject from the schools that were part of the sample. Once this was done the district education officers were very helpful in making the activity known to the teachers the study was targeting. In this instance the study is particularly indebted to the district inspector of schools Kajiado district who even offered to carry out the exercise in his own district and reached four respondents.

(iv)   Information sensitivity.

There was need to reassure many teachers and lecturers that their identity would remain anonymous considering the political sensitivity in the country about criticism of government education policies.

There were respondents who felt that a study into the present programme for training teachers was of paramount importance and long overdue. However, many did not wish to have their views recorded either on paper or tape. Senior Ministry officials showed a willingness to help in providing the information needed on government policy but tended to break all appointments made with them.

This study also faced other problems. One of these included the difficulty in administering questionnaires to lecturers from all the Universities; especially because of the strike they had just been through.

Lecturers of Egerton University were very reluctant to handle the questionnaire, until permission had been sought from the chairman of the Curriculum and Instruction department. Getting an appointment was not easy because the Chairman had a tight schedule then. Nonetheless, when the researcher found a moment to speak with the chairman assistance was given promptly. The chairman asked the secretary to write a memo to the lecturers concerned and to attach the questionnaire.

(v)   Cultural factors.

In a number of schools pupils found it hard to answer questions about their teachers. In Rift Valley Province probably more than elsewhere in Kenya respect for elders is still very highly considered. Some pupils did not hand in their questionnaires (32 in number). In a number of cases even student teachers on practice preferred to only tick and not write comments in the questionnaires for fear of being identified.

(vi)   Results Bias.

The survey in the opinion of the researcher was a success, in that the results firmly put into focus the area of research by raising lead points for further investigation. They do appear provisionally to support our thesis that a quality teacher is a pre-requisite to effective teaching/learning. Secondly, the results would appear to agree with the generally held view that the current curriculum may be falling short of producing the expected quality teacher of English.

However, there were elements of possible sources of bias that ought to be noted. Some of the lecturers who completed the questionnaires did not have knowledge of the subject, English. Secondly, among the group of student teachers that the researcher asked to fill the questionnaire in May, some had hardly settled in; they were in their third/fourth week when they were approached to complete the questionnaire. However, some of them only sent in their questionnaires to the address given as late as July the 15th. This probably gave them ample time to reflect on the questionnaire.

In comparison, the first cohort of student teachers from Egerton University (Jan-April) was at the end of their practice period. This probably made it easier for this group of student teachers to assess in totality the period of practice. On the other hand it is possible to argue that these students had by then learnt to cope with initial problems in their practice and did not think they were important at all. In comparison the May group were probably able to provide a better judgement of their practice period because they would express the problems as they experienced them.

4.5   Summary.

This chapter has described the focus of this exercise by laying out the planning process and the problems experienced. The questionnaires [a], [b], [c], and [d] appear in the Appendices. The next chapter describes the first phase of the fieldwork and also gives an analysis of the results.

Chapter Five: Fieldwork Phase One: the Survey.

This chapter describes the responses of the target samples for each of the four questionnaires [a], [b], [c], and [d]. In addition, the chapter also examines the views of the respondents with the objective of exploring how they affect the hypothesis of the study. The order of reporting on the various questionnaires is as follows, [a], [b], [d], and the last one is [c].

5.1   Introduction: The first phase of fieldwork-The survey March-June 1995.

The survey of English language teaching and aspects of teacher training was conducted between 3rd March and 3rd June in the Rift Valley Province of Kenya. During this exercise the researcher received assistance from the Rift Valley heads association, teachers of English in Rift Valley, lecturers from Egerton University and tutors of district resource centres in the administration of the different questionnaire.

The objective of the survey was to investigate the level or rating of the teacher training curriculum, specifically their practice during training, and triangulate this information against that from those with experience and their trainers. This broad objective is derived from the need to find out why the performance of English Language by students in secondary schools has deteriorated causing concern to parents, teachers, examiners and the Ministry of Education. The following is the report and analysis of the fieldwork.

5.2   Report and Results.

The following numbers of questionnaires were received during the first phase of fieldwork:

[a] Pupils 68 out of 100.

[b] Teachers 53 out of 60.

[c] Student teachers 51 out of 52.

[d] Lecturers/tutors 32 out of 47.

Several patterns can be seen from the results. Using these supported with the few interviews conducted and information collected a qualitative and descriptive analysis can be made. In this report, collation and tabulating of the raw data will be presented descriptively and using tabulation methods to show findings and their relationships. The questionnaire [a], [b], [c] and [d] are in the appendix (i-iv). Other major features of the results are also incorporated and discussed below.

5.2.1   Report and Results of Questionnaire [a].

Introduction.

This questionnaire was intended for pupils in the lower classes in the secondary schools in Kenya forms 1 and 2. These are the classes normally assigned to student teachers on practice. The questionnaire had three main objectives. First, to gauge the level of professional ethics exhibited by the student teacher as part of their overall curriculum of teacher training. Second, to look for indicators of good training by asking pupils to rate their teachers' subject knowledge and pedagogic skills. The third

objective was to assess trainee teachers' communicative abilities in class. In other words to explore the matter of a teacher of English as a role model. Depending on the results derived, it is hoped that there will be need to investigate how the numerous linguistic differences of the teachers who suffer from L1 interference affect the pupils.

<u>Question 1.</u>

The analysis of Question 1 is divided into the following headings:

Professional ethics.

Subject/skill.

Therefore, the report on the different parts of the question may not follow a numerical order.

<u>Professional ethics.</u>

To gauge the first objective, professional ethics, the questions under **Question 1** asked the pupils to rate factors such as:

- **punctuality,**

- **manner of dressing,**

- **approachability,**

- **counselling,**

- **involvement in co-curricular activities** on the scale of 4.

For example the range on teachers punctuality is from <u>Not</u> punctual-<u>Very</u> punctual.

In question 1.1 the objective was to ask pupils to rate the punctuality of the teachers on practice. 95.6% (65 out of 68 respondents) rated their teachers as punctual. Only 3 pupils said their teachers were not punctual.

Secondly (1.2), the pupils were also asked to rate the manner of dressing of teachers on practice. 98.5% (67 out of 68 respondents) of the sample agree that the student teachers

dress properly to class/work.

Under this section the pupils were also asked (Q 1.8) to give an assessment of the approachability of the student teachers. The evidence available indicates those 94.1% (64 out of 68 respondents) pupils in our sample state that their teachers on practice are approachable.

The fourth aspect of enquiry in this section (Q 1.9) is a question on the role student teachers play in counselling their young pupils. The question was framed to read as giving 'advice' not counselling to make the meaning available to the young learners. The evidence shows that 100% (68 out of 68 respondents) of the sample state that the student teachers give advice.

However, 11.8% (8 out of 68 respondents) of the sample of the pupils state that this advice is only given when asked for.

The final point of enquiry, is a question (Q 1.10) to the pupils about the student teachers' involvement in co-curricular activities. 91.2% (62 out of 68 respondents) of the sample pupils state that their teachers on practice do get involved in co-curricular activities. On the other hand 6 out of 68 say their teachers do not get involved at all.

A general overview of responses from question **1.1,1.2,1.8,1.9,** and **1.10** seeking to assess professional ethics indicates: the larger percentage of trainee-teachers is conscious of the importance of being presentable, punctual, and that it is their duty as teachers to guide and counsel the students.

However, it is important to record that 4.3% of the pupils asked, stated that their teachers were not punctual; 14.7% were not well-dressed; 17.7% were not approachable; 1.8% not counsellors; and 17.6% do not participate in co-curricular activities. Indeed there may be extenuating circumstances here. For instance, are these

teachers exposed to situations, which call for their participation in co-curricular activities? Are they integrated into the staff and activities of the school, which would allow/require them to guide and counsel the pupils?

The study uses the questions on professional ethics of teacher trainees to underline a specific objective. The purpose was to underline the view of this study that a teacher has to lead by example. If dishonesty is abhorred in the legal profession and carelessness in a doctor a taboo in medicine; similarly, the issues raised in **Q's 1.1, 1.2,1.8,1.9,** and **1.10** are some of the ethical practices that should be expected of a teacher. Nonetheless, the researcher would like to observe that with the help of hindsight, this set of questions (**Q's 1.1, 1.2,1.8,1.9,** and **1.10**) seem marginal to the main focus of the study.

Subject knowledge/Skills.

Under this sub-heading of Question 1 there are five questions too. The questions are: **1.3, 1.4, 1.5, 1.6,** and **1.7.**

In examining the kinds of methods the student teachers use to teach, interest of this study is in types of teaching methods. Therefore, the study considered it most important to identify the most commonly used methods. This would reflect on the methodology that the university has trained student teachers to use. The assumption is that the student teacher has to be seen to practice what he/she was taught, if he/she is to pass.

Another expectation of the questionnaire was to inform this study in retrospect if previous teachers on practice have experienced any of the problems facing the current group of teacher trainees.

The questions in this section touched on:

. **learners'ability to understand.**

. **use of teaching aids.**

. **teaching methods.**

. **how interesting the lessons are.**

. **teacher's mood in class.**

The first question is (Q1.3) whose objective was to find out if the pupils found the student teachers easy to understand or not. 98.5% (67 out of 68 respondents) rated their teachers as being in the range of 'fairly easy' to 'very easy' to understand. Only 1 case out of 68 of the sample states that the teacher on practice is 'not easy' to understand. It is important to add though that 27.9% (19 out of 68 respondents) pupils in the sample state that their teachers are only 'fairly easy' to understand. This implies that one-third of our sample do not find it easy to understand student teachers.

The second point of enquiry in this section is Q 1.4 which sought to find out if pupils find the lessons by student teachers interesting or not. Again on the scale of 'fairly interesting' to 'very interesting' lessons, 98.5% (67 out of 68 respondents) pupils state that the teachers deliver interesting lessons. On the other hand, on the scale of 'Not interesting' to 'fairly interesting' lessons, 20.6% (14 out of 68 respondents) of the sample think the student teachers' lessons are either not interesting or just fairly interesting.

The third question in this section (Q1.5) is interested in the use of teaching aids by student teachers of English. The evidence available indicates that 97.1% (66 out of 68 respondents) pupils say the teachers on practice use teaching aids during the lessons. However, there is a disparity in the frequency with which the teachers use the teaching aids. Only 19 out of the 68 respondents say their teachers use 'very many' teaching aids. Another 34 out of 68 respondents say their teachers use 'a few' teaching aids, 13 out of 68 respondents say their teachers use very few teaching aids and 2 out of 68 respondents state that no teaching aids are used by their teachers.

Question 1.6 had the objective of finding out if the student teachers give notes in class. The evidence available indicates that 39 out of 68 cases only give 'few' notes, 4 out of 68 cases give 'very few' notes and only 24 out of 68 cases give 'very many' notes. The point of interest is why the 24 out of 68 respondents say their teachers give them 'very many' notes. One is left to speculate that these teachers who give 'very many 'notes in class probably lack confidence in spoken English..

The final point of enquiry in this section is Q1.7. Its objective was to find out how relaxed the student teachers are in teaching situation. No attempt was made to find out what the pupils understood as the meaning of "being relaxed in class" question 1.7. However, it would be proper to note that this could be misunderstood to mean " not serious" in class. Therefore, "not relaxed in class" could mean a very hard working teacher who wastes no time in class. The study was interested in finding out if the teacher on practice is on top of every thing and in control of the learning situation in class. The evidence, however, suggests that 65% (30 out of 68 respondents) of the sample state their teachers are not relaxed in class. Only 35.3% (24 out of 68 respondents) say their teachers are either 'relaxed' or 'very' relaxed in class.

Summary.

To conclude, responses from questions: **1.3, 1.4, 1.5, 1.6,** and **1.7** express a wide *range* of views on the teachers' capabilities. Part of the literature about teaching suggests that a teacher's ability to teach comes from within, from the point of view that teaching is personal. The argument has been extended to suggest further that every teacher evolves a style drawn from within his/her perception of what constitutes learning and teaching. Nonetheless there is no question that some of this ability to teach comes from without. This is how he/she was taught, trained to teach and from seeing how those around him/her teach.

It is important to stress that the main public universities do produce teachers expected to teach anywhere in Kenya on a common curriculum for secondary schools. It would be expected to see similar traits in the way they handle the content and the methods they apply to it. So far there is nothing to show that all the teachers with problems come from the same university. However, there are indications that some universities demand certain standards from their students on practice. This includes the demand that they must use teaching aids for every lesson and that the pupils be given notes or some work to be kept on record. The evidence available shows that 22% of the student teachers use very few or no teaching aids in class; 20.6% make no efforts to make their lessons interesting; 29.4% can only be fairly understood by the pupils and 65.0% are not relaxed in class.

Question 2. <u>Levels of difficulty in learning English.</u>

Question two had its main objective as, to find out which areas of English pupils found hard to understand. The areas listed in the question are grammar, comprehension, composition, summary, oral literature, poetry, written literature (class readers) and library usage. The respondents had to indicate the level of difficulty they experience in these areas. They had to indicate the level of difficulty on a three-point scale ranging from 'very difficult' to 'less difficult'. Table 5 shows the responses of the pupils to this question.

<u>Table 5: Responses of pupils to question 2.</u>

Question.	Very difficult		Difficult.		Less difficult.		Non response.		Total
	Res.	%	Res.	%	Res.	%	Res.	%	Response.
Grammar	4	5.9%	11	16.2%	49	72.1%	4	5.9%	68
Comprehension.	7	10.3%	19	27.9%	39	57.3%	3	4.4%	68
Composition.	7	10.3%	25	36.8%	33	48.5%	3	4.4%	68
Summary.	4	5.9%	19	27.9%	44	64.7%	1	1.5%	68
Oral Literature.	9	13.2%	21	30.9%	34	50.8%	4	5.9%	68
Poetry.	17	25.0%	24	35.3%	25	36.8%	2	2.9%	68
Literature	9	13.2%	14	20.9%	41	60.3%	4	5.9%	68
Library Usage	12	17.6%	14	20.9%	38	55.9%	4	5.9%	68

On the scale of 'Very difficult' to 'difficult', the evidence indicated that a large percentage of the respondents do not understand many aspects of English in class. It is difficult though to tell if there are students who do not have any problems from this sample. Nonetheless the evidence has it that, arising from the way they are taught, the students find the following areas of the subject difficult to understand; poetry 58.3%; composition 47.1%; oral literature 44.1%; library 38.5%; comprehension 38.2%;

literature 34.1%; summary 33.8% and grammar 22.1%. This evidence indicates the possibility that many students do not understand the subject English in their early years at secondary school. This seems to corroborate the results in the national examination. Paper 1(a), (composition) is the most poorly done followed by literature. This is the experience of the researcher as an examiner of paper 2 (literature). Not many students perform well in English paper 2 (literature).

Question 3: <u>Reasons for the difficulty.</u>

The third question is linked to the previous one. This is about the difficulties the pupils experience in learning aspects of English. In this case students were required to give reasons why they experience difficulty in understanding certain areas of English. (See questionnaire, Appendix (i) for details on the question).

The main objective of the question was to find out if there are other problems or causes for the students finding certain areas hard. Suggestions were given to the pupils to select a choice on a three-point scale: 'Agree', 'undecided' and 'disagree'. Below is a tabulation of their responses.

<u>Table 6: Responses of pupils to question 3.</u>

Question.	Agree.		Undecided.		Disagree.		No response		Total
	Res.	%	Res.	%	Res.	%	Res.	%	Response.
1. Topics are hard to understand.	23	33.8%	15	22.1%	28	41.2%	2	2.9%	68
2. Teacher does not explain.	7	10.3%	5	7.4%	52	76.5%	4	5.9%	68
3. Teacher centred lessons.	11	16.2%	5	7.4%	49	72.1%	3	4.4%	68
4. Subject is not interesting	7	10.3%	12	17.6%	45	66.2%	4	5.9%	68
5.Teacher does not know subject.	5	7.4%	14	20.9%	45	66.2%	4	5.9%	68
6. Teacher lacks class control.	8	11.8%	7	10.3%	50	73.5%	3	4.4%	68

Q 3.1 and Q 3.3 provide the link between curriculum and methodology. In both instances the pupils agree that they do not understand English because the topics are hard and learning is mostly teacher centred. In question 3.1, 33.8% (23 out of 68 respondents) of the sample give 'topics being hard to understand' as the reason for their inability to follow lessons in class. On the other hand in question 3.3, 16.2% (11 out of 68 respondents) suggest that the problem they face arises from lessons being teacher centred.

In addition to Q 3.1, if the responses of Q 3.4 and Q 3.5 are analysed on the scale-range of 'Agree-Undecided', the evidence available indicates the following: In Q 3.1, 55.9% (39 out of 68 respondents) of the sample consider the topics very hard. While in Q 3.4, 27.9% (19 out of 68 respondents) agree or are undecided that the subject is not interesting. Similarly, in Q 3.5, 27.9% (19 out of 68 respondents) agree or are undecided on the issue that the student teachers do not know the subject (English) very well. When the evidence from the three aspects of question 3 is compared it possible to deduce that the students have more problems with the syllabus. They do not understand the topics very well.

On the whole the majority of the student teachers teaching in the schools of our sample conduct their lessons well. They explain the subject matter (76.5% response), they do not always use teacher centred methods (72.1% response), they know the subject matter they are delivering fairly well (66.2% of respondents suggest this) and they practice class control (73.5% of respondents state this).

Question 4: Student Teacher' Speech Ability.

The fourth question set out to assess the student teacher' ability as a speech model to his/her student of English. They were asked to choose alternatives from a three-point scale of 'Yes', 'Don't know', and 'No'. The question is misleading; it makes the assumption that good English refers to the spoken language. It is also problematic in that the students had more than one box to fill making it a difficult task. However, from table 7 certain issues can be discerned. The 'Yes' and 'Good' answers jump out. This enables us to cross-check the students views about their teachers ability to speak English. 80.9% of the students state that their teachers are 'Good'-[Yes] at English. On the other hand 89.7% state that their teachers are not 'Poor' in speaking the language. The picture derived from this is that the students were able to make sense of the requirements of the question despite its ambiguity. On the whole one notes that 51.5% of the students describe their teachers ability as fair. This may raise the issue of equal standards of teaching when these teachers on practice are finally posted. One may then argue that while some schools will receive near role models, others will not. The concern is that in many cases, especially in the rural areas, the teacher may be the only source of example for the language learners. Therefore the better the teacher the more creative response we expect to extract from these second language learners.

Table 7: Responses of pupils to question 4.

Question.	Yes.		Don't know.		No.		No response.		Total
	Res.	%	Res.	%	Res.	%	Res.	%	response.
Perfect.	42	61.8%	6	8.8%	20	29.4%	0	00%	68
Good.	55	80.9%	7	10.3%	4	5.9%	2	2.9%	68
Fair.	35	51.5%	8	11.8%	22	32.4%	3	4.4%	68
Poor.	0	00%	5	7.4%	61	89.7%	2	2.9%	68

Question 5: Responses of the pupils.

Question.	Yes. Res.	%	Don't know. Res.	%	No. Res.	%	No response. Res.	%	Total Response.
Poor pronunciation.	20	29.4%	6	8.8%	40	58.8%	2	2.9%	68
Not clear in speech.	19	27.9%	4	5.9%	42	61.8%	3	4.4%	68
Speaks well and audibly.	51	75.0%	3	4.4%	12	17.6%	2	2.9%	68
Easy to follow.	50	73.5%	2	2.9%	12	17.6%	4	5.9%	68
Uses a lot of idioms.	15	22.1%	3	4.4%	46	67.6%	4	5.9%	68
Explains in Kiswahili.	9	13.2%	0	00%	41	60.3%	18	26.5%	68

Table 8: Responses of pupils to question 5.

Question 5 is a development from Q 4. The pupils were asked to give reasons why they think their teachers' ability is Perfect, Good, Fair or Poor. However, the question has an in built weakness because it is dependent on the responses to Q 4. Like Q 4 this question also makes the assumption that 'Good English', 'Poor English' e.t.c refer to the spoken language. The instructions should have been much clearer, i.e *'Explain your choice in Q 4 by ticking one box for each of the reasons given below'*. Interestingly the respondents made some sense of it. For instance we can assume that the 20 who ticked 'Perfect'-[No] in Table 7 were thinking in terms of pronunciation just like the 20 in Table 8 who ticked 'Poor pronunciation'-[Yes]. Although 27.9% say their teacher are not clear in their speech 73.5% state that the teachers on practice are easy to follow in class. This figure (73.5%) is almost the same as the 80.9% in Table 7 of Q. 4 who state that their teachers' ability to speak English is 'Good'.

Question 6: Responses of pupils.

The sixth question sought to investigate if teachers on practice either in English or any other subject had previously taught this sample of students. The objective was to find out if the pupils think the teachers on practice have similar problems (display similar traits), different problems or not. From the evidence of the sample, 82.4% (56 out of 68

respondents) have been taught by teachers on practice before.

In response to the question of their present teachers having similar problems with previous teachers on practice: 9 out of 68 respondents said 'Yes', 11 respondents said they 'Don't know' and 40 respondents said 'No'. On the other hand 30 out of 68 respondents said their previous teachers on practice had different kind of problems. There are two issues to note in this question. First, the teachers on practice have problems, that is, according to the pupils' assessment. Refer to the 44.1% (30 out of 68 respondents) of the sample saying the teachers had different problems. In addition, 13.2% (9 out of 68 respondents) say the teachers share the same kind of problems. In total this is 57.3% (38 out of 68 respondents).

The second issue then is to investigate and find out if the student teachers are aware that they suffer from problems such as those mentioned by the sample of this questionnaire.

Question 7: Responses of pupils.

This question was on methods used in class by teachers on practice. The respondents were asked to rank the methods listed on a five-point scale, to show which of those methods when used in class helped them to understand English. From the evidence collected, the lecture/teacher-centred method of teaching is commonly used. 67.6% (46 out of 68 pupils) also state that it is the easiest method to understand too. However it would be inadequate to accept this as the most commonly used method because 60.3% (41 out of 68) other respondents say they understand better during group-work sessions.

Question 8: <u>Views from the respondents.</u>

The last question in this questionnaire was an invitation to respondents to make comments about the teacher of English on practice.

A large proportion of the respondents stated that their teachers had a very serious problem of mother tongue (L1) interference (about a third of the respondents). A number of the teachers also do not control noise in class. Furthermore, in their comments the respondents single out lady teachers on practice, to be very good and their pronunciation is better. The lady teachers are also very strict and better in spelling on the board. But the lady teachers are said to shy away from discussing themes explaining human relationships when teaching literature.

Their male counterparts are portrayed as being a little careless in their approach to ELT. They tend to use lecture method to teach and give notes in class. The male teachers are also very fast in class and do not evaluate their lessons to find out if the students have understood. In addition some male student teachers are said to respond irritably to questions, especially those not within the topic they are teaching. They are accused of missing lessons deliberately. The pupils also observe, (of male student teachers), that they do not easily appreciate the pupil's weaknesses. They treat students' difficulties as ignorance.

Nonetheless male teachers are singled out as being active outside classrooms. There are examples of responses where students have stated that the student teachers are involved in drama during the first term. There were on the whole 20 out of 68 responses that describe teachers on practice as exceptionally good. The comments suggest that the generation factor makes. teacher trainees better understood by the pupils and approachable than the regular teacher.

Discussion/Summary.

There are a few difficulties in interpretation of this questionnaire arising from the responses by the pupils in this sample. For example in Table 5, the evidence shows that about 72.1% of the respondents said grammar was the least difficult to understand. This is hard to interpret. This does not match their ability to write in English. The pupils' comments in Q 8 are full of grammatical errors.

One very important information from their responses is that the learners blame the syllabus for their failure to understand the subject. The problems, according to the pupils, include: the topics are hard to understand, the subject is not interesting, and the teaching is mostly teacher-centred. The percentage of those who subscribe to these views ranges from 18%-55.9% (this figure includes those who 'agree' and are 'undecided').

In Question 5, 9 out of 68 respondents say their teacher's use Kiswahili to explain their lessons in class. This is 13.2% of the total respondents and they represent two schools. But it serves to confirm the view that the elevation of Kiswahili to a national language, and making it compulsory in schools may probably be undermining the privileged position previously enjoyed by English language for so long. At the risk of angering the proponents of 'we must use African languages if we are to achieve literary excellence and freedom', this study takes the view that the two languages are important to the Kenyan nation. Both languages play significant roles. Kiswahili is a language for fostering a sense of nationhood. Nonetheless, English stands a pedestal above, because it is the officially prescribed service language. It is this that has to be acknowledged. It is this that must drive the need to make it serve students better. It

serves the rest of the curriculum across the board, except for languages in the system of education. The position of English is further emphasised because Kenya is part of an international community. Therefore it is a must, as a consequence, that educators be concerned about the quality of the teacher, teaching English. Therefore when 26 respondents state that their teachers cannot pronounce the language clearly, 9 use Kiswahili in class to teach English, and 23 suffer from lack of clarity in speech, questions have to be asked.

In summary, it can be deduced from the pupils' comments that the pertinent issue related to this survey is the problem of L1 interference and methodology. The pupils' comments also unearthed other issues of importance. These are issues that have pointers to the level/standard of English in the country. Apart from their views in the answers to Q 8, their responses in the preceding questions do assist this study to deduce that:

- Students' comments in the questionnaires have many mistakes, especially in use of tenses and spelling.

- Students lack exposure to wide/extensive reading. Many are aware of this need but there are no libraries in many schools.

- The students observe that English lessons should come in the morning on the timetable.

To conclude this section [a] the study would like to quote the views of two respondents (pupils).

- T.P. teacher very good, polite, unlike other teachers (regular) who are very rude and harsh. *"a teacher should be understanding and very friendly to the students in order to get a positive response from a student. This makes students have a*

negative outlook on the teacher hence a negative response to the subject."

- *"Teaches well and as he is near my age set he understands me more than the normal teacher so he gives better advice suitable for me to improve my English."*

These two statements express a lack of commitment on the part of the regular teacher. They also cast doubt on the ability of the teachers to adjust in the secondary schools where they are expected to perform effectively after practice and training. The questions this raises could include:

1. If the trainees are better understood what turns them into 'irresponsible' teachers as regulars?

2. Is it possible to predict teacher performance during training?

3. Are the more experienced teachers, trained in the old system, not in tune with the new 8-4-4 system (syllabus)?

These are issues that raise questions about the role of the teacher training with regard to poor performance and proficiency in English.

5.2.2 Report and Results of Questionnaire [b].

Introduction.

This questionnaire [b] was directed at serving teachers specifically the subject head of English or the head of languages. Out of the 60 schools in the sample, 53 teachers in charge of English language in their schools completed the questionnaire.

Personal data.

The first question in this section was intended to find out the proportion of male to female teachers. The evidence shows that there are probably more female teachers than male. 52.8% of the respondents are female and 45.3% are male. 1 respondent did not state his/her sex.

The second question in this section was to find out the age cohort of the teachers who were completing this questionnaire. This would provide an indicator of their experience as teachers of English. Most of them, 60.4% (32 out of 53 respondents) fall in an age Cohort between 26-35. The responses indicate the following for the remaining age-range: age-range 20-25 11.3% of the sample, age-range 36-40 years 11.3%, age-range 41-45 years 13.2%, age-range 46-50 years in the sample is only 1.9%, and there is no one over 50 years in this sample. Assuming that they all completed University Education at 22 years of age, they would all have been teaching for between 3-13 years. This is important to this study because the length of experience would enable these teachers to adequately assess and make value statements about their own training. They should be able to deduce the ability of other members of staff and more especially about the kind of training and ability of the teachers on practice. The most interesting aspect in the responses to this question is the age drop. From the

results it is noticeable that there are only few teachers of the age of 40 and over.

This is because English language teachers are very much in demand. They use teacher training as a stepping stone to other better paying careers. Many take up better paying jobs for example in the publishing industry where they end up as editors/sales representatives.

However, the most probable cause of having few experienced teachers may be found in the new government policy on the retirement age. Among the problems the country has had to deal with out of pressure from the World Bank's structural adjustment policy has been, to try and cut down the civil service and trim the teaching force. Hence the new policy of, 'the golden hand shake' where a civil servant/teacher can retire voluntarily at the age of forty. A number of teachers are taking this option to safe guard their pension and also venture into business or teach in high paying private schools.

Question 3 sought to find out the academic qualification of the respondents. The evidence available from the sample shows that 54.7% (29 out of 53 respondents) have a B.Ed qualification. Another 30.2% (16 out of 53 respondents) have a Diploma in Education; 9.4% (5 out of 53 respondents) have only an 'A' level qualification; 3.8% (2 out of 53 respondents) hold an 'O' level certificate; and 1.9% (1 out of 53 respondents) has a Bachelor of Arts degree.

Probably the most important revelation of the responses is that it confirms the existence of a sizeable number of untrained teachers for English. This raises the question; can the untrained teachers effectively perform as co-operating teachers? There is no doubt that many of them continue to do a good job. Some of our respondents among the untrained teachers serve as head of subject/language departments in their respective schools.

It is most certain that these teachers carry out their work by emulating those who taught them. However, the problem of one teaching the way he/she was taught has generic inadequacies. Many untrained teachers in the private schools situated in towns said they have received in-service training alongside their counterparts in government secondary schools. The untrained teachers in the rural areas rarely get such opportunity. On the other hand, does supervising student teachers in the role of co-operating teacher give the untrained teachers a chance to get some training? In other words, do untrained teachers in the co-operating role imbibe some methodology tips from trainees? This is highly unlikely.

Question 4 is very closely connected with question 3. However, the objective of question four is to distinguish between academic qualification and professional advancement within the field of teaching. For instance among the sample there are 'A' level untrained teachers and those with Diploma qualifications that hold the Approved status of a graduate within the profession. In the same way a graduate III teacher can rise to the professional grade of graduate teacher I.

The evidence available shows that among the sample of 53, 26.4% (15 respondents) are professionally recognised as Diploma teachers; 9.4% (5 respondents) have an Approved teacher status; 52.8% (28 respondents) have graduate status; 7.5% (4 respondents) hold other professional status and 3.8% (2 respondent) did not indicate their professional qualification.

Question 5 was interested in the experience of the sample, as teachers in secondary schools. The evidence from the sample of 53 indicates that 32.1% (17 respondents) have taught between 0-5 years, 37.7% (20 respondents) have taught between 6-10 years, 15.1% (8 respondents) have been teaching between 11-15 years, 11.3% (6 respondents) have been teaching between 16-20 years, and 3.8% (2 respondents) have taught between 21-25 years. No one in the sample has taught for over 25 years.

The overall picture shows that 84.9% (45 respondents out of 53) has been teaching for between 0-10 years. This could be pointer to the fact that the country is training more teachers of English or that it is losing many and has to keep training.

Question 6 set out to confirm the number of heads of subject/department among the sample and also their experience in that role. The evidence from the sample indicates that 43.4% (23 out of 53 respondents) have held this position (head of subject/department) for 0-3 years, 33.9% (18 out of 53 respondents) have held the position for 4-5 years, 13.2% (7 out 53 respondents) have held the position for 6-10 years, 3.8% (2 out of 53 respondents) have held the position for 11-15 years, and 2 respondents in the sample did not answer this question. Again there is evidence that most heads of subject/department have held their position for between 0-5 years. The group represents 77.3% (41 out of 53 respondents) of the sample.

Question 7 sought to establish how wide the sample is, in terms of drawing in teachers working in the various social settings in the Rift Valley province. The social settings described in the question are, urban, suburban, rural and hardship areas. The evidence shows that out of the sample of 53, 37.7% (20 respondents) work in an urban setting,

28.3% (15 respondents) in a suburban setting, 30.2% (16 respondents) in a rural setting and 3.8% (2 respondents) in a hardship area.

Question 8: the final question in this section wanted to find out the student population of the schools where the respondents teach English. From the evidence, 1.9% (1 out of 53 respondents) teaches in a school with below 100 students; 30.2% (16 out of 53 respondents) teach in a school with between 101-300 students, 45.3% (24 out of 53 respondents) in schools with 301-600, 16.9% (9 out of 53 respondents) with 601-900 students and 3.8% (2 out of 53 respondents) in schools with 901 students and over. There was 1 respondent who did not answer the question. Therefore this sample cuts across all academic qualifications among teachers; it has taken in almost an equal representation of views from all sexes, all professional qualifications and included also different ranges of experience. The sample also includes a cross section of social settings and cuts across varying establishments, small ones and those with the biggest school population in Rift Valley Province.

<u>Section B.</u>

Question 9 had the objective of confirming what subjects the respondents had trained to teach. In asking this, the study remains aware that there are problems with the issue of the right personnel for English. As stated elsewhere in the past teachers were trained as teachers of literature but they had to teach language too. The evidence available shows that over 43.4% of our respondents are trained to teach either English or Literature and another subjects (or they are untrained in the case of some teachers in the private/Harambee schools). This raises questions about policy. There would appear to be a need to make provision for the training of teachers capable of handling the

110

integrated syllabus (the public universities are offering such courses now). 54.7% (29 out of 53 respondents) are trained to teach both English language and Literature in English. However, 43.4% of the teaching force have a bias for either aspect of the subject or lack training. Such a situation raises a number of questions, especially about its effect on performance and proficiency. It will be at least ten more years before the cohort of age range 36-40 can retire. Subsequently, from the evidence, the teaching of English shall continue to face the problem of teachers with bias either for Literature or Language. The problem of untrained teachers' needs careful policy decisions. Many of the untrained teachers have been teaching for over five years. The choice for the government is one of two options. This choice is between pre-service or in-service for the untrained teachers. Nonetheless it takes four years to train a teacher or 5 if they have to do post graduate diploma in education (4 years undergraduate course plus 1 year for the diploma). It may not be worth the time and finances if the teacher will attain retirement age in the course of training.

Question 10 it has been mentioned in Chapter 4, lacked clarity. During the piloting this was noted. Subsequently, the researcher offered to explain the objectives of the question to the respondents where they were stranded. It is however difficult to make a comprehensive analysis of this question. A number of respondents did not complete the question and others only answered it in part. It is appropriate to note that Question 10 was meant to collect information about the types of training for different categories of staff. It turned out that the question was difficult to respond to. During some of the discussion between the researcher and the respondents, the heads of subject/departments expressed the view that it would be hard to assess their colleagues'

aptitude, be it substantive or pedagogic. Furthermore while they are expected to act as "Mentors" to trainee teachers, they admitted they do very little in the form of mentoring.

They stated that they are in a position to assess the level of training the new trainees are receiving, only when evaluating the work done at the end of term. They gauge this from the assessment of the students (pupils) the student teacher is handling. Those heads of subject/department, who had the opportunity to discuss this question with the researcher, did indicate very strongly that they received better training than the present lot of teachers. The heads thought the new lot (8-4-4) was a little short on subject knowledge and worse off where skills in teaching English are concerned. The teachers observed that they attend in-service courses but they think the problem is with the transfer of skills from courses to classrooms. They specifically argue that their pre-service training, though well executed, was not suited to the current theme of integration of Language and Literature. Finally, only a few respondents rate the pre-service training given to the new teachers as 'satisfactory'.

Question 11 was interested mainly in finding out the level of pedagogic skills of the respondents. Many issues emerge from the various responses. The first interesting evidence is the admission by over a third of the respondents that they are not confident teachers of English. On a rating of 'Not confident' to 'Fairly' confident, 54.7% (29 out of 53 respondents) provide the evidence for this view. Secondly about two-thirds of the respondents state that they cannot prepare and teach a library lesson. There might be several plausible reasons for this. The most obvious being, most schools don't have a library and those that have, do not take its existence as an integral part of language teaching.

The responses in addition show that many teachers are equally not very confident teaching the following aspects of English, Composition, 13 out of 53; Grammar 15 out of 53; Summary 13 out of 53; Poetry 17 out of 53 and Library usage 29 out of 53. Those who were trained to teach mainly 'Literature and other subject' would appear to like written Literature (texts) and oral Literature where as, those who trained in language like comprehension. Going by the discussions the researcher had with serving teachers, Comprehension is "easy" to teach. It removes the burden of planning the structure of Language from the teacher. It is also a favourite for teachers who do not want to do a lot of marking. Students exchange and mark their classmates' books. The teacher then collects the books and signs against the mark.

Question 12 was about the process of training teachers of English. The sample was asked to give their views on the following aspects of teacher training: First their views on the number of hours spent on language courses in the university. Secondly, the respondents were asked whether they think the training process should revert to the old system of training literature and language teachers separately. Thirdly, would they consider it appropriate if training were to emphasise the role of the co-operating teacher and if therefore, universities should shift some responsibility of supervision to serving teachers? Finally, the question asked the respondents to give their views on the proposal to increase the length of teaching practice. This part of the question also provided for the respondents to suggest the length of teaching practice, if they thought it should be increased.

From the evidence 82.6% (44 out of 53 respondents) would like the time spent on language courses in the university increased. Secondly, 66% (35 out of 53 respondents) support the view that the universities should revert to training teachers of literature and language separately. The evidence available also shows that 82.6% (44 out of 53 respondents) would like to see the role of the co-operating teacher emphasised more during the training of student teachers. 64.2% (34 out of 53 respondents) go further to suggest that the universities should shift some responsibility of supervision to teachers in schools. The current practice would appear to suggest that the role of the co-operating teacher largely depends on the tradition of the school. From the researcher' own experience as in the case of the many teachers spoken to, the co-operating teacher only helps to show the trainee how much he/she has covered in the schemes, introduce him/her to the class and hands over the reference books!

Furthermore 64.2%, (34 out of 53 respondents) of the sample feel that there should be an increase in the period for teaching practice to be spent on skill acquisition. The serving teachers suggest two terms of 3 months each. But they are not agreed when and if these should occur in two separate academic years. However, this raises a number of questions. Do the students go to the same school for both sessions of teaching practice? Would they benefit more from teaching in different settings? It does appear however, that the reason for this need is derived from what is considered (in their view) too short a period spent on practice.

In some of their later comments in Question thirteen and from the researcher's experience with the Moi University teaching practice group, the current practice allows the student teacher only a little more than 6 weeks of practice. During this phase of fieldwork, the student teachers (from Moi University) arrived 3 weeks late in the term.

By week 4, they were just embarking on preparing their schemes of work. As is the custom by 10/11th week many schools start their end of term examinations and teaching will have stopped. There is little time left for teaching practice in a thirteen-week term.

If the reasons given were a basis upon which to have an extended practice period, the opinion of this study would be, to have the two terms run continuously. This would allow the early weeks of term one to be devoted to developing co-operation with the regular teacher. Some of the activities of the student teacher could include sitting in some of the regular teacher' classes. Furthermore, the supervisors could use this time to settle in the student teacher by helping fill in the gaps in pedagogy/micro-teaching. This would certainly help in this era of large numbers, where there is poorly co-ordinated microteaching and diminishing tutorials. It would help too for trainees to make observatory trips to schools where their colleagues are (fellow trainees). Actual assessment would then come in the second term. In this term both the co-operating teacher and the supervisors would contribute to the grading of the students' practice. Finally it was the view of the teachers that supervision of student teachers is not being taken seriously.

Question 13 was an open-ended one asking the respondents to provide suggestions that would probably improve English teaching/teacher education, if implemented. Secondly, the respondents were also allowed to make any comments about this study in general. The respondents' comments touch on various aspects of teaching English, policy on English and teacher education. These varying views are grouped under several headings.

In-service training.

Many of the respondents in this category admitted to attending more than one in-service course. They were full of praise for the courses, but they hastened to add that lack of resources denies them the opportunity to try out the new skills acquired to teach more interestingly. Consequently, they view the courses as opportunities to exchange ideas and take stock of how far others are in completing the syllabus. They feel that the heads in their schools consider a teacher's success by his/her ability to complete the syllabus.

Teaching Grammar.

The most notable suggestion in this open question (13) is the view that there is weakness in teaching grammar. The evidence in question twelve supports this view, 44 out of the 53 respondents would like to see an increase in the number of hours spent on training in college on Language teaching. This, in their opinion, should include making the teachers' curriculum re-aligned to concentrate at some point, on the kind of Language they are going to be exposed to in schools. This problem corroborates the views of the student teachers who feel that their curriculum prepares them more for post-graduate courses. Subsequently, it is possible to conclude that transfer of theory about Language acquisition and teaching (ELT) does not occur easily.

<u>Integration.</u>

From the evidence in questionnaire [b], 66.0% (35 out of 53 respondents) of the sample want to see the training of teachers revert to specialisation; literature separate from language. On the opposite end 28.3% (15 out of 53 respondents) want to see integration strengthened. However, from the responses to Q 13 the support for separate teachers for language and literature is overwhelming. The study is inclined to draw the conclusion that the majority of heads of subjects/departments are making a serious observation, after all they are the people on the ground.

Some of the views expressed are:

- *"Integration has destroyed the subject. The earlier they are separated the better"*, respondent **(010)**

"The integration of English and literature in the Kenyan curriculum is the main factor killing the language", respondent **(004)**. Several other respondents including **(031)**, **(020)** and **(034)** make similar comments.

The integration of language and literature should not be treated as a pedagogic matter. It is a policy issue that goes beyond the school curriculum. The subservient position given to literature in the Kenyan curriculum, as a sub-set of English language expresses the policy makers' views that 'too much' literature breeds radicalism in the universities. The department of literature of Nairobi University has the unenviable tag of having been the hotbed of radicalism in the 1970's and 80's.

The study is inclined to conclude that the attempts to reduce the role of literature has only ended in contributing to the confusion currently afflicting the subject, English. Therefore, whatever the reasons for the policy, teachers argue that literature should be re-instated in the school curriculum as a full subject in the school curriculum.

<u>Selection of trainees.</u>

About the mode of selecting teacher trainees, they suggest that, a criterion that includes competence in speech should be introduced. Respondent (023) suggests, *"there could be pre-screening of English language teachers before entry into colleges to make sure they are competent speakers of the language, at first"*.

<u>Teaching load.</u>

On the issue of their own abilities to work effectively, English Language teachers think they are overloaded. Some examples of this view are:

Respondent (017) observes that, *"teaching of English has become difficult with a lot of work load as a result of integrating literature and English"*. Respondent (016) holds the same view. Respondents (011), (024) and (021) suggest that teachers should not be given more than two classes. Training more teachers would probably provide a solution because respondent (032) reasons that it is the *"scarcity of English teachers-hence overloading"*. Respondent (051) and (053) hold the same view that teachers are overloaded hence the number of lessons should be reduced to cope with the amount of work the teacher has to mark.

<u>Status of English.</u>

It was the view of many respondents that English has lost its status both as 'a must be spoken' language in school and in the curriculum. They urged the need to re-emphasise English across the curriculum. For example respondent (009) and (027) observe that heads in all schools should make the speaking of English compulsory.

<u>Learners' background.</u>

Many respondents noted that there are many problems affecting the teaching and learning of English. However, they argue that some of these problems come with the learners from the primary schools. In other words learners join secondary schools with different abilities in speech and writing. Respondent **(001)** and **(002)** observe that there are loopholes in language teaching at primary school level which are experienced by the secondary teacher. In the words of respondent **(037)** *"the foundation at primary level is important"*.

<u>Books and other resources.</u>

It is evident from the comments of the respondents that the lack of teaching materials such as books affects many schools. In addition not all schools have the advantage of possessing audio-visual learning equipment. It is the observation of, **(007)** that *"audio-visual teaching aids and enough relevant text books are very necessary. Most schools lack even the most essential"*. Respondents **(009)** and **(051)** suggest that schools should have well equipped libraries.

<u>Growth of Sheng/Role of Kiswahili.</u>

The teachers working in urban schools are concerned about the rise in the use of Sheng by the students. They are seriously concerned about the effect Sheng has on the learning of English. *"People should not allow Sheng and all teachers ought to help the English teacher"*, **(039)**. All the respondents who raise this issue, **(003)**, **(014)** and **(026)** agree that Sheng and the use of mother tongue should be discouraged.

Furthermore, the teachers also feel that the growing role of Kiswahili has been inhibiting interest in English. Respondent **(004)** notes, *"English should not be related the same with Kiswahili. Many students prefer Kiswahili to English thus the steady*

decline of the language".

85% localised in take.

The teachers urge the government to allow students to be admitted to schools in other communities. They see it as one way to help students communicate in English and not their mother tongue, **(041)**. The government pursues a selection policy, which allows secondary schools to admit primary school leavers from within the district. This means that unlike in the past, when students were admitted in any secondary school in Kenya, most of them end up in their home district.

Other members of staff.

Teachers of English appeal for help from their counterparts who teach other subjects. Respondents **(014)** and **(025)** are of the opinion that all teachers must speak English. The teachers of English believe that the students do not take the language seriously because the teachers of the other subjects make no effort to mark the use of English in the subjects they teach. Furthermore, the teachers of English would like to see the Kenya National Examination Council mark language in all subjects. The teachers of English think that this would help enhance the use of and the position of English in schools.

Oral literature.

The heads of subject/department are concerned by what they see as a weakness in handling oral literature by some of the teachers of English. They observe that there are two clear problems in this area. The older teachers have difficulties planning oral literature lessons with the upper classes. On the other hand, the younger teachers are

not able to motivate these upper classes during oral literature lessons. It is an aspect worth further investigation.

Summary.

The heads of subject/department suggest the following if the country is to point the teaching of English in the right direction. This can be achieved:

- if the country plugs the loopholes in the way language is taught in primary schools. (**001, 002, 036** and **037**)

- while the country must acknowledge the place of Kiswahili as a national language, it should not rate Kiswahili as equal to English. This only makes 'sheng' and Kiswahili appeal more to the youth in school. (**004** and **038**)

- if the country trains its student teachers in relation to the curriculum that already exists in the secondary schools. (**005, 012 and 018**)

- if the universities involve trained teachers in the training of the trainees, and most important if language teachers specialise in grammar and do not teach literature too. (**004, 008, 010, 011, 024** and **053**)

The information gathered from these experienced teachers would appear to suggest that English as a subject is at cross roads in Kenya. The main questions that must be asked and answered include:

1? Which is a more effective way to teach the subject?

2? What kind of items should we include in the syllabus of English, in the school curriculum?

3? How should the training of teachers of English respond to these needs?

This calls for a further in-depth investigation with specific inclination towards factors which influence the learning/teaching English.

5.2.3 Summary/analysis of responses from questionnaire [d].

Introduction.

This questionnaire was intended for teacher trainees' tutors/lecturers. As is explained in Chapter 4, they were in the beginning very unwilling to assist. The questionnaire was specifically designed to collect information from those, who apart from lecturing were also involved in supervising students on practice.

Section A: Personal Data.

The objective of the first question was to examine the distribution of male to female teachers. From the evidence 43.7% (14 out of 32 respondents) of the sample is female while 56.3% (18 out of 26 respondents) is male.

Question 2 was about the age-range of the lecturers in the sample. From the responses, 6 respondents are below 30 years of age, 25 respondents are in the range of 30-35 years, 2 respondents are between 36-40 years, none is in the range of 41-45, while 4 respondents are over 45 years. The evidence provided shows that the majority of the lecturers in the sample fall into the age-range of 30-35 years.

Question 3 asked lecturers to indicate the number of years they have taught at university. From the responses, 65.6% (21 out of 32 respondents) have 0-5 years of experience. Another 25.0% (8 out of 32 respondents) have between 6-10 years of experience. Only 6.3% (2 out of 32 respondents) of the sample has over 20 years of experience. The experience of the lecturers must have an impact on the strengths of the various departments-education, literature and language. Secondly, it also has a bearing

on the knowledge and teaching skills/methods the student teachers receive.

The majority of the lecturers who held discussions with the researcher observed that staff movement was very fluid, with many lecturers moving from one university to another. This is because the public universities do not have the same terms of employment. In their comments about the experience of the lecturers, the respondents observed that the institutions are facing a lot of brain drain. One of the possible reasons of the apparent absence of more experienced lecturers, according to the respondents is the 11-month lecturers' strike of 1994-95.

Question 4 asked the respondents to state the title of their present posts. Out of the sample of 32, 13 are Assistant lecturers and 19 are Lecturers. In addition, in **question 5,** the respondents were also asked to state their professional qualification. All the respondents are holders of Masters degrees. The researcher enquired about the absence of those holding higher professional status in the sample. The indication is that the senior staff has moved into administrative posts and/or prefers to handle postgraduates, not undergraduates.

Question 6 wanted to establish the area of specialisation of the respondents. The respondents were asked to select their area of specialisation from four broad categories. The categories are Linguistics, Literature, Phonology and Education. However, under Education there are disciplines such as, Psychology, Curriculum, Methodology, philosophy, Education communication and technology, and Educational-management. Table 9 shows the number of lecturers in the sample and their areas of specialisation.

Table 9: showing lecturers' specialisation.

SPECIALISATION.	NO. OF LECTURERS
CURRICULUM.	2
METHODOLOGY.	11
ED-COM-TECH.	3
LINGUISTICS.	14
LITERATURE.	2

Section B.

The questions in this section are about the selection of trainees, the design, and the delivery of the training course for teachers of English.

Therefore, **question 7** asked the lecturers to rank the most important aspects to consider when selecting trainee teachers for a course. The lecturers were to rank the following in the order of importance on a four-point scale of 4= most important, 1= least important.

- General academic ability.

- Standard of English.

- Career interest.

- Personal qualities.

- School leaving certificate.

- Other (specify).

The discussion with the lecturers revealed that they considered selection an important element of the teacher-training curriculum. They feel the current mode of admitting teacher trainees lacks the right criteria and is not stringent enough.

The evidence available shows that the following aspects are considered important in order of preference.

Table 10: showing criteria for selecting teacher trainees.

Criteria.	Important-Very important.	Least-Not important	No response
(i) Career interest.	31	00	01
(ii) General academic ability.	29	01	01
(iii) Standard of English.	26	03	03
(iv) Personal qualities.	24	05	03
(v) School leaving certificate.	10	15	07
(vi) Other. (Availability of places)	02	02	28

This is very much the view of those involved in the debate on teacher education and it also reflects the views of the leadership in the country. However, the policy on teacher selection into University has been the very opposite of this criteria. In the third questionnaire [c] administered to student teachers, the evidence shows that 62.7% (32 out of 51 respondents) of the sample did not want to be teachers! This probably accounts for the Un-interested teachers who join the faculty and profession because they have failed to get into their first and second choices.

The Curriculum-Course Content.

Question 8 sought to find out if the lecturers are also involved in designing the teacher training programme. The evidence shows that only 4 out of the 32 respondents say they are involved in designing the teachers' curriculum. The role of the majority of teacher trainers in the curriculum process is confined to delivery. Therefore they cannot influence directly any policy matter with regard to the curriculum. This appears to be a source of frustration for many lecturers. Policy decisions are made at higher levels.

Question 9 asked the respondents to rate the importance of certain elements of course design. The objective was to find out which of these elements can be considered critical in the development of a teacher-training programme. The evidence shows (see table 11) that all the elements listed remain critical in designing the teachers' curriculum. The respondents rate these seven components as being of equal importance. The difference is more apparent at the level of 'very critical' where the element of course evaluation comes top. Methodology, course content, aims and goals of education follow this. Assessment of students, teaching practice and selection of trainees are at the end of the list.

Table 11: showing the rating of curriculum elements.

Element of the curriculum.	Very critical.	Critical	Least-Not critical.	No response.
Evaluation of course	23	7	0	2
Methodology/Process	22	8	1	1
Aims and Goals of Education	21	7	4	0
Course content	20	7	4	1
Teaching practice	19	10	2	1
Assessment of students	19	9	2	2
Selection of trainees	14	14	3	1

Question 10 was specifically concerned with the components of a training course for teachers of English. The objective was to find out the most important elements in the pre-service course for teachers of English.

On the scale of 'most important' the lecturers consider the following areas very necessary to the training of teachers of English above all the others provided in the question.

- Teaching practice

- ELT Methodology/Techniques

- Phonology

- Linguistics

- Classroom observation/ Micro-teaching

Table 12: showing elements of an ELT teachers' curriculum.

Element of curriculum	Most important	Important	Least important	Not important	No response
Educational psychology	13	14	01	03	01
Principles of education	15	13	00	02	02
Language improvement	16	10	04	00	02
Teaching practice	22	06	00	02	02
ELT methodology	20	08	03	00	01
Testing	14	15	02	01	00
Linguistics	17	11	02	01	01
Phonology	19	06	05	02	00
Study of literary texts	10	15	06	00	01
Micro-teaching	16	13	02	00	01

The evidence shows that the lecturers stress subject knowledge and methods of teaching English Language, not general teaching methods. The lecturers are also concerned about student evaluation in the universities. The researcher asked the lecturers if they thought ELT students should skip the course in general methodology of education? Their suggestion was that the trainees should start with Methodology in Education to form the platform on which to build the specific or methods unique to ELT.

Question 11 sought to find out the views of the respondents about the current curriculum for training teachers of English. About 31.2% (10 out of 32 respondents) feel the current curriculum is unsatisfactory. 6.3% (2 out of 32 respondents) say it is very satisfactory, while 59.4% (19 out of 32 respondents) consider the current

128

curriculum satisfactory. None of the respondents rates the curriculum to be very unsatisfactory. However, the underlying tone of the lecturers who spoke to the researcher is that the current curriculum needs change or development. Every programme does at some point in the process of implementation. The lecturers argue that it is not the problem of 'are we doing the right thing?' Teachers have to be trained. The lecturers suggest that it is the question of 'are we doing it right?' The follow-up questions from the point of this study are who is doing it wrong? Why are we not getting it right?

In **question 12** the lecturers were asked to rate the balance of language and literature in the teachers' curriculum. The question also invited the lecturers to explain their answers to question twelve by making any relevant comments in the second part of the question.

From the evidence available 46.8% (15 out of 32 respondents) find the balance of language and literature in the teachers' curriculum satisfactory. On the other hand 50.1% of the respondents place the balance in the range of 'Unsatisfactory' to 'Very unsatisfactory'. In addition no respondent considers the balance between language and literature 'Very satisfactory'.

This study is compelled to relate this evidence with that provided by the heads of English in secondary schools. There are indications that the evidence in both groups points to a wrong balance of language and literature, both in colleges and schools. The lecturers made several observations under the second part of the question.

The lecturers observe that some trainees do not take some aspects of their course seriously. According to them many trainees will avoid doing Linguistics and

Phonology and do Literature. The teacher trainees do just enough to pass. This situation seems to support the view that teaching of English should be more specialised than it is now. They should separate Language from Literature and this might have a spiral effect on the 'haphazard' method of training language teachers. The lecturers argue that if the integrated curriculum for teachers of English remains the choice of the universities then a 50: 50 balance between Literature and Language in the core courses should be pursued. Additionally, they urge the university solutions to curb the tendency for trainees to avoid Linguistics courses. This is because the students think linguistics courses are too technical and very difficult. The question that probably has to be asked and answered here is, should teachers of English Language specialise or should they have an integrated course of Literature/Language?

It is the view of this study, based on the discussions between the lecturers and the researcher that an attempt at balancing Core courses of Literature/Linguistics may probably not help. There is a factor of tradition involved which seems to suggest that those in the field favour keeping the two separate. All indications are pointing towards the training of specialised personnel for both language and literature separately. This is an issue which, can be addressed properly through the selection criteria and policy change.

Secondly, the lecturers see phonology and the language laboratories as very vital to language teacher training with respect to the multi-lingual nature of Kenyans. This would provide the answer to the problem of teachers' L1 ('influence of their speech') on the learners. The present trend of a trained teacher of English who can hardly pronounce the words correctly has left the Language learners without role models, the lecturers insist.

Question 13 is solely concerned with the process of teaching practice. The respondents were asked to rate their supervision of teaching practice. The lecturers were asked to give their views on the following areas of teaching practice using a four-point scale (Very unsatisfactory-Very satisfactory).

- Frequency of contact with student teachers on teaching practice.

- Length of teaching practice period.

- The number of student teachers under their supervision on practice.

- The administration of teaching practice.

The question also invited comments from the respondents about the process of teaching practice.

Table 13: showing aspects of teaching practice.

Aspect.	V. unsatisfactory	Unsatisfactory	Satisfactory	V. satisfactory	Total response
Frequency/contact	00	18	09	05	32
Length of TP	02	14	13	03	32
No of students	05	12	01	11	32
Administration TP	04	20	05	03	32

From the evidence available, first, 56.3% (18 out of 32 respondents) suggest that the frequency of contact between the student teachers and the supervisors is unsatisfactory. On the other hand, 28.1% (9 out of 32 respondents) state that it is satisfactory and only 15.6% (5 out of 32 respondents) say it is very satisfactory. Second, only 9.4% (3 out of 32 respondents) consider the length of teaching practice 'very satisfactory', while 46.2% (13 out of 32 respondents) think the period is 'satisfactory'. On the other end

43.7% (14 out of 32 respondents) say the length of teaching practice is 'unsatisfactory' and they are joined by 6.3% (2 out of 32 respondents) that argue that this period is very unsatisfactorily short.

Third, the lecturers provide different evidence in their views on the number of student teachers under their supervision. 15.6% (5 out of 32 respondents) believe that the number of students under their supervision is too many, hence very unsatisfactory. 37.5% (12 out of 32 respondents) lecturers in the sample that describe the situation as unsatisfactory support them. However, there is 3.1% (1 respondent) that rates the contact between supervisor and student teachers as satisfactory. This percentage is superseded by 34.4 % (11 out of 32 respondents) that describes the position as very satisfactory. On the average the range of 'very unsatisfactory' to 'unsatisfactory' constitute 59.4% of the views of the respondents on this aspect of the contact between lecturers and student teachers on teaching practice.

Four, the lecturers were asked to provide their assessment of the way teaching practice is administered. From the evidence available, lecturers are categorical in their view that teaching practice is not being managed properly. 12.5% (4 out of 32 respondents) describe the situation as very unsatisfactory. In addition, 62.5% (20 out of 32 respondents) of the sample, think that the administration of teaching practice is unsatisfactory. On the other hand only 25.0% (8 out of 23 respondents) rate the way teaching practice is administered in their university as 'satisfactory' to 'very satisfactory'. There were several observations about teaching practice made by the lecturers in the second part of this question. Similar comments were reflected in question 15 therefore; they are reported under that question.

Question 14 was specifically interested in the rating of assessment of student teachers in the universities/colleges. Assessment is an important segment of any learning process. Assessment involves finding out if the learners have achieved something during the teaching/learning process. Teacher trainees have to be assessed in the field/schools during practice and on knowledge of the subject too.

From the evidence available the respondents are not agreed on this either. While 43.7% (14 out of 32 respondents) rate the forms of assessment as 'unsatisfactory', 53.2% (17 out of 32 respondents) find the types of assessment 'satisfactory'. No lecturer considers the process of assessment 'very satisfactory'. This does not provide evidence of the kind of weakness within the process of assessment. However, it is related to the students' views. In their responses they complain that favouritism and errors hamper assessment because the lecturers are over burdened with too many students.

Question **15** invited the lecturers to offer comments/suggestions about English teaching and teacher education in Kenya. The following are some of the views expressed by the lecturers on a range of issues.

Teaching Practice.

On teaching practice, respondent number **012** gives an example of his own experience on teaching practice. He states that "...[I] *had to supervise subjects whose content I was unfamiliar with*". This example underlines the concept of doing the right thing the wrong way, as mentioned earlier.

The aspect commented upon by many of the lecturers is the question of 'Who should assess a teacher-trainee of English Language'? For example, should a trainer who

handles Chemistry teachers and has the knowledge of the general methods of teaching do this? From the researchers' own experience while on practice a history lecturer was assigned to assess him in a Physical Education lesson. This lecturer graded the lesson as brilliant! He noted in his observation (and rightly so) that the students had thoroughly enjoyed the lesson. They probably did because they were 14 year olds and in addition there were plenty of balls and skills to learn. All it probably needed was good organisation. It was the researcher's first T.P assessment and retrospectively evaluated half the stages were probably not that brilliant. There is a possibility that had the assessor been a Physical Education specialist assessing the lesson he/she probably would not have given the lesson such lavish comments.

It is also possible to deduce from the lecturers' comments that at present very few students are seen thrice (at times not at all) in their particular subject of specialisation. It would appear that students practising in urban schools have a higher probability of being supervised frequently. The problems lecturers' face include that of too many students to be supervised by one person to save money. The lecturers give examples of having programmes were they are expected to supervise six students in a day. They argue that this rules out the opportunities of discussing and helping the students with their problems.

In their comments they again raise their concern about the present method of teaching practice assessment. The process of assessing teacher-trainees using non-specialised lecturers raises the following question. Are the universities taking the trainees' intelligence for granted? Furthermore, are there situations where the lecturers are taken for rides by student teachers that know the lecturers are not subject specialists? Do the universities take into account the effects of this on the student-teachers professional

ethics? If the institutions can do it wrong and get away with it, why not the student teacher in class?

"Many noble goals of the teaching practice fail due to economic and financial problems. [These are]...problems faced by the students and interestingly by the University" This view by one respondent focuses the argument on Management of and Policy on teaching practice. It does suggest that there shouldn't be economic problems at the Universities and that there is need to examine our goals not only for what they are worth, not just for their value, but how we set out to achieve them. The process of implementing a curriculum is as vital as that of designing one. The main hurdles to surmount are those of policy, finance and administration before we can do it right.

Finally, it is viewed by a number of lecturers that if the period of teaching practice were expanded and the programme managed without the exploitative view that T.P is time for lecturers to make money, the subject specialists could produce a better calibre of Language teacher. But before this happens they advocate a revival of tutorials, seminars and microteaching so that students can participate in their teaching/learning process.

Issues to do with English in secondary schools.

The lecturers also offer a number of observations about the situation of English in the secondary schools. First, the lecturers urge that English teaching should be across the curriculum. Teachers of other subjects should insist on correct use of acceptable and meaningful use of English language rather than leave it only for the English language teacher. In the words of (009), "all teachers in Kenya should consider themselves teachers of English for the average student: This would encourage English across the

curriculum, because of its role as the medium of instruction in Kenya".

Second, the lecturers also note that "*English is very important and should be developed with proper policies. In towns Sheng is destroying English. On the other hand, in the rural areas mother tongue use even among teachers*" (**007**). Another respondent cautions "*check growth of Sheng and proportionately balance English and Kiswahili*" (**011**).

Third, the lecturers urge that the policy of District Focus for Rural development should not seep into intake policy both at high school and university education.

Summary.

Half of the lecturers who responded to this questionnaire specialise in education in the areas of Methodology, Communication technology and Curriculum. The other half are from the department of Language/Literature. These include lecturers trained to teach both Kiswahili and communication skills in English.

The lecturers observed that the following issues are unsatisfactory in their supervision of student/teachers. These are, in their order of concern:

- T.P Administration

- Frequency of contact with students

- Length of Practice period

- And number of students

They also expressed concern about lack of facilities to effectively train the students. The specialists in this area complained that the large numbers of students have encouraged emphasis on teaching theory. Lecturers avoid tutorials therefore; the lecturers feel that the curriculum only offers practice on paper. They are concerned that

as specialists (language and literature lecturers) they are not given the automatic right to supervise their students on Practice.

This view is supported by some methodology lecturers who found it distasteful that they find themselves in situations where they have to assess students in areas where they are not 'qualified' to do so.

Lecturers argue also that career interest is the most crucial criterion in the selection of teacher trainees among other requirements. It is their view that teacher trainees for English should be well grounded in subject knowledge and methods of teaching English and not general methodology of education. This is reflected in their choice of phonology and teaching practice as top components of the language teachers' course. The majority of the sample argues for the training of separate teachers for the two areas of English, literature and language. Although the lecturers do not offer suggestions about the type of assessment they would wish to see practised or on how to improve on the present system they are not very satisfied with what is in existence.

All the different views raised have strengthened the argument put forward by this study about the role of teacher training in the performance and proficiency in English in Kenya. However, many issues have been raised in this questionnaire that would require a follow up to explore in detail how deep these issues run and their effect on the final product the universities put into schools to teach English.

5.2.4   Summary and Analysis of Questionnaire [c].

Introduction.

This questionnaire was directed at student teachers of English on practice in Kenyan secondary schools.

The target groups were student teachers on practice from the universities of Kenyatta, Moi, Nairobi (Kikuyu campus), Egerton (Laikipia, and Kisii campuses) and the Catholic University of East Africa. Some key aspects of teacher training that this study was interested in were:

Selection of teacher trainees/choice of course; length of teaching practice; common problems experienced by student-teachers on practice; the existing link between theory and practice; resources available and their usage and personal rating of ability to teach English in secondary schools as result of the training program received.

Section A.

Question 1 required the respondents to indicate the name of the university they attend. The objective was to examine the spread of representation of the public universities in the sample. Table 14 shows the universities and the number of student teachers doing English who participated in the survey.

Table 14: Number of students in the sample and the universities.

University	Egerton	Kenyatta	Moi	Catholic University	Nairobi	Total response
Participants	15	15	15	2	4	51

Question 2 asked the student teachers to indicate their sex. From the figures available the ratio of male to female trainees appears to suggest a 2:1 representation. However, there are more female teachers of English in the field. This could imply that the mobility of male teachers is quite high. The inability of the Teachers' Service Commission to retain many teachers of English has been stated already in the report about questionnaire [b].

Question 3 asked the respondents to state their age. The question provided four age-ranges. From the evidence available, only 1 student teacher in the sample is under twenty years of age. There are 45 student teachers in the age-range of 20-25 years, while only 3 student teachers are in the range of 26-30 years. Similarly there are only 2 student teachers over 30 years of age. The implication of these figures is that the majority of the students in the sample are those undertaking a Bachelor of Education programme. Those student teachers in this sample above 26 years of age are registered for the postgraduate diploma in education.

Question 4 sought to find out the academic qualifications of the respondents. The evidence available shows that 86.3% (44 out of 51 respondents) of the sample are products of the 8-4-4 system of education. There is 1 respondent with 'A' level qualification, 2 are holders of B. Arts and 3 state that they joined the university using 'other' equivalent qualifications.

Section B.

The questions in this section are about teaching and teaching practice.

Question 5 required the respondents to state their year of entry into college/university.

Figure 2 shows the respondents' year of entry into college/university.

Figure 2: Year of entry to University.
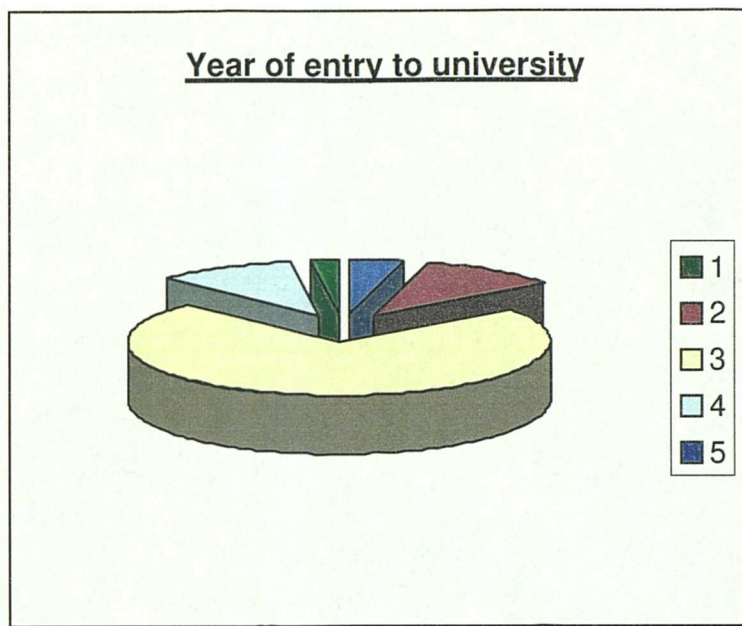
Key.

1.	1994	1 student teacher.
2.	1991	6 student teachers.
3.	1992	37 student teachers.
4.	1993	5 student teachers.
5.	1990	2 student teachers.

Question 6 had one specific objective, which was, to find out if teacher training was the first choice in their application to join university. The question also asked the respondents to give reasons why they are training to be teachers if teaching was not

their first choice.

In relation to the first part of the question, the evidence shows that only 37.3% (19 out of the 51 respondents) of the sample selected teaching as their first choice course. The remaining 62.7% (32 out of 51 respondents) of the sample found themselves training to be teachers for varying reasons except out of desire to become teachers. Many found themselves training to be teachers after failing to make the grade/cut-off points for courses such as medicine, law, or Bachelor of commerce, courses.

Question 7 asked the respondents' view about the length of teaching practice, whether it is too short, about right or too long. The responses of the student teachers indicate the following: 21.6% (11 out of 51 respondents) feel that teaching practice is 'too short', 68.6% (35 out of 51 respondents) describe it as 'about right' and 9.8% (5 out of 51 respondents) consider the period 'too long'.

The second part of the question asked the respondents who did not consider the length of teaching practice to be 'about right' to suggest how long it should be. The experience of the researcher during this survey gives a clue as to why the period is relatively short. Most of this time is taken up by the period student teachers from some universitiesspend finding schools, settling and finding funding from the banks. On the length of teaching practice, the view of 35 student teachers is that it is about right, except as one curiously points out, "it should take at least 3 months". The current period is three months. The obvious implication here is that currently the three-month period is not properly utilised. The reasons for this are of interest to this study. On the other hand 11 respondents feel teaching practice should be between 6 months and 1 year. This is the same view expressed by 34 heads of subject/department (questionnaire

[b]). The issue of the length of practice and its role in the effective training of teachers of English becomes a factor to explore further in this study.

Question 8 asked the student teachers to state if in their view teaching practice comes at the right time in the training course. The question was developed further to allow those who did not agree with the current timing of teaching practice to suggest a time when they think practice should be held.

In the first part of the question, 94.1% (48 out of 51 respondents) student teachers agree that teaching practice comes at the right time. Only 3 student teachers think teaching practice comes at the wrong time. These 3 teachers suggest that teaching practice should come in the last year of training.

Question 9 asked the student teachers to give an assessment of the usefulness of teaching practice. The evidence available shows that averages of over 80% of the respondents view the period of practice as very vital in teacher training. They found it very helpful for learning as the figures below indicate.

- **planning schemes/lessons**   92.2% (47 out of 51 respondents),

- **preparing teaching materials** 88.2% (45 out of 51 respondents),

- **assessing students**   82.4% (42 out of 51 respondents),

- **and teaching**   96.1% (49 out of 51 respondents).

The views of the student teachers present an argument for the need for the universities to give the process of practice a well planned and focused attention. The argument about the transfer of skills from college to the classroom is valid and has its merits.

However, the evidence collected in this questionnaire and the views of the student teachers raise fundamental questions of how do institutions develop predictors of effective teaching? Furthermore, how do they make teaching a profession if they fail to supervise and professionalise the practice period? The internship makes one a doctor, the pupilage a lawyer. In the two professions exemplified, it takes a considerable length of time. Why do universities in Kenya shorten teaching practice to less than three months? The universities have a role in upholding and insisting on certain values for their own reputations as teaching institutions. This is very important if the principles of learning and teaching are to be worth arguing for.

In **question 10** the student teachers were asked to rate the guidance they receive from all those they are involved with during their period of practice. The trainees find the co-operating teachers and other members of staff very helpful, in their opinion, more helpful than the head of subject/department or their supervisors. The evidence available shows that 23.5% (12 out of 51 respondents) rate their supervisors as falling under the scale of 'very unhelpful' to 'unhelpful'. There is also 21.6% (11 out of 51 respondents) who consider the guidance they receive from heads of subject/department in the same rating as that of their supervisors. On the other hand, under the same rating the co-operating teachers and other members of staff score only 7.8% (4 respondents) and 11.8% (5 respondents) respectively.

Question 11 required the respondents to rate aspects of the English syllabus according to how confident they are when teaching. On a four-point scale the student teachers were asked to show their confidence in teaching grammar, comprehension,

composition, summary, oral literature, poetry, written literature and library usage. The evidence available shows that the students are confident when teaching almost all the aspects of English in the syllabus. However, what is striking to note from the figures is their confidence in teaching aspects of literature namely, oral literature and written literature. In these two areas 90.2% (46 out of 51 respondents), and 100% (51 out of 51 respondents) of the sample respectively indicate that they are either 'very confident' or 'confident'. In comparison with these aspects of literature there is a higher percentage of student teachers who are either 'not confident' or are only 'fairly confident' when teaching aspects of language. The figures show that 23.5% (12 out of 51 respondents), 15.7% (8 out of 51 respondents), 23.5% (12 out of 51 respondents) and 27.5% (14 out of 51 respondents) are not confident when teaching grammar, comprehension, summary, and library usage respectively.

The only difficulty student teachers experience when teaching aspects of literature, according to the evidence is in poetry where 17.6% (9 out of 51 respondents) are either 'not confident' or are just 'fairly confident'.

The evidence above presents two issues to ponder. First, it confirms the earlier observation that student teachers probably prefer literature even in the integrated curriculum. This view is supported by the lecturers' comments in questionnaire [d]. This has ramifications for a predominantly language biased syllabus for secondary schools which they have to teach. The second implication of this evidence is that it purports on the whole that the student teachers are probably better prepared in the areas of literature than language.

Question 12 is about the one-month programme of teaching practice unique to Moi University that is carried out in the second year. The second part of the question asked for the student teachers' opinion about the value of this programme. It is the general consensus among the respondents from Moi University that the programme should be scrapped. The respondents describe the program as, 'a nuisance', 'of no value', 'unnecessary', 'useless' and 'a waste of time'. They observe that, apart from interfering with the school programme, it comes before the course in special methods, when the student teachers hardly know anything about methodology. This suggests that while the programme may be well intended, to give the students orientation, by the time they go out for it important skills have not been taught.

The criticism of the present program by Moi University is that it expects these trainees to integrate into their new surroundings, prepare schemes of work, plan lessons, teach and assess pupils in a school where they will effectively be for only one month. The first week is spent chasing for practice funds from the banks and the last week, clearing and handing over to return to college.

Furthermore, poor administration, lack of seriousness on the part of both the students and lecturers has led to what has been described by respondents as sub-standard out comes. Resultantly, not many heads of schools wish to accept this programme. They claim it disorientates the pupils and the student teachers feel that they spend only one useful week in class. Those in support of it argue that it bolsters the student teachers courage to approach various skills in teaching English. They also believe that it reinforces the long teaching practice that comes in the third year to near regular teacher level. It gives the student teachers, according to those who support the programme, an advantage over those from other universities) that only undergo one long T.P.

Question 13 was a structured question and it asked the student teachers to list the problems they have experienced on practice. They were also asked to suggest what the training institutions could do to alleviate such problems. Among the problems the respondents listed are:

1. Co-ordination of teaching practice: some respondents stated that they had not been able to get schools to practise in until the 5th week of term. This means that effectively in a thirteen-week term, they only practise for about six weeks. Respondent (**005**) also notes that starting late leads to 'hasty preparations of schemes of work'. He/she notes that teaching practice session should not be shortened because it forces the student teachers to work under pressure. This ultimately translates itself into problems for the learners.

2. The problem of difficulty with preparation of schemes of work and lesson plans. Respondent (**002**) and a few others observe that this problem arises out of lack of enough practice for the student teachers. Respondent (**003**) suggests that training student teachers to prepare schemes and lesson plans should become an integral part of microteaching. It is the experience of this researcher that in normal circumstances this had been the practice.

3. The third problem expressed by almost all respondents has to do with the lack of teaching materials. Respondent (**005**) of Egerton University suggests that student teachers allowances should be raised to provide for this. Other alternative suggestions include the view that either the university or the secondary schools should be forced to provide resources for teaching. The resources student teachers refer to include, manila papers, felt pens, glue, etc.

146

4. The fourth and also another common problem among the respondents is that of poor pronunciation among the teachers. In addition they mention (alongside poor pronunciation) the problems of teacher trainees' use of Kiswahili and Sheng. One respondent states: '...pronunciation problems. The influence of mother affects effective teaching of English' Another respondent adds that 'the training is not adequate enough' and because of pronunciation problems she/he suffers from 'lack of confidence when teaching grammar'. The suggestions given by student teachers as solutions to the problems include such ideas as, 'English in the university should be taught in both practical and theoretical terms; 'the training of English teacher should take into consideration his/her social and ethnic background'. This study assumes that here reference is being made to preparing teacher well by using courses in phonology to target L1 problems among trainees. Another solution suggested is that 'training of English teachers should be detached from literature so that trainees can get a lot of time to learn English adequately'. The implication of this statement is twofold. First, the problem of integrated courses for teachers of English presents problems for both student teachers and teacher trainers (see report of questionnaire [d] on this issue). Second, the issue of integration also presents the problem of student teachers who are either comfortable with literature or language, as the case of preference may be.

5. The problem that is probably top of the list is that of supervision. One respondent refers to his/her experience of teaching practice as having been affected by 'lack of readily available supervisors'. In the experience of another, student teachers suffer 'early supervision without letting students to settle in the new environment'. These two experiences contrast with each other. The first experience provides evidence to support

information provided by teacher trainers that some student teachers do not get to be supervised at all. The latter statement gives two impressions. The first impression is that of the availability of supervisors, such that they begin seeing students as soon as teaching practice commences. The second impression, however, is that supervisors select readily accessible schools to visit. As a result, student teachers in these schools get to be supervised a lot more, even before they settle in. The student teachers suggest that supervisors should re-divide the zones into smaller units with each supervisor assigned to fewer students and specific schools. The students also think they ought to be given ample time (for example one month) to settle in. During this period they suggest the supervisors could help in the settling down process by making 'advisory trips' not assessment trips. Under this same heading there is also a problem with assessment during teaching practice. This is the problem of subjectivity (favouritism along linguistic divides) on the part of the supervisors. The view of the student teachers is that 'either a student teacher be supervised by one supervisor throughout the T P period or the supervisors adopt a consistent supervising mode'. Another respondent throws more light on the problem above when he/she observes that 'supervisors contradict their recommendations, e.g. a supervisor can recommend good usage of questioning technique and at the same time recommend that the teacher/learner interaction was not employed'. It is the view of this student teacher that 'we should have qualified supervisors in Education as a course. And not recruits from other areas of study'. Lecturers in questionnaire [d] also raise the issue of the 'right' personnel to assess students on practice. In addition, heads of subject/departments in questionnaire [b] refer to the practice period as lacking the seriousness it deserves. In the words of respondent **023** *"not many of the lecturers have any training in teaching. A chemistry*

chap should not assess an English teaching student".

6. The problem of inadequate teaching during teaching practice. Some teachers observed that 'the period of teaching practice is relatively short'. They suggest that teaching practice should take two terms.

7. Another serious problem student teachers face is 'schools rejecting student teachers'. Many schools refuse to receive student teachers for practice, especially where prior arrangements were not made. The student teachers suggest that universities should co-ordinate and confirm places where students are to go for practice, to cut down on time wastage and frustration. This statement reflects the seriousness the trainers attach to the programme. Secondly, most teaching practice co-ordinators say the delays and cancellation of prior arrangements with schools are unforeseen circumstances. One respondent (034) suggests by way of observation that *"Moi University should adopt Kenyatta University's system of assessing market demand"*. The student teachers from Kenyatta University did not experience this problem as their counterparts from Moi did in the practice of 1995. Probably it is vital to note that the latter university is new while the former is the oldest university specialising in teacher training in Kenya.

The student teachers suggest that universities might wish to consider having a limited sample of specific schools that are equipped to enable students to practice. The view that these are all Kenyan schools does not hold any merit. If we are seeking to find predictors of effective teaching then we must provide adequate conditions of training. There is no similar ground of training for two student teachers, one at National school and the other at a Harambee secondary as far as resources are concerned.

8. The students on practice express the difficulties of transferring the theory they have been taught, to classrooms. It is their feeling that the micro teaching sessions are not adequately utilised to guide them in meeting the requirements of the secondary curriculum. While the lecturers say that the micro teaching sessions rely on secondary school material to help teacher trainees get used to what they will teach, the student teachers observe that in micro-teaching there should be an attempt to synchronise the two curricula. Student teachers should be given a chance to handle topics of English in the secondary school syllabus. The view taken by this study is that effective training can only be achieved when students practice in well equipped schools.

9. There are many other important issues raised by student teachers in this questionnaire about which no suggestions have been offered on how they should be addressed. The following problems are those specifically to do with learning and teaching English, the use of Sheng by the youth in urban schools, the growing stature of Kiswahili, the use of mother tongue in rural schools, and teachers handling other subjects down play the importance of English. The other problems not listed with these are, in the view of this study, critical to process of training a balanced teacher. They fall in the category of financial and social problems. The student teachers speak of "...*allowance too small. At times student teachers go without food and other basic necessities*" (**031**). The second such view is by respondents **025** and **039**. One of them observes, that "*co-operating and regular teachers should be educated through seminars on the importance of working hand-in-glove with the student teachers*".

The last two problems arise from policy and administrative positions taken by the government and the institutions. But they remain at the heart of teaching practice. Ways must be sought to resolve all of them or at least to alleviate the most serious ones, not only for teachers of English but also for all teacher trainees.

<u>Section C.</u>

The questions in this section are about the development of language teaching skills in college/university.

In **question 14** the respondents were given eleven activities that aid the growth of language skills. They were asked to rate these on a four-point scale (1= least effective, 4=most effective) to show how they aid the growth of language skills. From the evidence available, the following are the top five activities that may aid the development/growth of language skills:

1. Discussions after viewing a film on a set book.

2. Students presentations to peer groups on topics or set exercises.

3. Creating teaching material/activities for classroom use.

4. Categorising texts in terms of different functional/rhetorical categories, e.g. narrative, argumentative etc.

5. Summarising the main points the lecturer has made about the key strategies.

Question 15 required the students to rank groupings of activities according to their value for language development. The respondents were asked to rank these on a four-point scale (1= least valuable and 4= most valuable). Table 15 shows that the two

activities ranked top for language development are *group* activities. They are, working

in pairs, with 96.1% (49 out of 51 respondents); and working in groups, with 92.2%

(47 out of 51 respondents). The evidence also shows that working individually and the

whole class working with the teacher directing is the least valuable. The table shows

that 45.1% (23 out of 51 respondents) of the sample say this about the former activity,

while 35.3% (18 out of 51 respondents) of the sample say so about the latter activity.

One important aspect of language learning/teaching that translates itself out of all these

figures is the importance attached to communicative approach to English.

Table 15: Methods/approaches for activities in language development.

Method/Approach	Least valuable		Don't know		Valuable		Most valuable		No response	
Working individually.	23	45.1%	3	5.9%	23	45.1%	1	2.0%	1	2.0%
Working in pairs.	1	2.0%	2	3.9%	40	78.4%	9	17.6%	0	00%
Working in groups.	2	3.9%	3	5.9%	11	21.6%	36	70.6%	0	00%
Whole class-teacher directing	18	35.3%	3	5.9%	17	33.3%	13	25.5%	0	00%

Question 16 asked the student teachers to rank the four language learning skills

according to their degree of importance for a teacher of English in Kenya. The

evidence shows that the student teachers (100%, 51 out of 51 respondents) consider

speech skills to be the most important for the teacher of English. Reading (50 out of 51

respondents), Writing (49 out of 51 respondents) and Listening (44 out of 51

respondents), come second, third and fourth in that order after speech. This probably

explains why in their comments in question twenty-one they decry the lack of language

laboratories in the colleges. In relation to the importance of speech to ELT in Kenya

the student teachers go further than just ranking it top. They suggest that the final

assessment of high school students in English language should include an Oral exam. In their view this would work as a stimulant for pupils to practice English like it is with students who offer French and other foreign languages. However, there are two issues to consider about their suggestion. First, the suggestion ignores the factor that English is not a foreign but a second language in Kenya. Learners respond differently to the two categories. That is probably why English may be receiving little attention from learners. Secondly, while it may be true that the students do not put much effort in learning English properly, the sheer numbers involved in the national examinations would make the administration of this oral exam difficult. Nonetheless it is an idea the policy makers and the KNEC may find worth thinking about and exploring the possibilities. Oral examinations in English have been used before, when the enrolment was not so high.

Question 17 sought the views of the student teachers about activities that would be useful in improving their command/capacity to teach English. The respondents had to rank activities from a given list of eleven language learning activities (see questionnaire in Appendix (**iii**) for the whole list).

The top five activities found most useful by the student teachers are:

- Reading widely,
- Drama activities,
- Pronunciation practice,
- Activities to practice particular reading/writing skills,
- Learning and practising grammar.

The activities ranked highest as 'Not useful' or as 'Less useful' are:

- Singing,

- Dictation,

- Problem-solving activities,

- Writing about personal experience,

- Simulations.

What is underscored by these responses is the need to provide a teacher trainee of English with a wide scope of reading material, an opportunity to practice particular reading and writing skills, opportunity to learn and practise grammar and a lot more opportunities to practise and improve their pronunciation.

Question 18 was an extrapolation of the previous questions on language development. The main objective was to find the good sources for language training and language development activities. The respondents were asked to 'agree' or 'disagree' about the value of the sources listed below.

- Modern literary texts,

- Classroom situations, experience, and issues,

- Other subjects in the training course curriculum,

- Current affairs.

- Student's own writings.

- Other societies and cultures.

The respondents 'agree' in order of preference that the top three sources (among the six above) for language training and language development are:

- Classroom situations, experience, and issues (50 out of 51 respondents).

- Student's own writings (49 out of 51 respondents)

- Modern literary texts (46 out of 51 respondents).

Question 19 asked the participants in the survey to rate (in order of personal importance) the value of components of a training course for teachers of English. They were asked to do this on a four-point scale of 1= least valuable and 4= most valuable. The evidence available (see table 16) gives a picture that in general all the components are considered valuable by the respondents.

However, on the scale of 'valuable' to 'most valuable', the evidence shows that 100% (51 out of 51 respondents) of the sample consider teaching practice the most important component of a training course for the teachers of English. The second component with the same percentage (51 out of 51 respondents) is the study of literary texts.

The third valuable component, linguistics/sentence structure commands a 98.0% (50 out of 51 respondents) support of the sample. This is the same figure for component number four, educational psychology. Component number five is phonology with 94.1% (48 out of 51 respondents) of the student teachers supporting it. The sixth component is, classroom observation/micro teaching which according to the evidence has 92.2% (47 out of 51 respondents) of the sample holding that view. Those are the same figures for the responses for component seven, which is testing (measurement and evaluation). ELT methodology and techniques have 86.3% (44 out of 51

respondents) of the sample putting it in the eighth rank. The final component in the list

is principles of education with 82.4% (42 out of 51 respondents) of the sample. To

distinguish different positions where components have the same percentage on the

range of 'valuable' to 'most valuable', the study, has used the difference in response at

the level of 'most valuable'.

Table 16: Components of a training course for teachers of English.

Component	Least valuable		Don't know		Valuable		Most valuable		No response	
Educational psychology	0	00%	1	2.0%	19	37.3%	31	60.8%	0	00%
Principles of education	2	3.9%	6	11.8%	35	68.6%	7	13.7%	1	2.0%
Teaching practice	0	00%	0	00%	11	21.6%	40	78.4%	0	00%
ELT methodology/Technique	1	2.0%	5	9.8%	17	33.3°o	27	52.9%	1	2.0%
Testing (measurement & Eva)	2	3.9%	4	7.9%	31	60.7%	14	27.5%	0	00%
Linguistics/sentence structure	0	00%	0	00%	16	31.4%	34	66.7%	1	2.0%
Phonology	2	3.9°o	1	2.0%	23	45.1%	25	49.0%	0	00%
Study of literary texts	0	00°o	0	00°o	18	35.3%	33	64.7%	0	00%
Classroom observation/micro/T	3	5.9%	1	2.0%	25	49.0%	22	43.1%	0	00%

Question 20 sought to find out about the availability and use of resources in the

colleges/universities the respondents come from. Three resources were listed in this

question as, books, audio-visual laboratory, and field trips. The participants were

expected to show on a four-point scale the availability or the lack of, and use of these

resources in their college/participant.

Table 17 gives the following indications about the three forms of resources. First,

72.5% (37 out of 51 respondents) of the sample indicate a major problem of scarcity of

books. There is 9.8% (5 out of 51 respondents) of the sample who suggest that books

are not available at all. The two different situations given would appear to confirm the

views of the lecturers that a large population of students is chasing few books. Furthermore, it may also be a reflection of the difficulty in getting new publications for the libraries.

Second, 37.3% (19 out of 51 respondents) of the sample state by choice of answer that audio-visual laboratories are not available. A further 27.5% (14 out of 51 respondents) speak of availability but not in use. The study made a follow up on this issue and confirmed that Moi University (main campus) at that time had no language laboratory. However, its' constituent college Maseno has one. Kenyatta University has always had one but a large student population swamps the facility. Nairobi University (Kikuyu campus) and Egerton University do not have any language laboratories. The general picture is that phonology is taught theoretically to at least two-thirds of the graduates who leave university to teach English in secondary school.

Third, 51.0% (26 out of 51 respondents) of the sample observe that field trips are not available in the institutions. Another 19.6% (10 out of 51 respondents) observe that in spite of a provision for field trips, institutions do not make them available to student teachers. Another 23.5% (12 out of 47 respondents) of the sample state that there are very few trips. Field trips for teacher trainees of English in Kenya are necessary because they afford the student teachers opportunities for field research in areas such as oral literature and phonology.

Table17: Availability and use of resources.

Resource.	Not available		Available/Not used		Available/Scarce		Available/well utilised	
Books	5	9.8%	0	00%	37	72.5%	8	15.7%
Audio-visual laboratory	19	37.3%	14	27.5%	8	15.7%	9	17.6%
Field trips.	25	51.0%	10	19.6%	12	23.5%	2	3.9%

The final question (21) invited the respondents to make suggestions/comments about teaching English/teacher education in Kenya. Below is a summary of some of the comments/views by student teachers.

One of the views made by the respondents is that only those capable of teaching English should be afforded the chance to do so. There's little comfort in knowing that of these teachers, 62.7% will probably be looking for avenues out of teaching for better prospects. This state of affairs must have an impact on their out-put in class. This area is worth investigating further. There's need to assess its effect on performance and how that influences national examination results.

Like other professional courses, the English teachers' course should have restricted admission for proper management and better training. The student teachers train to become teachers of English because it guarantees them a job.

The student teachers throughout the questionnaire express their discomfort with lecturers who have no experience in education assessing them. This raises the question about training. How valid are the trainers? This study is not asking if they are qualified to lecture. That is not within its scope neither is it an objective of this study. The point worth stressing is, that one may be qualified to lecture, but is he/she the right person to train teachers of English language? Evidence that some of the universities had not co-ordinated the places where their students were to practice speaks volumes about the importance some trainers/faculties attach to this aspect of training. This leads to time wastage and frustration on the part of the students.

The one-month programme of Moi University faces rebuff from heads and students, unless its value and mode of administration are examined. Perhaps it should not be

conducted along the same lines as the long T.P. It could be restricted to the student teachers observing the regular teachers in class. They could be assessed by way of a term paper to explore the students' experiences in the one month. This would also give the student an operational insight into the field he/she hopes to work in and a platform on which to build the special methods course.

A major problem for the student teachers is scarcity of resources. Books are scarce, students are not using any language laboratories, and/in places such as Kenyatta University where they exist, sheer numbers make utilisation difficult. Furthermore there are very few field trips. Through field trips there are avenues to research into oral literature, phonology of the various Kenyan languages and impact on language training and these activities make language training worthwhile.

Student teachers state that they are totally unassisted when the trainers have very serious problems with pronunciation and mother tongue interference. This heightens their lack of confidence when teaching grammar. If resources could allow the training has to be specific/individual, taking into account the geographical and social background of the trainee. The training of the teacher of English has to be serious business.

Unless this is done teachers will continue to defeat the very purpose of teaching the language because they are not able to speak well. There has to be a deliberate move to enforce the language across the curriculum. Teachers who speak Sheng (slang-coined out of Kiswahili/English/other Kenyan languages) to the learners compound this problem.

Summary.

The views expressed in questionnaire [c] opened facets to probe. To begin with there is a need to examine actual language teaching in class in terms of quality. Secondly, there is need to look at this from the point of:

(a) Numbers of pupils in class.

(b) School facilities for English teaching.

(c) Pupils level of Speech.

(d) Teachers level of Speech.

This could probably give insight into what quality of English is being taught in Kenya. Secondly, a further exploration of the student teachers' views may help to suggest how the universities in Kenya and trainers could probably adjust their programmes to make ELT more effective.

The teacher of English has a great responsibility. Besides good training he/she has to be committed and be willing to do a thorough job. At present the teacher trainees say the content they are exposed to is more geared to theories of language learning and development. This prepares them more for postgraduate courses rather than for teaching in secondary schools. Thus when practice time comes they are at a loss. They are unable to transfer their type of content knowledge to class situations.

A firm theoretical base for any subject is very important because a well-informed teacher has great advantages knowledge-wise. However a way must be found to ground that knowledge into practice.

The student teachers are concerned about the problem of pronunciation the teachers of English face. *"Teachers defeat the very purpose of teaching because they are not able to speak well"* **(021)**. This is the same view teacher trainee **(003)** has. He observes that *"aspects of practical speech should be integrated into the course as there are a good number of teachers who speak very poor English"*.

The student teachers are very concerned about the effect of Sheng and especially the fact that some teachers use Sheng when speaking to the learners. Respondent **(033)** notes, *"the using of slang in Kenya is posing a threat to English. Teachers of other subjects should try and speak good English while teaching their subjects"*. The solution to this among other problems is, *"the ministry should re-appraise its envisioned role of English in the curriculum"* **(023)**.

A small number of student teachers spoken to by the researcher mention that they have problems teaching oral literature to the lower forms in secondary schools.

Student teachers are clear about one way of improving the difficulties the learners they teach face. They argue that the change must start at the lower levels where teacher training is concerned. There has to be a shift in the government's policy of training English language teachers in the primary teachers college. Primary teacher training colleges must make the exception when it comes to this subject. They must have teachers who specialise in English only.

Finally in colleges/universities there has to a liberalisation of learning techniques. The lecturers should allow for more freedom for students' findings and originality. Simple projects of research nature (form) would heighten student interest in language.

5.3   Discussion/Conclusion.

The evidence and the issues raised in this survey (in questionnaire [a], [b], [c], and [d]) show that all is probably not well with the training of English Language teachers in Kenya. Furthermore all is not well with the subject, English Language.

To begin with, I would like to review the hypothesis of this survey. We need to confirm if the results have shifted our position in part or as a whole. We also examine the criteria for teacher selection, teaching practice, course content, course delivery and resources for training teachers.

Hypothesis.

The hypothesis is that quality of training is a major factor in the English Language teaching situation in Kenya. Teacher effectiveness to a large extent is dependend on the quality of training the teacher went through.

However, in relation to other factors raised in the four questionnaires there is a need to re-construct the problem of the research as a whole to focus it more clearly. Nonetheless it remains the thesis of this study that with a good University program for ELT teachers, the teachers' education could have a positive impact on the pupils learning English in Kenya's secondary schools; all other factors being equal. This is despite the fact that there are two sets of people two sets of curriculum and two sets of outcomes involved.

As argued by Gephart, et. al, (1988:xi) "the value of the program for teachers can partly be verified from a different set of learning outcomes for the second group'. In reverse this study could argue that if the pupils in Kenya's secondary schools can

achieve after being taught by teachers from Kenya's colleges and Universities all the objectives of English Language, "then the teacher education program completed by the teacher is good" (Gephart, et. al, (1988:xi)

However there are pitfalls in this argument. First it ignores the effect variables might have on the two sets of curriculum. Squires, (1994) stresses that there are always tensions between variables; and these tensions do affect the functions of teaching and training.

Second, in a centralised education system such as Kenya's, by adopting this position wholly, the study would be ignoring the most important factor in the curriculum process. This is the variable of 'politics', which can, because of its ambiguity, make it difficult for those dealing with the curriculum to set out a logical hypothesis.

Selection.

The selection of teachers of English has emerged as an important factor of investigation for the next phase for this study. The views of the different sets of respondents would appear to suggest that selection influences the final product coming out of the colleges/universities.

The selection of the prospective teachers is fundamentally a matter of prediction of success in job performance. (Gephart, et. al 1988:xiv) This statement may be too generalised but it is the view of this study and supported by evidence from the various samples that the current process of selection by the University admissions board is faulty.

The evidence suggests that it lacks criteria, in practice, based on career interest. The respondents portray teaching as a place to dump those who cannot make their first or

second choice places into 'better' professions. When selecting teachers of English to be trained the universities must find ways to include, 'knowledge of subject, enabling knowledge' and career interest. (Gephart, et al 1988:xiv).

The following are, in the view of this study and as expressed by the respondents to the survey, the vital components to form the criteria for selecting ELT trainees:

. competence in English.

. interest in the career of teaching.

. general academic ability to attract the best.

Therefore, the University admissions board should not ignore the argument that "teacher productivity and success will be hampered when institutions ignore that selection has as its purpose, the identification of teacher candidates who have a high probability of success in accomplishing the kind of learning outcomes in pupils that are desired by the state". (Gephart, et.al, 1988:5) They further argue that the process has to be "valid and reliable". The evidence from the survey supports this view, especially in respect to ELT teachers.

Teaching Practice.

In any discussion about pre-service training for teachers, teaching practice will always occupy the centre stage because of the battle between theory and practice. "If teachers are to be held accountable for their pupils' achievements, then it follows that teacher-training programs are to be held accountable for the ability of their trainees to effectively teach them". (Redfield, L in Gephart, et.al, (ed.) 1988:112-113). Redfield further stresses that this has meant that "the opinion voiced by policy makers has generally accepted that pupil achievement is best represented by standardised

achievement tests. This... implies that academic achievement [thus measured] is the valued goal and outcome of education" (Redfield, L 1988:114).

Without precluding the debates that inform this notion of measuring teachers' effectiveness by use of standardised tests this is the position Hon. J.J. Kamotho, Minister of Education took. When releasing the 1994 KCSE results of the national examinations, he voiced the governments concern about the poor results in English Language. He asked those concerned in the Ministry to find ways of improving the level of the language, spoken and written; in other words students ability in English should be reflected in the results.

The lack of means to directly measure teaching effectiveness relegates those involved in education/teaching to the use of proxy measures. This survey took a similar view from a different angle. In questionnaire [c] the investigations were mainly on evaluating student practice, its administration, supervision and the related problems. . In questionnaire [b] teachers' pedagogic skills, views and problems in teaching English. In [d] lecturers/teacher trainers' views on training teachers of English. In questionnaire [a] and briefly so, pupils of secondary schools experiences with student teachers on practice.

The results show a range of opinions. But the respondents in questionnaire [b], [c], and [d] are all agreed that in the teachers' programme, the period of internship is very crucial to professionalism. It is a period to embed theory into practice.

The respondents advocate an increased period of practice, more involvement by serving teachers in schools. They also suggest a more pronounced involvement of subject specialists in student assessment, a wider exposure to language laboratories before teaching practice and well-equipped schools for ELT teachers to practice in. In

addition, they recommend a reduction of the problem of inefficient assessment and supervision and urge the establishment of research into the influence of the Kenyan languages on training the student teachers to teach speech effectively. This study's interest in teaching practice is derived from the belief that "the practical aspects of training are acquiring an apparently greater significance" in the field of teacher education today (Shaw, 1992:113).

The information from the survey shows that the theoretical aspects of current teachers' programme leave the trainees theoretically informed. But theory and practice must gain a meeting ground, both receiving equal attention. Protherough et.al observe

> "In [the] *rite de passage* of training, students traditionally place a very high value on initial school experience and on teaching practice. That is when they see themselves as closest to the teacher role at which they are aiming. ... Certainly it is only when you have the responsibility for a class that you *really* begin to discover what knowledge is essential" (1989: 10-11).

The course content.

Pennington states that, at "the heart of every educational enterprise; the force driving the whole enterprise towards its educational aims is the teaching faculty" (Johnson, (ed.) 1989:91). But Berk (1984) warns that not all effective programmes have the same effects and that good teaching should not be perceived as probably recognisable by relatively naive observers. How possible is it to assess good teaching in a faculty when as Redfield says, 'good teaching is not universally definable across the grade levels and content areas'? (Gephart, et.al. 1988:123). Does decision about what to include in the teachers' curriculum content, solve the problem of training them? It would appear that mastery of content, mastery of didactics, focus on classroom management, teaching of basic skills, and focus on higher order of thinking and affective outcomes may be

differentially emphasised by pre-service teachers, student teachers, beginning teachers and veteran teachers. (Gephart, et.al. 1988:122).

This argument gives this study the perspective from which to adopt the view that the lack of universality does not deny those involved in training teachers the knowledge of what is useful for the trainees. This will vary from discipline to discipline. For the English Language teacher this study proposes that the teacher of English is different from other teachers. Therefore his/her course has to be developed differently and executed so.

Protherough et.al (1989) observe that, "In the NFER study of teachers' behavioural strategies, it was found...that 'Teachers of English are not typical of teachers in general in their respective countries" (p 9). He and his colleague advance the notion that student "teachers of English are at one extreme, with teachers of French, Physics, and chemistry at the opposite pole" (ibid.).

This study therefore suggests that at the faculty of education:

- English language teachers should undergo an intensive phonetics course.

- The course content should include elements of the secondary school syllabus of English. This should be the focal point of microteaching.

- Enhance the following in the curriculum for teachers:

1. ELT methodology.

2. teaching practice.

3. Microteaching.

4. linguistics.

5. testing.

- Keep Literature and Linguistics apart by training the two sets of teachers separately.

- Find a way of getting round the problem of big numbers in class so that tutorials, seminars and group work can be part of the ELT programme.

It is vital to remember that the current training programmes/curricula have been described as being only satisfactory.

ELT Resources.

It is the position of this study through its examination of the proposals about the process of theory and practice in the teachers programme that little can be achieved by just outlining what may be considered essential concepts in educational planning, and methodologies. It is necessary to isolate the key variables in the curriculum process.

In this particular instance ELT requires that one assess the role and influence of resources books, audio-visual laboratories and field trips.

While it is important to acknowledge that, 'the main' academic sources for "designs in language programming include Literature and Linguistics", the focus has to be, finding a way to "transfer...a systematic body of knowledge-essential grammar or communicative functions of a language" (Berwick, 1989:49). The student teacher needs the resources to build and effect this process.

In summary, the teachers' curriculum needs to have, as aforementioned, coherence. "A coherent curriculum is one in which decision outcomes from various stages of development are mutually consistent and complementary, and the learning outcomes reflect curricular aims". (Johnson, (ed.) 1994:xiii)

Therefore, this study argues that the teacher of English Language in Kenya may be in danger of becoming 'just' another teacher. He/she is a Language teacher and must remain so. Equally English Language is central to curriculum process in Kenya and

will probably remain so for the foreseeable future. The objectives of training the former to teach the latter have to be evaluated.

5.4   Summary.

Many issues have emerged from the analysis of the evidence from the survey and the comments made by the respondents. It is possible to observe and conclude (in the interim) that the factors listed below have been identified as the possible causes of poor performance and proficiency in the Kenyan secondary schools.

Classroom Practice:

Problems of pronunciation (L1) on the teachers' part.

Level of speech on learners' part.

Lack of confidence in teaching Oral literature.

The integration of language and literature.

Lack of resources and materials (including books).

Heavy teaching load.

School and curriculum.

Uncertain role of English as a service language.

Attitudes of other members of staff (teachers) to English.

Marking of use of English in other subjects in the national examinations.

Policy and culture.

Effects of the policy of 85% localised intake in schools.

Growth of sheng, among young people.

Role of Kiswahili.

<u>Teacher training.</u>

Selection criteria for teacher training and inadequate supervision during teaching practice.

The next stage of this study shifts to a qualitative approach using interview techniques to explore further the factors raised. The objective of the second phase is to find out the influence of these various factors on the performance and proficiency of Kenyan students in English. Secondly, the study proposes to use the same methodology to look for conditions prevailing that if harnessed or improved could lead to good practice on the part of the teacher of English. It will restrict itself to trainers, trainees and policy makers.

PART TWO.

Chapter Six: Reconstructing the Problem.

6.1 Introduction: Background.

This chapter outlines the re-construction of the research problem arising from the results of the survey in the previous chapter. This study started as an investigation into the problem of the declining standards of English in secondary schools in Kenya. The evidence for this was the poor results in the public examinations (See chapter one.). Despite much speculation about the reasons for the problem, no empirical work had been done. Hence this study undertook the inquiry. The research began with the assumption that teaching, and by extension teacher training or teacher education, was probably the main cause for the poor examination results in English. One reason for taking this line of argument was to do with the universities' programmes for teachers of English. Their tradition has been to train teachers of Literature who would then teach English Language and Literature. The change in the system of education brought about a problem. Unlike in the past, when it had been possible for some teachers to teach literature only and not language, the new 8-4-4 system of education had a predominantly language-oriented syllabus. It is now mandatory for all teachers of English to handle both.

As already stated elsewhere, to begin the investigation of the most probable causes of poor performance and proficiency in English, the researcher decided to conduct an exploratory survey. The survey was carried out in the Rift Valley province of Kenya. Rift Valley province is the largest and most diverse of all the provinces. This gave the

researcher reason to believe that it would provide the most representative sample of the whole republic.

In addition to the researcher's original assumption that the main focus should be on the training and classroom practice of the teachers of English, the survey questions/topics cast their net wide to cover a wide range of possible issues. The results from this survey suggested that while there are issues related directly to both training and classroom practice, there are also wider, contextual issues or factors that may affect standards in English. Some of these relate to the place of English in the school and its curriculum, and some to the wider role of English in the national culture. What is notable about the results is they called for a re-think of the whole study and especially the process of investigation.

6.2   Key factors in the poor performance in English in KCSE.

According to the results of the survey carried out in the first fieldwork, the following were identified to be the main factors affecting English performance and proficiency in secondary schools in Kenya.

6.2.1   Teacher Training.

The problems to do with the training of teachers included:

Lack of facilities including language laboratories; poor staff-student ratio and consequent lack of tutorials; a curriculum pitched at too high a level for school-teaching; inappropriate balance between language and literature; inadequate selection criteria; not enough teaching practice and inadequate supervision of teaching practice. The teacher-trainees see English as a practical subject that needs practice. The trainees

expressed concern about their training in phonetics. They observe that the teacher trainers lack the native speaker's expertise. In addition, the universities do not have language laboratories.

6.2.2 Classroom Practice.

The problems to do with classroom pedagogy included factors such as:

Some teachers' lack of confidence in teaching oral English; problems of pronunciation; the government policy on the inter-relation between language and literature; lack of resources and materials including books; heavy teaching loads; and the levels of learners' language when joining secondary school.

6.2.3 School and Curriculum.

Under the broader heading of the school and curriculum the problems included:

the uncertain role of English as a service language; the attitudes of other teachers to English; and the non-marking of use of English in other subjects in national examinations.

6.2.4 Policy and Culture.

Under the heading Policy and Culture the problems included:

the policy of localised intake in schools (a Ministry of Education regulation requiring schools to select 85% from the locality) leading to more homogeneous language groups; the enhanced role of Kiswahili as a national language; and the growth of Sheng, especially among young people.

These factors will be discussed in detail under their various headings in chapter seven.

Diagram showing the various clusters of factors.
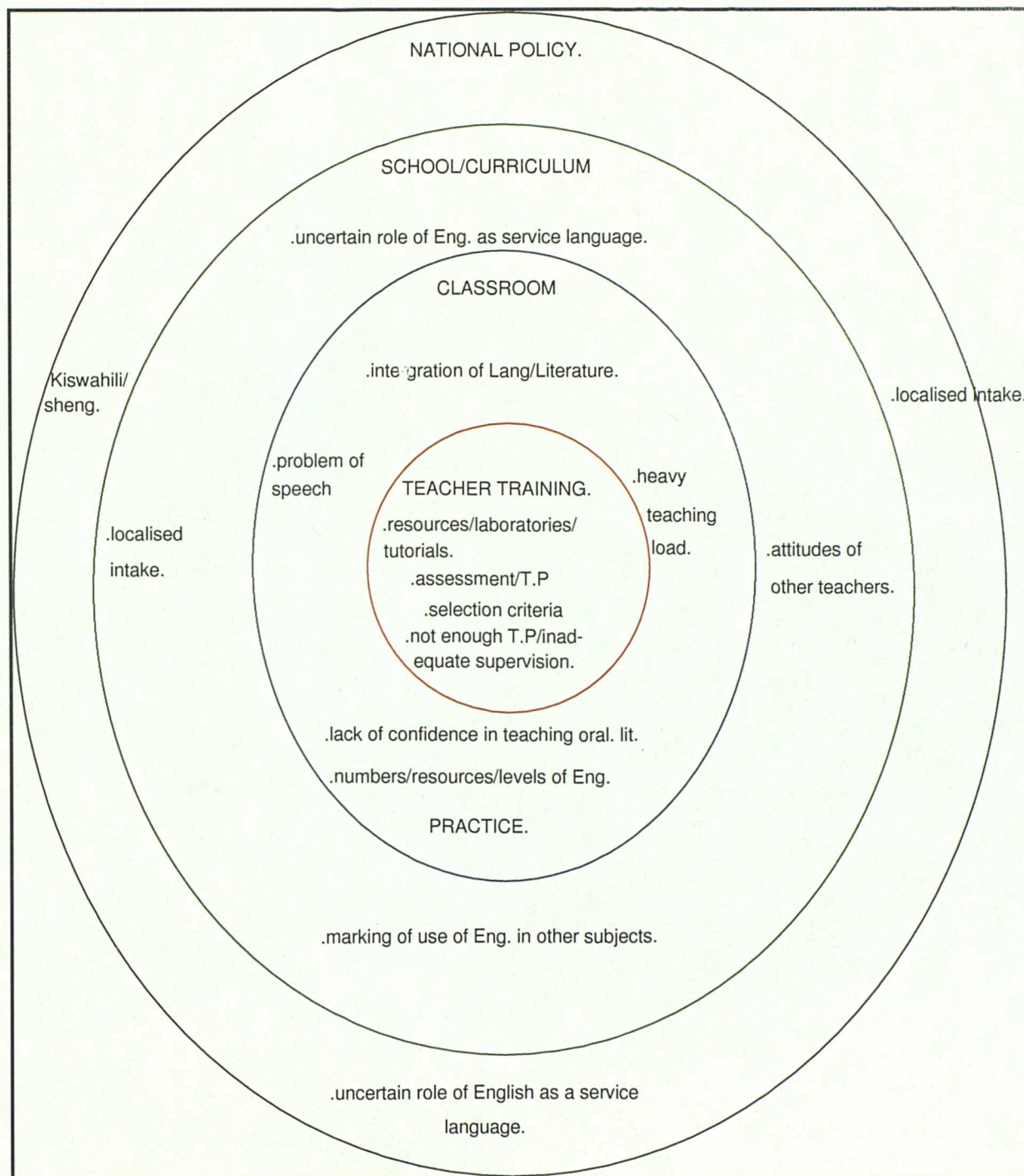
Figure 3: Concentric circles.

6.3 Investigation of Key Factors.

It was decided in this second phase to use the interview technique. The researcher did not have to make assumptions about the key factors responsible for the declining standards of English Language in Kenya. Rather, the respondents to the survey provided the general themes to investigate.

The interviews would be about the particular issues that were relevant to interviewees. However, the researcher would seek views on the general weighting of these various 'clusters' of factors. (See diagram showing concentric circles, p 175).

6.3.1 Purpose/Aim.

The results of the survey provided a framework or focus for further investigation. The second phase would aim to get more information from experienced teachers, teacher trainers and from those involved with education. To achieve this objective it was thought that it would be more productive to use a qualitative research method. The interviews were based on issues or factors the survey had suggested affect or relate to English language teaching in Kenyan secondary and teacher training. Therefore, the questions ranged from those to do with policy to those to do with classroom pedagogy. The second phase of the study had one main objective. As stated elsewhere in this chapter, it hoped to use the views of the interviewees to examine the extent to which the key factors could be held responsible for the problem of English.

6.4   Methodology.

First of all below is a brief explanation why it was decided to use a qualitative methodology despite starting the study with a quantitative one. What possible difficulties could the study face and how well would the method serve this investigation? There is of course an unending debate about quantitative and qualitative research methods. Some researchers from both groups insist that the two cannot be used in the same study. However, so long as the researcher is aware of the theoretical and philosophical assumptions that inform the two methods there is a lot to be gained by using both where needed. Provided the researcher can distinguish the processes involved, he/she will be able to select the techniques best suited for his/her empirical work. Indeed Bryman (1988) argues for the advantages of using a variety of techniques. He suggests that this "allows inferences or 'leads' drawn from one data source to be corroborated or followed up by another" (p 47). He explains (Bryman, 1988:120-136) how quantitative research could facilitate qualitative investigation. He suggests that the former can help "in the judicious selection of cases for further study". He cites two studies in which the use of a questionnaire survey provided results that allowed the researchers to select groups of people to interview. Those interviews he says, "formed the basis of an intensive ... study". He concludes that "the initial quantitative research allows a 'mapping' of the issues to be addressed and also provides the basis for the selection of comparison groups for in-depth qualitative interviewing".

This study used the two methods because of the reasons given above. The study at this stage was also concerned with the problem of establishing the validity of key factors

the respondents had given us from the survey. Reference is being made specifically to those key factors, which emerged, unsolicited from the open questions in the survey.

The interview methodology would give the researcher leverage on matters such as detail and contextualization of factors, which the respondents had not provided on the questionnaire. The researcher expected the interviews to clarify the relevance and the relative importance of the problem of English to Kenyan society. These were advantages the study did not have at the survey stage.

If a researcher judges that certain information may not be available to him/her using quantitative methods, he/she should incorporate qualitative ones so that, as observed by Bryman (1988), a complete account can be provided.

6.4.1   Interviews.

The technique chosen for this phase was the use of interviews. Walker (1985) states that "the interview relies on the fact that people are able to offer accounts of their behaviour, practice and actions to those who ask them questions" (90). He explains further that this method does "hinge on the assumption that people are to some degree, reflective about their own actions or can be put in a position where they become so" (ibid). Therefore "someone [is] able to offer reflective accounts and to test these against experience" (ibid: 91). "Educational researchers have adopted interviewing as an appropriate method for a wide range of investigations, reflecting a similar breadth in theoretical perspectives" (Powney and Watts, 1984). They assert that "interviews are based on prior assumptions and have to depend on specified sources of information" (ibid. 335). The philosophy and methodology should take into account validity and verification. Therefore, the sample was picked from individuals whose knowledge;

opinions and thoughts had a direct bearing on the research questions and objectives.

The interview method uses different techniques. This study opted for the semi-structured interview technique. Hence, the interviews were guided by the use of checklists. The checklists were made up of the factors listed according to the various categories. There were no pre-prepared questions. Fontana and Fray in Denzin and Lincoln (1994) stress that "unstructured interviewing provides a greater breadth than the other types, given its qualitative nature" (p 365). This study would like to concur with their idea of using "multi-method approaches to [triangulate] achieve broader and often better results" (p 373).

6.4.2 The interview process.

The mode of interviews in this particular study was semi-structured. A list of key factors or key issues were presented to the interviewees (See Appendices (vi)-(x). Furthermore, policy makers were provided, prior to the interview, with a two-page piece of information about this research (See Appendix (v). In later stages of the exercise the researcher found that the interview process was made easier when this information was given to all categories of interviewees. During the course of the interviews, the interviewees were asked for their views about specific 'key factors', which fall under their area of work or office. At the end of the interview they were asked to comment on the overall key factors of the survey. They were also asked to select three factors they considered as key contributors to the poor performance in English Language.

The lengths and dates of the interviews depended on the availability of the interviewees. These interviews were located mostly in the interviewees' places of work, though there were a few that were conducted in hotels, one outside a drama

festival hall, one in a school field and another in a university car park. There were occasions when the researcher had to use the opportunity provided to put in an informal interview. In more than two cases more than one person from the same or different institution(s) were interviewed at one sitting.

Despite the absence of pre-prepared questions, the use of checklists is indicative of specific information being sought. The interviewees were made aware of this when they received the checklists and the two-page piece of information. However, they were not restricted only to the topics on the checklists. They were allowed the freedom to determine the approach to the whole interview. For example, there were those who restricted themselves to the checklist and followed the order of topics as listed in their comments. Similarly, there were those who approached the topics from a holistic point of view, dealing with the problem of English in the wider context of the whole education system. A point to note is that for the teachers and trainers who had participated in the survey this was a continuation of an earlier exercise. They seemed to find it easier to relate to the problems/issues being raised in this investigation. They observed that the survey had narrowed down the list of issues to the most pertinent ones.

6.5   Problems and Limitations.

6.5.1   Limitations.

The first difficulty arises from the choosing of the manner of keeping a record of the interviews. The interviewer has to choose from several techniques of recording. The techniques include tape recording, note-taking, diary keeping and observation among others. The first two on the list above are the most commonly used. There are

arguments for and against the use of the two; tape recording, and note-taking. About tape-recording Walker (1985:234) observes that "it is tempting to use tape-recording in order to obtain the fullest and most accurate record; on the other hand many people find tape recording intrusive and cumbersome". Whereas, he argues, "note-taking draws the researcher into interpretation early in the study and in one sense makes the researcher more a person in the eyes of the subject. Tape recording lends itself to a recessive style on the part of the researcher, disguising the interpretative process by burying it in the editing and selection of extracts from transcripts" (ibid. 235).

One disadvantage that most researchers ignore, is the knowledge that the process of interviewing triggers off the researcher's experiences. These experiences interact with the interviewee's. Where the researcher uses the note-taking technique, these experiences tend to determine the choice of issues he/she will record. This is what Borg and Gall (1989:455) refer to as "the tendency of interviewers to make an unconscious selection of data favouring their biases". This disadvantage is not unique to qualitative methodology only. Sue Scott observes (see Burgess, 1985:74), "all researchers operate from within a theoretical framework or overview and that we affect the data at all stages".

Hillary Burgess discusses one further example of the limitations of the interview method. This concerns interviewing peers. (See Burgess, 1985:186). She alerts researchers to the fact that, "when one is interviewing peers the interviewer no longer has the advantage of possessing superior knowledge or techniques. Equally, assumptions are made by the respondent that certain things do not need to be explained and therefore gaps can appear in data".

This is not an exhaustive discussion of the limitations of the interview technique. What is highlighted here are issues that were bound to affect and did to some extent affect the process of the interviews conducted by this study. The researcher was going to encounter his peers during the exercise and as mentioned in the next section he intended to tape-record some of the interviews, where possible.

Finally, the study would like to reiterate the reasons for choosing to use a qualitative method after starting with the quantitative one. The researcher was not duly concerned with the compatibility of the theoretical assumptions that inform the two methods. It was the view of the researcher that he should be guided by the practicality of integrating the methods without necessarily compromising the strengths of the study. Bryman and Burgess (1994:222) offer a justification of this view with the observation that, "the purpose [is] not to 'triangulate' the two sets of data (that is to check the different findings against each other) but to allow the quantitative component to map out general patterns and the qualitative phase to reveal process and the perspective of those actually involved in situations in which, …[there could be answers to the research]…question."

6.5.2   Problems.

Each interview is unique to itself and hence the researcher cannot use the previous interviews to plan for the next. The problems experienced during this exercise were mainly of three different kinds. These could be categorised as follows: administrative problems; those problems to do with the availability of the sample; and record keeping.

6.5.2.1 Administration.

Authority to research comes from the Office of the President. The permit previously granted to the researcher was still valid. However, it required updating to include Nairobi province. There was a delay in obtaining this up date. The under Secretary in the Ministry of Research and Training was on sick leave. The problem was sorted out on a second visit to the Ministry's offices at K.I.C.C in Nairobi.

6.5.2.2 Availability of interviewees.

Policy Makers.

The main problem the interviewer faced was lack of response from those contacted for interview. This applied also to those approached for appointments by phone. This made it difficult to plan an interview/research schedule. As an alternative the researcher had to travel to the places of work of the prospective interviewees to set up meetings. The interviewer had to visit the offices and institutions severally in order to secure an opportunity to interview. This required many trips from Nakuru to places such as Nairobi with no assurance of meeting interviewees. Most frustrating were interviews arranged with senior government officers. Earlier arranged dates and times were changed or forgotten without any explanation. However, some officers were involved in activities or trips overseas, which took them away for a while from their offices.

Lecturers/Tutors.

Among the universities, Kenyatta and Nairobi were unavailable to the researcher during this particular trip. They were however interviewed a few months later. The students of the former had been sent home while those of the latter were sitting their examinations. This meant the lecturers were not on the various campuses. Egerton was in session, a few weeks before examinations. The lecturers, most of them, reside in Nakuru town and were easily available to the researcher.

Teachers.

Teachers of English in secondary schools were equally busy. The researcher's target group included those with long years of service, heads of department and examiners. These teachers wear many hats. They are involved in activities such as end of term examinations setting, moderating and marking, the setting of mock examinations, developing curriculum programme/materials with K.I.E. in addition to their teaching duties. Many had requested that they be contacted in the second term, which opened on 29th of April. This meant that the researcher had between 29th April-9th May to interview as many as he could find available. In addition, the researcher had to return to UK three weeks before schedule to attend an interview to do with the funding of this study.

On the whole the problem of getting hold of interviewees was the most serious. For example, it took seven trips to Nairobi before the researcher could finally get to talk to the Kenya National Examinations council officers. This was only possible with the help of the officer in charge of English at K.I.E. Similarly it required three trips before

he was able to talk to K.I.E. personnel and curriculum developers (teachers) who were in a workshop at the Institute.

6.5.2.3 Recording of Interviews.

Some interviews were taped while in the case of others only notes were made either during or after the sessions. The taping of interviews was determined by two factors. Firstly, the nature of the interviewee's organisation/institution or office held by her/him. The general picture, which can be drawn from the exercise, is that officers, teachers and trainers were wary of being quoted. Assurance that the information they were giving would not be used in situations that could jeopardise their jobs had to be given. In spite of the fact that the researcher had clearance from the Office of the President, this did not alter interviewees' concerns. This was especially so for those who held the view that policy and practice were at variance as far as English Language teaching and the training of teachers of English were concerned. In some cases, many interviewees declined to fulfil earlier arrangements upon realising that they would be taped. Others didn't allow even notes to be made during the sessions.

However, the researcher did appreciate situations where the secretive nature of certain institutions demanded that he neither tape nor make notes; in places such as the Kenya National Examinations Council. Nonetheless, it was agreed in principle how to present the information/facts they (officers) gave.

6.6   Planning for the second phase of fieldwork.

The planning of the second phase of this study started with the re-construction of the research problem. The focus was on the factors given by the survey results. A review of the whole research from where it had started was done; especially the views the researcher held when setting out his proposal. A choice between further validation of the results of the survey and finding out the reliability of these responses through greater depth by interviewing had to be made. It was decided that a second survey on a larger scale would more than likely replicate the first and provide the same responses or factors already known to the researcher.

The decision to use the interview method was seen as appropriate to the theoretical and methodological plan of the study. The interviews, the study hoped, would provide in-depth information about the three tiers/levels of the study; classroom practice, (pedagogy), teacher training and policy. However, this also called for the re-organisation of the structure of the thesis.

The next step was to plan the interviews and find sponsorship for the fieldwork. A large percentage of time was spent on structuring the framework for the interviews. This involved making decisions on who to interview, how many to interview, and the type of interviews to be conducted. What to interview them about was already provided. However, a decision had to be made about which factors would be presented to the different groups. Therefore, a number of weeks were spent on preparing checklists to be given to the interviewees. The researcher also prepared a two-page

piece of information about the research to be given to policy makers. (See appendix (vi) and (v) for checklists for teachers and the two-page piece of information, respectively.)

The checklists and the information to be given to the policy makers were to be treated as the basis for the interviews. What was required was to select specific people to provide views about these assumptions. It was decided that the interviews would be conducted with only a specific number (a small number) as the target group. In addition, some of the target-group was to be drawn from those institutions that had participated in the first phase of fieldwork (See comment on how they responded to the exercise in section 6.3). Powney and Watts (1984:335) observe that, "interviews are based on prior assumptions and have to depend on specified sources of information".

It was also agreed that tape recording would be done where agreed upon by the subject. However, where not acceptable to any interviewee notes would be taken by the researcher. In addition, two things were decided. Firstly, pilot testing would be done in Kenya. Secondly, if funds allowed, a school-leaver would be recruited to help in transcribing the tapes during the exercise.

6.6.1 Interviewees.

There were to be three main groups:

a) Policy makers; these would include agencies of the Ministry of Education.

b) Trainers of ELT teacher-trainees.

c) Teachers of English Language-heads of subjects and departments included.

The following were listed as the target group/subjects for the interviews.

Policy.

(i) Ministry of Education: -   The Permanent Secretary.

The Director of Education

The Chief Inspector of schools.

Deputy Director in-charge of Teacher Education.

Senior Inspector-English.

(ii) Agencies of the Ministry: (a) K.N.E.C.

The secretary K.N.E.C.

The section head-English Language.

The section head- Examination data.

(b) K.I.E.

The section head K.I.E.-English.

An officer in the English curriculum development unit.

(Maximum of 10 people.)

Training.

Teacher Trainers.

(i) Chairmen the departments of Curriculum and Instruction;

Kenyatta

Moi   }Universities; interview at least any three.

Egerton

Nairobi

(ii) The chairmen the Departments of Lang/Ling and Literature;

Kenyatta

Moi   } Universities; interview at least any three.

Egerton

Nairobi

(iii) Lecturers of English Language/Literature: 12 in number.

(Maximum of 20 people.)

Classroom Practice.

Teachers.

English Language teachers: Heads of department

National schools

Provincial schools

Day schools

Examiners of English

Teachers with 3-20 years

(Maximum of 20 people.)

In-service teacher training.

School English Project.

Co-ordinators of the programme: British Council

Inspectorate

Regional

R.C. Tutors

(Maximum of 5 people.)

6.7 <u>Rationale.</u>

It was evident that the problem was not as straightforward as originally envisaged, and not one of teacher training and classroom practice only. It was becoming clear that at most levels there were other factors influencing the poor performance or decline of standard of English, which had to do with the wider role of policy and culture. The next step the researcher took was to re-construct the problem. The problem had to be framed in relation to the need to explore the views arising from the survey. It was decided to use a qualitative method. This was not done just to test the research questions in chapter one. It aimed at using the perspectives or views of experienced teachers, teacher trainers and policy makers to help the researcher evaluate these key factors (of the survey) and their influence on the performance of English.

Firstly, only the most appropriate people were selected from the target group. Secondly, it was important the people selected should include those who also perform other roles in the field of education in Kenya. For example among the teachers selected, some are curriculum developers with the Kenya Institute of Education. Moreover, others are very senior examiners of English, while many have played or still play a part in in-servicing other teachers of English in the Republic. Therefore, this study can justify the sample as being composed of people who are authorities by their own right in the area being investigated. Since their interpretations would only be drawn foremost from the focal issues raised in the survey, they could be relied upon to provide a reliable view of the situation. Above all the researcher had to rely on the validity of their interpretation. With the application of such a criterion to select the subjects to be interviewed the researcher was hopeful for a frank reaction to the key factors.

It is important to stress again that the researcher was looking for the confirmation of the key factors. Secondly, if they were the causes, it was important to know the existing conditions creating these factors. Above all, it was imperative to know the extent to which each factor could be held responsible for the declining standards of English Language in secondary schools.

6.8   Summary.

This chapter has explained why the results of the survey made it imperative for the researcher to re-construct his views about the research problem. As a consequence, there was a change in the methodology from a quantitative approach to a qualitative one. Interviews were to be used to help establish informed opinion about the key factors relating to ELT, teacher training and educational policy in Kenya. The interviews were unstructured but interviewees were provided with checklists and a two-page piece of information about the research; this was to assist in establishing some uniformity of the issues/factors they were to respond to.

The validity of this approach is drawn from the views of some of the existing literature on social science research, which encourages the use of a variety of methods and techniques. Most important to this study is their suggestion that quantitative techniques can be used to map out or to select items for qualitative in-depth study. Furthermore, the sample the study took was expected to provide reliable information. The teachers, for instance, participate in other sectors of education in several capacities. These include roles such as curriculum developing, assessment at national level and in-

servicing other teachers. Their answers/responses and views, it was expected, would be drawn from and informed by the societal and educational experiences.

The researcher set out to interview a target of about 55 people; 20 teachers, 20 teacher trainers, 5 people in the field of in-service for teachers of English and 10 from the Ministry of Education and its agencies. The analysis of actual interviews is in the next chapter (7).

Chapter Seven: Fieldwork Phase Two-The Interviews.

7.1 Introduction-The second phase of fieldwork, March-May, 1996.

The reasons for undertaking the second phase of fieldwork have already been explained (see 6.3). This chapter sets out the objectives of the second phase, and describes in detail the methodology of the interviews. The chapter also discusses the problems encountered during the fieldwork. The larger part of this chapter reports the results of the fieldwork. This is categorised as follows: 7.4 Report on classroom practice; 7.5 Report on initial teacher training; 7.6 Report on in-service training and 7.7 is the report on the agencies and officials of the Ministry of Education with regard to teaching of English Language. Section 7.8 is the analysis of the various reports. The final part of the chapter 7.9 is a brief discussion of the findings.

The interviews were conducted at various locations between 3rd March and 9th May 1996, and December 1996-February 1997 by the researcher. The interviews conducted in December 1996-February 1997 were aimed at completing the work interrupted earlier on. They involved lecturers from University of Nairobi, Moi University and Kenyatta University. For the sake of convenience and ease in reporting the views have been integrated as one report of teacher trainers. The researcher received support from many people and government agencies. Some of these officers were not part of the target group but their influence helped a great deal in opening doors to some 'closed' places.

There were, as already stated in chapter six, three main categories of target groups to interview. These were:

(a) Policy Makers: mainly officials of the Ministry of Education and its agencies.

(b) Teacher trainers: specifically those handling ELT teachers and the general methodology of education in the universities.

(c) Teachers of English Language: those targeted included some of those who had participated in the survey.

7.2 Rationale.

The study at this second stage had one specific objective. This was to obtain qualitative views about the factors arising from the first survey. There was a need to find out how these factors influence, affect or relate to ELT in the Kenyan secondary schools. To place the whole exercise into perspective it is important to re-state the research questions again.

Research questions.

- Why has the performance of English Language by the students in Secondary schools (KCSE) deteriorated?

- Is there a link between the poor standards of English at KCSE level and the training of ELT teachers (the teachers' curriculum)?

- What are the contextual factors that contribute to the problem of poor performance and lack of proficiency in English Language?

This third question is the result of reconstructing the research problem to include the wider social and policy factors raised by respondents in the survey.

7.3   Report and Results: Introduction.

7.3.1   Classroom Practice: Teachers of English.

Of a target of 20 teachers 16 teachers were interviewed. The researcher was unable to reach the other four; leaving a sub-total sample in this section of 16 teachers. However, it is important to record at this stage that the researcher was able to achieve the following targets. (These are figures to do with the characteristics of the schools in which the sample teach).

Table 18: Characteristics of Schools-target group [b] teachers.

Type of School.	Intended.	Achieved.
National Schools.	2	2
Provincial Schools.	2	7
Day Schools.	2	4
Examiners of English.	3	9
Teachers with 3-20 years experience.	7	14
Heads of department.	4	9

These statistics mean that out of the 20 teachers selected to interview the researcher expected a certain number to represent those categories of schools referred to as the "intended". The figures showing "achieved" are inclusive of, for example, a Provincial school which happens to be a Day school and also is the working station for an examiner; who may at the same time be the head of department and/or a curriculum developer.

7.3.2 In-service training.

The researcher's objective was to interview those involved in the in-servicing of English Language teachers. The study was specifically interested in the role of the Teachers' Resource Centres that have developed as a result of a previous in-service programme set up by the British Council (the School English Project 1988-1992). Currently this is the only existing avenue for in-servicing language teachers. The target was 5 people but the researcher managed to talk to 4.

Table 19: The target group-in-service training.

Level of co-ordination.	Intended.	Achieved.
British Council.	1	1
Inspectorate.	1	1
Provincial.	1	0
Resource centre tutors.	2	2

7.3.3 Teacher Trainers/Lecturers at the Universities:

As indicated earlier this group necessitated a change in the target group. Some of the Universities were either closed due to administrative problems or they were in an examination session and few lecturers, who would be useful to this study, were available. In addition heads of the curriculum and instruction departments were difficult to track down. Nonetheless, out of the intended twenty people the researcher managed to talk to 18. (See table 20).

Table 20: Target group- Teacher Trainers.

Designation of Subject.	Intended.	Achieved.
Lecturers of English. (Lit & Lang).	12	12
Chairmen of Curriculum and Instruction.	4	0*
*(Instead we were able to interview 4 Lecturers		
who handle Methodology/special methods).	-	4
Chairmen of the Departments of Lang./Ling.& Lit.	4	2

* 1 of them, in-charge of T.P Nairobi University (Kikuyu campus).

7.3.4 The Ministry of Education and its Agencies.

This is another area that required several changes, firstly, because many of the subjects were not easy to get hold of. Secondly, a number of senior officers of the Ministry declined to be interviewed and preferred discussions at an informal level. The information received from them was equally useful to this study, despite the shortcomings in the method. Out of a target of 10, 6 people were interviewed.

Table 21: Target group-Ministry of Education and Agencies.

Department.	Intended.	Achieved.
K.I.E	2	2 (including a section head)
KNEC	3	3
Ministry H/Q.	4 {	1 (formally)
		3 (informally).
Commission for H.E.	1	0

What is important to note about this target group was the problem of availability of the subjects that had been identified for interview in this group. The researcher discovered that he had very little control over whom to talk to. It was within the ambit of the very senior officials of the Ministry to delegate the session to their juniors or other officers in the department. For example, the Permanent Secretary passed the matter on to the Kenya Institute of Education to respond to the issues raised in the two-page piece of information. The officer in-charge of English at KIE invited the Education Editor from a leading national newspaper and discussed these issues outlining the position of the Ministry (See **Nation Newspaper** of the 30th March, 1996-Blackboard). The other example is the Chief Inspector of Schools who referred the researcher to her deputy in charge of Secondary curriculum. The final comment that should be made about this section concerns the kind of responses the researcher came across. Some of the responses reflected the official line and ignored facts about what was happening on the ground. The officers approached more often chose to direct the researcher to information already documented in official government publications. The problem is that a number of them are not up-to-date.

On the whole, the subjects interviewed represent a good spread over the categories. There were: 16 teachers out of 20; 18 trainers of teachers out of the intended 20; 4 persons out of 5 to do with in-service training; and 6 out of 10 persons to do with policy. The total is 44 people out of 55; which represents 80% achievement in reaching the target for the interviews.

7.3.5 Transcribing interviews.

The final stage before writing this chapter was the work of transcribing the interviews from the tapes. The transcriptions proved a very difficult task and quite time consuming too. The researcher had to listen to all the tapes, writing down the responses of the interviewees to every factor about which they were asked. Secondly, the process also took note of issues raised by the interviewees, which had not been included on the checklists but were of interest to this study. Their views are grouped under the different factors and reported below.

7.4   Report and results of teachers/heads of department.

This will be approached by reporting the discussion about the factors as listed on the checklist given to the teachers. The report will describe the common and differing views teachers provided about the key factors. The interviewees in this group were sixteen teachers in total and they have been numbered **T1-T16**. The report begins with views to do with classroom practice.

1. Problems of Pronunciation (L1) on the teachers' part.

Respondents to the earlier survey had suggested that the problems of mother tongue interference had limited the teachers' capacity to be role models. This, they argued, had had an effect on those learning English Language. When interviewed, the teachers acknowledged the problem facing students who learn English modelling their pronunciation on their teacher's ability to enunciate words properly.

Interviewee **T2** states, "*Teachers are not completely free from this problem. I believe a learner cannot rise above the teacher. The teachers are a product of this problem too.*

This is a problem that cuts across the whole country. All of us as English teachers we

have one problem or another because of the interference of our mother tongue''.

Question: In saying so, are you suggesting that this affects the students to the

extent of contributing to poor performance?

T2: *"Yes, to some extent. Because if a student cannot distinguish the L, P, B, T, R, he*

will make these mistakes in the examinations. We should make deliberate efforts to

make English remain English''.

T5, a teacher in a National school insisted that this factor had a major effect on the

performance of students in English. **T3**, another teacher from another National school

agreed about the effect of this factor on examination performance. However, she

introduced a variable, which she refers to as the location of the school. She said that

the problem was not as serious in town schools as it is in the rural areas. *"Most of the*

students and teachers found in town have been very well exposed in the past. If you

find a teacher coming to teach in a school in town, he/she will have had some

relationship with that town. In the rural areas it is a very big problem where somebody

went to a primary school, high school in a village school and only went to a town to a

college and went back to teach. That is where the problem is very serious. It has come

up in the seminars where we meet with teachers from some schools ...[from up

country". Interviewees **T4** and **T8** support this view. **T4** observed that the main cause

of this problem was teachers avoiding teaching speech work. From her experience this

affects the students more. The main texts for language lessons in Kenya are divided

into units. The appropriate example would be 'Integrated English' the recommended

text for secondary schools by K.I.E. Most of the units in books I and II begin with a

section on speech work. If, as suggested by **T4**, teachers avoid speech work sections or if because of lack of confidence they do not handle this section appropriately, then learners are missing a vital aspect of the language.

T15 sees a link between this problem and another problem of inadequate training of teachers in phonetics while in college. He observes that during his time in University, *"the head of the English department at Kenyatta University insisted that you would not be sent out to the field to teach English unless you could pronounce English words correctly. We do not have much of that now. Lecturers have to cope with a larger number of teacher trainees than they did during our time; we were few ... teacher trainees do not get the attention that they really need"*.

Contrary to the views expressed above **T9** argues that the teachers' weaknesses as a result of their first language are not a very worrying issue. In his opinion teachers only contribute a small part to the problem of poor performance because of their pronunciation. Students have the chance to establish other role models outside the classroom.

The overall response to the effect of this factor was a view that it is a serious problem in the rural areas. However, when the sixteen interviewees were asked to rank this factor among the top three responsible for the poor results in KCSE only 2 out of 16 thought it was the 'top' factor while 8 thought it was a serious issue (See table 22).

The important point highlighted here is that the current training of teachers cannot compare with the kind of training other teachers received in the past. Then there was the first language speaker to act as a role model and enunciation (phonetics) was an important part of the teachers' course. Today the lecturers have to cope with large numbers of trainees.

Table 22: Rating of the factor-Problem of pronunciation (L1) on teachers' part.

	Rating	Responses.
a)	Not a very serious problem.	8
b)	A serious cause of poor results.	6
c)	Top factor cause of poor results.	2
(b+c)= (d).	A serious- Top factor.	8

2. Level of speech on the learners' part.

There were two main questions the researcher asked the interviewees about this factor. These were: Is the level of speech a serious problem in the learning and teaching of English in secondary schools today? And, does it have any effect on the performance in English in the KCSE? Interviewees **T1, T2, T3, T4, T8, T11, T15 and T16** all considered this to be a very serious factor, but again the variable here was the location of the school. Interestingly, a number of teachers from the national schools said that their schools also were victims of this problem. The national schools have the whole republic as their catchment area. But the teachers noted that the best pupils from some regions were not at the same level as those from primary schools with a cosmopolitan background. For example, **T15** observed that teachers of English are faced with the problem of trying to harmonise those students with weak backgrounds and those whose level of speech is good, during lessons in the classroom. Consequently, the weak students are left behind while the quick learners make progress. (same view held by **T16**). This issue is serious because the teacher of English does not only face the problem of finding the right level in order to teach, he or she has to maintain that level while constantly fighting a battle with the mother tongue (L1) and the interference of

Sheng (**T11**). Interviewee **T1** chooses to call 'level of speech' of the students, their background in English. He observes, "*I do not know if it has to do with the primary school curriculum, but I believe that some students that we are having these days have very little exposure to the spoken...written language*". This view is similar to the one **T15** expressed. The following was his response to a follow-up question on this factor.

Question: How do you as a teacher handle the problem of different levels in class?

"*That is another problem that is facing us. We do not even know what to do. Unlike in a training college we do not have language laboratories. We have actually not found a level to help either of the two groups. When students are out of class and they revert to either mother tongue or Sheng or Kiswahili we find it difficult to bring them back to the level where we would like them to be. So this problem of poor speech continues. I think that is why you have heard the vice-chancellors of our universities complain that we are giving them material that are* (sic) *half-baked. Either because we do not have much time or because we do not have the equipment to correct the weaknesses*" (**T15**).

The researcher was helped to understand that this factor operated at two levels; speech and writing competence. Accordingly, **T3** suggests that students from urban primary schools, because they are well exposed to English, are very good in speech. However, they are not as good when it comes to writing compositions. This, she argues, is an aspect of students' competence, which if the teacher is not aware of could lead to, and has led to, poor performance in the examinations. About the students from the rural schools she quickly notes that a number of them can hardly speak in English. She says, "*some of them were being taught in vernacular throughout, apart from being taught how to tick those K.C.P.E. papers*". She concurs with the view that the background with which the learner joins the secondary school is important in his/her subsequent

development. On the other hand **T12** saw this factor as a direct result of the government policy of localised intake in secondary schools. He argued that it leads to students in the rural areas never getting a chance or opportunity to practise English Language. In other words poor 'levels of speech' among learners is directly a consequence of a poor curriculum policy both at primary and secondary level. The primary assessment process does not offer many opportunities to assess pupils in written English except for the two compositions. Moreover, the wide secondary school curriculum leaves the teachers and students with no time to do remedial work where it is required.

Added to that, there is the problem of the lack of appropriate resources to improve on the desired levels of speech. Finally, other ministerial policies about school such as 85% localised intake have not helped to create mixed classes. Teachers end up with students from their locality.

When asked if this was a key factor contributing to poor results the interviewees saw it as a sub-factor related to other more serious factors. Thus, only 10 rated it as a serious factor and only 1 picked it as one of the three top causes of poor performance in the KCSE examinations. (See table 23).

Table 23: Rating of the factor Levels of speech on the learners' part.

	Rating.	Response.
a)	Not a very serious problem.	5
b)	A serious cause of poor results:	10
c)	Top factor cause of poor results.	1
(b+c)= (d)	A serious- Top factor:	11

3. <u>Lack of Confidence in Teaching Oral Literature.</u>

The general consensus among teachers interviewed is that a majority of teachers of English are not very confident when handling this section of the syllabus. One interviewee, **T1**, who is also a senior examiner of literature, stated *"The performance in the question of Oral Literature is always poor. But I think it is the attitude and the preparation. It goes back to what I was saying lack of confidence in teaching it, so the students are also not confident when answering questions in it"*. This view is supported by **T3** who observes, *"It is very true because the teachers themselves did not go through the system. They did not do Oral Literature either at 'O' level or 'A' level apart from a few who went to school only the other day. Most teachers are reading while they are teaching; even research has not been very clear on what to study. Some teachers never listened to the folklore they are teaching. Actually one cannot be confident. In colleges students are sent to go and do research during the holidays. But some of the students have not gone beyond town. They do not even know where their grandparents stayed"*.

According to their argument, there are two sets of teachers. The older generation has had the chance to listen to folklore but were not taught any methodology to use when teaching Oral Literature. This is because Oral Literature was not part of the school curriculum then. The second group is the younger generation of teachers who have experienced Oral Literature in class and in college but lack the cultural context. This second group is far removed from their oral background. The former group on the other

hand has no competent methodological approach.

In addition teachers in urban schools say that there is a group of students that think of Oral Literature as archaic. The students too have no cultural context to underpin their learning. In conclusion, Oral Literature is undermined by change. In the words of **T14**, *"the curriculum asks us to admire our roots and does not emphasise while teaching the relevance and relationship to a young learner"*. A view also supported by interviewee **T4** who explains that she finds Oral Literature lively to teach but the students do not make it easy for her to do so. She has to force them to participate in class.

Interviewee **T15** was asked if this problem was serious enough to cause poor performance in English during the Examination? He gave an answer which can be seen to sum up the reasons why teachers probably lack confidence when teaching Oral Literature. *"I think it would. How many of us teachers are actually confident in teaching Oral Literature? Very few are and most of us hide...we tend to use the set books more than we handle Oral Literature because we do not know what to say about it. Not all of us have been brought up by parents who in their time did find an elderly group who brought Oral Literature to them. Now what we teach is actually what we read in those storybooks. We have a teacher of Oral Literature who... got a poor background from his training college and has come out to an empty field where he does not know where to start looking for the material"*.

During the interviews the researcher became aware that this problem is probably caused by the fact that Oral Literature objectives are not in agreement with the social context of today for both the teachers and learners. It is possible to argue thus because one interviewee from the older generation of teachers, **T2**, like her generation of teachers expressed her surprise that any teacher would lack confidence in teaching this

aspect of literature. She defends this stand by arguing that, *"I feel Oral Literature is with you, with us and it is out there. It is not even in the books"*. **T16** maintains the same argument. She is of the opinion that the problem lies squarely with the students who have the wrong attitude. The learners are not enthusiastic; hence this aspect does not receive the seriousness it deserves.

The views gathered show that there are many problems with teachers getting out there to possible sources of oral literature, let alone being able to identify themselves with this aspect of English. Secondly there appears to be a problem with methodology and how teachers can use their training in literary appreciation to enhance the teaching of oral literature.

There is enough evidence to suggest that this factor contributes to the poor results in the examinations; a particular factor is the poor mark students obtain in the question in the oral literature section. 9 interviewees consider it a serious issue while 7 do not and none of the 16 thought that it is top factor. (See table 24).

Table 24: Rating of the factor Lack of Confidence in Teaching Oral Literature.

	Rating.	Response.
a)	Not a very serious problem.	7
b)	A serious cause of poor results.	9
c)	Top factor cause of poor results.	0
(b+c)= (d).	A serious- Top factor.	9

4. The Integration of Language and Literature.

Fifteen out of the sixteen subjects interviewed strongly object to the integration of English Language and Literature. The one person who did not object declined to

explain why because of the sensitive nature of his/her role elsewhere within the system of education. This person however notes that integration enhances the use of literary text to teach and can improve English. The fifteen all hold the opinion that integration has led to the following: Firstly, it has worsened the existing situation of overloading English Language teachers. According to them it has led to poor performance. To solve this problem some schools have opted to flout this regulation in the syllabus. They have split language and literature contrary to the instructions of the Ministry of Education and are doing well in the examinations. An example would be the national school where **T3** is head of department. They had not had their students scoring 'A' grade in English since the inception of the integration policy. However, because of splitting the two aspects of the subject the schools results in English in the 1995 KCSE results had students getting 'A' and 'B+' grades.

Secondly, teachers said integration had enhanced the bias teachers have for one area of the syllabus of English either language or literature. Unfortunately, the heads of department observed, this bias had led many teachers to shy away from either grammar or poetry. This was the experience of **T16** when she was just a new teacher at a girls' high school in western province and it is the same in her present school.

Thirdly, interviewees argue that the integration has led to frustration for both the teachers and the learners. The teachers lack adequate time to handle both. Literature teachers, for example, face problems in dealing with grammar and this only makes their work harder and puts pressure on time for English.

Fourthly, many argue that integration has watered down the literature. Therefore, students do not take literature seriously and this contributes a lot to the poor results. Above all, because of this kind of attitude towards literature new graduate teachers also

lack a culture of reading.

Fifthly, the integration has created the notion of competence versus incompetence in schools. By this they refer to a situation where some teachers have exploited the aspect of integration to teach only the areas they are competent in, to the detriment of the students who in the end produce poor results.

The teachers interviewed strongly argue for the separation of the two, literature and language. They insist that reverting to the previous form of a separate syllabus would allow students and teachers to appreciate the weight and importance of the two subjects. Here are some of the questions put to the interviewees and some of their answers.

Question: Our new syllabus of English has been integrated. I would like your definition of integration. When they talk of integration what do they mean?

T15 *"I think when they say that they have integrated they mean that as we learn literature we learn the language"*.

Question: In your experience what has been the effect of integration on the teaching of English?

"I think the problem lies here. When we integrate English, you will find that if I am poor in the teaching of grammar I will put more weight on literature and vice-versa. I have seen a teacher who almost wept when she was told she would teach literature. She said she had not been trained to teach it and where would she start? So when we integrate, a teacher tends to prefer one part".

Question: In the 1970's and 80's the majority of teachers were trained to teach only literature. We now have an integrated syllabus. From your experience as

head of department, do you think the years of practice have helped them to acquire enough skills to teach the language part of the syllabus?

"Actually they are just starting. Most of the schools, we are just starting what we call vertical streaming. Previously they have been using horizontal streaming; when you take literature in form one you take all the form one's and so forth. Since this vertical streaming started we have tried to make sure that every teacher teaches both the language and literature. That is what the heads of department have been charged with; to see that a teacher who teaches language also teaches literature. This way in a number of years no one will say I cannot do this or I am not trained to do this".

Question: What are the immediate effects of this situation?

"There has to be because the teacher also becomes a student. So who will teach whom? It takes time before the teacher becomes confident in Language because he was trained to teach literature". Another teacher of English interviewed on a different day had the following view to the same question. *"Personally I feel the integration of Literature and Language has resulted to poorer performance because there is a tendency to spend more time on reading the set books, working on Oral literature, Poetry and forgetting grammar which requires actually a lot of time"* **T2.**

Question: In your opinion what is the solution to the problems you and the other teachers encounter as a result of this factor?

"I think we should teach English as a subject and literature as a subject".

Responding to the same question, another teacher, **T3** observes *"I remember in the questionnaire you gave me last year it was my main reason of complaint. I think the integration is not fair to both teachers and students. One thing, it is overloading one*

teacher. In language you will find about ten areas that a teacher has to look into from oral speech to composition, summary ... name it. A teacher is a human being. These people are heavily overloaded and they cannot cover all the areas effectively. When one overloaded teacher enters a class, students can also see it and they lose confidence in that teacher".

Question: As head of languages in your school, how are you coping with Integration?

"I rather became rebellious in our school, that is why we performed well. I have split the teaching of English. I am not integrating it. We integrate in terms of examinations; we do both of them but in teaching I have refused. Form iii and iv there are teachers teaching literature and teachers teaching grammar. And it improved the system so much that we even came up with 'A' s and 'B+'s in English for the first time. So as much as I could be colliding with the system I am determined to continue like that. I am really against this integration, especially as it overloads one teacher. It does not work!" **T3.**

Answering the same question at a separate interview **T1** observes *"Personally I think the integration of Language has not augured well for the general performance of Language teaching. One, you will find teachers who are more biased towards literature. They will spend all their time reading, 'Things Fall Apart' and enjoying all the humour. What is happening? The language is suffering. Two, I think integration has watered down the teaching and performance of language in our schools. To be honest there we have failed. Again I think we are producing people who are not conversant, people who have not mastered skills in teaching language".* This factor is

considered key to the performance of English in KCSE. Besides, 15 out of the 16 give their support to the views of the respondents of the survey while 8 rate it to be the main cause of poor performance among the factors listed. The results from **T3**'s school provide evidence of better results from the schools, which have opted to ignore the Ministry's policy of integration. (See table 25)

Table 25: Rating of the factor Integration of Language and Literature.

	Rating.	Responses.
a)	Not a very serious problem.	1
b)	A serious cause of poor results.	7
c)	Top factor cause of poor results.	8
(b+c)= (d).	A serious- Top factor.	15

5. Lack of Resources and Materials (including Books).

This factor cuts across all the different types of schools whose teachers were interviewed; be they national, rural, town or provincial schools. All the teachers are agreed that one major factor contributing to poor performance in English is lack of resources. They define these resources to include class-texts, class-readers, the library, audio-visual aids and the accessories.

It is evident, according to their views, that the average ratio of text to student in Kenya is 4 students to 1 book. Taken that this occurs in town schools too, the situation is probably worse in the rural areas. The teachers stress that resources are the backbone of the teaching of language. **T1** supports this view when he decries the fact that,

"Teachers from other schools come to borrow reference books from our school. You can imagine what the situation is for schools that are deep in the remote parts of Kenya. Here they can also borrow a few books from the district resource centre. These are situated in the main towns in a province. It is a problem in many schools where there are no libraries, readers and no extensive reading", he concluded. This is the same view that was expressed by one head of a languages department in a provincial boarding school. He noted, *"we do not have a library. Where there is no library a student lacks reading material. Then we lack class readers. Because of lack of funds 3 students share a book. This is a problem for teachers when they wish to give work in class"* **T15.**

The researcher sought to find out if schools with libraries face the problem of lack of resources. We established that only a few libraries have been set up in recent years. The majority of libraries are found in established schools, even though, as observed by **T3**, *"One thing this is a national school and we have a library, which was built and stocked in 1960. So the books are archaic and the economy is so bad we cannot buy books and stock it"*. This makes us aware that schools have to prioritise when it comes to resources. It leaves the teacher of English most probably with a few textbooks but no extra reading material to help the students acquire and develop a wider vocabulary. It is not just for the students but also for the teachers. *"It becomes a big problem to teach English without various books to refer to and for more exercises. We feel this is one area which really contributes a lot to the problem of the learning of English"*, **T4.**

Teachers feel that the problem of fewer resources has been worsened by the policies of the Ministry of Education. It emphasises the use of recommended texts. Therefore, students have a wrong attitude towards a teacher who uses other texts. For language, they expect the teacher to use the "Integrated English" series. In doing this the Ministry also ignores previous grammar texts such as "Practical English" by Ogundipe, which teachers feel were very good and useful in the old system.

Their concern is very much for the rural schools, which in their opinion are very hard-hit by this problem. These schools are also disadvantaged when it comes to the use of Audio-visual facilities for language learning. Most of these facilities, especially audio-tapes, video-tapes; either the British Council or K.I.E. provides films and radio lessons at a fee (except for the last one, which is broadcast on National radio). Most rural schools will be denied access to these because either they are too far away or they do not have a school radio, T.V. or video machine. **T10** sees this as a failure on the part of ministerial policy, which has created the uneven distribution of resources, which has favoured the parents who can afford.

Q. How serious is the problem associated with the lack of resources for English language in schools?

T9, "*Of course it is very pathetic. It is everywhere in Kenya. You go to schools, there is no library and even if there is a library you do not have adequate facilities. There are no texts, no journals and what have you. In addition when we talk about methodology, you cannot leave out audio-visual aids. You can go to a school and they do not even have a radio. Some schools just don't have these facilities: You go to a school and ask the head of languages, 'How many texts do you have for this class?' He will tell you, 'I*

have 10 copies', and yet the students are even one hundred". One may be tempted to think he is exaggerating the situation but there is a lot of substance in the argument of few resources serving large classes. In the rural schools some classes are very large. Even in the town schools the researcher came across a class of 55 students sharing 10 textbooks. This is confirmed further by the observation of **T5** who says, *"There are instances where 5 students share a book"*, and **T7** *"Schools lack books to go round the class"*.

Teachers also feel that parents/schools have been given a raw deal by the curriculum developers. The curriculum developers have been unfair in the sense that they keep on changing the texts; especially for literature. *"This time we have the Concubine, next time we have Mine Boy, the other time we get another text. Schools may not have these resources"* **T7**.

It is important to stress that even those teachers who now teach in 'better' schools voiced their concern about the lack of resources. Many had taught elsewhere or had been put in the position of having to come to the assistance of other schools in need of books, radio, tapes etc.

When asked what a teacher should do to cope with the situation, a number of teachers felt that with experience a teacher learns to improvise. Nonetheless, they all agreed that this has not helped the performance of English in KCSE. 11 teachers consider it a serious factor and 5 picked it as a top factor affecting performance and proficiency. (See table 26).

Table 26: Rating of the factor Lack of Resources and Materials.

	Rating	Response.
a)	Not a very serious problem.	0
b)	A serious cause of poor results.	11
c)	Top factor cause of poor results.	5
(b+c)= (d).	A serious- Top factor.	16

6. Heavy teaching Load.

All the teachers interviewed are in agreement that teachers of English are overloaded. They state that the effects of an overloaded teacher will be poor results. These effects include:

(i) Teachers cannot sustain a constant level of marking.

(ii) Many have resorted to using students to mark exercises in class before new lessons can be delivered.

(iii) Fewer and fewer teachers of English give compositions as required of them because of fear of marking. This is especially so in situations where one teacher is expected to mark over 200 compositions every fortnight. In a single stream school with four classes that has only one teacher of English, the number of periods will be 28.

(iv) Teachers opt for sections of the syllabus that are less strenuous because some of them have a second subject to teach.

(v) There is no remedial work, therefore the weak or slow learners are effectively shut out. It makes it difficult for the teacher to help them catch up with the good learners.

The following three are the questions put to the teachers.

Q. Are teachers of English heavily overloaded as they suggest?

Q. What do you consider to be the appropriate teaching load?

Q. What is the effect of this factor on KCSE examinations?

Most of the responses have been summed up in the discussion preceding the questions above. Here are some excerpts:

T1; *"If you are talking about effective teaching, effective remedial work you cannot overload a teacher and expect the same teacher to do a meticulous job. It is a problem in many schools where we find teachers with as many as 30 periods a week"*. **T15** adds, *"The load is a bit too much for a teacher. Especially when you put it that our classes are made up of about 42--45 students. For a teacher who teaches three classes you have a minimum of 120 students. How much time would you have for these students? A lesson is 40 minutes, which means if you give each student a minute, there are students you will not even reach. So here the load and the number of students in a class is a burden to the teacher"*.

T7 responded by recalling, *"In my time as a student of English I used to see a teacher of English handle 18 periods. I think it is true that the teacher of English has a heavy teaching load. I am one of them. Ever since I have been in this school (for fifteen years) up to 1989 my minimum were 28 up to 32. Up to last year, in addition to being deputy headmaster I have had 28 periods. I am a living example of those who are heavily loaded"*.

T11 observes that this problem is caused because *"there is a shortage of English language teachers"*. **T14, T10** and **T3** suggest therefore that English language teachers

should teach 15 periods. If this is not sorted out they argue, teachers will continue to be de-motivated and they will never be ardent workers.

Over half the interviewees argue for two classes totalling 16 periods for the English language teacher. 11 of them consider the teaching load as a very serious concern or factor probably responsible for the poor results. Additionally, they think it is not only the teacher who is overloaded, the students too are over stretched. 5 teachers selected this factor as the major cause for poor performance in KCSE examinations.

Table 27: Rating of the factor Heavy Teaching Load.

	Rating	Response.
a)	Not a very serious problem.	0
b)	A serious cause of poor results.	11
c)	Top factor cause of poor results.	5
(b+c)= (d).	A serious-Top factor.	16

School and Curriculum.

7. Uncertain role of English as a service language.

The Ministry of Education policy is very clear on the role of English as the medium of instruction for other subjects from standard 4 (primary) up to the university level. This is with the exception of the teaching and learning of other languages such as Kiswahili, French etc. In the survey results, this is one of the factors that was provided by the respondents on their own accord. Their view is that English as a medium of instruction is a policy that has been undermined by the growth of other languages. In addition, they

argue that the Ministry of Education and the schools do not value the role of the language and the subject. The researcher therefore asked the interviewees their assessment of the status of English in the schools, the curriculum and the country as a whole. He also wanted to know if they linked this observed situation to poor performance in the subject and above all to students' weaknesses in communicating using English.

The interviewees raised some interesting points. To begin with, all agree that English has lost its privileged status. They say the policy is there in theory. In practice one will find a lot of problems. These problems include teachers using vernacular to teach; others use Kiswahili to explain concepts in Science. **T14** sums up the situation when he notes that the government's development policies are not favouring the language. Previously, he suggests, English featured in the economic sector of the country. Employers demanded a good pass in English. The Ministry of Education through the Examination Council also clearly emphasised the role of English in the curriculum. There was no Division 1 for students who did not perform well in English language. Currently, one only needs to pass in any language, either Kiswahili or English. **T2**, "*A student who passes well in Kiswahili is considered good in languages. Previously a student had to pass well in English to be considered for certain professions but these days it is either Kiswahili or English. Most students opt to do better in Kiswahili, which has a greater chance of practice because it is widely spoken at school, home etc. This has completely eroded the performance and practice of English*", she concludes.

The teachers did not condemn the fact that Kiswahili, which is the national language, has been elevated in status. Rather, they are concerned about or fear that the role of English has been down played by the society, the schools and the students, yet all

subjects (except languages) continue to be taught in English. What they see manifested are only a few schools (National and good schools) emphasising the use of and the role of the language. The effects here are serious. It means the majority of the students are not able to comprehend the requirements of a question, consequently they perform poorly.

In the words of **T14** "*Policy must influence the teaching of English. Kiswahili's position has been upgraded, but it is a limited language. It cannot be used to teach; not yet for the moment*". He goes on, "*New teachers cannot communicate effectively. Their performance is inadequate during English lessons. On the other hand literature graduates have a bias. This does not end there. The selection criteria in the university do not enhance production of quality language teachers. There is no meritocracy because of quota system...*[Students from areas designated as hardship places get admitted with lower cut-off points.]...*The government has to distinguish between political realms and linguistic abilities. Policy should provide the incentive for learning English because we still need to develop other languages. As such English should carry its vitalness beyond just a policy position, as a medium of instruction*".

The teachers of English place the blame squarely at the door of the policy makers. When asked if they think they could effect a change of attitude about the language, many were sceptical that their influence could be taken notice of. They spoke of the many curricula review panels they had participated in at district and provincial levels. They seemed to imply that their efforts and suggestions to do with the syllabus were not being taken notice of; English was slowly being relegated. **T1** for example observes, "*Unfortunately we are now talking of the good old days. May be we are nostalgic about the past, when English was the word in schools. Those days are gone.*

Now we have a mixture. As a service language, right from the top leadership in this country, it is not taken seriously. I think I reserve further comment on this but I think the role that English played as a service language has been relegated. What we have done is watered it down. And in my humble opinion, what has crept in is, 'Does it matter? Do we care?' By the end of the day we use Kiswahili, or any language. It is what the language is helping us to do. Some of the concepts we are teaching in other subjects if we can express them without using English, teachers of other subjects will not really give a damn. They will not care. I have seen it. Chemistry for example is taught.... 'mnaona hiti mnaona hiki kitu?'...(Do you see this? Do you see this thing?)... that kind of thing is there. I have seen it too; some Maths teachers do not value English. What they want to pass on are the concepts''.

This long excerpt from the interview with **T1** is used to illustrate the seriousness teachers of English attach to this issue. They see it as having long-term effects on the whole system of education. Already they feel the effects are there for the people to see. The fact that teachers of other subjects who are finding it difficult to express themselves in English turn to use other languages is worrying. Secondly, the moment two languages compete for supremacy people may be expected to go for the one that is easier. Furthermore, in public meetings, all meetings, great speeches, school parades students are constantly seeing the relegation of English. Suddenly English is not as important as their teachers try to emphasise. They too no longer take English seriously. In addition to the above aspects expressed by teachers of English, they also feel that the interpretation of some regulations to do with assessment and accreditation by the Kenya National Examination Council have not helped the fledging status of English. The study has deliberately drawn in the teachers' views on issues to do with

assessment, attitudes of the other teachers and the purported laxity in the Ministry's policy of English. The teachers see these as a part of a wider failure of the system of education to take cognisance of the importance of English Language. The most radical views suggest that the relegation of the role of English in assessment is an attempt to reduce the education gap between districts; especially those that consider their people to be poor in languages and the arts. These districts would be disadvantaged against the pro-linguist districts. Indeed they argue that if English were to continue with its favoured position, the well equipped schools found in these developed districts would always produce better aggregate grades.

The teachers were asked if the growth of nationalistic feelings had a role to play in the growth of Kiswahili and the resultant 'rejection' of English, a foreign language. Many teachers were of the impression that such an argument was not only fraught but it was also weak. They insisted that parents in Kenya want their children to learn English. Many parents insist on taking their children to schools that emphasise the use of English right from nursery level. In the teachers' dealings with parents they argue that parents conceptualise a good school as one with resources that will enable a child to communicate effectively in English Language but not Kiswahili. Parents regard Kiswahili as a subsidiary language. Therefore, the problem does not lie with the parents or the community. It is with the policy on the training of teachers of English, the policy about the role of English in the school curriculum and the factors surrounding assessment.

The teachers also point out that primary school is important for the provision of the required foundation in English. The Ministry's policy when recruiting primary teacher trainees is not promoting the production of better English speakers, they argued.

Currently, applicants to the primary teachers colleges need only an aggregate of a D+. This does not take account of the fact that English could have been their worst score. This enables those who barely passed English to provide a foundation on which the secondary school teacher is to build. Since it is the Ministry's policy that primary teachers teach all subjects, especially in lower primary, interviewees feel that this policy plays down the role of English.

Further, teachers see the role of English as being undermined by agencies of the Ministry of Education such as the Kenya National Examinations Council. It does not mark the use of English (there is a detailed discussion of this factor later in this chapter). The teachers of English argue that what they strive to do is being undone by teachers of other subjects who argue that if the KNEC does not bother about English why should they. As long as this goes on, whatever arguments are presented to justify this approach by the council, the current situation to do with English demands that other ways of re-establishing the position of English must be found. Marking the use of English in other subjects could be one of them, teachers stress. Effectively, as observed by **T9, T10** and **T15,** it is only when the system of education can peg the accreditation system to the passing of English; it is only when the Ministry becomes aware that the curriculum is so wide and students cannot sacrifice other subjects to grapple with a wide English syllabus; it is only when the Ministry can re-introduce the oral examination of English as it was in the past, and it is only when a school's policy on English is clear where teachers in the entire school lead by example, only then can the Ministry return English to its previous status, the teachers insist. If these things are not done the system/schools will continue to have examples such as the one **T15** cites where a Biology teacher, in a girls high school in Kericho district, taught in vernacular

compelling a girl from the Luo linguistic group to complain because of the linguistic barrier.

This is not an isolated example at all. Many interviews yielded a number but only one more will be noted here. This is from a teacher trainee on teaching practice whom the researcher interviewed at Menengai high school in May 1996. He 'confessed' that his best opportunity to practice English Language had come to him when he joined University of Nairobi's Kikuyu campus to train as an English Language teacher. His home district is Kisii and his linguistic experience in school had been restricted to speaking Ekigusii (his L1) and Kiswahili. He recalls other members of staff in his former secondary school explaining concepts of physics or Maths in Ekigusii for the benefit of the students and mainly because many teachers were not at home with English.

Without appearing to presume too much and pre-judge this teacher trainee's ability to act as a role model, the researcher would like to note that he (the student teacher) had difficulties expressing himself fluently. Furthermore, by his own admission, his problems to do with pronunciation had not been helped because the University of Nairobi lacks a language laboratory.

The point being stressed here is that the policy about the role of English may be clear on paper but the practice and attempts at facilitating the growth of English do not match it. There is no doubt teachers believe that the policy situation has undermined the role of English. In the view of **T14**, *"The government is emphasising sciences even in the University. Avenues for English leading to other courses are becoming limited; only a few openings such as law. The government is not committed to making sure that*

the skills of reading, writing and listening are acquired or learnt because there is

uneven provision of material''.

When the interviewees were asked to rate this factor according to its seriousness, 2 teachers argued that if the problems caused by the other factors were rectified then this factor would not be such a problem and learners would appreciate English. On the other hand 14 interviewees argued strongly that the respondents to the survey had raised a very pertinent factor contributing in many ways to the poor performance. They argued that when a language is not "lived" through constant communication children cannot pass in it. 6 of these teachers chose the uncertain role of English in the schools and in Kenya as the top cause of poor results in KCSE. (See table 28)

Table 28: Rating of the factor, Uncertain Role of English as a Service Language.

	Rating	Response.
a)	Not a very serious problem.	2
b)	A serious cause of poor results	8
c)	Top factor cause of poor results.	6
(b+c)= (d).	A serious-Top factor.	14

8. Attitudes of other members of staff.

The difficulty in finding answers to the problem of poor performance in English in Kenya is underlined by the differences, which exist between teachers of English and those of other subjects. They differ on the question of who is responsible for helping the students to learn and practise English. The subject teachers insist that it is the responsibility of every member of staff in the school. They argue that this kind of

support is necessary first of all because English is a second language. Secondly, they say English is currently being assailed by many factors, which are affecting not only the students' proficiency but also that of the teachers of other subjects.

Their colleagues from the other departments do not share this view. They insist they bear no responsibility and see this accusation as an attempt by the language teachers to apportion blame for their failure to carry out their duties. The teachers of English are convinced that in schools where all teachers enforce English as the language code many students do perform quite well.

They see two categories of teachers as very un-co-operative with regard to enforcing such a policy in the schools. The first category is composed of science and mathematics teachers. This group, they say, does not take English seriously and do not encourage their classes to think so. The second category is what the interviewees referred to as the 'new generation English language teacher'. In chapter one this study took the view that every generation of Kenyans tends to blame the new one for the falling standards of English. In this case the respondents to the survey and the teachers interviewed seem to agree about one thing. They insist that the new teachers of English behave almost as if they were peers with the students they are teaching. This behaviour is manifested in the use of 'Sheng' and 'Kiswahili' in class and on the school compound. They do not represent the tough talking English Language master/mistress who would always insist on speaking in English to his/her students. The teachers argue that their younger colleagues are products of a flawed system of training and a poor background. Therefore most of them are not well versed in the language.

The teachers pointed out that the very proficient language teachers are products of schools which have a language policy. In those schools all members of staff, as well as

the students, use English Language to communicate in school. They create the desired and appropriate field for students to practise the language. The teachers interviewed, using themselves as examples, suggested that good language teachers would tend to want to teach in schools with a language approach (atmosphere/policy) similar to that of the schools they went to. In fact a number of the interviewees were found to be old boys and girls of the schools were they are now teaching.

Essentially, the teachers portray a picture that shows the existence of a vicious cycle. This is, the best are products of the best environment and teachers and they return to nurture these conditions. Whereas the weak in language are plagued by a poor language environment created by the kinds of schools they go to and perpetuated by members of staff who posses little regard for English Language.

This factor is linked to the factor of marking the use of English not just in the national examinations but also during continuous and/or internal assessment. It is the view of many teachers that a concerted effort will probably increase the chances of students being able to practise English; effectively guaranteeing their ability to speak and write in the language. The bottom line is, the teachers argue, that the students will be in a better position to understand the requirements of the questions and to respond to them accordingly.

The second view as expressed by **T3,** is that a language must be practised both in class and outside it. But she sees a situation where today both the students and teachers (including those who teach English) tend to use English only in the classroom as a subject. Out of the classroom they revert to either Kiswahili or Sheng. This undoes the language that has been taught in the classroom only. **T3**'s school is situated in the outskirts of a town hence the reference to 'Sheng' and not vernacular. **T13, T11, T12,**

and **T15** take a similar view. They all decry the fact that other members of staff, the heads of schools and the subordinate staff included, use vernacular (mother tongue) when addressing students in their schools; the schools are situated in the rural areas where Kiswahili is minimally used. This makes the learners miss the much-needed practice. In the end they lack confidence in the second language they are learning, the teachers argue.

These teachers assert that unless their views are taken seriously other subjects will soon face the same problem that English is undergoing today; that of poor results. They suggest that the KNEC will soon get to a point where it will have to draw a line at what type of answer from a student constitutes sense and what cannot be considered a point. On the other hand it is the view of some teachers that then it may be too late to correct the standards of education.

The effect and influence of other members of staff is not limited to the problem of using other languages in class and within the school compound. It also extends to the status they accord the subject of English. The fact that many teachers of English are female has given the subject a feminist tag. In a society where gender issues are just beginning to evolve this tag has had a strong influence on the learners, teachers of English argue. Consequently the students prefer to concentrate on sciences, mathematics etc. because their teachers express views that downplay the importance of a so-called 'feminine' subject. This gives the students a false notion that English is easy to pass. In the words of **T1**, "*they think it is a feminist subject. Somehow they can pass. I think that attitude has not helped in the teaching of English*".

When asked to rate the effect of this factor, 2 teachers did not single it out as being serious. 10 rated it to be a very serious cause of poor results, while 4 teachers take the

view that it one of the most important three factors causing poor results in KCSE (See table 29).

There is no doubt that this factor is a concern. Three clear issues emerge from the teachers' views in relation to this factor. Firstly, schools, which provide and enforce an environment where English is spoken, do well in English in the examinations. Secondly, members of staff teaching sciences do not concern themselves with grammar when marking. Thirdly, and most probably most serious, is the information that English Language teachers also resort to speaking other languages.

Table 29: Rating of the factor: Attitudes of Other Members of Staff (teachers).

	Rating	Response.
a)	Not a very serious problem.	2
b)	A serious cause of poor results.	10
c)	Top factor cause of poor results.	4
(b+c)= (d).	A serious-Top factor.	14

9. Marking the Use of English in other subjects in the National Examinations.

The disappointment the English language teachers expressed about the lack of interest by their colleagues teaching other subjects is equal to what they feel about one of the policies of the Kenya National Examinations Council. This is the policy of not marking the use of English in other subjects. During the discussions with the interviewees this factor and the one before, were closely linked. Most teachers of English take the view that the KNEC is probably to blame for what they termed a 'casual attitude' adapted by teachers of other subjects.

The KNEC council does not take into account the use of English while marking other subjects. The council argues that the students, being second language learners of English penalise themselves in the process of writing in English. Therefore, the KNEC marking schemes for other subjects will ignore the errors of grammar and stress the point or meaning the candidate endeavours to put across. This policy is a poorly kept secret of the examinations council so teachers in schools also adopt the same attitude and have made it known to their students in the attempt to help them pass.

The teachers of English advance the argument that it is not only English language which, would benefit if this policy were reversed but also other subjects. Those who are also examiners point to schools that perform well as having students who communicate effectively in English. They add that the students from poor schools who make it to the Universities because of the loop holes in the assessment system end up frustrated and resorting to wrong methods to do their assignments; copying their colleagues' work.

The teachers are most riled by the ironic situation in the structure of the English language examination which allows a student who by virtue of a good mark in literature (English paper 2) can be classified as being good in grammar. In other words, errors of grammar are not penalised in English Paper 2. A student must attempt all the three papers of English. These are Composition writing (paper 1 [a]), Grammar (paper 1 [b]) and Literature (paper 2). The score is added and a percentage worked out. Therefore, a student who does well in literature by virtue of the fact that errors in grammar are not taken into account but barely makes the pass in paper 1 (a) and paper 1(b) will be deemed to have passed English Language. In the words of **T1,**

"We do not mark spelling (in literature). We do not mark structure. We are looking for

points and illustration. Even if a word is miss-spelt, you are not marking language-you look for points".

The teachers see two problems with this attitude. Firstly, they suggest that when the KNEC marks only 'points' they declare the errors correct. Secondly, without good English the teachers do not see how the students can pursue that subject at a higher level. The higher that student goes the more he or she requires better English. It is not right that a student who barely gained a pass in grammar ends up teaching English irrespective of the level he is going to teach at.

The researcher asked **T7** the following question; he had just attended an in-service course organised by the Nakuru district resource centre and facilitated by the British Council.

Question: It is the policy of the Kenya National Examination Council to award marks for points made irrespective of errors in language; with regard to other subjects apart from languages. In your opinion, does this have any effect on the performance in English?

T7: "*The marking schemes of some of the other subjects encourage that kind of thing. I believe that was one of the things this man, who was he?...*[the in-service facilitator from the British Council]... *was trying to say that there is a conflict between the syllabus and the Examinations Council. So you see the Council should be informed that they are doing a lot of harm to English Language*".

The researcher understood **T7's** view to mean that the Council should set the example that will compel the teachers of all subjects except other languages to follow. This would make the marking of the use of English a general rule and not the exception taken up by the well established schools keen to improve their results.

During the interviews with officers of the Kenya National Examinations Council, they stressed that teachers of other subjects were not qualified to mark English use. The Council takes the view that teachers of other subjects can only be expected to comprehend concepts and facts in their subject areas. The teachers of English see this as a simplistic view of the issue involved in this debate. The teachers of English also argue that that the Council' argument is not just unfortunate, it ignores the advantages marking the use of English would have for all subjects. They argue further that the universities offer communication skills in an attempt to address the problem students face in English. However, because students of other subjects are aware that English does not matter in their teaching career, many of them ignore this module.

The teachers of English point out that these teachers should not be asked to check language in detail, but to try and restrict themselves to common errors of grammar such as spelling, tenses and use of prepositions. These are the errors teachers of English argue that if left to go on for a long time hamper the progress of any language learner. This process will help any college graduate to notice such errors if made either by his/her students or by her/himself.

This argument (whether teachers of other subjects should mark the use of English or not) resulted in one main revelation as the researcher interviewed both the teachers and officers from the KNEC. It would appear that both agree that there is need to have the marking of the use of English in other subjects. But, they differ when it comes to the question, at what stage should this happen and who should be responsible for that? They also agree that the advantages would be enormous. The KNEC argues that it must remain the responsibility of individual schools and the teachers of those schools. The KNEC is afraid of the impact if it were to pass such a regulation for the national

examinations. It would especially affect the rural schools, which are the majority. This would probably cause a political uproar, which the policy makers are not ready for. Therefore as stated above the Council asserts that the onus of implementing a practice of marking the use of English has to be taken by the schools.

The teachers were asked the usual question, to rate this factor in relation to its importance as a cause for poor performance in English Language. 6 of the interviewees did not consider it a serious factor. 10 teachers strongly felt that its effect is serious and 2 of these teachers singled it out as a top factor. (See table 30).

Table 30: Rating of the factor: Non-marking of the Use of English in other subjects.

	Rating	Response.
a)	Not a very serious problem.	6
b)	A serious cause of poor results.	2
c)	Top factor cause of poor results.	8
(b+c)= (d).	A serious-Top factor.	10

Policy and Culture.

10. Effects of Localised In take in Schools (LI).

The main question the researcher asked teachers about this factor was:

Question: You are conversant with the Ministry's policy of localised intake; where secondary schools are expected to admit 85% from the locality. What effect could this policy have on the performance in English, if any?

Out of the 16 teachers interviewed 14 responded positively to this factor and their views can be summed up using the view **T7** gave. *"It has a negative effect"*. However,

it is **T2** who put the whole factor into a wider perspective. She notes that, "*incidentally this poor performance in language dates back to five or six years. Previously students used to do well. Then we would have a student from central* ...[province of Kenya] ... *joining a school in Kisumu* ...[Nyanza province of Kenya] ... *and like that. Now it is almost 100% localised* ". Her estimation of six years of poor performance tallies with this study's estimation that the results have declined in the last ten years. The trend would appear to have begun ten years ago before dipping for the worse six years ago. So it took four years of the policy to affect language performance.

Teachers see the effects of this policy or factor as affecting the rural schools most. In a school where the students are, for example, 100% from one linguistic group, language performance borders on what teachers described as pathetic. As observed by **T16**, in rural areas private and Harambee schools the board of governors staffs schools. They have teachers with very little experience and interest in teaching. More so they are not interested in the language-English. She gave an example of the time she was an untrained teacher in Marachi Division of Busia district. All the students were from the Luhya linguistic group and the majority spoke the Marachi dialect. Therefore, the use of English was almost non-existent.

The teachers were unhappy about this policy because it creates homogeneous linguistic groups/environments, depriving learners of the opportunity to practise English language. **T15** gave the example of himself. He went to school at St. Patrick's Iten in Rift Valley Province where 70% were non-Kalenjin speakers. (The school is situated among the Kalenjin linguistic group). In his view this heterogeneous composition of the students helped the students to develop their English language. People went to schools, **T15** notes, because of their performance not because of where they came

234

from. This policy is seen as very disadvantageous to learners; **T1, T4, T5, T6, T9** and **T10** also argue that the chances of students improving their language will depend on the locality. In other words learners from one locality who do not mix will carry over language impediments unique to their community. **T7** *"This has had a very serious effect because there's nobody from whom they can learn. The standard of English they have set is maintained because they think that is what is correct"*. In essence the teachers argue that when the classes are heterogeneous, students learn from one another. They face a challenge to compare their spoken ability with that of students from other parts of Kenya.

Furthermore the teachers took a very dim view of this policy which they see as doing a disservice because ultimately in some areas of the country children, in the teacher's, opinion, *"are not learning anything. Besides not learning English they are not integrating to learn other people's cultures. They are brought up as a different entity as a people of a different country. They only meet at the university-when they meet at the university they do not look at each other as Kenyans. They look at themselves as, 'I am from Nyanza, from Western' from a specific region and they look for people who come from their specific area, in this way we are not being nationalistic"*, (**T7**).

The inclusion of **T7's** statement apart from being done for the reason that it talks about the learning of English, is very relevant because it touches on one of the main objectives of English language; the idea of fostering national unity. This is an objective teachers are expected to instil into the students. Through the teaching of oral literature, Kenyan students are expected to appreciate the cultures of other members of the wider Kenyan community. The issue at stake is whether it is possible for students who come 100% from one locality and especially so from one linguistic group, to appreciate a

culture from elsewhere simply by reading a text as opposed to actually mixing with their peers. The teachers of course argue that it was better if the youth from both towns and the rural areas were allowed first hand experience. This they assert can only be possible if students were allowed a choice of any school throughout the Republic and if all restrictions, such as the 85% intake policy, are done away with.

In brief the policy has worsened the problems of language teaching and in areas where the intake is completely one linguistic group it has totally negated the idea of second language learning. In effect it means that the learners Listen, Read, and Speak English in a poor linguistic environment. They are eventually drawn back into vernacular (L1) because around them, between home and school, the conversation and music they listen to are all in the local language. (T14)

The researcher sought the opinion of two senior examiners of English who are also curriculum developers and heads of language department in their schools, on this policy.

Question: Mr. T9 and T10, both of you teach in a rural setting, that is in Western and Central province. Do you agree with the view expressed by teachers of English that the 85% regulation of localised intake is a problem affecting the learning and teaching of English in secondary schools?

T10 *"Out of class today in Kenya there is no need of speaking English and that is why it has been very difficult to persuade these people...[the students]... to talk in that particular language. It is a big problem because when we were in school we used to mix with all types of people from Kenya, from all regions. In fact if I had to communicate with you I had to use a language you could understand but right now*

even in the biggest schools there is no need of talking English when we are at socialising level. Because I just use mother tongue and you are going to understand. That is one of the biggest problems. It is true".

Question: Mr. T9, is this a problem you experience in Western province?

T9, *"Yeah, I would give an example. If you look at the performance of national schools in English, it was quite good; schools like Starehe, St. Mary's Yala, Alliance, Precious Blood etc. It was very good because they are national schools where you select students from all over the country. But if you take a district school where the common language is just mother tongue, performance is poor because the kids do not learn any English. As a matter of fact, out of class it is either Sheng or the first language. When they go to class it is the same thing. Even teachers you see, teachers nowadays do not go out of their districts. So teachers even teach in mother tongue; they even give examples in mother tongue, they illustrate their vocabulary in mother tongue"*.

In this lengthy quote **T9** raises two important issues. Firstly, the policy of 85% intake favours national schools because they continue to teach English in a better environment. If one adds the fact that they select the best students and receive the 'best' teachers, there seems to be less likelihood that rural schools (who form the majority) will do better or catch up with them.

The second matter that **T9** brings to the attention of this study is the effect of the policy on the system of education. It is not only the students who are restricted in movement. By virtue of their limited exposure to others, coupled with other socio-economic pressures, teachers choose to remain in their home districts. This has worsened the problem related to the teaching of English. These teachers also revert to using their first language in situations, which require the use of English because of the prevailing

linguistic environment.

When the researcher raised this factor in the discussions with the Kenya Institute of Education, the officers acknowledged the gravity of the situation. He was given to understand that this issue might be one of the matters under recommendation to the Ministry to be looked into for a possible change. The views of the officers are discussed in detail later in this chapter.

Table 31: Rating of the factor: Effects of Localised Intake in Schools, (LI).

	Rating	Response.
a)	Not a very serious problem.	4
b)	A serious cause of poor results.	9
c)	Top factor cause of poor results.	3
(b+c)= (d).	A serious-Top factor.	12

As seen from table 31, 4 interviewees did not consider it a very serious factor or did not mention it at all; 12 thought it was serious and out of the 12 teachers 3 selected it as a top factor responsible for the poor results in English Language.

11. The Growth of Sheng.

The teachers of English who responded to this factor were quick to point out that where as vernacular (mother tongue) use is the bane of English in rural schools, Sheng appears to have a similar effect on the learning of English in the schools in town. In addition, a number of teachers see Sheng as an element that exemplifies the influence of the society and culture within the process of teaching and learning. One of the responses is examined overleaf as an example.

"In all honesty, I want to be very sincere. This has influenced the teaching of language in our schools; so much...so much. And you know what? The street culture has crept into the school-classroom. It has got to do with society, the values, the invasion of the video, lack of decency in expression. It has got to do with that. I am one person who is fully persuaded to think that the growth of Sheng and the street culture is creeping into class. It applies to teachers as well. You find it with the young teachers, coming from our colleges, very meticulously expressing themselves in Sheng, the language of the youth. I do not know if it is the society going to other values, but the teachers also, especially those who are coming from college " **T1**.

The seriousness with which most of the teachers (**T1, T2, T4, T8, T9, T10, T11, T13, T15,** and **T16**) view this factor cannot be underscored enough. An examination of the response of **T1** above helps one to appreciate the enormity of the situation. The fact is Sheng has put English on the defensive; especially in town schools. It has crept into the teaching profession, the professionals, and everywhere (**T2**). In the words of **T7**, *"I am afraid that Sheng language is having a serious effect. I do not know how it can curbed but we need the Ministry of Education, the K.I.E to make a ruling on these things. If we are going to be permissive I am afraid we shall not only ruin English language, we shall ruin Kiswahili as well. The English Language teacher can do very little to stop Sheng on his/her own. Especially because other teachers even use Sheng while making announcements on parade"*.

The researcher asked, **"How does it actually affect the learning of English?"**

One of the responses given by the teachers was, *"it is serious because in most cases they* (students) *want to think in Kiswahili or Sheng in their discussion while they should be discussing in English"* (**T4**). This is during an English lesson. The students

do not want to practise English. They prefer Sheng/Kiswahili because all their peers use that language. Practice in a second language learning situation is very important to the learner. This is what one interviewee, also a chief examiner for one of the papers of English, stresses when he/she states that, *"Language should not only be taught, it has to be experienced"*.

The students are deprived of a chance to experience English language either in class or on the school compound whenever they speak Sheng. It is mainly an urban problem but is spreading to rural boarding schools, imported by students from urban homes. Teachers say it normally appears in the students' written work in rural schools (spelling).

T14 provides an account of what one may call the effect of both Sheng and mother tongue and those affected by the two as far as the learning of English language is concerned. To begin with he asserts that Sheng is not a serious problem in the rural areas, mother tongue is the main problem. However, because of the two alternative languages English is not learnt effectively because, *"students practise only when spoken to. They talk but do not listen, speak but do not read"*.

In other words unless a teacher of English language addresses learners in English the students and other teachers will be found using either Kiswahili or Sheng. Furthermore because they admire the use of Sheng (as a language of the youth created from the need to assert the generation gap) they do not take note of the teacher's role as a model for learning to speak English properly. Neither will they be found reading extensively. Therefore, the teachers argue for the harnessing of all the factors, which can improve English learning, as one way of stemming the encroachment of Sheng into the school culture.

T3, a head of languages in one of the national schools, strongly believes that schools can shut out Sheng irrespective of whether students speak it elsewhere. She proposes the use of the same methods teachers used to restrict the use of mother tongue on the school compound and in class. However, she is quick to acknowledge that it requires the co-operation of both the heads and all the other teachers in the schools.

The teachers were asked to rate this factor too and only 5 teachers did not consider it to represent any serious danger to the learning of English. 11 teachers rated it as serious, with 4 of these selecting it as one of the top factors affecting performance in English in KCSE. (See table 32).

Table 32: Rating of the factor, the Growth of Sheng.

	Rating	Response.
a)	Not a very serious problem.	5
b)	A serious cause of poor results.	7
c)	Top factor cause of poor results.	4
(b+c)= (d).	A serious-Top factor.	11

12. The Role of Kiswahili:

The role of Kiswahili from the information gathered during the interviews can be seen at two levels. The first level has to do with status and the second level has to do with interference in the learning and speaking of English. This section will dwell on the second level because the first (the level of status) was dealt with at length under the heading **the uncertain role of English.** In short, the upgrading of Kiswahili to a compulsory subject in schools and also as an alternative language to English in the

examinations has undermined the position hitherto enjoyed by English. This position had in a way made learners keen to pass in the subject. **T11**, a teacher of both subjects observes, "*as a teacher of English, fortunately I teach both English and Kiswahili and my observations are that mother tongue and Kiswahili do interfere with English. In such a situation the students do not take English seriously because of the interference. Therefore, they opt to use the easier language, the mother tongue and Kiswahili, which has produced Sheng. ... This is a very big hindrance to the teaching of English. We battle with students. They can hardly communicate. As head of languages I have a problem because I keep on reminding the students that English is English and Kiswahili is Kiswahili*".

T10 also explores this level of learning and practice of English language and how Kiswahili interferes. He notes, "*I think Kiswahili has been chosen as the national lingua so English takes second place.... Again, Kiswahili appeals to us because it is our language. It has developed...* [as a national]*...language so I think it has been given too much ... prominence than English. And it also interferes so much in English because the people learn English as if it were Kiswahili. The structures in English are not the structures in Kiswahili. So you have got two huge enemies*".

Another interviewee, **T1**, who also teaches both languages also, concurs with the view that the two languages do not assist one another in the instruction process. He says, "*I teach English and I teach Kiswahili. And when I am teaching Kiswahili I see the effects of a student thinking in English and translating into Kiswahili. When I am teaching English I see the problem of a student thinking in Kiswahili and expressing that in English. So there is a problem; the bridging, trying to bridge the two. English suffers...it suffers. You will find students struggling very hard to have a Kiswahili*

242

proverb to fit somewhere in an English composition, to express themselves by borrowing idioms from Kiswahili language and they cannot work. Even the tenses and the structure, they try to borrow but they would not fit". The general feeling of English language teachers is that *"Kiswahili has undercut English".* (**T4**)

What is vital here is that English Language teachers have no qualms about Kiswahili remaining a compulsory subject. What they find incomprehensible is the status it is enjoying that is not equal to the role such as the one English performs. They assert that until an alternative to English as a medium of instruction has been found the role of Kiswahili in assessment or accreditation and in the labour market should not be equal to that of English.

In spite of the arguments for English to be accorded its proper place with respect to its role in the curriculum, 2 teachers interviewed suggested that this alone would not improve the situation; Kiswahili will remain a problem. 14 teachers are convinced that this factor contributes to the problems affecting the learning and teaching of English. Of these 14, 3 teachers single it out as a top factor in the poor performance in English. (See table 33).

Table 33: Rating of the factor, the Role of Kiswahili.

	Rating.	Response.
a)	Not a very serious problem.	2
b)	A serious cause of poor results.	11
c)	Top factor cause of poor result.	3
(b+c)= (d).	A serious-Top factor.	14

13. Other Issues/Factors.

In the process of interviewing teachers the researcher asked them to select from the checklist key or top factors they think affect the performance in English. Some teachers volunteered factors that were not on the list. These factors were either linked to the factors already provided or they were issues these teachers think are pertinent to the learning and teaching of English.

Here are some of the factors mentioned as key to performance in English:

(a) Teacher Training.

The interviewees who singled out this factor insisted that a teacher of English is special. This unique position, they argued, has been thrust upon the teacher by the role and status of the job he/she must perform. They therefore "*suggest that teachers of English are supposed to be specially chosen, not anybody, ... specially chosen and just like we have got with other faculties of medicine, law etc*" (**T10**). The same view is held by **T9** who also urges that, "*by the way I suggest that apart from giving teachers* [of English] *special training they should be considered for special pay*".

In addition to the above concerns the teachers also felt that because of integration the training of English Language teachers should be streamlined to match the syllabus they are going to handle. In the words of **T1**, "*we have very few experts of language in our schools and even in the universities. The by-product of this, the overall picture in class is one of bias and lack of preparation*".

Apart from the problems related to teacher training the interviewees also raised the problems of having untrained teachers to teach English and the issues to do with

selection criteria in the universities. For example **T7** posed the following question in his observation. "*I want to comment something on teacher training. Are the teachers selected to train to teach English really qualified to teach English? Some one who wants to stand the chance to get a job will take English even when he lacks the interest. We must take people who are really qualified. For example in primary people get D+ and they are selected to take English. The idea of a D+ can be there but may be this fellow got a D, D - or even an E in English and the fellow is going to use English in communicating with the young fellows. People want to improve the product when we talk about in-service. When you talk about the product it is already too late. Let us talk about selection and training*".

10 teachers out of the 16 interviewed raised issues to do with the training of teachers and 4 of these suggested it as a key/top factor in the poor performance in English in Kenya's schools. Many interviewees claimed that the new teacher cannot communicate effectively, his/her performance is inadequate and the selection criteria in the university do not enhance production of quality teachers. **(T14)**. The teachers were very forthright in their argument that they believe teacher training has a role to play in solving some of the problems leading to the poor results in English. In the words of **T14**, "*the teacher remains a constant factor if well trained and re-trained. But policy and the students keep changing*". In other words a well-trained teacher will be able to adapt to changes in policy and levels of the students he/she is handling. There is therefore no doubt that the problem of teacher training according to these teachers is an important factor in English language performance. (See table 34)

Table 34: Rating of the factor, the Role of Teacher Training.

	Rating.	Response.
a)	Not a very serious problem.	6
b)	A serious cause of poor results.	6
c)	Top factor cause of poor results.	4
(b+c)= (d).	A serious-Top factor.	10

(b) Other factors suggested by individual interviewees include.

The complaint that the syllabus of English is too wide; a problem of poor methodology in teaching English; shortage of ELT teachers causing an overload for those who are there; English has been allocated less lessons per week in the lower classes (from I and II); and the lack of purpose in assessment by the Kenya National Examinations Council were other factors singled out by individual interviewees as key causes of poor performance and proficiency.

However, unlike the factors on the checklist and the one on the training of teachers of English, these factors would appear to be random problems. Nonetheless, some of them came up in a similar pattern in answers teachers gave to the questionnaire administered during the survey. These factors need further investigation, to see how widely they are seen as a problem to the learning and teaching of English.

Summary of 7.4: (See diagram below).

KEY FACTORS IN THE POOR PERFORMANCE IN ENGLISH.
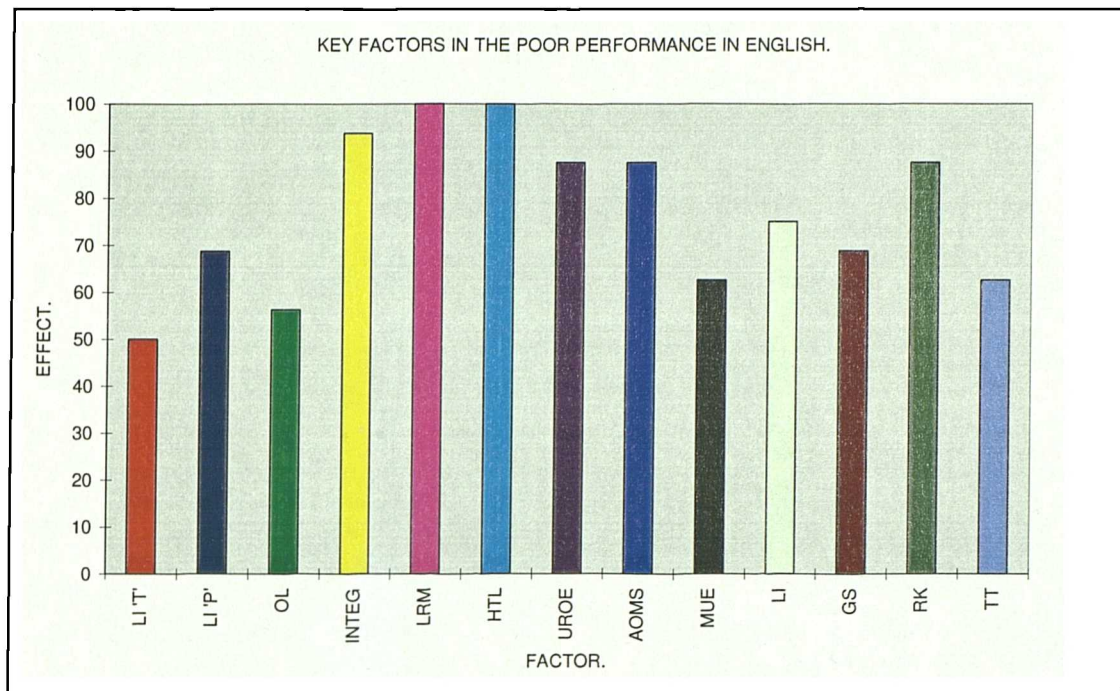
Key:

Abbreviation:	Full name:
LI'T	Problems of pronunciation (LI); on teachers part.
LI'P	Level of speech on learners' part.
OL	Lack of confidence in teaching Oral Literature.
INTEG	The integration of Language and Literature.
LRM	Lack of resources and materials (including books)
HTL	Heavy teaching load.
UROE	Uncertain role of English as a service language.
AOMS	Attitudes of other members of staff (teachers) to English.
MUE	Marking the use of English in other subjects in the examinations.
LI	Effects of Localised intake in secondary schools.
GS	Growth of Sheng, among young people.
RK	Role of Kiswahili.
TT	Teacher training (under other issues raised but not on list).

Figure: 4

From the diagram (figure: 4) it can be observed that the following factors more than others are of serious concern to the teachers. These are lack of resources and materials, heavy teaching load, integration of Language and Literature, the uncertain role of English as a service language, attitudes of other members of staff, the role of Kiswahili, the policy of 85% localised intake in secondary schools, the growth of Sheng and the levels of speech of the learners when they join secondary school. A detailed discussion of these and the summary of the solutions offered by the teachers in their discussions with the researcher can be found at the end of this chapter. (See sections **7.8 and 7.9**).

7.5   Report-Initial Teacher Training- (Trainers/Lecturers).

The researcher interviewed lecturers from the departments of Language and Linguistics, Literature, Curriculum and Instruction (in the faculty of Education) and 3 heads of departments of Egerton, Nairobi (Kikuyu campus) and Kenyatta Universities. The interviewees were numbered **L1-L18**. They all hold the view that the problem of poor standards of English at KCSE are already being felt in the institutions of higher education because they receive candidates who lack communications skills to ask questions and writing skills to write essay and reports. Their views about the factors as derived from the survey and listed in the two pages of information can be categorised under the issues to do with teacher training, classroom practice and policy.

The view of the majority of the lecturers interviewed is that the Language and Linguistics department, the Literature department, and the faculty of Education lack the capacity to produce the model English language teacher. Firstly, they note that the

universities and colleges prepare students without consultation with the schools except when the universities approach them (schools) to accept the students to do their teaching practice. **(L7, L8, L9, L12, L13, L14, L16 and L17)**

Secondly, the universities are plagued with the problem of lack of facilities such as language laboratories and books. Furthermore, the trainers from the departments of language and linguistics and literature expressed their view that the university could be contributing to the problem of poor performance through what they termed faulty assessment during teaching practice. The use of non-specialists to supervise student teachers of English has not helped the situation. This is so because the trainers from other departments only receive a two week course in methods which leaves the English teacher trainees with very little expert assistance. **(L1, L2, L3, L4, L5, L7, L8, L9, L12, L13 and L15)**

Their third serious concern is that it is not only those who are interested in teaching English who get into the two departments training teachers of English. English language as a subject offers teachers a guarantee of employment by the Teachers Service Commission as opposed to other Arts based subjects. This view is held by most of the teacher trainers interviewed.

The trainers were also very critical of the policies of the Ministry of Education at secondary school level. Policies such as the 85% localised intake in secondary schools had contributed to the falling standards of English. In addition, the policy of integration had led to the decision that all teacher trainees would be expected to take both aspects of English (Language and Literature), yet this had not improved the situation. Trainees only did enough to pass in language modules, thus perpetuating the bias for literature from secondary schools. 16 out of the 18 interviewees share this view.

Furthermore, it was the view of some trainers that many of their counterparts use methods that do not help English language teacher trainees. **L12** (University of Nairobi-Kikuyu campus) is critical of the methods. In his opinion his University and presumably in other public universities the training of teachers is approached from an authoritarian point (methodology). The lecturers impose a standard of English which ultimately alienates student participation and limits the generation of language. The effect of this approach is that the lecturers fail to interest the student teachers in linguistics. Subsequently, the trainees adopt similar approaches in secondary schools.

All these problems, the trainers suggested, have been made worse by the huge numbers of students admitted to the universities and competing for depleted and ever decreasing resources. The numbers had effectively ruled out tutorials and closer work with teacher trainees during micro-teaching. The problem of large numbers started with the 'double-intake' when universities admitted two groups, the 'A' level group and the KCSE, 'O' level during the transition period from the old system to the 8-4-4 system.

The trainers suggest that the solution to the problems of poor of standards of English should begin with proper training of primary teachers. Those selected to join primary teacher training colleges should be people with some proficiency in English and not 'school drop-outs'. This view was particularly supported by those lecturers who previously taught in primary teacher training institutions before moving into the university sector. They noted that the current practice assumed that so long as the trainees in primary teacher training colleges acquired knowledge in general methods of pedagogy they could lay the required foundation for pupils in this important language, English.

The lecturers see the problem of poor standards in English as a vicious cycle, which

can be broken only with a ministerial policy intervention. At university level the Ministry of Education should be influenced in its action by a need to provide funding while bearing in mind the relationship between large numbers: facilities: selection criteria in the production of quality English language teachers.

It is appropriate to examine some of these views expressed by the trainers in some detail.

<u>Teacher Training.</u>

(i) <u>Lack of Facilities: - Language laboratories, books etc.</u>

This factor ranks highest in the concerns trainers have about the problems related to English performance. They consider the lack of facilities as one way in which the universities contribute to poor results in secondary schools. For example Egerton and Nairobi (Kikuyu campus) Universities do not have language laboratories. The teacher trainees they receive who train to teach English carry on with problems of L1 interference in pronunciation. These teachers are bound to carry such weaknesses to the schools on completing their training. In the observation of **L7**, "*we do not have a language lab. So we cannot expose them to phonology. That is the handicap. I am now the role model because the university does not have a native speaker role model. While I cannot sound like one, if we had labs we could help students speak better*". (Similar views by **L2, L4, L6, L7, L8, L12, L13, L17,** and **L18**).

The problem with facilities includes lack of other resources for studying such as textbooks. "*The other problem this university and of course other public universities, I guess you are aware of. We lack textbooks, especially for B. Ed students. Because of a recent government campaign that Kenyan schools need more B Ed English teachers*

251

and the view that BA courses are a waste of time... because of that we have more students taking B Ed English. They are so many, the classrooms tend to be very congested... and the books are not enough. For example for a class of 150 students you can have only 4 books in the library".

Equally, as observed by **L1, L2, L3, L5, L6** and **L9** the government has made efforts to provide books to students through loans. However, the cost of living had forced the students to opt to survive; buy food rather than books. This factor is linked very closely to the problem of large numbers in the universities and the effect on training teachers.

(ii)   Large numbers and consequent lack of tutorials.

All the lecturers interviewed agree that there is an element of mass production in Kenyan universities today. They noted that this must be having a serious impact on the training of teachers of English. First of all, it excludes weak student teachers from the process of training. As observed by **L8**, *"we have such big classes, we have no time for slow learners, no time for tutorials. You do not have time to have even a face to face discussion with your students to know what their problems are. Of course you teach students who may be unable to speak in that language. Well you may never know that until they go for teaching practice".*

The second aspect linked to large numbers besides that of no textbooks is lack of manpower. The universities *"do not have enough trained manpower to handle such large classes. When the mass production gets down to secondary schools it carries over the problems. In the university we produce people who are not ready to teach properly"* **L8**

The lecturers giving Egerton university as an example noted that since the inception of the 8-4-4 system of education tutorials were actually scrapped to give way to the new courses split out of the existing one. The paradox however is that an hour of teaching was taken away and tutorials scrapped. So the lecturers now have three hours of teaching per week per unit.

One of the lecturers said she was able to arrange some kind of tutorials with her BA English class because they are fewer in number. On the other hand she says, *"when I am teaching the B Ed English students I do not have time. We have to point out of course that it is in another locality; in Laikipia which is two hours drive away"* **L4**. (Laikipia campus the home of B Ed courses is a college of Egerton university). Similar problems exist at Nairobi University-Kikuyu campus. **L12** observed that he has had to devise other ways of creating activities to compensate for the loss of tutorials. He carries out discussions with small groups of his students under trees in the compound or in his office,

Again the location of the institution (Laikipia campus) has not helped the problems created by the existence of large numbers. When it comes to timetabling, especially with B Ed courses because the campus is far away the lecturers prefer to teach everything on one day. They admitted that by the time they get to the third hour of the lecture they are usually quite exhausted. Therefore, there is no time for feedback or discussion. Given then that there are no tutorials there is no question, the trainers acknowledge, that because of large numbers they are not able to address the problems of teacher trainees in an important subject such as English. They also accepted that assessment could not be considered effective if the feedback was not used to help the trainees of English to improve, as is the case.

Another problem the trainers associate with large numbers and lack of tutorials is the attitude the student teachers have adopted towards lectures and course assignments. The lack of personal contact means the student teachers and the lecturers cannot forge the bond that should exists between teacher and student. Therefore students consider the lectures places you may or may not get knowledge. This does not only affect courses to do with English content it will affect courses in methods of teaching too.

(iii)   <u>Curriculum pitched at too high a level for school teaching.</u>

Most trainers did not agree with the view of the survey respondents that the curriculum was pitched too high. The trainers were all of the opinion that a broad theoretical knowledge was necessary to equip the student teacher of English for his/her work in the secondary school. They stated that the student teacher should do courses in the theory of language and literature. The courses must include phonetics, phonology, linguistics and literary appreciation among others. **L1, L2, L3, L4, L6, L9** and in the words of **L5**, "*you know here we teach theoretical linguistics, much of it. The main idea of having a department of Language and Linguistics is...* [to teach]... *theoretical linguistics and we have a few courses on applied linguistics*".

What this observation implies is that because the lecturers who teach content do not usually concern themselves with whether the student teachers of English actually do get to spend enough time on develop skills, they would not for certain know if this content/theory they teach is ever translated into skills; specialised skills. This problem will most probably continue because the two groups training teachers of English do not share information with regards to the progress of their students.

(iv)   <u>Inappropriate balance between Language and Literature.</u>

The lecturers are of the view that the present needs of the secondary school syllabus for English have necessitated that the student teacher for English does both Language and Literature and so far the teacher trainees course for English lays equal emphasis on both aspects of English. However, they suggested that an imbalance might exist first of all as a result of the bias trainees have for literature. This means as stated elsewhere that the trainees will only do enough to scrape through Language courses.

Secondly, as observed by **L4** and others, in the university (for example Egerton and Kenyatta) the two sections dealing with content do not relate except at the level of methodology. It is the lecturer taking special methods in English who may cover both language and literary methods. In essence no effort has been made to bear in mind the objectives of K.I.E in integrating the two subjects, literature and English. It is left to the Faculty of education to translate all the theory into skills. Any problems at that crucial stage, the lecturers admit, are carried over into secondary schools.

Many lecturers took this cue on the balance between the two aspects to express their views about the present policy of integration in secondary schools and its apparent effect on the standards of English. They are totally opposed to the idea. They noted that the merger is not possible even at university level so the same at secondary schools confuses the issues in English. **L5**, says, *"Literature and English should be de-linked"*. In the opinion of **L7** *"one thing I have observed which was wrong to do is the combining of Language and Literature. Many teachers now spend more time teaching Literature and therefore the balance does not seem to be reached. Hence the pupils do not get their chance to practise and learn language"*. Another lecturer who was trained

to teach both language and literature asked why the English was integrated. Giving herself as an example, she said there would always be a preference for one of the two. In her view that is why the two departments in the public universities cannot be integrated. They are different disciplines. She went further to suggest that, *"even universities should de-link the idea of both being forced on the students"*. (**L8**)

L11 observes that integration of the secondary school English syllabus does not give teachers time to cover all aspects of language. In his view, it is a situation where they are covering all that pertains to literature and English, two different subjects in a time required for one subject with the same number of periods. **L4**, who trained first as a teacher for secondary school and is now training teachers of English, acknowledges that standards are affected by the integration. *"This is mainly because language skills are very different from those that you need to learn literature. When you put them together and examine the student as a student of English Language, when you have already included literature, it gets a bit difficult for you as the examiner to give a correct kind of examination"*

The trainers are all agreed that the bias for literature is more prevalent among teachers of English trained before 1979. They were trained to teach literature and are not comfortable with language. However, despite the new English curriculum where teacher trainees must take language and literature, their trainees still express a desire to see the two areas de-linked so that the trainers may teach their area of preference. This is explained by **L8**, *"Most of our students have a bias towards literature. They do not like language. In fact they are very difficult to teach. They seem to feel that they were forced to do language, ...linguistics and so on. ...Some of our students have taken English, not because they passed the subject, but they take this course because it has*

better job prospects with the Teachers Service Commission. ... So most of them actually prefer literature".

(v)   <u>Teaching Practice.</u>

This factor brought comments of "the left hand does not know what the right hand is doing". These are sentiments expressed by lecturers in the department of Language and literature with regard to who gets to supervise student teachers of English on teaching practice.

However, they discussed teaching practice within a wider perspective of how it is facilitated. They observed (**L6** among others) that teaching practice revolves around availability of funds. So far the lack of adequate funds had seen the universities trying to economise on finances by using a few lecturers to see many students. The result is that most students do not get to be seen the number of times required.

They also criticised what they saw as the failure to develop co-ordination between the university and the schools so that the regular teacher could assist the student teacher on teaching practice. Instead they observed that the regular teachers took the arrival of student teachers as a relief, releasing them to go about their own business. **L5** observes that the situation is not made easy for the student teachers because they receive no help from the co-operating teacher. In his opinion the student teachers need this kind of help to complement the experience they get in college from few sessions of micro-teaching. A student may be seen once or twice and that is all. There is not enough time to practise skills intended for micro-teaching. **L6** supported his counterpart (they were interviewed together) by pointing out that the teaching practice session is crucial. *"Perhaps if there were one or two [more] sessions before somebody graduates you would be able to tell if he/she is a good teacher".*

257

These lecturers who are specialists in the subject of English are unhappy because students teaching English are *"seen by some one who is teaching sciences or mathematics or whatever. Some of them might be versed in methodology but when it comes to content he/she might not be competent to assess. I think it is a disservice for a student of English not to be seen by somebody who teaches English and be seen by somebody who teaches mathematics. I do not think that is fair"* (**L5**). Among those who support this view are **L1, L2, L3, L4, L7, L9** and **L12**. They argue that in this way the poor management of teaching practice creates a weak link in the training of the teachers of English by misplacing the emphasis of the B Ed English courses. Poor teaching practice they noted would mean that depth in approaches to methodology will be lacking. This is because less time is spent on skills, and already the trainees are suffering the effects of lack of tutorials, less micro-teaching opportunities, and a bad ratio between supervisor and student teacher. All these in the end go to make the B Ed English course more theoretical and superficial. This will certainly affect the results of English in the schools, they agree.

To improve on the management of teaching practice those handling it must change the selection criteria for the personnel who go out to see students on teaching practice. Lecturers do not go on T.P with the noble objective of assisting the trainee become competent. The driving motive is the amount of cash resulting from mileage claims. The second objective is the desire to go on T.P assigned to a zone close to lecturers' home area, so that he/she may attend to personal affairs. This relegates the training value for the trainee teacher. (**L12**) *"Some people opt to go out for teaching practice, for personal reasons such as remuneration. There is another... [that is the idea]... that*

students should not fail teaching practice. This is wrong" **L8**. In the second point raised by **L8**, lecturers are concerned that it has become common for supervisors to pass all the students on practice.

L9 sees the problem of teaching practice as entwined with other problems brought about by a curriculum that is examination driven. The university curriculum is assessment based so the students are more concerned with passing than acquiring expertise in the language. She noted that at Laikipia they do not teach proficiency they simply make trainees aware of aspects of English. She exemplifies this by saying they teach phonetics theoretically and it does not feature in the micro-teaching sessions. The type of T.P activity going on now is assessment not training driven. The training function is not emphasised as it should be.

They all agree that finances would not allow the extension of the teaching practice period. However, they argue that as far as English is concerned the objective should be to help the student teacher of English improve their communication skills long before they set out for teaching practice. This would require a language laboratory, because English is a practical subject which requires practice.

Their worry is the attitude of the student teachers who joined the departments with pre-set ideas about the language. Many of these were reluctant to speak the language and used the more familiar Kiswahili or the popular language for the youth, Sheng. The trainers see the teaching practice session (including micro-teaching) as the right forum to make the student teachers aware of the need to communicate always in the language by showing them how faulty methods cannot enhance the learning of English.

<u>Policy and Culture.</u>

(vi)   <u>Effects of 85% localised intake in secondary schools.</u>

Besides the problems to do with the training of teachers of English such as lack of facilities, teaching practice, selection criteria, and lack of tutorials among others, the lecturers had very strong views about some of the policies of the Ministry of Education and the effect of these on the standard of English. Already the policy of integration has been mentioned. The other policy that trainers (e.g **L4, L5, L6, L7, L8** and **L12**) thought was interfering with the learning of English is that of 85% localised intake in secondary schools. They gave examples typical of those given by other interviewees the researcher had spoken to such as officers at K.I.E, teachers in schools and other officers from agencies of the government like KNEC. For instance **L6** observes, *"This policy has an effect. For example if you had a region called Njoro and that there is a local language called Njoro and a school Njoro High school* (there is a provincial boarding school by that name very close to Egerton University) *then you teach people, 85% from Njoro region speaking Njoro coming to the same high school, from the same locality. In as much as you try to impart the idea that they should use English Language in schools that one will be defeated"*. The trainers are convinced that this policy denies the learners an opportunity to practise the language. Secondly, where there are students from other linguistic groups there always exists a variation of English from which to compare their oral ability.

The trainers like the teachers also gave examples of the time they went to school and were able to mix with students from different linguistic groups of Kenya. They argue that this did not allow them *"time to revert back to their own mother tongue or speak 'localised' English. That time we had time to blend with others, in terms of*

pronunciations, in terms of sentence structures by hearing what others are saying about the same thing" (**L5**). In this manner they argue that problems in speech did not keep manifesting themselves.

What is also worrying as far as the trainers are concerned is the effect of this policy (85% localised intake) on another policy within the Ministry to do with posting teachers to their own home districts. It is also contributing to the English language teacher falling into the trap of becoming 'localised'. In the view of **L4**, this policy is not serving English language at all. Second Language learners have to be encouraged to speak the target language. She cites the prevailing problem of English language teachers addressing students in Sheng or mother tongue in the urban and rural schools respectively.

(vii)   The Role of English.

The trainers were also critical of the absence of an active policy on the role of English. They argue that the universities cannot be expected to transform a teacher trainee for English into an eloquent speaker of the language within the limited time when he/she should be learning advanced concepts to do with English. That is not possible because as they say, "you cannot teach an old dog new tricks". The problem affecting English must be tackled at the secondary school level, before university. But the lecturers acknowledge a possibility that the small number of well-trained English Language teachers, who were the backbone of English Language in the country over the years, may have left teaching for reasons including economic ones. As a consequence, the high schools are now getting younger teachers but who are not adequately trained; especially those trained in the early 1980's and after. This problem has been made

worse by the ascendancy of youthful heads of school who do not concern themselves with how English is taught. Many of these heads are science-oriented. Therefore, they encourage their students to excel in sciences, pass in Kiswahili and make it to the University. The long-term effect is the return to these schools of teachers, who teach science but are seriously hampered by the lack of communication and writing skills. In addition this makes the work of the new but ill-equipped teacher of English very difficult.

The lecturers are all agreed that Kiswahili has a part to play in language development in Kenya. They feel the threat can only have come about because the Ministry has been silent on the role of English and on Kiswahili's role, as the alternative to English in the final grading of students in K.C.S.E. The lecturers interviewed who handle both Kiswahili and English language were very clear on the fact that Kiswahili is suffering just as much as English is, especially in secondary schools. This is, as far as the effects of Sheng and mother tongue use on second languages being taught.

(viii)   Selection Criteria.

On this factor, the lecturers observed that the university admissions board and the faculty already insisted on the candidates fulfilling certain minimum conditions or grades, which include English language. The weakness however lies in the fact that applicants only choose the faculty or the profession and then later, upon admission, the new students are slotted into certain departments/subjects. As explained elsewhere, they may not be interested in English language in particular, "*that definitely will affect the kind of teacher that trainee will turn out to be at the end*". This is the conclusion reached by one of the trainers. He says, "*I think this definitely affects the standards*" **L8**. Trainers and the student-teachers all hold the view that students who take on

teaching courses never set out to be teachers, and that this course is at times their third or last option.

The trainers urge that the admissions board should set up a more comprehensive way for the departments dealing with English, to select only those who are interested. They suggest that this could include an oral examination.

One other important feature that was manifested during the interviews is the observation that the constant use of Sheng and Kiswahili leading to poor proficiency in English are a result of an inadequate link between assessment and the secondary school syllabus of English. **L5, L2,** and **L8, L9** observed that huge parts of the secondary school syllabus for English called for practice in oral speech in class but these, they stated, were not being examined. This lack of examinable aspects in speech work in English means that, "*even the teachers will not find it necessary to be models; because the idea is grammar, the writing bit. These are the only things that are examinable. These are the things that they teach*" (**L5**).

The trainers, like their counterparts at secondary level, raised the issue of the attitudes of other staff members towards the use of English. Lecturers of other subjects should concern themselves with student mistakes (**L6**).

The trainers suggested that policy must re-state the position of English and restore its role in the school. There also have to exist forums that can enable the universities, K.I.E, the teachers and examiners to interact. "*Although I agree that we should work on teacher training, giving our courses a more teaching perspective, I also think we should have a policy, a national policy of English at secondary school level so that the role of English is re-defined and the role of the teacher of English, so that it is taken seriously*" **L8**. This same view is held by **L4**. The trainers too are feeling the strain of

handling students who are poor in English language. They suggest it is bound to affect institutions of higher learning as these students filter back into teaching positions in universities.

7.6 Report on in-service training (Tutors/Facilitator/Officials).

This section will provide a brief report of the views of those involved in the in-servicing of English language teachers. These are views of two tutors from Nandi and Nakuru district resource centres (TRC's), an officer from the inspectorate and an officer/facilitator from the British Council in Nairobi. The interviewees have been numbered **IS1-IS4** respectively. In-service training for teachers of English is organised by the inspectorate and Kenya Institute of Education because the two bodies are charged with maintaining standards and curriculum development, respectively. The latter organisation normally sets up in-service courses when there is a change in the curriculum/syllabus of English and whenever the need arises to update teachers. The inspectorate on the other hand conducts in-service courses as an on-going process of responding to the changes in methods of teaching English among other needs of the teachers and students. The interviewees also informed the researcher that it is the teachers' panel at the TRC's that decide on the needs of the teachers. The seminars and courses are based on these needs. The evaluation process of the in-service courses takes the form of end of-course questionnaires and visits by the tutors to the schools.

The questions put to the interviewees are related to the factors raised in the survey and were provided on a checklist. The interviews did not always follow the factors as listed. The tutors and two officers discussed a combination of factors and their effect on English and the subsequent role of in-service in trying to rectify the problems.

1. The School English Project/District Resource Centres.

The interviewees stated that in so far as in-servicing teachers of English the only available avenue in the country today are the 24 district resource centres. The centres had been set up as a long term plan to *"provide a focal point for in-service courses for the districts"* **IS2**. These resource centres were a creation of the School English Project of 1988-1992 sponsored by ODA under the auspices of the British Council and the Inspectorate, Ministry of Education. The tutors noted that the SEP had the objective of meeting only the immediate need of providing skills for teachers of English in the new integrated syllabus. Therefore the teachers' resource centres have the duty of holding short seminars and courses for professional assistance. **(IS4)**

The interviewees also stated that there is need for in-service because teachers leave college packed with content but short on skills. **(IS1, IS2 and IS4)**

2. Lack of Resources and Materials.

The Ministry is aware of the lack of books and other teaching materials in the schools. The TRC's are expected to provide a source of reading materials, audio-visual materials and dubbing services for schools of programmes from the Kenya Institute of Education. The four interviewees acknowledged that the lack of resources, especially reading material was hampering the development of English language among secondary school children, more so in the rural areas.

3. Uncertain Role of English as a service language.

"The performance in English is not good right now and with the type of training that exists right now it is hard to get good language teachers" **IS1**. This tutor argued that the Ministry is currently unable to control who becomes a teacher of English and this has had the effect of undermining the role of English. The four interviewees see a link

between this factor and that of 'Marking the use of English in other subjects'. *"English is extremely important to Kenyans for its following functions:*

- *Communication in real world,*

- *Gaining access to all information stored and presented in English,*

- *Passing examinations and securing employment,*

- *It is the language of the United Nations, the language of international peace, world banking, the language of diplomacy and the language of air traffic control,*

- *Academic research, space travel and scientific discovery, the global computer, news gathering and world entertainment"* **(IS2).** *"Secondly, in the Kenyan education system English unlike any other language is the mode with which all activities are carried out"* **(IS1).**

The interviewees argue that this must be recognised by marking the use of English in other subjects. Furthermore, the role of English can be emphasised and established more strongly with the help of in-service training for teachers of English.

4. Effects of localised intake/growth of Sheng/use of mother tongue/Role of Kiswahili.

In-service courses is the avenue through which teachers can meet be it at district, provincial or national level to examine how the factors listed above among others affect their work. The interviewees believe that it is also at such seminars and workshops that solutions might be found to remedy the situation.

The interviewees concur with the results of the survey that some government policies and societal changes were probably affecting English. This includes the influence of factors such as 85% localised intake, the prevalent use of Sheng among the youthful teachers and their students, the perennial problem of the use of mother tongue in rural

schools and the growth in the role played by Kiswahili in Kenya. **IS4** (from the British Council) observed that in the past teachers of English *"knew that when students left the classroom they would probably be using English again outside the classroom or elsewhere. But you cannot be sure about it anymore. From what I can understand they may even be feeling negative about that kind of contact"*. This implies that the teacher of English does his/her best to use communicative approaches to teach English but the learner may not desire to speak the language. This is because the learners are more at ease using Kiswahili, Sheng or mother tongue. *"This is a situation which has been enhanced by the policy of 85% localised intake"* (**IS3**).

The researcher asked the tutors if in their opinion part of the students' inability/lack of desire to communicate in English could be attributed to the methods or content of the syllabus of English. The tutors observed that the present syllabus recognises the need for communicative approaches. In addition, during the in-service courses such methods have been emphasised. It is the view of the interviewees that the Kenyan examinations do not recognise the fact that teachers have to create communicative events in class. The Examinations Council tests different skills, thus leaving teachers in a contradictory world with two things pulling against each other. In the words of **IS4** *"these are the demands of an antiquated examination system and the demands of a syllabus which wants teachers to do other things as well"*.

5. Heavy teaching load.

This factor is one of the main problems affecting the teaching/learning of English according to **IS1** and **IS2**. The tutors suggest that it is not the teachers alone who are affected by having to teach 24 periods or over a week. They observe that the students

are also overburdened by an overloaded curriculum. The effect of this situation on both teachers and students is that not enough practice in English is made available for the learners.

Figure 5 sums up the views of tutors and officials about factors affecting English.

Lack of language policy   Heavy teaching load   Inadequate training

ENGLISH

Examinations the same over the years   Changing Environment
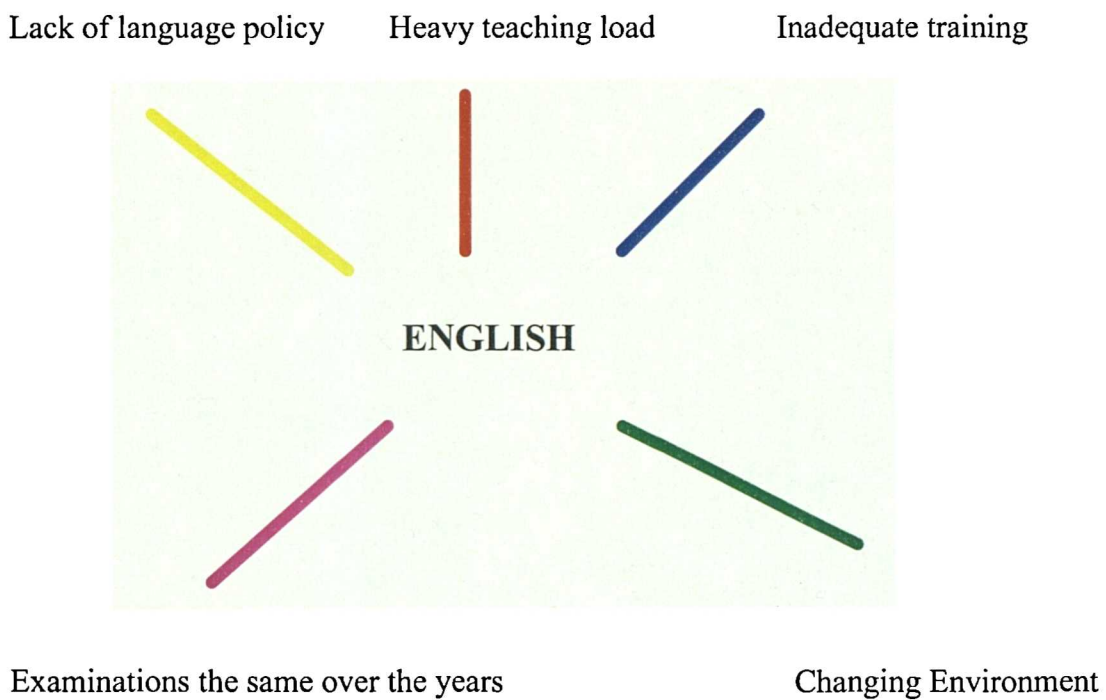
Figure 5: Forces acting on English.

The interviewees suggest that teachers of English, especially the new graduates, may be getting into the profession without a clear vision of what their roles are. This gap is what the in-service courses organised by the TRC's must try and fill. The solution according to them is that teachers of English must determine for themselves and be very clear about the direction in which they wish to take the subject. The main

objective of what the teachers do should be to provide the learners with classroom based experiences that perhaps they are not going to get any other way.

IS3 and **IS4** admit that the teachers and TRC's have limitations with regard to how much they can influence the learning of the language and bringing about a change in the status of English. *"What it probably means is that it is for an astute politician to be able to say, 'okay let us have a very clear policy about the status of English'- how we want English in the country and what position we want it to hold"* **(IS4)**.

The tutors picked out the factors 'heavy teaching load', 'problems of policy' 'examinations' 'environment' and 'inadequate training' as the main factors contributing to the poor performance and proficiency in English.

7.7   Report: Policy-Ministry Officials and Agencies.

7.7.1   Ministry officials.

It has already been stated elsewhere (See 7.3.4 sub-heading the Ministry of Education and its Agencies) that a lot of changes were made with regard to the subjects interviewed in this area. To begin with, the researcher was extremely pleased that his letter to the Permanent Secretary Ministry of Education elicited a response. It was not to invite the researcher for an interview but the PS's office instructed the Kenya Institute of Education to respond to the issues the researcher had listed in the two-page document that had accompanied the letter seeking audience with him. The Kenya Institute of Education was assigned this task because it is the agency that deals with curriculum development and instructional policy on behalf of the Ministry.

It is the officer in charge of English who responded to the issues the researcher wished to interview the PS about. The officer held an interview with the Education Editor

Nation Newspapers, (see Education supplement-Black-Board; **Nation Newspaper** of 30th March 1996). The factors addressed in this supplement included the issue of integration of English language and literature, the growth of Sheng and the use of teachers trained in literature to teach English language.

The most vital statistics that emerge from this article is the fact that an average secondary school candidate will score between 25-30% in English. This is a language/subject all candidates will have 'learnt' for an average of 9 years (standard 4 to form 4). The article not only highlighted the prevailing situation that most students cannot communicate effectively in Kenya's official language, it reminded readers that the Minister for Education had admitted that the standards of English are falling.

The situation in a way set up a very fruitful interview with K.I.E officers. The issues that were to be addressed in the interview had been raised to a national debate. Having been advised to deal with K.I.E, the researcher did not see any point in seeking to interview the Director of Education.

Teacher Education.

On policy matters to do with teacher education, the researcher talked to a senior officer in the Ministry concerned with teacher education. However, the interview was not recorded on tape, at his request. Nonetheless, the researcher did his best to make notes during the interview and most of the information written below is from the officer. The officer informed the researcher that the Ministry was aware that the selection policy for primary teacher training has flaws. But he argued that this was set to continue for as long as there was a need to assist regions that are lagging behind in education. In other words the low grade allows the government to pursue its duty in the equitable

distribution of resources and opportunities to all Kenyans.

The researcher asked him if this was not a self-destructive policy that the Ministry was pursuing because it was affecting the system of education. He responded that nobody is more aware of that than the government. But, he argued that the current policies were tailored to respond to the wishes of the people. These policies had served the people and they in turn were happy with them.

Question: Is it not the duty of the policy maker to change a course of direction if an evaluation of existing policy confirms or indicates possible pitfalls in the future, sir?

In reference to this study's investigation of the problems affecting English he acknowledged that the standards are poor but observed that one cannot blame the Ministry wholesale. The Ministry has played its part. It pays the salaries of the teachers and this takes the biggest percentage of the Ministry's budget. The Ministry also trains teachers and provides inspectors. Recently the Ministry employed more inspectors and set up a scheme of service for them, thus upgrading the role of the Inspectorate. However, the Ministry insists that the parents must provide equipment. The students cannot learn a language without books. There are schools whose students are doing well and it is the parents playing their part, he observed.

Question: Sir, what about the teachers? You are responsible for the policy with regard to their training. That policy will determine the kind of teachers the institutions of higher learning will produce, will it not?

He acknowledged that it was true that some teachers do not do their job properly. He

argued that these teachers want to undermine the 8-4-4 system of education. They want it to fail. He accepted that the Ministry is concerned with the training of teachers at all levels. He reiterated that the Ministry is interested in the training of teachers even at University level and that is why the Ministry has an officer, the Deputy Director in charge of university education. The researcher informed him that he wanted to discuss issues to do with policy of teacher training and English. He responded by stating that the Ministry derives its policy from the experts in the field. He said the latest document on policy in training and teaching as a whole was available. He asked the researcher to read the recommendations of the third teachers' conference published by the Jomo Kenyatta foundation. He said every thing was in there as set out by the Minister, the permanent secretary, and all the experts and educationists who attended the conference.

Question: Is the Ministry satisfied with the standards of English as they are in secondary schools?

As an answer to this question he said something to the effect that the Minister had voiced his concern about the results in English. However, he declined to answer the question and referred the researcher to the Chief Inspector of Schools as the only person qualified to discuss matters pertaining to standards in secondary schools.

The researcher also had informal discussions with three other senior officials in the Ministry of Education. They variously voiced certain issues of concern, which are of interest to this study. One of them suggested that the main problem facing the Ministry and which probably affects schools and the learners is implementation of formulated policy. He said the Ministry officials often found themselves implementing what he described as off-the cuff policies by politicians which were in most instances contrary to the well thought out and well planned policies. These policies (formulated off-the

cuff by politicians) were meant to respond in the short term to the people's needs, therefore the officers had to be alert about what went on at public meetings. He said the heads of schools, members of the board of governors and parents teachers associations influenced the politicians to make pronouncements, which were later interpreted as policy. The Ministry has in the end been forced to follow this through with circulars either clarifying the position of the Ministry or making such decisions binding to others in the education system.

In his opinion such situations did not help in the systematic handling of problems currently be-setting the system of education. So problems such as the poor standards of English are bound to receive very little professional attention.

The second officer the researcher talked to observed that education had become too expensive to provide from public funds. Therefore, he expressed fears that now it was only private schools and institutions that could guarantee quality, which would leave the majority with poor facilities and personnel. Taking English language as an example he observed that in such institutions the subject was well taught and students were eloquent in speech. He foresaw more problems for English language because economic reasons were forcing people to favour regional development policies. Hence English language, and even to a certain extent Kiswahili, would not to be widely spoken by people of the same region who would prefer to speak the languages of their region.

The third officer the researcher talked to dwelt at length on teacher education. He also said the Universities were not following a strict policy of employing and deploying staff in areas of their expertise. This he noted was caused by the lack of trained Kenyans wanting to work in the public Universities. He said the Government was trying its best to make the terms of service for lecturers attractive. This would

eventually help to retain good teacher trainers. There are not many experts in the field of English, though. He advocated the establishment of more tailored programmes to produce teacher trainers, such as the MEd (Primary option) course started at Kenyatta University to train lecturers for primary teachers' colleges. However, he also noted that most of these had moved into universities because of lack of manpower in areas such as languages. The institutions of higher learning could help improve areas such as English by setting up courses tailored to meet the specific needs of the country. In addition, he argued that the Ministry needed to be given the opportunity by politicians to evolve policies that will develop a strong system of education. He believes that English is a core subject in the existence of such a system. He observed that education was the only Ministry where all politicians seemed to be in charge. This, he argued has created problems of planning in the Ministry.

All the three officers strongly feel that the Inspectorate department, the departments of Language and literature in the public universities and the Kenya Institute of Education experts in curriculum would do well to co-ordinate policy and changes to improve the standards of English.

7.7.2   The Kenya National Examinations Council.

The researcher had set out to interview three people and, he managed to reach three people with one alteration. Instead of the Secretary to the K.N.E.C who was unavailable, the researcher was able to talk briefly with the deputy secretary. The deputy secretary examined the objectives of the study before giving the researcher the go-ahead to interview two officers; he/she also provided the note of introduction to the officers.

The deputy secretary emphasised the sensitive nature of his/her organisation and asked the researcher to adhere to the rules, which govern the protection of source of information in such cases as this. He/she suggested that while the information given by the officers could be seen as the practice within the organisation, it should not be ascribed to the interviewees as personal views. He/she noted that the agency would be willing to identify with the results of the study depending on its (K.N.E.C's) input.

It needed two weeks before the researcher could get in touch with the two officers; nonetheless they were very helpful. They also provided data to the researcher to aid in this study. In spite of the introductory note the officers again sought clearance from the deputy secretary to the council. The condition they imposed on the interviews was mainly no taping or quoting them verbatim. However, they acknowledged that their views or remarks could be interpreted as the 'working' policy or current position of the council on the matters they were going to discuss. The factors discussed with them were the same outlined on the two-page piece of information given to senior government officers (See Appendix v). The researcher also allowed them the choice of direction in their response to these factors. Both interviewees were spoken with on 30th April 1996.

K.N.E.C Interviewee 2.

If it is taken that the deputy secretary was the first person the researcher spoke with from this agency, then this interviewee is the second person. The interviewee is one of the officers who deal with matters to do with English. The interviewee whom hereafter shall be referred to as **K2** talked about most of the factors outlined on the two-page piece of information. Here are some of the responses of **K2** about the issues.

- The link between the examinations and the curriculum.

In response to this issue **K2** noted that examinations are curriculum based. This makes teachers not produce students with a broader ability to use English. Every activity in school is examination driven.

- K.N.E.C link with K.I.E.

K2 told the researcher that the K.N.E.C examines a curriculum developed by K.I.E, therefore there is a need for a link between them; as such K.I.E specialists sit on the Council meetings as examinations moderators. Furthermore, the director of K.I.E is a member of the K.N.E.C senior committee. K.I.E also provides members who sit on subject panels and subject officers who deal with the syllabus and examination panels.

- K.N.E.C link with the University.

The officer told the researcher that the Education Act stipulates that the Chairman of K.N.E.C shall be nominated from among the vice-chancellors of the universities. Other than that the officer informed the researcher that members of the universities teaching staff get involved with panels to do with subjects depending on their association with the council, as examiners for example.

The researcher asked the officer what were the causes of poor performance and proficiency in English? In response the officer was of the opinion that the two years of 'A' level provided a vital bridge and time to develop communication and analytical skills in both language and literature ('A' levels were abolished in the 8-4-4 system). The university, **K2** argues, should now bridge that gap. It is noteworthy to point out that **K2** did not state anything to suggest to the contrary that the standard of English has declined.

The researcher also asked the officer if there has been any change in the status of English in the system of education in Kenya?

The officer reiterated that officially English is the medium of instruction from standard 4 to university. In some cases some children learn it right from nursery school; Nairobi is a case in point the officer noted.

The officer was also asked to provide the reasons why the K.N.E.C does not respond to demands from teachers of English that the use of English in other subjects should be marked?

The officer said that the K.N.E.C considers two reasons for not marking the use of English. Firstly, the teachers of other subjects are not competent enough to mark grammar use in the subjects they teach. Secondly, the Council argues that students penalise themselves due to their weakness as second language speakers of English. So marking the use of English would be double punishment.

The officer was also asked to give an opinion about the council' view of the problems affecting the teaching of English in Kenya?

The officer's response was very brief. According to the officer, the policy about teaching English is not well established.

When asked who is or should be responsible for establishing this policy, because policy does not originate from one source the officer said that the Ministry of Education, the Inspectorate department and K.I.E are the ones responsible for that. In the officer's opinion, the language policy Kenya has lacks depth and the syllabus for English also lacks depth. Therefore, the syllabus of English only scratches on the

surface. The officer gave the example of the whole policy of integration as being wrong and also observed that the young pupils and students are overloaded because of a wide curriculum. The Kenya National Examinations Council is aware that the curriculum is examination driven; the examinations are driving the curriculum. However, the organisation' work is driven by the policies originating from other sectors of education the officer had mentioned earlier.

The researcher asked if people should therefore attribute the poor performance of English to the problem of policy, which lacks depth?

The officer stated that one other main cause of poor performance has to do with the training of teachers of English. In the officers opinion the teachers of English are not trained adequately so they are not competent enough. There are a lot of loopholes and weaknesses within the selection criteria. However, this should be seen from a wider perspective so as to include the foundation of English language for the pupils, **K2** emphasised. The training of primary school teachers is even worse it is shoddy. In the opinion of the officer these teachers are not the right models. The officer concluded by suggesting that to achieve the necessary improvement there would be need to, have the right language policy, improve the quality of the teacher and then you will improve the child' language ability.

K.N.E.C Interviewee 3.

The third officer the researcher interviewed was from Data and Research section and will be referred to as **K3**. During the discussion the interviewee touched on and expounded issues raised by **K2**. Nonetheless, **K3** raised some major points that were

not addressed by the counterpart. Some of the issues **K3** raised were:

- The 85% policy of localised intake in secondary schools pursued by the Ministry of Education and the prevailing uncertain role of English are two factors that make it hard to re-reinforce a clear policy of English from levels other than the top.

- Furthermore, there is lack of initiative on the part of education managers. These include heads of schools and the Inspectorate. The few who apply any effort towards improving the students'out put only do enough to keep their position safe.

- Thirdly, the teacher of English has something to do with either the passing or the poor performance in the schools. **K3** argues that the teachers' interest in English is paramount.

- The problem right now affects English but **K3** is of the view that its effects will sooner than later *manifest itself in other subjects.* **K3** *noted that this problem is* intricate because there are two groups with different interests in the existing goals of education. In the officer's view there are the attempts of the professionals to do well but their attempts conflict with the interests politicians and the society they perceive they want to create.

K3 explained that as a fact, Kenya has the required expertise and personnel who can solve some of the problems affecting education, including those affecting English language learning. For example Kenyans work as consultants serving sub-Saharan Africa and they have developed high level schemes/systems of education. However, this kind of professional is not in charge or in control in Kenya. **K3** argued that this would only happen if Universities are allowed to do what they need to.

The researcher asked if it is correct to take the K.N.E.C results as true indicators of the standard of English in secondary schools?

The officer affirmed that the K.N.E.C co-ordinates national examinations and it is the best indicator of existing standards as well as past ones.

7.7.3 The Kenya Institute of Education.

The interviews took place on two different days; one was formal, on 14th April '96 with the head of section-English and the other was informal with another officer within the same section. This report will begin with the observations made during the informal interview. His views centred on three aspects of the factors under investigation. Firstly the officer acknowledged that the standards of English, "have worsened." But he was quick to add that, "this cannot be attributed to integration" because in his view integration is not the same as assessment. By implication, he suggested that the problem lies with the mode of assessment and the manner in which integration is conducted in schools. Integration he said was instituted to help alleviate the problem of illiteracy, to help students to read, as a way of improving low standards. Therefore in his view poor teaching methods are to blame for poor performance.

Secondly, he argued that the role of English is not in tune with people's attitudes. They downplay the role of English and give mother tongue and Kiswahili a better opportunity to be practised by the children. Thirdly, it is his view that there is the lack of a native speaker's experience for the learner. In the past, the interviewee observed, there was interaction with the native speaker at least at the training level for teachers. This helped the teachers. Now the teacher is effectively the one to blame for the poor standards because he/she is not a model.

This discussion was terminated abruptly because of an earlier scheduled interview with T11. The researcher had already had another interview in relation to the position of

K.I.E with the head of the section English and who had addressed most of the issues raised in the two-page document. Some of the views the head of section English expressed are described below:

- Teacher Training.

The training of English Language teachers is an important factor in the present situation of poor performance. Currently teacher training is facing the problem of lack of funds. This means that it is not possible to train a specialised teacher, taking English only, in the primary teachers' colleges. The numbers would be unmanageable. In addition, the current restrictions on government expenditure by the World Bank would not allow such a need to be fulfilled. The officer noted that in education almost 90% of the budget goes directly to teachers' salaries, allowances and other related areas.

Secondly, the interviewee is in agreement that the English language teacher has to be a model. Many of them the officer argued were responsible for the problems of pronunciation and levels of speech which affect the learners. The officer concurs by stating that, *"I entirely agree with you. You need an intensive training and a training that also trains him [/her] such that you will not be just a teacher but a model. So we have the problem of, particularly the problem of mother tongue interference. We have children...who speak quite good English from home. What they have acquired from their brothers and sisters but these children, ... they go* [to school] *and they are taught by a teacher who has this problem of pronunciation and ... you know in this country a teacher is a very important person. He* [the child] *says, 'Mummy the teacher said to Ngo and not Go. The child has the impression that I am the one who has been speaking bad English. A teacher is a model and a child should have respect and copy*

what the teacher is speaking. And it is expected that what the teacher teaches you is the best. So the teacher should actually be given that intense training so that apart from teaching they should also become models...of etiquette, ...good speech".

In this long quote it can be noted that the officer agrees with the views of the respondents of the survey that the English Language teacher is special because the subject he teaches occupies a very central role in the curriculum; therefore the teacher of English should receive specialised training. Secondly, in this same instance the officer highlights the influence the English language teacher has on the pupil's ability to learn the language; especially their role as models of speech and etiquette. To learn a language at times embodies acquiring some aspects of the culture that makes that language. In this case however, etiquette in English is a universal culture because all societies and languages embody such values as good manners, which comes with proper usage of a language. These, the interviewee suggested, are things that are lacking in the teaching of English because the teacher does not receive training in that kind of ability. This is despite the existence of such an objective in, *"our English syllabus"*.

Still on the factor to do with teacher training, the officer acknowledged that some institutions for training teachers were not doing as well as the others were. It is not proper to advocate uniformity in higher education but in the officer's opinion some institutions had courses for teachers of English that were more to do with content, but very little methodology. K.I.E was more satisfied with the kind of syllabus and training offered at Diploma teachers' training institutions than what the universities were offering. The evaluation by K.I.E and the inspectorate showed that teachers trained at diploma level appeared to have fewer problems handling the integrated syllabus of

English. The only exception among the universities was Kisii campus of Egerton University which according to K.I.E, was offering a better-grounded course. This, the officer explained, was because the Kenya Institute of Education had prepared the syllabus being used to train the post graduate diploma in-education trainees. Kenyatta University the longest established institution for teachers was one of those producing teachers who are weak in methodology. The officer however said that this should be put in the perspective that this had not always been so in the past.

The researcher drew the officer's attention to the Kamunge report, which had recommended that teachers in the 8-4-4 system should have one more year, added to the time spent in training. This would mean a teacher would spend 5 years at university, with one of this spent on teaching practice. The officer observed that this would be the ideal situation but in the present circumstances an extra year would require extra finances which do not exist. Further, an extra year in training would increase the current shortage of teachers of English. Already, the officer observed, there was a reduction in the number of teachers of English being trained at diploma level. The schools would have to wait for an extra year before getting new teachers from the university.

- Uncertain Role of English.

Question: In the light of the comments by the Minister for Education that the standard of English is falling, would you agree with the teachers of English, that K.I.E and the Ministry ought to re-defined the role of English in the curriculum?

The officer acknowledged that in principle the policy states clearly that English is a medium of instruction. "*I know the rule is there and we say it should be taught on a*

very serious note as a subject so that at this level, standard eight level, at form four

level, at university level, students must have acquired the language such that they can

use it for daily communication and so on and so forth...that is there. If that ideal is

followed it will still work. But I agree with you on, particularly on what is happening

today. Now that what you [the Ministry has] *have set down is not working, what will*

you do? And we could see that it is actually not working. What should we do? What we

are trying to do at K.I.E because we are still convinced that what the Ministry has set

out to do is right and can still work, ...what we are trying to do is to find out, as they

say, where the 'rain has began to beat us', where we have failed. And we have

established a few facts and as you say one is teacher training, another is in-servicing.

We have not been in-servicing as much as we should. Nowadays language is very

dynamic and anything dynamic actually has to be always re-vamped. And we [must ask

ourselves] *what is the latest mode of teaching grammar nowadays and we include that*

for our teachers who were trained ten years ago who are not up to date with the latest

methods of teaching. We are also trying to organise in-service at provincial and

district level. What we do, like my eight panel members from the provinces, I request

them because I cannot be all over the provinces, I ask one of them to go and assist".

- Lack of Resources and Materials.

The officer observed that in addition to the problems to do with training and the status

of English, the Institute was acutely aware of another problem causing poor results in

English. This was lack of resources. There is not only a lack of books, they have

become so expensive and beyond the reach of some secondary schools. The officer

revealed that the curriculum agency was at times forced to recommend second choice

material because the preferred material turned out to be too expensive and would be out of reach for most parents. In exemplifying, the officer noted that K.I.E's plan to recommend **"A man for all seasons"** in 1993 had fallen through because the publishers in London would not allow a local publisher rights to re-print the book. Instead they were willing to ship it to Kenya at an exorbitant price. Instead the institute had to settle for Shakespeare, *"because [it] can be re-printed by every publisher. So as we talk about causes of the poor results may be this is taking us to another cause, the choice of material; books that we use. We are forced sometimes to pick what I would call second best because of the cost. That has been a great problem"*.

- Integration of English Language and Literature.

Question: Let me refer you the factor of integration of Language and Literature on the list you have. A cross-section of respondents to the survey; teachers, teacher-trainers and student teachers, and including some senior officers in the Ministry blame the poor results in English on this factor. What is your opinion as the people who develop the curriculum?

"We have actually talked to a lot of schools. We have read it in the local media, teachers have also written to us. As far as I am concerned the problem is at training level". In the interviewee's opinion, as earlier explained, K.I.E was confident that teachers trained at diploma level were coping very well with integration. The officer stated that because training at the university level had lacked 'integration' the Ministry of education and the universities had agreed that after 1986 whoever was being trained to teach English would have to take both literature and language. Nonetheless, in the officer's view the problem still lay with the failure by the universities to specifically

train the teachers how to integrate. The officer observed further that *"integration has been misunderstood. It has been taken as the integration of language and literature"*. The Institutes' position is that integration goes further than that. It is actually methodology.

The officer was asked if the institute was aware that the introduction of this so-called 'integrated methodology' of teaching English had resulted in what most educationists saw as a burden to both the teacher and the learner of English. The officer acknowledged that there were problems brought about by the introduction of the integrated syllabus for the schools. Not just in terms of teaching and learning but also the cost of material. Therefore the institute, the officer said, had taken note of the teachers recommendation and so students were now examined on four areas and not five as previously. The issue of the heavy load on teachers, the officer revealed was under discussion at top level by the Ministry as one of the teachers' proposals the institute had forwarded. The institute hoped, *"something would be done about it"*.

- Policy of 85% localised intake.

Question: As an agency of the Ministry you deal with curriculum. When we discuss issues to do with curriculum and look at the performance in English, does it worry you that a secondary school in Kenya collects its students from one locality?

"Yes. That one has worried us and it is one of the ideas we are putting as reports also and we are looking into the 85% localised in take. Actually it is 85% but you will be surprised that we have [in effect] *recommended 100%. At the district schools which take the highest number, the biggest population is 100%. So we have people from one community; 85% from the district and 15% from outside but not really very far off*

because we are talking of a province. Take for example a province like central where the language Kikuyu is spoken. If Njiri's high school takes 85% from Muranga and 15% from Nyeri, Kiambu or Kirinyaga the language is one. That one will not be very helpful. It is all right for policy, for educational purposes such as cutting down costs but it affects language. It affects the teaching of English in particular".

The officer observed that he/she personally benefited from being mixed with students from other communities, in the early 1970's when he/she attended a national school in Nairobi as the only student from one of the linguistic groups of Eastern province out of the eight hundred. *This helped the students the officer said because they had to* communicate and they were exposed to English. It was important because it afforded them the opportunity to practice the language. English like the sciences such as Biology or Physics requires a lot of practice. The classroom and compound should be the laboratory for practising English language. In this respect the officer felt that the Kamunge report which recommended the establishment of more day schools to make education costs cheaper had failed to take note of the effect such a policy would have on English. Kenyans prefer boarding schools because parents know it helps the students to develop their language skills through mixing.

During the interview the officer concurred with the teachers' suggestion that the KNEC should consider introducing an oral examination of English as one way of improving the learners' interest in speaking the language. However, the officer observed that this could not be practical because of the large number of candidates involved. An average of over 150,000 students sits for K.C.S.E examination every year. Furthermore, it would mean that the English language teachers would not become involved in any form of invigilation during that time.

In his/her conclusion the head of the English section K.I.E singled out the following as the three main problems leading to poor performance and proficiency in English. Training and in-servicing, lack of materials, books and the last one has to do with policies such as 85%localised intake which cause the lack of opportunity for the student to practise language.

As regards training the officer said, *"we have felt that training particularly at university level should be re-organised and should include more methodology. We are requesting that although all universities are autonomous, that we may be allowed to interact with the universities as curriculum developers. Although these people are being trained to teach English in these autonomous institutions, they are going to come and teach our curriculum. So we would like to be treated even as advisers; we do not quarrel with them as far as the content but methodology"*.

7.8 Data analysis/Report analysis.

7.8.1 Teachers.

Key factors causing poor performance.

Classroom Practice.

In this section of factors to do with classroom practice, at the highest level of rating, integration of language and literature is above the rest. However, when the range is widened to include a range of serious-Top factor, 'Integration' is superseded by factors 'Lack of Resources and Materials' and 'Heavy Teaching Loads'. Another factor of interest is that of 'Oral literature'. At the top level of rating, the teachers do not classify it among the causes but on a wider scale it supersedes the factor 'levels of speech on learners part.

Table 35: Comparison between 'Top' and 'Serious-Top'-Classroom practice.

Rating as Top Factor.   Range from: Serious-Top Factor.

Factor.	Response.	Factor.	Response.
INTEG	8	LRM	16
LRM	5	HTL	16
HTL	5	INTEG	15
L1 "T"	2	L1 "P"	11
L1 "P"	1	OL	9
OL	0	L1 "T"	8

School and the Curriculum.

Under this sub-section on the checklist for teachers there were only three factors. The importance of the status of English and the need for a contribution from other members of staff are emphasised by the views of the teachers of English. It is also noticeable that there is a close relation between these three factors. The attitudes of other members of staff and their willingness to mark the use of English in the subjects they are teaching would not only improve the fledging status of English, it would also enhance the use of the language at least within the school.

Table: 36 Comparison between 'Top' and 'Serious-Top'-School and curriculum.

Rating as 'Top' Factor.   Range from 'Serious-Top Factor'.

Factor.	Response.	Factor.	Response.
UROE	6	UROE	14
AOMS	4	AOMS	14
MUE	2	MUE	10

<u>Policy and Culture.</u>

From table 37 it is possible to deduce that the effects of factors to do with policy and culture are considered to have an almost equal influence on the standards of English. The researcher has included teacher training under this group because it arose under the heading "any other issues" which was in this section of the checklist. The differences in figures both in the top rating and in the wider range from serious to top is almost negligible. In other words they have equal influence on English.

<u>Table: 37 Comparison between 'Top' and 'Serious-Top'-Policy and culture.</u>

<u>Rating as 'Top' Factor.</u>   <u>Range from 'Serious-Top Factor'.</u>

Factor.	Response.	Factor.	Response.
GS	4	RK	14
TT	4	LI	12
LI	3	GS	11
RK	3	TT	10

7.8.2 <u>Teacher trainers.</u>

<u>Key factors in the performance of English.</u>

From the views of the teacher trainers there is evidence to show that despite the lack of a direct 'link' between their daily work and that of the teachers in secondary schools, they are aware of the problems affecting English language performance.

The teacher trainers see the poor performance as caused by several factors as explained by the results of the survey. However, their discussion would appear to group these into three major categories of teacher training, classroom practice and policy.

(a) <u>Teacher-Training.</u>

There is a weakness in the teacher training programme. To begin with, the departments of language and linguistics, literature and the faculty of education (the department of curriculum and instruction at Egerton/Ed Com-Tech at Kenyatta University) lack a co-ordinated plan that could address effectively the needs of training an English language teacher. They are not able to get rid of the bias for literature before the trainees are sent into the field of teaching. In addition, mass production of B Ed teachers has compromised quality because the numbers of student teachers overwhelm facilities.

Under this category the main problem is that of facilities. There is a major problem with training teachers without a language laboratory. The one at Kenyatta University cannot cope with the numbers. Egerton University does not have one, nor does Nairobi University's Kikuyu campus. Teachers of English trained at Moi University have to travel to Maseno University College to use the laboratory there. They can only make a single trip, hardly adequate for practice in advanced phonology.

The trainers are also critical of the management of teaching practice. There is not enough money to provide for the proper ratio of supervisor to student trainees. There is evidence that some student teachers do not get to be supervised by a subject specialist. From the evidence derived from the interviews many language students are seen by science lecturers, those teaching mathematics and other subjects. The lecturers noted that the syllabus of English has all the stages required to adequately train a teacher of English language in methodology of the subject, but only if the departments were to have adequate facilities and proper management to implement micro-teaching and teaching practice respectively.

291

A number of the interviewees backed the proposal from the survey, of having more than one session to increase the period of teaching practice. However, they were critical of the 'one month' teaching practice organised by Moi University. They observed that it is not useful.

Finally, under the category of teacher training, the lecturers suggested that there should be a better method of or criteria by which candidates are selected to train to be teachers of English. One option, they suggested would be to conduct an oral examination for those wanting to join the training for the subject in addition to fulfilling the minimum requirements of the university admissions board. Because teachers of English have preferences either for literature or Language, the two should be de-linked at university. To make this workable the trainers suggested that there should be a de-linking at the secondary school level too; so that trainee-teachers can register to train in either of the two.

(b)   Classroom Practice.

This category is to do with their observations about the factors relating to the teaching of English in secondary schools. Using their previous experience as secondary school teachers (some have been) and from their contacts with teacher trainees, the lecturers were able to express certain views.

Foremost, they advocate that Language and Literature to be taught and assessed as separate subjects. Secondly, they note that for learners to be encouraged to use English frequently. The trainers urge a concerted effort by all members of staff irrespective of the subject they are teaching. This is the one way in which schools can combat the effects of Sheng and mother tongue.

(c)   Policy and Culture.

The teacher trainers argue that improving the performance is not going to come easy at any time until the policy makers take 'the bull by its horns'. In their view the Ministry of Education would appear to support the need for changes. However, the lecturers observe that some of the government policies in place do not favour a change for the better. The lecturers call for the scrapping of policies such as the 85% localised intake into secondary schools, the policy on posting teachers to their home districts and the policy of admitting people who have probably not done well in English into primary teachers' colleges from whence they go to schools to lay a foundation in English for young learners.

Most important, under this category, the lecturers are critical of what they see as a silent policy on the role of English. They believe that Kiswahili is not a threat to English because it performs a different role in the society. However, the Ministry can begin to address the problems facing English by taking an obvious stand to re-state the role of the language in the curriculum. This will return to English the status it needs.

7.8.3   In-service training.

From the views of those involved in the in-service for teachers of English there is evidence to show that the role played by the district resource centres (TRC's) is more of a result of the problems to do with the teaching/learning of English than just the need for staff development. The two tutors, the inspector and the officer from the British Council see the poor performance in English as caused by the several factors as explained in the results of the survey.

First, under policy and culture they have 'the role of English' and those factors they grouped under what they refer to as 'changing environment'. Those factors are 85% localised intake; growth of Sheng, the use of mother tongue and the role of Kiswahili. Using their views one may conclude that the Ministry of Education could determine the position of English by putting in place a better selection policy for teacher trainees. Consequently the good teachers of English will provide the practical basis for articulating the role of English in education. Secondly, such a position for English could be enhanced further by the existence of a well-established in-service programme. The tutors see this approach as a better way of dealing with the effects of the factors to do with policy and culture.

With regard to teacher training, the tutors stress that the TRC's have a more difficult task because they not only have to help teachers acquire the latest skills of teaching English. The centres have also had to take on the role of providing a social and professional base for teachers of English. These views establish the existence of a weakness within the training of teachers of English. Furthermore, the tutors underline the view that methodology courses such as micro-teaching and tutorials have almost disappeared in the colleges. The schools are increasingly taking on the role of directing the new teachers who are young, not matured professionally a situation that affects their delivery. They urge the need to consider an extended practice period as a way of helping the young teachers develop further their teaching skills.

From their views one may observe that there is a contradiction between the curriculum and the assessment process in secondary schools. The KNEC has retained its mode of assessment in the face of a changing curriculum. Therefore, whereas teachers will learn new approaches in teaching English some of the aspects they teach are not examined.

According to the tutors this may be contributing to poor performance in English. However, this argument fails to explain why proficiency in the language is also declining.

Finally, teachers of English need a policy maker to articulate the position of English in the system of education. The officer/facilitator from the British Council noted that it will require an astute politician to place the policy on English in a proper frame.

7.8.4   **Ministry officials and Agencies.**

7.8.4.1   The Kenya National Examinations Council.

From the two interviewees there is substantial evidence to show that the two officers acknowledge that there are flaws in policy. They observe that the flaw in policy includes first, policy on the training of teachers. Secondly, the existence of a policy that has allowed an examination driven curriculum to exist in contrast to the desire by the country to provide an education that can equip the learner with skills at the end of every level of the system so that learning is not terminal at these points. There is also the open disapproval of policies which interfere with the work of the professional.

They also expressed the view that many agencies of the Ministry of Education and Institutions of Higher learning were not in principle exercising the autonomy or independence necessary to work professionally. With regard to English, they argue a case for proper training policies for teachers beginning with primary teacher training. This, they argue, would provide pupils with teachers who are role models even before they get into secondary schools.

They also decry the fact that Kenya's Education system has changed so much so quickly without the concern about the implications for the learner. The learner is overburdened in both primary and secondary school, they stated. They insisted that the 85% selection policy and the silence by the Ministry on the position of English in the curriculum are not in national interests.

When pressed to explain how the K.N.E.C could help in instituting changes they suggested that the nature of their agency would not allow radical changes. In addition one of them noted that the K.N.E.C has to reflect stability to retain the faith and confidence of the public. Furthermore as a council they work in concert with the other agencies of the Ministry within existing policies. Hence change must come from the Ministry, Inspectorate and K.I.E., and they argue a case where universities too are allowed to produce the best, beginning with selecting the best trainees to become teachers of English.

7.8.4.2 The Kenya Institute of Education.

The views of the interviewees from the Kenya Institute of Education provide evidence to show that the Ministry and its agencies are aware of the problems affecting English. Both officers agree that the role of English is being down played because it is not in tune with peoples' attitudes. However, in their opinion teacher training is one important factor probably affecting the performance in English. The officer in-charge of English noted that the Ministry is not satisfied with the type of training teachers of English are getting at the universities. It is evident, according to the officer, that those teachers are not coping well with the integrated syllabus as compared to their

colleagues trained at diploma level. The latter are trained using a curriculum produced by K.I.E. In addition, the officer acknowledged that the government has not been able to implement a recommendation in the Kamunge report which advised the government to extend the period of teacher training by a year.

With regard to resources and materials for teaching English in secondary schools K.I.E also accepts that the schools have great difficulties in procuring these. The officer also admitted that the curriculum planners are at times forced to recommend what is second best because the best would be too expensive for most schools.

While accepting that teachers were experiencing difficulties with integration of English and Literature, the officer defended the policy. There are problems the officer argued because integration has been misinterpreted at the level of methodology.

The views of these two officers provide evidence that government agencies such as K.I.E are equally worried by the effect the factor 85% localised intake is probably having on English. The officer revealed that K.I.E acting on views expressed by teachers in different forums has recommended to the Ministry that this policy should be reviewed.

Finally, K.I.E acknowledges that the teacher of English holds a special place within the system of education. Therefore, such a person does not only require adequate training; he/she needs to be a role model in the language.

7.9 <u>Discussion of Findings.</u>

In discussing the interview information provided by the interviewees, this section will deal with some factors/issues raised separately and also in relation to others.

The standard of English in KCSE in Kenya has led to various observations from different sections of people in the country. The view that students leave secondary schools with poor performance and proficiency in English abound in the education sector. Overall, proficiency in English by students in secondary schools may probably be related to many more factors than these that have been examined in this study. However, there is evidence to support the selection of these factors by those who responded to the questionnaire.

This chapter has highlighted strong views either supporting the argument that these factors (from the survey) contribute to poor results or that they have some effect on performance and proficiency in English. In this section the study discusses the views of the interviewees about these factors.

<u>Teacher as role model</u>.

To begin with, the evidence from the interviews would appear to suggest that the learning and teaching of English in Kenya is suffering because there is no role model for the language learner. There is no deliberate attempt to make 'English remain English', as argued by one teacher. The picture presented by those interviewed suggests that better role models are found in teachers with a good language background. It is their experience that teachers from such a language background are posted to teach in schools with good language environment. Hence those teachers with a weak background carry it back to the schools after training. The teachers interviewed

also expressed the view that their training in phonetics is hampered by lack of language laboratories. While there exists a debate questioning the usefulness of language laboratories in training teachers of English (a view supported by a leading linguist-Nairobi University-Kikuyu campus), there is also a strong section within teacher trainers who support their use. Trainers in Egerton, Nairobi and Moi Universities spoke of great difficulties in preparing student teachers of English in phonetics. For example students of Moi University pay either one or two trips to Maseno to use the laboratory. This means that these are inadequately prepared in phonetics. Therefore the new teachers will avoid teaching speech work in class. In the end students especially those in the rural areas are probably affected most. The student in these rural schools already lack an appropriate linguistic environment to aid their learning a second language. In such a situation, where they experience problems with L1 interference the teachers' inability to be role models perpetuates the problem.

There exists a counter argument about the theory that teachers must be role models. Those who support this view suggest that second language learners can still learn a language with the assistance of other people within their immediate environment other than the teacher of English. This study would like to observe that the argument (that it is not only the teachers who can affect the acquisition of English language) fails to acknowledge the role of socio-economic status of the student in second language learning. While it may be true that learners can find role models other than their teacher, the majority of Kenyan students come from rural homes. The socio-economic standing of their parents is hardly what one could call the right environment to learn English from. The classroom, therefore remains the learner's main source of a role model. This makes it imperative that English language teachers do receive good

training in phonology. When the teachers are not able to eradicate or reduce students' mistakes in the second language, they help perpetuate these inadequacies. It is conceivable that in the end the inadequacies probably affect the results in KCSE.

Learners' levels of speech.

While the student is seen to lack a role model, the teachers also say that they have a very serious problem of trying to harmonise the varying levels of language which, the students come with into secondary schools. It would appear that in cases where the teachers are not consciously aware of these levels or when they are overwhelmed by other factors such as too much work, the learners suffer. The majority view is that the problem should be addressed by improving the curriculum/syllabus at primary level. The objective in this would be to expose the pupils to both the spoken and written language. There is a general consensus among those interviewed that, this can be achieved if problems created by the use of L1, Sheng and Kiswahili remain unresolved. The worst scenario painted is the emergence of vernacular and Sheng as the common languages used by teachers both in class and on the compound, in rural and town schools respectively.

Teaching Oral Literature.

Teachers express two different opinions about the view that some teachers in secondary schools lack confidence when teaching Oral literature. It is suggested that teachers in secondary schools are a mixture of two different groups. The first group is made up of those with real experience of the traditional Kenyan culture but who left college before the introduction of Oral Literature. They therefore have no skills. Their

colleagues, the newly trained teachers have literary skills and have learnt Oral literature in school and college. However, this group of teachers of English is least interested in this aspect of English.

Besides the two opinions some teachers think the problem of lack of confidence in teaching oral literature has to do with the syllabus and the objectives of education. In the classroom the picture given is that the students have a wrong attitude towards this aspect of English. The issue to consider is whether students should be held responsible if they cannot identify with the social context of the subject. What is missing, it would appear, is the source of motivation for both the teacher and the learner. The curriculum appears to expect the youth to admire the past. The older teachers may argue that oral literature "is with us, in us and is out there" for one to experience. But this argument suits a cultural context of yesteryear, not today. It is crucial that the curriculum creates relevance for youth. A kind of relevance that is not just historical to relate to, but one that brings the past to the present with some importance attached to it. This past must offer the youth a form of relevance, a link to the present. The kind of relevance being referred to is one that possibly can be created only by an experienced and well-trained teacher.

Some teachers also suggest that they face problems while teaching oral literature because of factors such as the policy of 85% localised intake. In their arguments teachers suggest that the policy of 85% localised intake creates homogeneous cultural groups. As a result, in the rural schools students from one linguistic community will not find the examples from their own cultures 'new' material to read and learn for four years. Learners' motivation to enjoy other cultures is lacking when they do not have first hand experience.

Integration.

If the aim of integration was to enhance the use of content to teach English then this aim is not popular with the majority of teachers of English. On the evidence provided by teachers this policy has led to the over loading of teachers. Secondly, it has enhanced the bias of teachers for literature and not language. In addition, literature has been watered down from a full subject to the study of three texts. This is hardly an appropriate way to encourage extensive reading among the students. The best solution it would appear is to separate the two so that each aspect of English carries its proper weight. The evidence gathered during the interviews shows improved results in schools where heads of departments have instituted a separation between Language and Literature. It would be of interest to establish (in a separate investigation) whether the new teachers specifically trained to handle the 8-4-4 integrated syllabus carry the bias for literature into their work. There are pointers, on the strength of what this study has gathered, to suggest this is still happening.

Resources and teaching Material.

The socio-economic variable plays an important role in the factors influencing the passing of English. Well-established schools with better resources perform well. These schools include the national schools and those where parents are able to provide resources such as books; class texts; a library; audio-visual aids and accessories. It is notable that established schools are not only able to afford these resources but are also more aware of the use of new resources for language learning and teaching.

It is notable that the average ratio of students to a text in Kenya is rising. The situation is worse for the rural schools. This creates two distinct groups of learners; the able and the poor. English language is important to all candidates in Kenya. Therefore, in a situation where there is evidence to show failure by the society or Government to provide equal access to such resources could be seen as denial of a child's right to a proper education. Parents have created a few new libraries in some schools, but the majority of schools do not have these. Neither do those schools with libraries have enough books for students to borrow. It is the schools with established resources, which provide the English language teacher with the best opportunity to improve his/her learner's ability to speak and write the language.

Heavy teaching load.

A solution must be found to the problem of huge classes and many lessons. While it is acknowledged that EL teachers are in short supply, such a situation cannot encourage good results. The integration of English and the wide curriculum has left both the teacher and the student stretched beyond limit in their attempt to cope. When teachers are overloaded they cannot help the weak student. They tend to move at the pace determined by the bright students in class. The teachers acknowledged that in such situation some of them are unable to meet the demands of bright students also. In an ideal situation the English language teachers should handle only two classes; in the extreme three. Teachers suggest between 14-18 periods a week.

<u>The status of English.</u>

While the policy is very categorical about the role of English in the system of education, the events in the recent past point to a different reality. There is no doubt that English today does not enjoy a privileged status. There is also no question that the national language Kiswahili has gained a lot of acceptance since its elevation to the status of a compulsory subject. The teachers cite the legendary case described by a Chinese proverb, which asks, "what is the sound of one hand clapping?" The analogy is, the Ministry of Education will always refer to the existence of a policy that emphasises the role of English yet it withholds (the other hand that would give the resounding clap) the support needed to make English develop in relation to the role it performs.

<u>Discussion of related factors.</u>

The government's institution of policies such as, localised intake in secondary schools, training of language teachers without provision of adequate facilities, large intake at universities swamping the existing meagre facilities, selection criteria at primary teacher training colleges that recruits people with a D+ or less, are some of the issues, from the evidence gathered, that neither strengthen English as a subject nor appear to enhance its role in the system of education.

The inspectorate department of the Ministry may be in a position to help the learning of English if it took an obvious position on what is now a common occurrence, that is, heads and teachers who promote the use of vernacular in school; on parade and in class. Most important, Kenya's development policies should consider taking on board the prescribed role of English. To achieve this the Kenya National Examinations Council may wish to review the part played by English in accreditation of candidates.

This will reinforce the recognition of English by the economic sector and its stature will rise.

While Kenya still has to develop other languages, the government may need to consider the performance of students when recruiting teachers of English. Literature on EL teacher training argue that language teachers have certain linguistic attributes and that to train such requires an adherence to meritocracy in selection. All teachers of other subjects (except the languages) must restrict their language code to English; at least in class and on the school compound.

There is apparently a strong feeling among those interviewed that there is a deliberate attempt by policy makers to use the deliberate destruction of the position of English to bridge the gap between the so called "better districts" and the "weak districts". They point to the recent bills introduced by the government in the parliament seeking to try create second opportunities for students wishing to join the university from the areas it refers to as disadvantaged. If these were the issues driving government policy, then it would pose a danger of long term damage to the system of education. There is a lot of merit in the argument by teachers that if the nation wants good results, not only in English but across the curriculum, concern and support for ELT will have to increase. Studies in language teaching in Africa and elsewhere in the developing world stress that in an environment which emphasises the use of English Language both in class and on the school compound the ability to learn English as a second language are apparently a lot better. Notably, in such an environment other members of staff play a role in enthusing learners to use English (See Rubagumya, 1989:90). This is the type of environment teachers of English advocate, because it creates the desired field of practice for students learning English.

Unfortunately the above is not the case with the majority of members of staff in most of the institutions in Kenya. Most of them do not speak in English either because they themselves suffer an inadequacy in the language or simply because they do not see the value of the language. They are pre-occupied with the idea that a student should not worry about the correct use of English so long as the meaning of what they are saying is available to the listener. According to those this study interviewed, where there is a problem with vocabulary in English both teacher and student are forced to resort to other languages.

Closely related to this is the idea held by teachers that good language is only a bonus which, you can do without. So the teachers of other subjects do not mark the use of English in their students work. They point to the K.N.E.C as the leader in this. However, examined from a different perspective, the same examination council does acknowledge the fact that marks should be awarded for what it terms as **a well treated point.** This implies that it provides the advantage still for candidates who are capable of better expression in English language. Improvement in English in secondary schools would produce better and articulate learners joining the universities, with skills to help them in higher education.

The council has a duty to re-define its criteria for awarding marks. It has to peg them on presentation of points and sound expression in the language of the examinations. This kind of criteria will not only spur the students and all teachers to work hard, they would recognise the lead taken by the examinations body. Indeed both teachers and the council are agreed that there is need to correct the situation. But they differ on the question of who should take the responsibility. The English language teachers argue

that if this is left to the schools it will continue to be a privilege of a few schools to the disadvantage of the many.

Still, teachers of English argue that government policies have compounded the problems faced by English, for example the policy of 85% localised intake and its link with the policy of district focus for rural development. When added to the policy of integration, the picture created is a failure by the most recent policies to improve performance in English in schools. The other major effect of the policy of 85% localised in take is the lack of proficiency in English language by many Kenyans. It has not only affected the students but teachers too. The teachers end up insisting on returning to teach in the same places they went to school after college.

This policy of 85% localised intake affects rural schools most. The Ministry should aim for heterogeneity in selection to achieve a homogeneous people called Kenyans and not homogeneous linguistic groups. The policy ought to be discarded, the lecturers, teachers, and government officers in the Ministry suggest because it does not provide for a direct experience of other people's cultures for learners; it negates the principle of nationalism. It is the duty of the Ministry to provide circumstances that reduce the impediments to learning a second language.

There are two other problems created by this policy. It does not only fail to create the linguistic environment required by students to learn English, but it favours established schools such as national schools. The catchment area for the national schools remains wide and their resources better. As already mentioned teachers end up victims of this policy and do not wish to venture outside their home districts. This is despite the fact that it is the policy of the Teachers Service Commission to post teachers anywhere in the Republic; the truth is the majority seek to teach at or near home.

What vernacular does to English in the rural schools, Sheng does to urban schools. It is significant because it reflects changing values in society. Furthermore, it does not just seem to affect English alone; it has affected Kiswahili too. Whereas in the past school effectively denoted disassociation from street culture, Sheng has brought the culture right into the classroom. The fact that teachers too are affected by it shows the level of acceptance it has gained in the urban areas. It has subsequently affected the learning environment. This language has to be resisted through an approach that will insist that within school Sheng just like vernacular should not be used.

The same cannot be prescribed for Kiswahili whose ascendancy in status has probably affected the hitherto unique position English had always held. The difference is that Kiswahili is a national language and a compulsory subject in the curriculum and all must be done to improve it; most probably as our language for the future-as a medium of instruction. However at the moment it has affected English even at the instruction level. The students have problems distinguishing its rules and structures from that of English. The two languages hinder rather than assist one another in the instruction process.

Nonetheless it is important to assert here that Kiswahili has not yet developed to the level of English language. Language planners in Africa have already been forewarned by the experience of Tanzania in attempting to use Kiswahili as a medium of instruction. The experience with Kiswahili (like other African languages) is that it still has to develop before it can embrace a vocabulary able to express changes in technology (See Rubagumya 1989). This is one of the reasons why this study is arguing a case for better efforts in teaching English in secondary schools in Kenya. It has very little to do with the derogatory idea that those who do so suffer from a colonial

308

hangover. Rather, since all sectors are agreed that Kenyan languages cannot at this point and time handle abstract concepts of the disciplines offered in schools and Universities, English therefore holds the key to learners understanding these concepts. Neither should the examining council get round this problem by simplifying accreditation thus diluting the standards of education.

One issue that represents a constant factor in all these is the teacher. This study is inclined to concur with the teachers of English that they are a special group. They therefore require specialised training to suit the role in the curriculum. This is a role equal to the special role played by English language. Hence the need for the most appropriate selection criteria and remuneration to motivate and retain them. This is the only way the Ministry can dissuade them from joining the private sector, causing a perpetual shortage. The recent salary review for secondary teachers appears to acknowledge this. The new salary structure places teachers of English in the same category as science teachers with better pay than their counterparts teaching other subjects. If the Ministry insists on retaining the policy of integration in spite of the protests by teachers, it must streamline teacher training to meet the needs of the integrated syllabus. Teachers should be provided with a training that will do away with the existing bias for one aspect of the subject. Roy-Campbell (1989) refers to the existence of this anomaly where "teachers being trained in literature in English at the University [are] expected to teach English language in schools" (in Rubagumya (ed.) 1989:77). Although Roy-Campbell was referring to Tanzania, retrospectively considered this case is similar with the view of this study with regard to training teachers of English in Kenya. The aim in training should be to produce quality teachers.

7.10 <u>Summary.</u>

This chapter has outlined in detail the views of the interviewees of the second phase of the fieldwork. The chapter has established the different views about the factors affecting the teaching/learning of English in Kenyan secondary schools. In addition, the various findings have also been discussed exhaustively and several conclusions drawn as a result of the fieldwork. The next chapter (8) describes the final process of the fieldwork; the validation.

PART THREE.

Chapter Eight: Fieldwork Phase Three: validation.

8.1 Introduction.

In this chapter, the study examines and discusses the responses from a cross-section of teachers of English from various schools in the country. The total number of respondents was 647 secondary school teachers from the eight provinces. This was a blanket survey whose objective was to reach a sizeable number of teachers from every province in Kenya. This research began with the premise that the problems affecting the teaching of English were probably caused by a weakness in the teacher-training programme, manifesting itself in class, hence poor performance and proficiency. The first phase of the field work was intended to explore this hypothesis about the effects of teacher training and to find out if other factors existed and their effects if any. The results, which were discussed in Chapter 5, exposed a wide range of factors of a social, pedagogical, policy and training nature. Hence as described in Chapter 6, there was a reconstruction of the research problem to include the wider issues that act as variables on English in the classroom. The most vital component to be included was the impact of policy and culture on the teaching of English. Chapter 6 has discussed the methodology (qualitative) used to explore these factors in greater depth. In Chapter 7, Interviews-the second phase of fieldwork has been reported. Therefore this Chapter 8 of the thesis attempts to validate the views expressed in both Phase I and II of the fieldwork by educationists, teachers, teacher trainees and pupils within the secondary school.

However, validation here has a special, restricted meaning. First, the exercise sought to find out how representative the views collected from the first and second fieldwork were. Second, the exercise aimed to triangulate the views obtained from sources in previous phases of fieldwork. Third, the exercise had the objective of cross checking if the views held by the experienced personnel in the Ministry of Education, the teacher trainers, and heads of subject English are valid as far as the teachers of English in the whole country are concerned. This chapter is therefore important because it seeks to validate the study in all these different facets. For these views (factors) refer to **figure 6** page 314

The Questionnaire.

The questionnaire required the following responses from the respondents: (for questionnaire refer to appendix (**xi**)

(i)   the province where they teach,

(ii)   the number of years/experience as teachers,

(iii)   a rating of the 16 factors on a scale of 4, ranging from Very-Not significant, and

(iv)   to select the three most important factors out of the 16.

Abbreviation:	Full name:
(a) INTEG	The integration of Language and Literature.
(b) HTL	Heavy teaching load.
(c) LRM	Lack of resources and materials (including books)
(d) LI'T	Problems of pronunciation (LI) on teachers part.
(e) LI'P	Level of speech on learners' part.
(f) OL	Lack of confidence in teaching Oral Literature.
(g) AOMS	Attitudes of other members of staff (teachers) to English.
(h) UROE	Uncertain role of English as a service language.
(i) NMUE	Non-marking of use of English in other subjects in the examinations.
(j) LI	Effects of Localised intake in secondary schools.
(k) RK	Role of Kiswahili.
(l) GS	Growth of Sheng, among young people.
(m) UMRS	Use of Mother Tongue in Rural Schools.
(n) STT	Poor Selection for Teacher Training.
(o) ITT	Inadequate Initial Teacher Training.
(p) INSET	Inadequate In service Teacher Training.

Figure: 6 The factors and their abbreviations.

8.2   Methodology.

The methodology chosen for Phase Three was quantitative, and involved the survey technique. The researcher decided that the use of a questionnaire would provide an adequate means of reaching a large number of teachers of English in Kenya. The researcher designed a brief questionnaire containing all the factors that emerged out of Phase one and Phase two. In stage two of the fieldwork the interviews had yielded thirteen factors as responsible for the problem of performance and proficiency. Again

the factor of teacher training emerged prominently. The selection of teacher trainees, initial training, and provision of in-service training for teachers of English concerned most of the interviewees.

Therefore, in addition to the original thirteen factors the questionnaire in this phase had four more questions. The factor of teacher training was split into three questions to cover the three issues mentioned above. A new question arose from a factor that dominated all the interviewees. This is the problem of the use of mother tongue by students learning in the rural schools. In total the respondents were asked to respond to 16 factors. They were also asked to select three factors from the sixteen which they considered the most important causes of poor performance and proficiency.

With regard to the administration of the questionnaire the researcher decided on three things. He decided that pilot testing would be carried out in Kenya. Secondly, the researcher would approach the Kenya National Examinations Council to seek permission to administer the questionnaire to examiners gathered in three marking centres. Since the examiners are teachers of English drawn from schools across the whole country this would provide an opportunity for the research to achieve two things. The first thing would be to reach a large number of teachers of English. The second was that it would guarantee the study with the participation in the survey by teachers from all the provinces. In other words, teachers from other provinces would validate views drawn primarily from the experience of teachers from Rift Valley Province. The advantages of administering the questionnaire at Examination centres would include the opportunity to avoid the problem of travelling all over the country to reach teachers. In particular, reaching teachers from schools in the remote North Eastern Province would be possible. In addition, the validation process would target

teachers of English who are involved in both pedagogy and evaluation of the subject of English.

The third decision was to use the K.I.E panel for English to validate the factors in the event that the option to use the examination centres failed. This plan would involve bringing the panel together to discuss the factors on the basis that they are authorities in teaching English.

8.3   Analysis of Data.

8.3.1   General information-Questions 1 and 2.

To begin with, it was important to know which province the teacher/respondent was teaching in. The aim was to provide an indication of the number of teachers who participated from all the eight provinces. It was also to confirm that views had been sought from a cross-section of secondary school teachers in the whole country.

Table 38 shows that teachers from all the eight provinces were participants in this exercise, although the number from North Eastern province was very small.

Table 38: Provinces represented in Validation Process.

PROVINCE Province				
Value Label	Value	Frequency	Percent	Cum Percent
Nairobi	1.00	64	9.9	9.9
Coast	2.00	50	7.7	17.6
N.Eastern	3.00	3	.5	18.1
Eastern	4.00	85	13.1	31.2
Central	5.00	65	10.0	41.3
Rift Valley	6.00	124	19.2	60.4
Nyanza	7.00	148	22.9	83.3
Western	8.00	108	16.7	100.0
		Total	647	100.0
Valid cases	647	Missing cases	0	

Using the figure of 647 respondents, there is evidence that the exercise was able to involve representatives of many schools all over the country. Therefore their views can be taken to represent the experiences of teachers of English in secondary schools in Kenya at least on a geographical basis.

The **second** point of enquiry was the experience the teachers of English have. The objective was to establish if the groups of teachers currently teaching English belong to the old system of education and how many belong to the new system. This would assist in examining why certain views may be prevailing among those teachers within a certain range of experience.

466 teachers out of 647, had taught for 6 to over 15 years. Only 181 of the 647 had taught between 0-5 years. This implies that 72% of our respondents were trained to teach English before the integrated syllabus of English was introduced. The possible impact of this experience on their responses is a factor discussed in a latter section of this chapter.

Table 39 shows the teaching experience of teachers who responded to the questionnaire.

Table 39: Teachers' Experience.

EXPERIENCE- Years of experience in teaching English				
Value Label	Value	Frequency	Percent	Cum Percent
0 - 5 years	1.00	181	28.0	28.0
6 - 10 years	2.00	263	40.6	68.6
11 - 15 years	3.00	137	21.2	89.8
16 years and above	4.00	66	10.2	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

8.3.2 Classroom Practice.

Questions 3(a)-(f) dealt with factors specifically relating to classroom practice. The respondents had to decide on a four-point scale whether the factor was Very significant, Significant, Fairly significant or Not significant in contributing to poor performance and proficiency in English.

In factor **(a)** the crucial concern was whether the 'integration' of language and literature was hampering the teaching and learning of English. 92.7% (600 out of 647 respondents) agree that this policy of integration has negatively affected their work and the learning process. Only 7.3% (47 out 647 teachers) do not consider integration a cause of poor performance and proficiency.

Table 40: Validating-The integration of Language and Literature.

INTEG	The integration of language and literature			
Value Label	Value	Frequency	Percent	Cum Percent
very significant	1.00	356	55.0	55.0
significant	2.00	168	26.0	81.0
fairly significant	3.00	76	11.7	92.7
not significant	4.00	47	7.3	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

The question about the second factor **(b)** sought to find out if the amount of work (effect of the number of lessons) teachers of English have has any bearing on their output. This question had arisen from the views expressed by teachers that integration had led to too many areas of the subject to be covered. 97.2% (629 out of 647 respondents) agree that they have a heavy load. Only 2.8% (18 out of the 647 respondents) do not think it is significant.

318

Table 41: Validating-Heavy teaching load.

| HTL   Heavy teaching load | | | | Cum |
Value Label	Value	Frequency	Percent	Percent
very significant	1.00	411	63.5	63.5
significant	2.00	157	24.3	87.8
fairly significa	3.00	61	9.4	97.2
not significan	4.00	18	2.8	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

Another factor, closely linked with the first two is **(c)**. This question wanted to confirm the state of resources and materials available for teaching English and if, as suggested by the views expressed at the interview stage, that the lack of resources was contributing to the problems affecting English. The evidence available shows that 96.4% (624 out of 647 teachers) consider this factor significant. This goes to prove further that every child studying English needs resources and materials. In this factor only 3.6% (23 out of 647 teachers) consider it of no significance.

Table 42: Validating-Lack of resources and materials.

| LRM   Lack of resources & materials | | | | Cum |
Value Label	Value	Frequency	Percent	Percent
very significant	1.00	276	42.7	42.7
significant	2.00	221	34.2	76.8
fairly significan	3.00	127	19.6	96.4
not significant	4.00	23	3.6	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

The questions and responses to factors (a) and (c) suggest the link between the lack of resources and materials, and the problem of the policy of integration. The two factors together would appear to compound the teachers' problems.

The fourth item of validation was the problems of pronunciation among teachers of English, factor (d). The objective was to find out if teachers agree that they should be role models in speech. 78.2% (506 out of 647 respondents) would like to see teachers reducing or doing away with pronunciation problems. They agree that it is significant to the learning and teaching of English. However, 21.8% (141 out of 647 respondents) thought it insignificant.

Table 43: Validating-Problems of pronunciation-teachers.

LI_T	Problems of pronunciation - teachers			
Value Label	Value	Frequency	Percent	Cum Percent
very significant	1.00	65	10.0	10.0
significant	2.00	149	23.0	33.1
fairly significant	3.00	292	45.1	78.2
not significant	4.00	141	21.8	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

The fifth factor (e) was also concerned with the level of English. This question wanted to establish whether the knowledge of English a pupil has when joining secondary school has any influence on what his or her final performance will be. The evidence shows that a high percentage of teachers of English believe this to be of significance. 86.6% (560 out of 647 respondents) agree that the level of English a pupil has is significant while 13.4% (87 out of 647 respondents) do not.

Table 44: Validating-Levels of speech-learner.

LI_P	Levels of speech - learner			
Value Label	Value	Frequency	Percent	Cum Percent
very significant	1.00	192	29.7	29.7
significant	2.00	215	33.2	62.9
fairly significant	3.00	153	23.6	86.6
not significant	4.00	87	13.4	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

The last factor under this sub-heading is **(f)** sought to establish if the teachers of English lack confidence in teaching Oral Literature. The interest was whether such weakness exists and how this would affect the overall performance in the examinations. The evidence shows a figure of 62.8% (406 out of 647 respondents) suggesting that this is a factor of significance. On the other hand a third of the respondents disagree, 37.2% (241 out of 647 teachers). This reflects the pattern of views expressed by teachers of English interviewed during the second phase of the fieldwork. According to these views a situation exists where some teachers have had a practical experience of oral literature from their grandparents but lack the skills to teach it. These are the older generation teachers who did not have the component of Oral Literature as part of their teacher training. On the other hand there is the new generation teacher whose only encounter with Oral Literature is in books, in school and in college. This category of teacher lacks the actual social 'real' experience.

Table 45: Validating-Lack of confidence in teaching oral literature.

OL Lack of confidence in teaching oral lit.				
Value Label	Value	Frequency	Percent	Cum Percent
very significant	1.00	51	7.9	7.9
significant	2.00	134	20.7	28.6
fairly significant	3.00	221	34.2	62.8
not significant	4.00	241	37.2	100.0
	Total	647	100.0	
Valid cases 647	Missing cases		0	

The summary of factors under classroom practice, (a)-(f) are ranked as regards their **significance** as follows:

Among the 647 respondents, the following were the factors identified as problems which may affect student performance and proficiency in English in secondary schools.

(b) Heavy teaching load for teachers   629 respondents.

(c) Lack of teaching resources and materials   624 respondents.

(a) Integration of English Language and Literature   600 respondents.

(e) Learners joining secondary schools with

     different levels of proficiency in English   560 respondents.

(d) Problems of pronunciation among teachers

     of English   506 respondents.

(f) Teachers' lack of confidence in teaching

     Oral Literature   406 respondents.

Therefore the first three factors (b), (c) and (a) are considered in this sub-section of classroom practice to be the most significant causes of poor performance and proficiency.

8.3.3 School and the curriculum.

The factors in this section are **(g)** to **(i)**. The focus of these factors was the problems affecting English in the school and the curriculum.

The **seventh** question in the questionnaire sought to establish the effect of attitudes of other members of staff in secondary schools on the teaching and learning English.

The evidence shows that 79.0% (511 out of 647 respondents) deem this factor significant in the learning and teaching of this subject. As expressed by those interviewed in the second phase of this study, in schools where members of staff have a positive attitude towards English the teacher of English has an easier task. Only 21.0% (136 out of 647 respondents) disagree.

Tables 46: Validating-Attitudes of other members of staff.

AOMS	Attitudes of other members of staff				
Value Label	Value	Frequency	Percent	Cum Percent
very significant	1.00	174	26.9	26.9
significant	2.00	177	27.4	54.3
fairly significant	3.00	160	24.7	79.0
not significant	4.00	136	21.0	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

In **question 8** the respondents were also asked to confirm that the status of English and its role in Kenya has changed and this has subsequently or significantly affected the atmosphere in which the language is taught and learned. 65.7% (425 out of 647 respondents) agree that the uncertain role of English in Kenya today affects the learners and teachers of the subject. The teachers' attitudes and refusal to mark the use of English does not enhance the role of English. However, it is important to note that 34.3% (222 out of 647 respondents) do not consider this factor to have any significance at all.

Table 47: Validating-Uncertain role of English.

UROE	Uncertain role of English				
Value Label	Value	Frequency	Percent	Cum Percent
very significant	1.00	102	15.8	15.8
significant	2.00	149	23.0	38.8
fairly significant	3.00	174	26.9	65.7
not significant	4.00	222	34.3	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

The **ninth** question enquires into whether the failure to mark the use of English in assignments and examinations in other subjects has a significant bearing on the learners' performance and proficiency. The evidence available strongly supports this view with 95.7% (619 out of 647 respondents) in agreement. Only 4.3% (28 out of 647 respondents) do not agree.

It is apparent that the role of English cannot be enhanced if other members of staff in schools and the Kenya National Examinations Council do not have the supportive attitude and policy that encourages the marking of English. This denies the teacher of English the cross-curricular support he/she needs.

Table 48: Validating-Marking use of English.

MUE Marking use of English				Cum
Value Label	Value	Frequency	Percent	Percent
very significant	1.00	345	53.3	53.3
significant	2.00	176	27.2	80.5
fairly significant	3.00	98	15.1	95.7
not significant	4.00	28	4.3	100.0
	Total	647	100.0	
Valid cases 647	Missing cases		0	

8.3.4   Policy and Culture.

The factors in this section are (**j**)-(**m**). They explore some of the policies and the socio-linguistic environment under which teachers of English operate.

The tenth factor (**j**) relates to the selection methods used to admit students to Form One in secondary schools. Specifically, the teachers were asked to confirm or reject the view that the policy of 85% localised intake in secondary schools has a significant effect on the learning and teaching of English. 91.0% (589 out of 647 respondents) see this factor as a major problem for the teachers of English in their attempts to teach the language effectively.

Table 49: Validating-85% localised intake in secondary schools.

LI	Localised intake in secondary schools				
Value Label		Value	Frequency	Percent	Cum Percent
very significant		1.00	342	52.9	52.9
significant		2.00	144	22.3	75.1
fairly significant		3.00	103	15.9	91.0
not significant		4.00	58	9.0	100.0
		Total	647	100.0	
Valid cases	647	Missing cases		0	

The question in factor (k) asked the respondents to confirm or reject the view that the ascendancy of Kiswahili has in a way led to the decline in English proficiency and performance. 76.2% (493 out of 647 respondents) agree that Kiswahili has affected English. On the other hand nearly a quarter (23.8%) of the teachers answering this questionnaire disagree.

Table 50: Validating-Role of Kiswahili.

RK	Role of Kiswahili				
Value Label		Value	Frequency	Percent	Cum Percent
very significant		1.00	128	19.8	19.8
significant		2.00	181	28.0	47.8
fairly significant		3.00	184	28.4	76.2
not significant		4.00	154	23.8	100.0
		Total	647	100.0	
Valid cases	647	Missing cases		0	

The twelfth factor (l) in the questionnaire addressed the growth and use of Sheng especially in urban secondary schools. The evidence available shows that 96.3% (623 out of 647 respondents) are affirmative about its significance as a factor contributing to poor performance in K.C.S.E.

Table 51: Validating-Growth of Sheng.

GS	Growth of Sheng			Cum
Value Label	Value	Frequency	Percent	Percent
very significant	1.00	324	50.1	50.1
significant	2.00	202	31.2	81.3
fairly significant	3.00	97	15.0	96.3
not significant	4.00	24	3.7	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

In comparison, factor thirteen **(m)** enquires into similar effects (as Sheng) of mother tongue use in rural schools. From the evidence this factor, like Sheng, is a big problem for teachers of English in the rural schools. 96.4% (624 out of 647 respondents) concur with the views of those who were interviewed in stage two of this study. Mother tongue use in rural schools does not enhance the learning/teaching of English in secondary schools.

Table 52: Validating-Use of mother tongue.

UMRS	Use of mother tongue			Cum
Value Label	Value	Frequency	Percent	Percent
very significant	1.00	415	64.1	64.1
significant	2.00	138	21.3	85.5
fairly significant	3.00	71	11.0	96.4
not significant	4.00	23	3.6	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

The evidence from the survey about these three factors **(k, l, and m)** suggests that the problems affecting English in schools are a reflection too of the attitudes of the wider society towards the language. This is seen in the government's pursuance of the policy

of 85%-localised intake in secondary schools. This policy displaces the focus on English as the language of the curriculum, thus reducing its status and role. Similarly, the society's acceptance of Sheng and the use of mother tongue in schools by all are indicative of people's attitude towards English. The society does not, it would appear, assert the need for the language. The summary below shows the evidence of the seriousness and significance of the factors in this section and possible influence on the standards of English.

(m) The use of mother tongue in rural schools   624 respondents.

(l) The growth of Sheng in urban schools   623 respondents.

(j) The policy of 85% localised in-take in secondary schools   589 respondents.

(k) The growing role of Kiswahili   491 respondents.

8.3.5   Teacher Training.

In this section the teachers were asked to confirm the view that there is a weakness in the training programme (ITT and INSET) for teacher of English. There were three questions expressed as factors **(n)** to **(p)**.

The fourteenth question **(n)** was to verify if agreed that poor selection of teacher trainees ultimately had an effect on their future performance in class thus affecting the learners. 84.9% (549 out of 647 respondents) agree with this view. Only 15.1% (98 out of 647 respondents) do not consider it significant at all.

Table 53: Validating-Poor selection criteria for teacher training.

STT	Poor selection for teacher training			
Value Label	Value	Frequency	Percent	Cum Percent
very significant	1.00	111	17.2	17.2
significant	2.00	187	28.9	46.1
fairly significant	3.00	251	38.8	84.9
not significant	4.00	98	15.1	100.0
	Total	647	100.0	
Valid cases 647	Missing cases		0	

Factor fifteen (o) wanted to establish whether the 'inadequate' initial teacher training for English teachers has a bearing on the performance and proficiency of English in secondary schools. 87.6% (567 out of 647 respondents) acknowledge that the present ITT programme is inadequate in many aspects and therefore the factor is significant because it also affects the training of teachers of English.

Table 54: Validating-Inadequate initial teacher training.

ITT	Inadequate initial teacher training			
Value Label	Value	Frequency	Percent	Cum Percent
very significant	1.00	128	19.8	19.8
significant	2.00	221	34.2	53.9
fairly significant	3.00	218	33.7	87.6
not significant	4.00	80	12.4	100.0
	Total	647	100.0	
Valid cases 647	Missing cases		0	

Item (p) The question concerns itself with inadequacy of INSET within teacher education in Kenya and the significance of this for performance and proficiency in English. Again 96.3% (623 out of 647 respondents) agree and only 3.7% (24 out of 647 respondents) think to the contrary.

Table 55: Validating-Inadequate in-service teacher training.

INSET	Inadequate in-service teacher training			
Value Label	Value	Frequency	Percent	Cum Percent
very significant	1.00	274	42.3	42.3
significant	2.00	224	34.6	77.0
fairly significant	3.00	125	19.3	96.3
not significant	4.00	24	3.7	100.0
	Total	647	100.0	
Valid cases 647	Missing cases	0		

8.3.6   Summary of factors (a)-(p).

This questionnaire using 16 factors set out to confirm the views of teachers, teacher trainees, teacher trainers, policy makers and pupils gathered in the phase one and two of the fieldwork. The first phase of this investigation widened the scope (field) of enquiry. The second phase did two things. It consolidated these views into 16 factors and also provided the study with in-depth information by seeking qualitative views from experienced teachers, educationists and policy makers in Kenya. This third stage has confirmed insofar as supported by the evidence from 647 teachers of English (secondary schools) drawn from across the whole country that these factors are issues which may affect student performance and proficiency in English.

From the table below it is evident that no factor has a figure of below 62.8%. Therefore all these factors appear to be significant in the learning and teaching of English. (See table 56)

Table 56: Summary of factors (a)-(p).

Factor	Very—fairly significant	%	Not significant	%
(a) Integration of Language and Literature.	600	92.7	47	7.3
(b) Heavy teaching load.	629	97.2	18	2.8
(c) Lack of resources and materials.	624	96.4	23	3.6
(d) Problem of pronunciation (L1)- teachers.	506	78.2	141	21.8
(e) Level of speech on learners' part.	560	86.6	87	13.4
(f) Lack of confidence in teaching oral lit.	406	62.8	241	37.2
(g) Attitudes of other members of staff.	511	79.0	136	21.0
(h) Uncertain role of English as service Language.	425	65.7	222	34.3
(i) Marking the use of English in other subjects.	619	95.7	28	4.3
(j) Effects of 85% localised intake in sec. Schools.	589	91.0	58	9.0
(k) Role of Kiswahili.	491	75.9	156	24.1
(l) Growth of Sheng, among young people.	623	96.3	24	3.7
(m) Use of mother tongue in rural schools.	624	96.4	23	3.6
(n) Poor selection criteria for teacher training.	549	84.9	98	15.1
(o) Inadequate initial teacher training.	567	87.6	80	12.4
(p) Inadequate in-service teacher training.	623	96.3	24	3.7

8.3.7   Correlation.

A correlation of the responses to the factors with the data on province and experience of the teachers was carried out. With regard to the province the correlation showed significant differences in the views held by teachers about the effect of some factors.

However we cannot read much into this because of the difficulty in assigning values to the provinces. The main objective in asking the respondents to state the province where they teach was to find out if views from all provinces are represented. This was achieved.

It was possible to correlate **question two** to the factors. In this question the teachers were asked to provide information about their experience in teaching English from a range of years; 0-5, 6-10, 11-15 and 16-over. The study grouped the four ranges into two and assigned each a value. Value 1 represents teachers with a low level of experience i.e those who have taught between 0-5 years. Value 2 represents teachers with a high level of experience having taught for 6 years or more. The former group is taken by this study to represent graduates from the new system of education (8-4-4) while the latter represents those trained in the old system of education (7-4-2-3). This grouping was done with a view to finding out if the difference in experience significantly affected their responses to the factors in the questionnaire. In all the factors with the exception of two, there is no significant difference in the views of the two groups.

The following are the two factors where there is a significant difference. This study takes any figures below 0.05 as denoting a significant difference.

(i)   Level of experience by Attitudes of Other Members of Staff.

The significance is .00001. This shows that 389 teachers with a high level of experience compared with 122 teachers with low level of experience consider the factor of attitudes of other members of staff to be a serious problem. (See table 57).

Table 57: Correlation-Experience by Attitudes of other Members of Staff.

```
EXP1   level of experience  by  AOMS1   teacher attitude significance
```

```
                        AOMS1
             Count   |
             Row Pct |signific not sign
                     |ant       ificant    Row
                     |    1.00|     2.00| Total
EXP1         --------+--------+--------+
             1.00    |   122  |    59  |   181
    low level of exp |  67.4  |  32.6  |  28.0
                     +--------+--------+
             2.00    |   389  |    77  |   466
    high level of ex |  83.5  |  16.5  |  72.0
                     +--------+--------+
             Column      511      136     647
             Total      79.0     21.0   100.0


Chi-Square              Value              DF            Significance
                    - - - - - - - - - - - - - - - - - - - - - - - - - -

Pearson                20.28650            1                .00001
Continuity Correction  19.32989            1                .00001
Likelihood Ratio       19.10864            1                .00001
Mantel-Haenszel test for  0.25515          1                .00001
        linear association

Minimum Expected Frequency -   38.046

Number of Missing Observations:   0
```

(ii) Level of experience by Lack of confidence in teaching oral literature.

The significance is 0.02267. This shows that 305 teachers with a high level of experience compared with 101 teachers with a low level of experience consider the factor about oral literature significant in the performance of English. The difference in the opinions of the two groups strengthens the views already expressed by the teachers we interviewed. On the one hand English has a group of younger teachers who have learnt oral literature in schools and college. On the other hand there is also the older group who did not receive as part of their training the methodology of teaching oral

332

literature. Hence the significant difference in the views of the two groups of teachers. (See table 58).

Table 58: Correlation-Experience by Oral Literature.

EXP1   level of experience   by   OL1   oral literature significance

```
                        OL1
                Count   |
                Row Pct |signific  not sign
                        |ant       ificant    Row
                        |    1.00|     2.00| Total
EXP1            --------+--------+--------+
                1.00    |   101  |    80  |   181
    low level of exp    |  55.8  |  44.2  |  28.0
                        +--------+--------+
                2.00    |   305  |   161  |   466
    high level of ex    |  65.5  |  34.5  |  72.0
                        +--------+--------+
                Column      406      241      647
                Total      62.8     37.2    100.0
```

Chi-Square	Value	DF	significance
Pearson	5.19324	1	.02267
Continuity Correction	4.78862	1	.02865
Likelihood Ratio	5.12928	1	.02353
Mantel-Haenszel test for linear association	5.18522	1	.02278

Minimum Expected Frequency -   67.420

Number of Missing Observations: 0

The next section outlines the factors respondents selected as the three important causes of poor performance and proficiency in English in Kenyan secondary schools.

8.3.8 The top three factors.

Question 4 of the questionnaire sought to find out from the teachers which three of the 16 factors they considered the **most important causes** of poor performance and proficiency. Table 59 below shows the results.

Table 59: Summary of Top three Factors.

FACTORS Factors Top Value Label	Value	Frequency	Percent	Cum Percent
integration	a	292	15.0	15.0
heavy teaching load	b	301	15.5	30.5
lack of resources &	c	176	9.1	39.6
problems of pronunci	d	11	.6	40.2
levels of speech - 1	e	66	3.4	43.6
lack of confidence	f	18	.9	44.5
attitudes of other	g	93	4.8	49.3
uncertain role of E	h	39	2.1	51.4
marking use of Eng	i	155	8.0	59.4
localised intake	j	216	11.1	70.5
role of Kiswahi	k	34	1.6	72.1
growth of Shg	l	126	6.5	78.6
use of motr tongu	m	236	12.2	90.8
poor seltion for	n	38	2.0	92.8
inadeqte initial	o	43	2.2	95.0
inaduate in-servi	p	97	5.0	100.0
	Total	1941	100.0	
Valid cases 1941	Missing cases		0	

From the evidence, the top three factors are **(b)** heavy teaching load, **(a)** integration of language and literature, and **(m)** the use of mother tongue in rural schools.

Factor **(b)** and **(a)** are concerned with the curriculum and staffing. As indicated in Chapter 2 there is a shortage of teachers of English. Most schools that are single streamed have only one teacher of English. This means the teacher has to teach 28 periods and also provide remedial work. Factor **(a)** is a direct appeal to the curriculum developers to restore English Language and Literature as separate subjects in the

334

secondary school curriculum in Kenya. Factor **(m)** is a reflection of three things. First, it is an indicator of the society's attitude towards the language of instruction. The reverence which was attached to English has eroded, it would suggest. Second, school administration no longer enforces the use of English on the compound and teachers of other subjects do not support it. Third, the Ministry of Education has a quiet policy on the status of English.

After the top three, close behind are factors **(j)**, **(c)** and **(i)**. Factor **(j)** the 85% localised intake in secondary school is important because the teachers' view is that this policy has grossly affected their work. A very important component of pedagogy in schools **(c),** lack of materials and resources is to be considered crucial to the teaching fraternity in the developing world. In addition, this factor on lack of resources and materials can be classified as a policy-driven factor. It has to do with the equitable provision and distribution of learning and teaching resources. The current policy of cost sharing requires that parents provide some of these resources. It is evident that this places schools with a well-off PTA in situations where they are the recipients of better resources. Subsequently, with regard to the learning of English the majority of the schools will not benefit. Another policy matter for the Ministry of Education is exemplified in factor **(i)**. The Ministry agency, the Kenya National Examinations Council, has to address the problem of not marking the use of English in other subjects. This would probably influence and change the attitudes of teachers of other subjects towards English. The factors ranked lowest but by no means insignificant are **(k)** the role of Kiswahili, **(f)** teachers' lack of confidence in Oral Literature and **(d)** problems of pronunciation among teachers.

8.4 Summary.

This chapter has shown how representative the views and information collected from Phase one and Phase two of the fieldwork are to the teachers of English in the country. Additionally, in relation to data analysis, the chapter has allowed for the triangulation and cross-checking of the views of interviewees to see if they are valid as far as teachers of English in general are concerned. The correlation has also confirmed that the views held by teachers about factors affecting the performance in English are not affected by differences in the teachers' levels of experience. Except for the two factors outlined under 8.3.7 teachers who have gone through the 8-4-4 system share similar views with their counterparts who have been in the field longer.

The next chapter draws the conclusions and sets out the implications of this study on policy, training and English language teaching in Kenya.

Chapter Nine: Conclusions and Implications.

The theory of linguistic determinism states that "language determines thought" (see Yule 1996:247). If one believes that language allows people to think, it is important to realise then that learners who are not well versed in the language of instruction (in this case English) remain disadvantaged. These learners will produce limited conceptions because of the limitations of the language they are being taught in. This underpins the case this study has made throughout the thesis that there is a need to make certain that the learner in the Kenyan secondary school is provided with adequate opportunity to learn and 'master' the use of the language. Those who support the "concept of language change" (ibid. 248) may counter this argument. According to them, "the human manipulates the language, not the other way around" (ibid.). However, this does not provide a solution to the divisions existing among students in Kenya. This study has shown that there exists a sub-group of learners who experience the language in better social settings both in class and at home and there are those who are exposed to English in a poor linguistic environment. The concern is that at the end of the fourth year all must compete on 'equal terms' to join institutions of higher education. The evidence in Chapter 8 reveals that factors to do with policy and culture affect the teaching/learning of English in Kenyan secondary schools.

This study would like to emphasise the need for Kenyans to acknowledge English as a feature of their linguistic scene and education system. Therefore those who engage in the debate about its place in the society will have to acknowledge also that they have

received the benefit of being in that position of being able to influence the debate because they were able to use the language to advance academically. What is evident from this study is that the teacher of English is central to the curriculum. In the words of one researcher in the field of literature

"The English curriculum is essentially a school curriculum because it determines the success of students in other subjects. It equips them with the language and interpretive skills they require for all areas of learning. It should therefore be the responsibility of all those concerned with moulding the future of Kenyan students",

(Amateshe, K unpublished thesis, 1992: 223).

It is against this background that we would like to reiterate some of the main issues that have been raised through this research. To begin with, there is a need to recapitulate the main objectives of the study which were to:

i)   Analyse the problems currently affecting English Language Teaching.

ii)   Explore the links between curriculum policy, teacher training and the teaching of English Language.

Chapter 5 (which described the exploratory survey conducted in Rift Valley between March-June 1995) identified a number of factors as the possible causes of poor performance and proficiency in English in the Kenyan Secondary schools. These factors formed the basis of the second phase of this study which involved re-constructing the research problem to include the new evidence suggested by respondents in the survey. The new evidence showed that the problem under investigation went beyond pedagogic issues in the classroom. The conclusions of this process are set out now.

9.1. Meta-reflection: re-focussing.

The re-focussing of the problem of this study has confirmed one important conclusion about the existing views concerning the theory of curriculum studies. Curriculum goes beyond matters to do with what happens within the four walls of the classroom. In this study what started as a problem of training and curriculum turned into one of contextualizing teaching issues.

To recapitulate, the study began with the assumption that inadequate teacher training of teachers of English might or might not be the cause of poor performance and proficiency in English. This hypothesis was based on the evaluation of teachers' work through assessment of the performance of learners in the K.C.S.E. English language examination. In simple terms it was a case of bad teaching equals poor results.

The research has shown that curriculum matters go beyond classroom activities. To begin with teachers and learners both influence the learning situation. They bring with them into the classroom previous experience in language. In this instance the teachers bring a lot more, their pre-service training in English, their theories of language learning, which will influence how they teach. The learners on their part bring the affective factor (Krashen 1982) into play when learning.

However, with regard to this particular study, the research has shown that the learning of English in the Kenyan secondary schools as part of the secondary curriculum is affected by other factors beyond the classroom. The study has identified the existence of wider social and political trends, and the role of teacher training and professional development among other factors.

The second thing that this study takes cognisance of is the choice of research approach and methodology in an interdisciplinary area such as education.

> "Educational research has in the past often been characterised as being based in one of the two competing paradigms; the quantitative, psycho-statistical approach, with its origins in the natural sciences and the qualitative, case-study approach with its roots in certain of the human sciences. In reality, many studies use a mixture of methods, and the divisions between these two paradigms are less clear cut than many textbook writers would have us believe. Nevertheless, it is true that different methodologies are best suited for different types of research question",

(Furlong and Maynard, 1995:61).

This study has found it conveniently possible to use different techniques from both the quantitative and qualitative methods of research. They have worked for this study and therefore we conclude that if well planned they may work for other research projects. It is important to add that every method has limitations and problems which every researcher must be prepared to deal with; and even then some of the problems still surprise the researcher in the field.

The third aspect to reflect upon is the success of this study in negotiating the problem of the sensitivity of the topic during the fieldwork. With hindsight one can acknowledge that many among the target group were wary about the taping of interviews or completing the questionnaires. In spite of this problem, teachers, lecturers and officials of the government agencies were all in agreement that the problem under research could only benefit from their participation. Out of many other factors their support is probably the one factor which made the whole fieldwork possible.

9.2   Conclusions and implications for policy.

Eshiwani (1990) supports the view that the policy process in Kenya is not clear and does not always bear the general aims of education in mind. This, Eshiwani states, is what creates a "contradiction in the objectives". In Chapter 7 there was evidence from interviews with officials of the K.N.E.C that government policy in education has flaws. There seems to be lack of a clear policy on teacher training. Secondly, educational policy has sustained an examination-driven curriculum in contrast with the explicit objectives to provide an education that can equip the learner with usable skills.

In chapter 2 the study noted Rodgers' (1989) view that one dimension that ought not to be ignored in curriculum development is that of 'polity determination'. In this case in a centralised education system such as Kenya's one cannot ignore this very important factor in curriculum development. This study has shown that in implementing the English curriculum in Kenya the teachers of English find their work strongly affected by the policies of the government. This confirms that the political dimension can make it difficult for those involved in the field of curriculum to adopt a purely logical or rational approach.

The evidence in Chapter 8 provides the basis to conclude that the Ministry of Education may wish to re-consider some of the policies that the study suggests affect the teaching/learning of English in secondary schools in Kenya. 91% of teachers of English (589 out of 647 respondents), supported by most lecturers and officials in the government agencies agree that the policy of 85% localised intake in secondary schools is not in the national interest. They are convinced that this policy does not create the

341

correct linguistic environment in which to teach English. The policy creates homogenous linguistic groups in which teachers of English find it difficult to function. Furthermore, the study draws on the evidence in chapter 8.5.2 to conclude that any policy that is not promoting a Kenyan national identity among learners should be reversed. The majority view of lecturers, teachers, K.I.E and the K.N.E.C, is that the 85% localised intake policy ought to be scrapped immediately.

Teachers and teacher trainers agree that Kiswahili must be developed as a language for national identity. However, 75.9% (491 out 647) respondents validating the views of target groups conclude that Kiswahili is affecting English because of the manner in which the policy makers have handled policy on the roles of the two languages. This study suggests that for the present needs of the country the Kenya National Examinations Council should not equate Kiswahili to English in the curriculum or in the accreditation process.

9.3   Conclusions and implications for teacher training.

This was the initial factor which the study set out to investigate. The main objective was to see if teacher training was or was not a contributor to the problem of poor performance and proficiency in English. This study has presented significant evidence that a good university programme for ELT teachers should have a positive impact on the pupils learning English in Kenyan secondary schools. This is despite the fact that there are two sets of people, curricula and outcomes involved.

This conclusion is reached on the basis of the views of the target groups. In adopting this position the study is guided by one source of literature in the field of teaching/training. Squires (1994) stresses that there are often tensions between teaching variables and these tensions affect the functions of teaching and training. In this particular case it is teacher training that is the variable affecting English. The responses in Chapter 8 indicate that:

(i)   84.9% (549 out of 647) respondents agree that the selection criteria in the universities do not allow for the choice of only the most appropriate candidates to train as teachers of English.

(ii)   87.6% (567 out of 647) respondents find the initial teacher training programme inadequate in its preparation of teachers of English.

(iii)   96.3% (623 out of 647) respondents agree that there is a very significant weakness in the in-servicing of teachers of English.

343

It is vital that the study draws detailed conclusions about teacher training, partly because of its centrality to the research problem and also because of the position adopted by this study that a good teacher-training programme is a pre-requisite to producing the quality teacher of English. Therefore we emphasise the conclusion about the effects of these three factors.

Selection Criteria.

"If students are to derive maximum benefit from the course and

to make an effective contribution as teachers in secondary schools,

the quality of the selection process is critical" (DES 1985- in a

Report on a survey carried out to establish quality of initial training

January 1983-January 1985).

In chapter 5, this study provides the evidence to support the view expressed above. The study bases its argument on the importance of this factor also on the views of Gephart, et al (1988:xiv). "The selection of prospective teachers is fundamentally a matter of prediction of success in job performance". In other words if we take the evidence from this study, inadequate selection criteria suggest a probable production of poor teachers of English.

The evidence available (Chapters 5, 7 and 8) suggests that the existing criteria in the universities and colleges are not adequate. This is due the fact that:

(i)   Trainees only get into teaching because they cannot make their first or second choices into 'better' professions.

(ii)   The process of selection does not have the means of ascertaining that the trainees intending to teach English have knowledge of the subject in the form of

speech and written competence. The universities depend on the K.C.S.E grades, which do not clearly show the strength of the trainee in either language or literature.

(iii)   Career interest has been a difficult component to include and implement. In 1996 the university admissions board announced that it was going to implement admission based on students' choices. This will start with the 1996 KCSE candidates. (See the **Nation Newspaper,** 22 August 1997 which has details from the Joint admissions board).

In chapter 7 the evidence from the teacher trainers shows that although the universities admissions board and the faculties already insist on certain minimum conditions, which include a specific grade in English, *the weak points in the criteria include:*

- Applicants only choose the faculty and upon admission the new students are slotted into the various departments/subjects. *They may not necessarily wish to* teach English even if their choice was teaching.

- Trainees are joining English because there are opportunities of employment with the Teachers Service Commission.

The study therefore recommends the following:

(a) It accepts the views of the lecturers that the admissions board should set up a more comprehensive way for the departments dealing with training teachers of English to select only those who are interested in teaching the subject.

(b) The process of selecting trainees for English should include an oral examination.

(c) Other criteria should include:

- Competence in written English,

345

- Interest in the career of teaching, and

- General academic ability to attract the best.

In other words, this study concludes that the University Admissions Board should not ignore the argument that teacher productivity and success will be hampered when we ignore the importance of selection. The point being stressed here is that selection has as its purpose the identification of teacher candidates who have a high probability of success in accomplishing the kind of learning outcomes in pupils that are desired by the state (Gephart et al 1988:5).

Initial Teacher Training/Teaching Practice.

This study has set out the arguments about the role of teaching practice in training teachers. Moreover, in Chapter 2.6.3 the management and conduct of teaching practice by the H.E.I's is examined (see Chapter 2 pages 38-44). This aspect of training features as one factor within initial teacher training whose inadequate organisation could have consequences affecting learners in secondary schools. The study has confirmed through the interviews of lecturers and from the support of 567 out of 647 teachers that this factor has affected the teaching/learning of English significantly.

In-service training.

"Pre-service training in many developing countries has been recognised as being in need of serious overhaul. More than any, it is the area where policy and practice are transparently and disastrously at odds" (Taylor and Peacock in Watson et al (eds.) 1997:277). This study would like to use this view to support its conclusion that because of the weakness of initial training, in-service training has assumed a greater

role in the education of teachers.

The study has cited evidence from the officer in-charge of English at K.I.E and 96.3% of the teachers surveyed that the present level of provision of in-service training is not adequate. We have also established that Teachers' Resource Centres are currently the only avenue for in-service training for most number of teachers of English. This underscores the need to strengthen the district resource centres by making budgetary provisions from the government instead of relying on district heads associations. Even in the face of the rising cost of education in the country, the need for a well trained and up to-date teacher of English remains imperative to the system of education.

The study recommends the following about teacher training:

(a) Teaching practice should be better managed, with more money to provide for closer supervision; and more supervision by subject specialists.

(b) A longer session of teaching practice of two terms should be considered.

(c) Assessment of trainee teachers of English should be specialist oriented during teaching practice.

(d) Training quality ELT teachers will need improvement in the provision of language resources.

(e) The Ministry should examine its policy for training teachers of English and determine how to reconcile this with the practical need to produce an effective teacher of English. The same process should prove useful in managing the training of teachers of other subjects in relation to providing quality-training programmes.

(f) The Ministry of Education and the Commission for Higher Education should set out clear conditions which would enable the development of a framework for policy, aims of a curriculum and pragmatics to encourage the development of a

curriculum capable of producing the desired ELT teacher in Kenya.

(g) The Ministry should establish a unit to co-ordinate the development of Teacher Resource Centres and allocate funding for the provision of resources for schools and the holding of more frequent courses and seminars for teachers.

(h) Equally of vital importance is the need for a further investigation of elements of good practice among teacher trainers to be carried out using one public university as a case study. The results of the investigation would be a useful basis upon which a contextualized approach to training teachers of English for Kenyan secondary schools could be undertaken. Although this may appear prescriptive and not very welcome in the field of higher education, nonetheless, it would provide a sense of justification that teacher trainers are aware of the specific needs of the *trainees*.

9.4 Conclusions and implications for Curriculum: English and ELT.

> "What is understood by curriculum development in Language teaching
>
> has often been rather narrowly conceived. The focus has been primarily
>
> on language syllabuses rather than on the broader processes of curriculum
>
> development" (Richards, 1984:1)

This study has made a case for a different approach to the planning of the whole process of learning and teaching English. The evidence from this study has shown that although there exist some links between the teacher training institutions, the policy makers and the teaching of English the strands are not strong enough to allow for a comprehensive evaluation process by all the groups involved. Each group is busy doing its own thing. There is also a void in the planning of the curriculum of English and also of other Kenyan languages. The evidence would appear to suggest that the curriculum planners for English are still doing what Richards (1984) has described above.

In other words, the emphasis is only on the pedagogic and assessment components of the curriculum. The whole curriculum is not reflecting the context in which it exists and is implemented. The study has established that the future of the development of a language curriculum in Kenya must take into consideration other dimensions; dimensions such as policy, teacher training, the society, and the school. Again within these dimensions exist variables which influence language teaching and learning. Some major issues raised in this study are:

(a) <u>Teachers/Resources.</u>

The evidence shows that schools performing well as a result of good language teaching can be found where teachers with a good language background are working. (See Chapter 7). It is for this reason that those interviewed and those who completed the questionnaire argued for the need for appropriate facilities to train language teachers properly. They specifically urge the provision of books, language learning aids and specialised training that will appreciate the different linguistic origins of all Kenyan trainees.

(b) <u>Society.</u>

The evidence from Chapters 7 and 8 allows this study to conclude that the society has a very significant impact on the performance of English in Kenyan schools. This can be confirmed by the responses of the target groups to the following factors: uncertain role of English; the use of mother tongue in rural schools; the use of Sheng and the attitudes of other members of staff towards the use of English.

- 65.7% (425 out of 647) respondents confirm that the status of English in Kenya has declined.

- 96.4% (624 out of 647) respondents see the resurgence of the use of mother tongue in the classroom in secondary schools as one posing problems for English.

- 96.3% (623 out of 647) respondents suggest that the use of Sheng by students and teachers in the town schools is causing problems for the teaching/learning of English.

- 79.1% (511 out of 647) respondents support the conclusion that teachers of other

subjects have a negative attitude towards the use of English. This is not helping the teacher of English and the Kenyan student in secondary school.

(c) <u>Policy.</u>

This study has gathered some evidence which indicates that policy makers have pursued contradictory policies with regard to the development of the language curriculum for English. On the one hand, there has been the support for Kiswahili in the accreditation process, which has watered down the significance of English and on the other hand English remains firmly the medium of communication. In this study 75.9% (491 out of 647) teachers of English are very clear about the need to place English above Kiswahili. This is not because of, as mentioned elsewhere in this study, lack of patriotism or appreciation for our languages. It is the most pragmatic and sensible thing to do so long as English remains the medium of instruction.

The second policy that contradicts the position of English as a medium of instruction is the 85% localised intake in secondary schools. As noted earlier, the evidence suggests that this policy is impeding the teaching and learning of English.

(d) <u>Schools</u>.

In the schools, this study points towards a change. The change should begin with policies that will help to change the attitudes of other members of staff towards English. The evidence from the target groups suggests that one such solution would be to mark the use of English in other subjects.

In addition, in the town schools the teachers should desist from the use of Sheng in addressing students. This should apply also to the teachers who use mother tongue to

address their students in schools in the rural areas. The argument that this would be hard to enforce is misguided. It should not be enforced as a rule but developed as part of the professional ethics of teachers irrespective of the subject they teach. In the final analysis, the evidence suggests that the students will do well in the examinations using a language they understand and can express themselves in with ease. Since the language of instruction remains English, the evidence gathered by this study supports the view that it is therefore the duty of every teacher to help the learners have the appropriate linguistic environment.

9.5 Future research and Investigations.

This study has demonstrated that we have reason to be concerned about the teaching and learning of English. The study has presented significant evidence to the effect that policy, training and the practice of teachers of English in Kenya are not in harmony. Consequently, students are manifesting this in their performance and proficiency in English at the end of their twelve years of schooling.

Secondly, apart from providing empirical evidence about the problems of teaching and learning English in the Kenyan secondary school the study also provides a point of reference for future enquiry into this important area. There are a number of matters raised by this research that would require further investigation.

(a) Some further investigation needs to be carried out into the teacher training methods of the public universities in Kenya and the information compiled as a point of reference for both educationists in this field and policy makers.

(b) A second matter is the lack of a well-documented language policy for Kenya. The last comprehensive piece of research to be carried out on the languages in Kenya was by Whiteley in 1974. Without broad-based information from such a study it will remain hard to evaluate the roles of our indigenous languages in education. As of now, some languages such as Kiswahili have seen tremendous growth in their lexis while others have not been documented and still exist in oral form.

(c) There is also an urgent need to carry out an investigation into the actual pedagogical activity in the classroom to ascertain how English is currently being taught in Kenyan secondary schools. Such research should include finding out the exact situation about the availability and use of teaching/learning materials.

Meanwhile, English remains central to the curriculum and to the role Kenya will continue to play in the economic and cultural relations of the world. Hence, it is the responsibility of all those charged with the school curriculum, teacher training, educational policy and English language teaching to prepare Kenyan students adequately.

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362

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Appendix i.

QUESTIONNAIRE FOR STUDENTS IN SECONDARY SCHOOLS   [a]

QUESTIONNAIRE NO:

CODE NO:

A SURVEY OF ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOLS

Dear Student,

The aim of this survey is to find out what you think about the teaching of English in schools. Your answers will be added to those of students in other schools to help see how Universities/Colleges should prepare student teachers to teach English .

This survey is NOT A TEST . Your answer will be used for research.
The questionnaire is quite simple and not long.

Do not write your name on the questionnaire. This information will remain confidential .

Please help by giving your own honest opinion in response to each statement / question.

If you have any queries or comments about this questionnaire please contact me:

L P Barasa ,
P O BOX 2441,
Nakuru (K) .
TEL. (037) 211965 .

OR

L.P.Barasa,
School of Education,
University of Hull,
HULL.
HU6 7RX.
ENGLAND.

/

All the questions below are on teaching.

Q 1. *Which of the following words best describes teachers and their lessons ?*
Please tick one word only.

1.1	Not punctual [ ]	Fairly punctual [ ]	Punctual [ ]	Very punctual [ ]
1.2	Not well dressed [ ]	Fairly well dressed [ ]	Well dressed [ ]	Very well dressed [ ]
1.3	Not easy to understand [ ]	Fairly easy to understand [ ]	Easy to understand [ ]	Very easy to understand [ ]
1.4	Not interesting lessons [ ]	Fairly interesting lessons [ ]	Interesting lessons [ ]	Very interesting lessons [ ]
1.5	No teaching aids [ ]	Very few teaching aids	A few teaching aids [ ]	Very many teaching aids [ ]
1.6	No notes in class [ ]	Few notes in class [ ]	Very few notes in class [ ]	Very many notes in class [ ]
1.7	Not relaxed in class [ ]	Fairly relaxed in class [ ]	Relaxed in class [ ]	Very relaxed in class [ ]
1.8	Not approachable [ ]	Fairly approachable [ ]	Approachable [ ]	Very approachable [ ]
1.9	Does not give advice at all [ ]	Does not give unless asked to [ ]	Sometimes gives advice to students [ ]	Always gives advice [ ]
1.10	Not interested in games/clubs [ ]	Fairly interested in games/clubs [ ]	Interested in games/clubs [ ]	Very interested in games/clubs [ ]

18.0   *Are the following good sources for language training and language development activities?*
        Use the following scale: 1=disagree and 4=strongly agree.

	Disagree	Undecided	Agree	Strongly Agree.
modern literary texts	[ ]	[ ]	[ ]	[ ]
classroom situations, experiences, and issues.	[ ]	[ ]	[ ]	[ ]
other subjects in the training course curriculum	[ ]	[ ]	[ ]	[ ]
current affairs	[ ]	[ ]	[ ]	[ ]
student's own writings	[ ]	[ ]	[ ]	[ ]
other societies and cultures	[ ]	[ ]	[ ]	[ ]
Other	[ ]	[ ]	[ ]	[ ]

Please specify ....

19.0   *Consider the value of these components of a training course for English teachers.*
        Rate them in order of personal importance.
        (Use the scale of: 1= least valuable and 4 = most valuable).

	Least valuable	Don't know	Valuable	Most valuable
educational psychology	ʼ[ ]	[ ]	[ ]	[ ]
principles of education	[ ]	[ ]	[ ]	[ ]
teaching practice	[ ]	[ ]	[ ]	[ ]
ELT methodology and techniques	[ ]	[ ]	[ ]	[ ]
testing (measurement and evaluation)	[ ]	[ ]	[ ]	[ ]
linguistics/sentence structure	[ ]	[ ]	[ ]	[ ]
phonology	[ ]	[ ]	[ ]	[ ]
study of literary texts	[ ]	[ ]	[ ]	[ ]
classroom observation/microteaching.	[ ]	[ ]	[ ]	[ ]

3

ENGLISH LANGUAGE TEACHING IN KENYAN SECONDARY SCHOOLS.

The problem which this research addresses, is the declining standards of English in secondary schools, as evidenced in public examinations over the last decade. The research aims to explore the nature and causes of the problem, and to suggest possible measures to remedy it.

While there has been much speculation about the reasons for the problem, there has been little systematic, empirical research on it. The first step was therefore to carry out a survey of the state of English teaching in secondary schools. This was done by sending questionnaires to a sample of teacher trainers, heads of English, trainee teachers and pupils in Rift Valley Province. The response rates for these four groups were 61%, 88%, 94% and 68% respectively, with a total of 204 questionnaires returned in all.

Since the survey was an exploratory one the questions covered a wide range of possible issues. However, the researcher's previous involvement in the School English Project suggested that the main focus should be on the training of and classroom practice of teachers of English, since the main problems seemed likely to lie in the actual teaching and the learning of English.

The results of the survey suggest that while there are issues related to both the training of teachers of English and to classroom practice, there are also wider, contextual factors, which may affect the standards in English. Some of these relate to the place of English in the school and its curriculum, and some to the wider role of English in the national culture. Thus the problem of English appears not simply as a direct consequence of training and practice, but as the result of a number of factors which are shown as concentric circles on the attached diagram (see over). The specific problems that have been identified from the survey are as follows:

Teacher Training

Lack of facilities including language laboratories; large numbers and consequent lack of tutorials; curriculum pitched at too high a level for school- teaching; inappropriate balance between language and literature; selection criteria; not enough teaching practice; inadequate supervision of teaching practice; English is a practical subject that needs practice.

Classroom Practice

Some lack of confidence in teaching oral English; problems of pronunciation; inter-relation between language and literature; lack of resources and materials including books; heavy teaching load; levels of learners' language.

School and Curriculum

Uncertain role of English as a service language; attitudes of other teachers to English; marking of use of English in other subjects in national examinations.

Policy and Culture
Localised intake of schools leading to homogeneous language groups; role of Kiswahili as a national language; growth of Sheng, especially among young people.

I would like to interview you about the particular issues which are relevant to you, but also to seek your views on the general relationship and relative weighting of these various 'circles' of factors.

PETER BARASA

Appendix vi.

Checklist.

Teachers.

Classroom Practice:

- Problems of pronunciation (L1) on the teachers' part.

- Level of speech on learners' part.

- Lack of confidence in teaching Oral literature.

- The integration of language and literature.

- Lack of resources and materials (including books).

- Heavy teaching load.

School and curriculum.
- Uncertain role of English as a service language.

- Attitudes of other members of staff (teachers) to English.

- Marking of use of English in other subjects in the national examinations.

Policy and culture.
- Effects of localised intake in schools.

- Growth of Sheng, among young people.

- Role of Kiswahili.

- Comment on the concentric circles on the diagram.

- Any other issues.

Appendix vii.

Checklist.

Teacher-Trainers.

Teacher training:
- Lack of facilities; books, language laboratories etc.

- Large numbers and consequent lack of tutorials.

- Curriculum pitched at too high a level for school teaching.

- Inappropriate balance between language and literature.

- Not enough teaching practice.

- Inadequate supervision of teaching practice.

- English is a practical subject like the sciences.

Policy and culture:
- Effects of localised intake in schools.

- Selection criteria/choice of teaching career.

- Assessment.

- Growth of Sheng.

- Role of Kiswahili.

- Comment on the concentric circles on the diagram.

- Any other issues.

Appendix viii.

Checklist

Ministry of Education agencies.

(a) K.I.E:

School and curriculum.
- Uncertain role of English as a service language.

- Marking of use of English in other subjects in the national examinations.

Classroom Practice:
- The integration of language and literature.

- Lack of resources and materials (including books).

- Heavy teaching load.

- Level of speech of learners on entry into secondary school.

Policy and culture.
- Effects of localised intake in schools.

- Growth of Sheng, among young people.

- Role of Kiswahili as national language.

Teacher training
- curriculum pitched at too high a level for school teaching.

- Inappropriate balance between language and literature.

- Not enough teaching practice.

- Inadequate supervision of teaching practice.

- Comment on the concentric circles on the diagram.

- Any other issues.

Appendix ix.

Checklist

(b) <u>Kenya National Examination Council.</u>

<u>Classroom Practice</u>:
- Problems of pronunciation (L1) on the teachers' part.

- Level of speech on learners' part on entry into secondary education.

- Lack of confidence in teaching Oral literature

- The integration of language and literature.

- Lack of resources and materials (including books).

- Heavy teaching load.

<u>School and curriculum.</u>
- Uncertain role of English as a service language.

- Attitudes of other members of staff (teachers) to English.

- Marking of use of English in other subjects in the national examinations.

<u>Policy and culture.</u>
- Effects of localised intake to schools.

- Growth of Sheng, among young people.

- Role of Kiswahili.

- Comment on the concentric circles on the diagram.

Appendix x.

Checklist

The School English Project:

- Objectives of the project.

- Purpose of the project.

- Resource centres.

- Lack of confidence in teaching Oral literature.

- Problems of pronunciation (L1) on the teachers' part.

- The integration of language and literature.

- Lack of resources and materials (including books).

- Level of speech on learners' part on entry into secondary education.

- Uncertain role of English as a service language.

- Marking of use of English in other subjects in the national examinations.

- Effects of localised intake to schools.

- Growth of Sheng, among young people.

- Role of Kiswahili.

- Comment on the concentric circles on the diagram.

- Any other issues.

All the questions below are on teaching.

Q 1. *Which of the following words best describes teachers and their lessons ?*
  Please tick one word only.

| 1.1 | Not punctual | Fairly punctual | Punctual | Very punctual |
| | [ ] | [ ] | [ ] | [ ] |

1.2	Not well	Fairly well	Well	Very well
	dressed	dressed	dressed	dressed
	[ ]	[ ]	[ ]	[ ]

1.3	Not easy	Fairly easy	Easy	Very easy
	to understand	to understand	to understand	to understand
	[ ]	[ ]	[ ]	[ ]

1.4	Not interesting	Fairly interesting	Interesting	Very interesting
	lessons	lessons	lessons	lessons
	[ ]	[ ]	[ ]	[ ]

1.5	No	Very few	A few	Very many
	teaching aids	teaching aids	teaching aids	teaching aids
	[ ]		[ ]	[ ]

1.6	No notes	Few	Very few	Very many
	in class	notes in class	notes in class	notes in class
	[ ]	[ ]	[ ]	[ ]

1.7	Not relaxed	Fairly relaxed	Relaxed	Very relaxed
	in class	in class	in class	in class
	[ ]	[ ]	[ ]	[ ]

1.8	Not	Fairly	Approachable	Very
	approachable	approachable		approachable
	[ ]	[ ]	[ ]	[ ]

1.9	Does not give	Does not give	Sometimes gives	Always gives
	advice at all	unless asked to	advice to students	advice
	[ ]	[ ]	[ ]	[ ]

1.10	Not interested	Fairly interested	Interested	Very interested
	in games/clubs	in games/clubs	in games/clubs	in games/clubs
	[ ]	[ ]	[ ]	[ ]

Q2.   *This question is about English. Tick the areas of English you find difficult to understand.*

	Very difficult	Difficult	Less difficult
Grammar	[ ]	[ ]	[ ]
Comprehension	[ ]	[ ]	[ ]
Composition	[ ]	[ ]	[ ]
Summary	[ ]	[ ]	[ ]
Oral Literature	[ ]	[ ]	[ ]
Poetry	[ ]	[ ]	[ ]
Written Literature (class readers)	[ ]	[ ]	[ ]
Library Usage	[ ]	[ ]	[ ]

Q3.   *Could any of the following be the reason(s) why you have some difficulty in understanding those areas you have ticked in Q. 2?*

		Agree	Undecided	Disagree
1.	The topics are hard to understand.	[ ]	[ ]	[ ]
2.	The teacher does not explain.	[ ]	[ ]	[ ]
3.	The teacher does all the talking in class, so the students do not get to participate and practice.	[ ]	[ ]	[ ]
4.	The subject is not interesting.	[ ]	[ ]	[ ]
5.	The teacher does not seem to know the subject well.	[ ]	[ ]	[ ]
6.	The teacher does not control noise in class.	[ ]	[ ]	[ ]

Q4.   *Would you say your teacher's ability to speak English is ....*

		Yes	Don't know	No
1.	Perfect.	[ ]	[ ]	[ ]
2.	Good.	[ ]	[ ]	[ ]
3.	Fair.	[ ]	[ ]	[ ]
4.	Poor.	[ ]	[ ]	[ ]

Q5.   *Explain your choice in Q4 by ticking some of the reasons given below.*
       It is because of :

		<u>Yes</u>	<u>Don't know</u>	<u>No</u>
1.	Poor pronunciation?	[ ]	[ ]	[ ]
2.	He/she is not clear in his speech.	[ ]	[ ]	[ ]
3.	He/she speaks well and audibly.	[ ]	[ ]	[ ]
4.	He/she is easy to follow.	[ ]	[ ]	[ ]
5.	He/she uses a lot of English idioms .	[ ]	[ ]	[ ]
6.	He/she uses Kiswahili to explain and to teach in class at times.	[ ]	[ ]	[ ]

Q6.   *Have you been taught by another teacher on teaching practice either in English Language or any other subject?*

YES   [ ]   NO   [ ]

If YES, would you say :

		<u>Yes</u>	<u>Don't know</u>	<u>No</u>
1.	He/She also had the same problems as the present teacher?	[ ]	[ ]	[ ]
2.	He/She did not have any difficulties at all.	[ ]	[ ]	[ ]
3.	He/She had different kind of problems	[ ]	[ ]	[ ]

Q7.   *Which teaching method used by your teacher in class helps you to understand English.*
       Please rank them from 1-5.
       Use the following scale:
       1. Not easy to understand.
       2. Fairly easy to understand.
       3. I don't know.
       4. Easy to understand.
       5. Very easy to understand.

		1.	2.	3.	4.	5.
1.	Group discussion.	[ ]	[ ]	[ ]	[ ]	[ ]
2.	Teacher explaining/reading/talking.	[ ]	[ ]	[ ]	[ ]	[ ]
3.	Students dramatisation.	[ ]	[ ]	[ ]	[ ]	[ ]
4.	Doing exercises in groups.	[ ]	[ ]	[ ]	[ ]	[ ]
5.	Doing your work alone.	[ ]	[ ]	[ ]	[ ]	[ ]

Q8. *You have come to the end of this questionnaire. Feel free to make any comment about English Teacher on T.P..*

Thank you for your co-operation.
L. P. Barasa, University of Hull (UK), 1995.

Appendix ii.

QUESTIONNAIRE NO:

CODE NO:

A SURVEY OF ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOLS.

Dear Colleague,

I am conducting a research for a Masters/Doctorate degree in the training of teachers of English.

As a head of subject/department, your views will help greatly in my research .

Your answers will be added to those of other teachers to help see how Universities/Colleges prepare students to teach English.

This questionnnaire will not take more than 10 minutes to complete.

Do not write your name on this questionnaire . This information will remain confidential.
Please help by giving your own honest opinion in response to each statement / question .

If you have any queries or comments about this questionnaire please contact me:

L P Barasa,
P O BOX 2441,
Nakuru (K).
TEL. (037) 211965.

OR

L.P.Barasa,
School of Education,
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HULL.
HU6 7RX.
ENGLAND.

<u>SECTION A</u>

The questions in this section are for collecting basic information.

Please put a tick in one box which applies to your case in each instance

1.   *Sex:*

Male.   [ ]

Female.   [ ]

2.   *Age Range:*

20-25 years.   [ ]

26-30. "   [ ]

31-35. "   [ ]

36-40. "   [ ]

41-45. "   [ ]

46-50. "   [ ]

Over 50 years.   [ ]

3.   *Highest academic qualification (tick the highest)*

E.A.C.E./K C S E   (O-level)   [ ]

Advanced certificate (A-level)   [ ]

Diploma in Education   [ ]

BA degree .   [ ]

BEd degree   [ ]

Masters degree   [ ]

Other.   [ ]

Please specify ....

4.   *Highest professional qualification: (please tick the highest)*

S 1(non-graduate)   [ ]

Diploma - in - Education .   [ ]

Approved Teacher Status .   [ ]

Graduate Teacher   [ ]

Other. [ ]

Please specify ....

5. *For how many years have you been a teacher in secondary schools ?*

0-5 years. [ ]

6-10 " [ ]

11-15 " [ ]

16-20 " [ ]

21-25 " [ ]

26-30 " [ ]

30 years and over [ ]

6. *How long have you been head of department/subject?*
Tick one please.

0-3 years. [ ]

4-5 " [ ]

6-10 " [ ]

11-15 " [ ]

16 and over [ ]

7. *Which of the following best describes the location of your school ?*

Urban [ ]

Suburban [ ]

Rural [ ]

Hardship area [ ]

8. *Number of students in your school*

Below 100 [ ]

101 -300 [ ]

301 -600 [ ]

601 - 900 [ ]

901 and over [ ]

<u>SECTION B</u>

The questions in this section are specifically about teaching English.

9.   Please indicate the subjects you were trained to teach by ticking the appropriate box .
        Literature-in-English and other subject   [ ]

        English Language and other subject   [ ]

        English Language and Literature-in-English   [ ]

        Neither English nor Literature but I teach English   [ ]

        Other   [ ]

        Please specify ....

10. *Please **rate each** of the following types of training for different categories of staff. Use the following scale .(tick the appropriate box)*

1. Very unsatisfactory

2. Unsatisfactory

3. Satisfactory.

4. Very satisfactory .

Staff	Type of training	Subject knowledge				Skills			
		1	2	3	4	1	2	3	4
Head of Dept/ Subject	Teacher (pre-service) training	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
	Staff development (In-service training)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Older staff	Teacher (pre-service) training	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
	Staff development (In-service training)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Teacher trainees	Teacher training course	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
	Teaching practice/ mentoring by co-operating teacher	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

11. *Please **rate each** of the following aspects of English to indicate **how confidently** you teach . Use the following scale.*

1. Not confident.
2. Fairly confident.
3. Confident.
4. Very confident.

	1	2	3	4
Grammar	[ ]	[ ]	[ ]	[ ]
Comprehension	[ ]	[ ]	[ ]	[ ]
Composition	[ ]	[ ]	[ ]	[ ]
Summary	[ ]	[ ]	[ ]	[ ]
Oral Literature	[ ]	[ ]	[ ]	[ ]
Poetry	[ ]	[ ]	[ ]	[ ]
Written literature	[ ]	[ ]	[ ]	[ ]
Library Usage	[ ]	[ ]	[ ]	[ ]

12. *In an ideal training situation, tick any of the following changes you would like to see introduced into the present system of training teachers of English ?*

		Very much	Would like	Least like	Not at all
a.	Increase in the number of hours spent on Language in the university.	[ ]	[ ]	[ ]	[ ]
b.	Return to the old system of training of Literature and English teachers separately.	[ ]	[ ]	[ ]	[ ]
c.	Emphasise the role of the co-operating teacher.	[ ]	[ ]	[ ]	[ ]
d.	Shift some of the responsibility of T.P. supervision to serving teachers.	[ ]	[ ]	[ ]	[ ]
e.	Increase Teaching Practice period to be spent on skill acquisition and practice in the schools.	[ ]	[ ]	[ ]	[ ]

If you have ticked "e"
Please suggest the length of time the trainee teachers should spend on T.P.

----

13. *You have come to the end of the questionnaire .*
If there are any suggestions you think would improve English Language teaching/teacher education in Kenya, please feel free to comment.

Thank you for your co-operation .L P Barasa ,
University of Hull(UK),1995 .

Appendix iii.

QUESTIONNAIRE FOR STUDENT-TEACHERS ON TEACHING PRACTICE.   [c]

QUESTIONNAIRE NO:

CODE NO:

A SURVEY OF ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOLS.

Dear colleague ,

I am conducting a research for a Masters/Doctorate degree in the training of teachers of English.

As a student teacher your views will help greatly in my research.

Your answers will be added to those of other student teachers to help see how Universities/Colleges should prepare students to teach English.

This questionnaire will take 20 minutes to complete.

Please do not write your name on this questionnaire. This information will remain confidential.

None of it will be accessible to either the University staff or the staff in the school you are teaching.

Please help by giving your own honest opinion in response to each statement / question.

If you have any queries or comments about this questionnaire please contact me:

> L P Barasa,
> P O BOX 2441,
> Nakuru (K).
> TEL. (037) 211965.

OR

> L.P.Barasa,
> School of Education,
> University of Hull,
> HULL.
> HU6 7RX.
> ENGLAND.

<u>SECTION A.</u>

The questions in this section are for collecting basic information.

Please put a tick in one box which applies to your case in each instance.

1.0   *Name of College/University* :

2.0   *Sex :*

Male .   [ ]

Female .   [ ]

3.0   *Age Range:*

Under- 20 years.   [ ]

20-25   "   { }

26-30   "   [ ]

Over 30   "   [}

4.0   *Highest Academic Qualification :*

KCSE / EACE (O-level).   [ ]

KACE /EAACE (A level).   [ ]

Diploma - in Education .   [ ]

B Arts./B Sc.   [ ]

Other   [ ]

Please specify ....

<u>SECTION B.</u>

The questions in this section are about teaching and teaching practice.

5.0   *Year of entry into College/University:*

        19......

6.0   *Was teacher training your first choice?*

        Yes.   [ ]

        No.   [ ]

        If your answer is <u>No</u>, please explain why you are training to be a teacher.

7.0   *How do you consider the length of teaching practice?*

        Too short   [ ]

        About right   [ ]

        Too long   [ ]

        If the answer you have chosen is <u>not</u> **about right** please suggest how long it should take.

8.0　　*Do you think teaching practice comes at the right time in the training course?*

Yes.　　　　　　　　　　　　　　　　　　　　　　　　[ ]

No.　　　　　　　　　　　　　　　　　　　　　　　　　[ ]

If your answer is **No** , please suggest the year in which the activity should be slotted.(please tick one)

1st year.　　　　　　　　　　　　　　　　　　　　　　[ ]
2nd year.　　　　　　　　　　　　　　　　　　　　　　[ ]
3rd year.　　　　　　　　　　　　　　　　　　　　　　[ ]
4th year.　　　　　　　　　　　　　　　　　　　　　　[ ]

9.0　　*How helpful is teaching practice in learning to do the following?*
　　　　Use the following scale.

1 Very unhelpful
2 Unhelpful
3 Helpful
4 Very helpful

	1	2	3	4
Planning:(preparation of schemes of work and lesson plans)	[ ]	[ ]	[ ]	[ ]
Preparing teaching materials.	[ ]	[ ]	[ ]	[ ]
Assessing students (marking books, testing...)	[ ]	[ ]	[ ]	[ ]
Teaching.	[ ]	[ ]	[ ]	[ ]

10.0　　*How would you rate the help/guidance you receive from the following?*

	1	2	3	4
University/college supervisors.	[ ]	[ ]	[ ]	[ ]
Head of department subject.	[ ]	[ ]	[ ]	[ ]
Co-operating teacher.	[ ]	[ ]	[ ]	[ ]
Other members of staff in school.	[ ]	[ ]	[ ]	[ ]

11.0 *Please **rate each** of the following aspects of English to indicate **how confidently** you teach, by ticking the appropriate box .*
Use the following scale.

1 Not confident.
        2 Fairly confident.
3 Confident.
4 Very confident.

	1	2	3	4
Grammar	[ ]	[ ]	[ ]	[ ]
Comprehension	[ ]	[ ]	[ ]	[ ]
Composition	[ ]	[ ]	[ ]	[ ]
Summary	[ ]	[ ]	[ ]	[ ]
Oral Literature	[ ]	[ ]	[ ]	[ ]
Poetry	[ ]	[ ]	[ ]	[ ]
Written literature	[ ]	[ ]	[ ]	[ ]
Library Usage	[ ]	[ ]	[ ]	[ ]

12.0 *Does your College University conduct **the one month** teaching practice?*

Yes.   [ ]

No.   [ ]

If **Yes** what in your opinion is the value of this programme?

13.0 *Please list any problems which you have experienced as a teacher on **T P** and suggest what your College /University could do to prepare you more adequately.*

Problems:

Suggestions:

The questions in this section are about development of language teaching skills in College/University.

14.0   *To what extent do the following activities, aid the growth of your language skills?*
       Rate each one using the four point scale (1= least effective, 4 = most effective)

		1	2	3	4
a.	Listening to a lecture and taking notes.	[ ]	[ ]	[ ]	[ ]
b.	Ranking different materials according to their value for students.	[ ]	[ ]	[ ]	[ ]
c.	Creating teaching material/activities for classroom use .	[ ]	[ ]	[ ]	[ ]
d.	Brainstorming pre-reading stimuli for reading text.	[ ]	[ ]	[ ]	[ ]
e.	Comparing different lesson plans for teaching the same material.	[ ]	[ ]	[ ]	[ ]
f.	Summarising the main points the lecturer has made about the key strategies.	[ ]	[ ]	[ ]	[ ]
g.	Categorising texts in terms of different functional rhetorical categories, e.g. narrative, argumentative, etc.	[ ]	[ ]	[ ]	[ ]
h.	Students presentations to peer groups on topic or set exercise.	[ ]	[ ]	[ ]	[ ]
i.	Discussions after viewing a film on a set book	[ ]	[ ]	[ ]	[ ]
j.	Copying down a lecturer's note.	[ ]	[ ]	[ ]	[ ]
k.	Observing a student teacher teach a class.	[ ]	[ ]	[ ]	[ ]

15.0 *Rank these groupings of activities according to their value for language development*
(1= least valuable and 4 = most valuable).

	Least valuable	Don't know	Valuable	Most valuable
Working individually.	[ ]	[ ]	[ ]	[ ]
Working in pairs.	[ ]	[ ]	[ ]	[ ]
Working in groups.	[ ]	[ ]	[ ]	[ ]
Whole class with teacher directing.	[ ]	[ ]	[ ]	[ ]

16.0 *Rank these four skills according to their degree of importance for an English teacher in Kenya . (1= not important and 4 = most important)*

	Not important	Least important	Important	Most important
Speaking.	[ ]	[ ]	[ ]	[ ]
Reading.	[ ]	[ ]	[ ]	[ ]
Listening.	[ ]	[ ]	[ ]	[ ]
Writing.	[ ]	[ ]	[ ]	[ ]

17.0 *Which of the following activities do you find useful for improving your command of/capacity to teach English?*
Circle the appropriate answer.

	Not useful	Less useful	Useful	Very useful
singing	[ ]	[ ]	[ ]	[ ]
drama activities	[ ]	[ ]	[ ]	[ ]
pronunciation practice	[ ]	[ ]	[ ]	[ ]
problem-solving activities	[ ]	[ ]	[ ]	[ ]
dictation	[ ]	[ ]	[ ]	[ ]
learning and practising grammar	[ ]	[ ]	[ ]	[ ]
writing about personal experience	[ ]	[ ]	[ ]	[ ]
debates/discussions	[ ]	[ ]	[ ]	[ ]
reading widely	[ ]	[ ]	[ ]	[ ]
activities to practice particular reading/writing skills	[ ]	[ ]	[ ]	[ ]
simulations	[ ]	[ ]	[ ]	[ ]
Other [ ]				

Please specify ....

18.0   *Are the following good sources for language training and language development activities?*
Use the following scale: 1=disagree and 4=strongly agree.

	Disagree	Undecided	Agree	Strongly Agree.
modern literary texts	[ ]	[ ]	[ ]	[ ]
classroom situations, experiences, and issues.	[ ]	[ ]	[ ]	[ ]
other subjects in the training course curriculum	[ ]	[ ]	[ ]	[ ]
current affairs	[ ]	[ ]	[ ]	[ ]
student's own writings	[ ]	[ ]	[ ]	[ ]
other societies and cultures	[ ]	[ ]	[ ]	[ ]
Other	[ ]	[ ]	[ ]	[ ]

Please specify ....

19.0   *Consider the value of these components of a training course for English teachers.*
Rate them in order of personal importance.
(Use the scale of: 1= least valuable and 4 = most valuable).

	Least valuable	Don't know	Valuable	Most valuable
educational psychology	[ ]	[ ]	[ ]	[ ]
principles of education	[ ]	[ ]	[ ]	[ ]
teaching practice	[ ]	[ ]	[ ]	[ ]
ELT methodology and techniques	[ ]	[ ]	[ ]	[ ]
testing (measurement and evaluation)	[ ]	[ ]	[ ]	[ ]
linguistics/sentence structure	[ ]	[ ]	[ ]	[ ]
phonology	[ ]	[ ]	[ ]	[ ]
study of literary texts	[ ]	[ ]	[ ]	[ ]
classroom observation/microteaching.	[ ]	[ ]	[ ]	[ ]

20.0 *Please tick one choice to answer the following questions about availability and use of resources in your College/University.*
Use the following scale:

1. Not available
2. Available but not used
3. Available but scarce
4. Available and well utilised

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Books:	[ ]	[ ]	[ ]	[ ]
Audio-Visual Laboratory:	[ ]	[ ]	[ ]	[ ]
Field-Trips:	[ ]	[ ]	[ ]	[ ]

21.0 *You have come to the end of the questionnaire.*
If there are any suggestions you think would improve English Language teaching/teacher education in Kenya, please feel free to comment.

Thank you for your co-operation .
L P Barasa , University of Hull (UK) , 1995 .

Appendix iv.

QUESTIONNAIRE FOR TUTORS/LECTURERS **[d]**

QUESTIONNAIRE NO:

CODE NO:

A SURVEY OF ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOLS.

Dear Sir/Madam,

I am conducting a research for a Masters/Doctorate degree in the training of teachers of English.

As a teacher trainer your views will help greatly in my research .

Your answers will be added to those of other tutors/lecturers to help see how Universities/Colleges should prepare students to teach English.

This questionnaire will take 10 minutes to complete .

Please do not write your name on this questionnaire. This information will remain confidential .

None of it will be accessible to either the University or the schools where you are supervising student teachers on practice.

Please help by giving your own honest opinion in response to each statement/question .

If you have any queries or comments about this questionnaire please contact me:

L P Barasa,
P O BOX 2441,
Nakuru (K) .
TEL. (037) 211965.

OR
L.P.Barasa,
School of Education,
University of Hull,
HULL.
HU6 7RX.
ENGLAND.

SECTION A

The questions in this section are for collecting basic information.

Please put a tick in one box which applies to your case in each instance.

1.0   *Sex:*

Male.   [ ]

Female.   [ ]

2.0   *Age Range:*

Below 30 years.   [ ]

31-35   "   [ ]

36-40   "   [ ]

41-45   "   [ ]

Over 45   "   [ ]

3.0   *Number of years as a tutor lecturer .*

0-5   years.   [ ]

6-10   "   [ ]

11-15   "   [ ]

16-20   "   [ ]

Over 20   "   [ ]

4.0   *Title of present post.*

5.0   *Highest academic qualification.*

        B.A degree.   [ ]

        B.Ed degree.   [ ]

        Masters degree.   [ ]

        Doctorate degree.   [ ]

        Other   [ ]

        Please specify ....

6.0   *What is your area of specialisation ?*
       (tick more than one if appropriate)

        Education   [psychology]   [ ]

                        [curriculum]   [ ]

                        [methodology]   [ ]

                        [philosophy]   [ ]

                        [ed-com tech]   [ ]

                        [ed-management]   [ ]

        Linguistics   [ ]

        Literature   [ ]

        Phonology   [ ]

        Other   [ ]

        Please specify ....

The questions in this section are about the selection of trainees, and the design, and delivery of the English teacher training course .

7.0   *What do you consider important in selecting trainee teachers for a course ?*
        Rank the following in order of importance (4 = most important;1= least important)

	1. Not important	2. Least important	3. Important	4. Most Important
general academic ability.	[ ]	[ ]	[ ]	[ ]
standard of English.	[ ]	[ ]	[ ]	[ ]
career interest.	[ ]	[ ]	[ ]	[ ]
personal qualities.	[ ]	[ ]	[ ]	[ ]
school leaving certificate.	[ ]	[ ]	[ ]	[ ]
Other	[ ]	[ ]	[ ]	[ ]

Please specify ....

8.0   *Are you involved in* **designing** *the teacher training programme?*

Yes.   [ ]

No.   [ ]

9.0   *Which elements of course design would you consider most critical in the development of a teacher training programme?*
        Please rate the following in order of importance (4=most critical and 1=least critical)

	1. Not critical	2. Least critical	3. Critical	4. Most critical
Selection of trainee students.	[ ]	[ ]	[ ]	[ ]
Aims and goals of education.	[ ]	[ ]	[ ]	[ ]
Content of course (syllabus)	[ ]	[ ]	[ ]	[ ]
Process-methodology/skills	[ ]	[ ]	[ ]	[ ]
Teaching practice.	[ ]	[ ]	[ ]	[ ]
Assessment of the students.	[ ]	[ ]	[ ]	[ ]
Evaluation of the course.	[ ]	[ ]	[ ]	[ ]

10.0   *Consider the value of these components of a training course for English teachers.*
        Rank the following in order of importance (4 = most important; 1 = least important)

	1. Not important	2. Least important	3. Important	4. Most important
educational psychology.	[ ]	[ ]	[ ]	[ ]
principles of education.	[ ]	[ ]	[ ]	[ ]
language improvement.	[ ]	[ ]	[ ]	[ ]
teaching practice.	[ ]	[ ]	[ ]	[ ]
ELT methodology and techniques.	[ ]	[ ]	[ ]	[ ]
testing.	[ ]	[ ]	[ ]	[ ]
linguistics/sentence structure.	[ ]	[ ]	[ ]	[ ]
phonology.	[ ]	[ ]	[ ]	[ ]
study of literary texts.	[ ]	[ ]	[ ]	[ ]
classroom observation/microteaching.	[ ]	[ ]	[ ]	[ ]

11.0   *Please rate the current curriculum for* training teachers of English and add any comments you wish. (tick one box)

Very unsatisfactory.	[ ]
Unsatisfactory.	[ ]
Satisfactory.	[ ]
Very satisfactory.	[ ]

Please explain your answer in Q 11.

12.0 Please rate the balance of Language and Literature in the curriculum for teachers and add any comments you wish .

Very unsatisfactory .   [ ]

Unsatisfactory.   [ ]

Satisfactory.   [ ]

Very satisfactory.   [ ]

Please explain your answer in Q 12.

13.0 *How satisfactory are the following aspects of your supervision of teaching practice. Use the following scale*

Very unsatisfactory   [1]
Unsatisfactory   [2]
Satisfactory   [3]
Very satisfactory   [4]

	1	2	3	4
frequency of contact with students on T P	[ ]	[ ]	[ ]	[ ]
length of teaching practice period.	[ ]	[ ]	[ ]	[ ]
the number of student teachers under your supervision on T P	[ ]	[ ]	[ ]	[ ]
the way in which T P is administered	[ ]	[ ]	[ ]	[ ]

Please add any comments:

14.0   *How do you rate the assessment of student teachers in your institution?*

Very unsatisfactory .   [ ]

Unsatisfactory.   [ ]

Satisfactory.   [ ]

Very satisfactory.   [ ]

Please explain your answer:

15.0   *You have come to the end of the questionnaire .*
        If there are any suggestions you think would improve English teaching/teacher education in
        Kenya, please feel free to comment.

Thank you for your co-operation.
L P Barasa, University of Hull (UK), 1995.

Appendix v.

ENGLISH LANGUAGE TEACHING IN KENYAN SECONDARY SCHOOLS.

The problem, which this research addresses, is the declining standards of English in secondary schools, as evidenced in public examinations over the last decade. The research aims to explore the nature and causes of the problem, and to suggest possible measure to remedy it.

While there has been much speculation about the reasons for the problem, there has been little systematic, empirical research on it. The first step was therefore to carry out a survey of the state of English teaching in secondary schools. This was done by sending questionnaires to a sample of teacher trainers, heads of English, trainee teachers and pupils in Rift Valley Province. The response rates for these four groups were 61%, 88%, 94% and 68% respectively, with a total of 204 questionnaires returned in all.

Since the survey was an exploratory one the questions covered a wide range of possible issues. However, the researcher's previous involvement in the school English project suggested that the main focus should be on the training of and classroom practice of teachers of English, since the main problems seemed likely to lie in the actual teaching and the learning of English.

The results of the survey suggest that while there are issues related to both the training of teachers of English and to classroom practice, there are also wider, contextual factors, which may affect the standards in English. Some of these relate to the place of English in the school and its curriculum, and some of the wider role of English in the national culture. Thus the problem of English appears not simply as a direct consequence of training and practice, but as the result of a number of factors which are shown as concentric circles on the attached diagram (see over). The specific problems that have been identified from the survey are as follows:

Teacher Training

Lack of facilities including language laboratories; large numbers and consequent lack of tutorials; curriculum pitched at too high a level for school- teaching; inappropriate balance between language and literature; selection criteria; not enough teaching practice; inadequate supervision of teaching practice; English is a practical subject that needs practice.

Classroom Practice

Some lack of confidence in teaching oral English; problems of pronunciation; inter-relation between language and literature; lack of resources and materials including books; heavy teaching; levels of learners' language.

School and Curriculum

Uncertain role of English as a service language; attitudes of other teachers to English; marking of use of English in other subjects in national examinations.

Policy and Culture
Localised intake of schools leading to homogeneous language groups; role of Kiswahili as a national language; growth of Sheng, especially among young people.

I would like to interview you about the particular issues which are relevant to you, but also to seek your views on the general relationship and relative weighting of these various 'circles' of factors.

PETER BARASA

Appendix vi.

Checklist.

Teachers.

Classroom Practice:

- Problems of pronunciation (L1) on the teachers' part.

- Level of speech on learners' part.

- Lack of confidence in teaching Oral literature.

- The integration of language and literature.

- Lack of resources and materials (including books).

- Heavy teaching load.

School and curriculum.
- Uncertain role of English as a service language.

- Attitudes of other members of staff (teachers) to English.

- Marking of use of English in other subjects in the national examinations.

Policy and culture.
- Effects of localised intake in schools.

- Growth of Sheng, among young people.

- Role of Kiswahili.

- Comment on the concentric circles on the diagram.

- Any other issues.

Appendix vii.

Checklist.

Teacher-Trainers.

Teacher training:
- Lack of facilities; books, language laboratories etc.

- Large numbers and consequent lack of tutorials.

- Curriculum pitched at too high a level for school teaching.

- Inappropriate balance between language and literature.

- Not enough teaching practice.

- Inadequate supervision of teaching practice.

- English is a practical subject like the sciences.

Policy and culture:
- Effects of localised intake in schools.

- Selection criteria/choice of teaching career.

- Assessment.

- Growth of Sheng.

- Role of Kiswahili.

- Comment on the concentric circles on the diagram.

- Any other issues.

Checklist

Ministry of Education agencies.

(a) K.I.E:

School and curriculum.
- Uncertain role of English as a service language.

- Marking of use of English in other subjects in the national examinations.

    Classroom Practice:
- The integration of language and literature.

- Lack of resources and materials (including books).

- Heavy teaching load.

- Level of speech of learners *on entry into secondary school.*

Policy and culture.
- Effects of localised intake in schools.

- Growth of Sheng, among young people.

- Role of Kiswahili as national language.

Teacher training
- curriculum pitched at too high a level for school teaching.

- Inappropriate balance between language and literature.

- Not enough teaching practice.

- Inadequate supervision of teaching practice.

- Comment on the concentric circles on the diagram.

- Any other issues.

Appendix ix.

Checklist

(b) Kenya National Examination Council.

Classroom Practice:
- Problems of pronunciation (L1) on the teachers' part.

- Level of speech on learners' part on entry into secondary education.

- Lack of confidence in teaching Oral literature

- The integration of language and literature.

- Lack of resources and materials (including books).

- Heavy teaching load.

School and curriculum.
- Uncertain role of English as a service language.

- Attitudes of other members of staff (teachers) to English.

- Marking of use of English in other subjects in the national examinations.

Policy and culture.
- Effects of localised intake to schools.

- Growth of Sheng, among young people.

- Role of Kiswahili.

- Comment on the concentric circles on the diagram.

Appendix x.

Checklist

The School English Project:

- Objectives of the project.

- Purpose of the project.

- Resource centres.

- Lack of confidence in teaching Oral literature.

- Problems of pronunciation (L1) on the teachers' part.

- The integration of language and literature.

- Lack of resources and materials (including books).

- Level of speech on learners' part on entry into secondary education.

- Uncertain role of English as a service language.

- Marking of use of English in other subjects in the national examinations.

- Effects of localised intake to schools.

- Growth of Sheng, among young people.

- Role of Kiswahili.

- Comment on the concentric circles on the diagram.

- Any other issues.

Appendix xi.

404

Dear Colleague,

I am a postgraduate student conducting a study investigating the standards of English in Secondary Schools in Kenya. An initial survey conducted in Rift Valley Province and interviews with a number of teachers and teacher trainers suggested a number of factors which may be responsible for the poor performance and lack of proficiency in English. This brief questionnaire seeks your views about the factors they have suggested. Your views are invaluable and you can help by completing this short questionnaire.

It will take you only 5 minutes. Please do not write your name on the questionnaire.

Thank you for your help.

L.P.Barasa

P.O.BOX 2441

NAKURU.

Instructions: Circle your choice of answer.

1. Province where you teach:

1	Nairobi.
2	Coast.
3	N. Eastern
4	Eastern.
5	Central.
6	Rift Valley.
7	*Nyanza.*
8	Western.

2. Number of years as a teacher:

1	0----5.
2	6----10.
3	11----15.
4	16----Over.

3. The following factors have been identified as problems which may affect student performance and proficiency in English in secondary schools.

Please circle one of the alternatives given to indicate the significance of each factor in contributing to poor performance and proficiency

	Very Significant.	Significant.	Fairly Significant.	Not Significant.
(a).Integration of English Language and Literature.	1	2	3	4
(b). Heavy teaching load for teachers of English.	1	2	3	4
(c). Lack of teaching resources and materials.	1	2	3	4
(d) Problems of pronunciation among teachers of English.	1	2	3	4
(e) Learners joining secondary schools with different levels of proficiency in English.	1	2	3	4
(f). Teachers' lack of confidence in teaching Oral Literature.	1	2	3	4
(g). Attitudes of other members of staff towards English.	1	2	3	4
(h). The uncertain role of English in Kenya.	1	2	3	4

(i) Use of English not marked in assignments and examinations in other subjects.	1	2	3	4
(j). The policy of 85% localised in-take in secondary schools.	1	2	3	4
(k). The growing role of Kiswahili.	1	2	3	4
(l) The growth and use of Sheng in urban schools.	1	2	3	4
(m) The use of mother tongue in rural schools.	1	2	3	4
(n) Poor selection of teacher trainees for English.	1	2	3	4
(o). Inadequate initial teacher training.	1	2	3	4
(p) Inadequate in-service provision for teachers of English.	1	2	3	4

4. Which **three** of the factors (a)-(p) do you consider **the most important causes** of *poor performance and* proficiency?

1 -------
2 -------
3 -------.

THANK YOU.