TEACHER COGNITION ON USE OF INSTRUCTIONAL MEDIA USE IN ENGLISH LANGUAGE PEDAGOGY: A STUDY OF SECONDARY SCHOOLS IN KENYA

BY

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DECLARATION

Declaration by the candidate

This thesis is my original work and has not been presented for the award of degree in any other university. No part of this thesis may be reproduced without prior permission of the author and / or Moi University.

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DEDICATION

This work is dedicated to the Almighty God for his divine enablement. To you alone Lord be the Glory. To My parents, my father Charles Chepoton and my late mother Evelyn Teng'an. You made my education possible when the circumstances of the time were unfavourable, I am forever grateful.

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ABSTRACT

Teacher Cognition plays a critical role in classroom pedagogical process. The purpose of this study was to investigate teachers' cognitions on the use of instructional media in English language pedagogy among secondary school teachers in Kenya. The study sought to answer the following research questions: What are the teachers' commonly held cognitions about instructional media in English language pedagogy? What are the determinants of teachers' cognitions on use of instructional media in English language pedagogy? How do contextual factors influence teachers' cognitions on instructional media use in English language pedagogy? How do the teachers' cognitions on instructional media manifest in their classroom pedagogical practices? The study was guided by Vygotsky's Social Learning theory and Borg's model of teacher cognition. The study is situated within the relativist- interpretivist paradigm which holds the premise that reality is subjective, internal and depends on one's perceptions and experience. The study adopted the qualitative approach and Multiple Case Study method. The study was undertaken in selected secondary schools in West Pokot County in Kenya. The target population was all teachers of English in secondary schools in the study area. Stratified sampling and simple random sampling methods were utilized to select the schools, while simple random and convenient sampling methods were used to select teachers of English. The heads of department of languages were sampled purposively. The sample size comprised forty-five (45) participants consisting of fifteen (15) heads of department and thirty (30) teachers of English. Open-ended interview questions, lesson observation guide and document analysis guide were used to generate data. Data was analyzed thematically based on the research questions and presented in narrative form. The study's findings revealed that teachers of English have cognitions about instructional media use, which greatly influenced their pedagogical practices. The way they utilized instructional media in their lessons was a function of their beliefs, thoughts, perceptions, experiences, knowledge and attitudes, which they carried into the teaching profession. The study also revealed that teachers' cognitions developed over time and were determined by teachers' level of education, training, teaching experience and interaction with colleagues. The context in which teachers work shaped their cognitions, and this influenced how they executed pedagogical practices. In light of the study findings, the study concludes that teachers' cognitions about instructional media influence how they undertake their pedagogical practices. The classroom practices in turn contributes to development of teacher cognition. From the conclusions, the study recommends that teachers' cognitions should be factored into teacher education programs to improve the efficacy of the training experiences. In-service- programs should be put in place to sensitize teachers on utilization of instructional media in their lessons. Novice teachers should be mentored on the use of instructional media and a conducive environment provided in schools to ensure effective utilization of instructional media. On the whole, information on teachers' beliefs, perceptions, opinions, attitudes, and the analysis of contextual factors can be customized by stakeholders in education in making pedagogical decisions in language teaching.

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LIST OF ABBREVIATIONS &ACRONYMS

CALL: Computer Assisted Language Learning

CBC: Competency Based Curriculum

CLT: Communicative Language teaching

ELP: English Language Pedagogy

ELT: English language teaching

ESQAC: Educational Standards and Quality Assurance Council

HODs: Heads of department

HODN: Head of Department National

IM: Instructional Media

KAL: Knowledge about Language

KICD: Kenya Institute of Curriculum Development

KIE: Kenya Institute OF Education,

KNEC: Kenya National Examination council

MOE   Ministry of Education

LTE: Language Teacher Education

SDGs: Sustainable Development Goals

TC: Teacher Cognition

TOEs: Teachers of English

TOEN   Teacher of English National

TOESC   Teacher of English Sub County

TPAD   Teacher Professional and Appraisal Standards

TPFs   Teaching Practice Fellows

TSC   Teachers Service Commission

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Teacher cognition refers to the unobservable cognitive dimension teaching. It encompasses what teachers know, believe and think regarding their pedagogical endeavors (Borg, 2006). Teachers have cognitions about all that they do and these manifest in their classroom instructional procedures. This chapter presents the general introduction to the study. It begins with the background to the study which defines Teacher Cognition (TC) and Instructional Media (IM), the core components of the study. The section gives a brief account of English Language teaching (ELT) in the world generally and in Kenya in particular. It also captures statement of the problem which highlights the social/economic, contextual and academic issues that prompted the study. Thereafter, research questions, scope and limitations, justification, significance of the study, theoretical framework, conceptual framework, operational definition of terms and finally chapter summary. For the purpose of clarity, I wish to state here that in this study, the terminologies English Language Teaching (ELT) and English Language Pedagogy (ELP) are conceived to be synonymous hence they are used interchangeably.

1.2 Background of the Study

This study is basically about teacher cognition, a concept that has taken the centre stage in English Language Teaching (ELT) research lately and has been defined variously in ELT literature (Borg, 2003, Borg 2006; Borg, Birello & Civera 2011). In this study, I am working with the definition by Borg (2006) who defines teacher cognition as 'the unobservable cognitive dimension of teaching: What teachers know,

believe and think.' This definition is founded on past massive research that identifies the linkage that exists between teachers' mental constructs and the way they carry out actual teaching in the classrooms. It is also based on the premise that 'teachers are not passive but active and rational individuals who make informed decisions about their work. They do this based on 'complex, practically oriented personalized and context sensitive networks of knowledge, beliefs and thoughts' (Borg, 2003).

Borg (2006) further states that the connection that exists between beliefs teachers hold and their perception of the teaching practices constitute TC. According to Borg, the main questions often addressed in TC studies are: what do teachers have cognitions about? How do these cognitions develop? How do they interact with teacher learning? How do they interact with classroom practice? The responses to these questions as Borg (1997) puts it reveal that teachers have cognitions about all facets of their work. Teachers' experiences as learners inform cognitions about teaching and learning and this continues to impact on their profession.

From the above definition, it is clear that core tenets of teacher cognition include knowledge, beliefs and thoughts. These terminologies are explained briefly in this section but a detailed discussion is done in chapter two of this study. Philosophers view knowledge as a kind of belief that is true and that can be justified (Zheng, 2009). In the field of education, knowledge is crucial in any instructional process. A teacher should demonstrate knowledge and skill on the overall instructional process. This includes knowledge of content, methodology and instructional media utilization. The current study looked at teachers' cognitions with regard to instructional media use in ELT and how this influenced their classroom practices.

Although knowledge is crucial in any teaching and learning process, applied linguists observe that Knowledge about language (KAL) is seldom utilized by language teachers in their pedagogical practices even in cases where it seems to be important. (KAL refers to knowledge that can be used to analyze language, language use and language learning, but not the knowledge used to produce or understand language.) Generally, academic knowledge can directly guide practice, but that teachers can only be able to utilize such general knowledge meaningfully by having a reflection about it in line with their own experiences (Nathaniel, 2007).

Another component of TC is beliefs. A belief can be defined as individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say intend and do' (Pajarees, 1992). The belief construct involves a multitude of complex and interacting agents. In the second language belief literature, second language (L2) teacher beliefs bear different labels (e.g. teacher thinking, teacher cognition, hidden agendas, and pedagogical knowledge).

Generally, TC is a wide area that cannot be studied holistically and for this reason, this study only focused on knowledge thoughts, and belief aspects of teacher cognition. The reason for this is that, teachers may have knowledge and beliefs about a given phenomenon, but fail to exploit the same due to their perceptions and judgments made with reference to the context in which they operate. The present study looked at teachers' cognition on the use of instructional media in the language classroom; hence defining the components of TC is significant.

The role of English as a medium of instruction in Kenya is well articulated in the many commissions in education such as Ominde commission of 1964, Ndegwa Commission of 1971, Gachathi report of 1976, Mackay commission of 1981 Kamunge report of 1988 and more recent the Competence Based Curriculum (CBC). At all levels of education, the objectives of teaching English are stated in the syllabus. In this study, I limited myself to ELT at the secondary school level and teacher education curriculum which lay a background to the teaching of English in secondary schools in Kenya. Ministry of Education Science and Technology Sessional Paper of 2006 states that 'teachers are an important resource in the teaching learning process and their training and utilization requires critical consideration' p. 73. The paper further gives the following comments about teacher education:

> The current government programmes for teacher education aim at providing qualified teachers and are therefore central to ensuring the provision of quality education. Current training programmes cater for the production of teachers for primary, pre-primary, secondary, special, vocational and technical education. The objective of teacher education programmes aim at developing communication skills, the knowledge and ability to identify and develop the educational needs of the child. Majority of secondary school teachers are trained at public universities and diploma colleges and are required to specialize in two teaching subjects upon graduation. Currently the class sizes in the universities are too large for lecturers to pay special attention to methodology and therefore the quality of the teacher is often compromised. In addition, students take education courses for lack of alternatives. In order to improve the quality of the teachers graduating out of our universities, it is imperative that the secondary school teacher training programme is restructured to enable the trainees acquire sufficient subject masterly and pedagogy (p. 27).

On the same note, Barasa (2005) argues that teachers of English are trained to perform teaching functions influenced by certain conditions and therefore the students in secondary schools should learn from them. However, K.C.S.E results show 'that many of these learners achieve poor grades in English, and groups within the education and employment sector are not satisfied with performance and proficiency in English' P13.

The role of English in Kenya, like in many other parts of the world, cannot be overemphasized. It is the official language for communication in offices, official documents, international trade, diplomacy and instruction. Based on the noble role English plays, the curriculum in primary and secondary education has gone through many changes and revisions to meet the needs of the Kenyan society (Otunga, Odero and Barasa, 2011). English occupies a pivotal role in the curriculum because it is used to teach other subjects right from primary to university. Teacher education is a continued learning within the teaching process and teachers at all cadres should have the capacity, relevant knowledge, skills and attitudes to subscribe to educational objectives and make them a reality.

According to Barasa (2005) 'teacher education should form the basis for a reflective teaching which goes beyond technical mastery. It involves forming a personal educational philosophy and competence to match ones practice' P15. Teacher education and training should thus bestow to teachers the responsibility of making key educational decisions in and outside the classroom. This will help them make independent judgments when making pedagogical decisions.

Language teaching requires a special blend of knowledge and skills that is difficult to attain and it is the onus of the administrations to find teachers who possess it (Esky, 1982). In addition, Pennington (1989) observes that preparing a teacher of English involves providing him/her with subject matter knowledge, language teaching correct skills and attitudes to language he/she is to teach. Johnson (1989) cited by Barasa (2005) identified two main approaches to pre service teacher preparation, that is the holistic and competence based approaches. Both approaches are in agreement that

both pre-service and in- service teacher education programs require practice and active participation 'to refine skills and prepare the teacher for the active role of classroom teaching' (Barasa, 2005). The characteristics of the two approaches are tabulated below:

Table 1.1: Approaches to Teacher Training

Holistic	Competency-based
Personal development	Component skills
Creativity	Modularized components
Judgment	Individualization
Adaptability	Criterion- referencing

Source: Barasa (2005)

Based on these approaches, language teachers require hands-on skills which focus on major concepts of language teaching, observational skills and ability to analyze classroom procedures (Pennington 1989). A good language programme should thus ensure quality and consistency and an effective teacher should display both pedagogical and linguistic content (Roy-Campbell, 1990)

In education and training, the importance of the teacher is only second to that of the learner, therefore the quality of the teacher is a concern to any education system (J.J. Kamotho, minister for education, Kenya 5th December, 1994 address to the 3rd conference of teacher education. Commenting on this statement, Barasa (2005) notes that there is a challenge with teacher training programs in Kenya, and he attributes this to 'poor policies with regard to intake, selection criteria and funding of teacher education.' The number of students joining the university for bachelor of Education Arts courses is overwhelming and the government has failed to match increased

enrolment of teachers with the supply of appropriate facilities and this compromises quality. 'There is also lack of 'stop- gap policies' to deal with the expanding schools and failure to prioritize teacher development P.17.

In the same vain, Sessional Paper No.2 of 2015 on reforming education and training in Kenya recommends 'reforming education and training sector to provide development of individual learners' potential in a holistic and integrated manner while producing intellectually, emotionally balanced citizens.' P.10.

The paper further recommends the Competence Based Curriculum (CBC) establishment of a national learning assessment, early identification and nurturing of talents and introduction of national values and national cohesion and their integration into the curriculum (KICD, 2017): In the Kenyan context, CBC is viewed as the ability to apply appropriate knowledge and skills to successfully perform a function. It emphasizes the development of knowledge and skills and how these skills are utilized in real life situations. The competences to be achieved by every learner in the basic education include Communication and collaboration, self-efficacy, critical thinking and problem solving, Creativity and imagination, Citizenship, Digital literacy and Learning to learn. In the section that follows, I discuss each of these competencies briefly and how they relate to the current study on teacher cognition.

    a) **Communication and collaboration**.

        Communication entails the use of message to generate meaning. Communicative competence is defined by the interdependence of the cognitive dealing with knowledge and understanding, behavioral component dealing with behavioral skills and the affective component dealing with attitudes, feeling about knowledge and interpersonal encounters within a

specific context. Collaboration on the other hand involves members of a group, in this case learners, working together to complete a task.

b) **Self-efficacy**: This refers to a person's belief about his/her capabilities to complete a task. It determines how a person feels or thinks and motivates himself. Learners with self- efficacy are highly motivated, confident, high self- esteem and integrity.

c) **Critical thinking and problem solving**: This is a three -fold competence that involves reasoning, making judgments and problem solving. Endowed with these skills learners use logic to arrive at conclusions.

d) **Creativity and imagination:** this entails forming mental pictures and using them in real life. It enables learners to create ideas from the skills acquired.

e) **Citizenship**: this entails being vested with rights and privileges, and duties of a citizen. It creates a sense of belonging and attachment to a nation. It also helps the young people react thoughtfully and tolerantly to situations. Global citizenship is the awareness that the world has become a network and one needs to be aware that their actions may influence others not only locally, but also internationally.

f) **Digital literacy**: This entails having knowledge skills and behaviours that enables one use digital content and devices.

Generally CBC aims at providing a conducive environment where learners become innovative and can explore their full potentials. The present study deals with the teachers cognitions and thus very crucial in the implementation of CBC in secondary schools. Teachers are the implementers of the current curriculum and their cognitions about the stated skills and competencies is quite fundamental if learners are to get a

fair deal. Acquisition of digital literacy by learners for instance, depends on how well a teacher has mastered the skills of using digital devices. The current study on Teacher cognition on IM use will help divulge the level of preparedness of the teachers to meet the objectives of CBC curriculum. This is because teachers' beliefs thoughts and perceptions on CBC will by no means impact on the execution and general efficacy of the programme.

Kenya vision 2030 and sessional paper number 2 of 2015 puts a lot of emphasis on science and technology. The Basic Education Curriculum Reforms (BECR) aims at enabling every Kenyan become engaged, empowered and ethical citizen by providing them with world class standard knowledge and skills that will make them relevant in the twenty first century. This is done through excellent teaching, school context and resources (KICD, 2017). The current study looks at teachers' cognitions on IM in English language pedagogy hence an important venture in the understanding and execution of CBC. For teachers to undertake this noble task, they need to be prepared through teacher education programmes.

Teacher Education is defined as the procedures set by educational institutions to prepare teachers who will directly or indirectly engage in educational activity for life (Shiundu and Omulando, 1992). Similarly, Mwaka, Nabwire and Musamas, (2014) define teacher education as procedures and policies designed to equip teachers with knowledge, attitudes, values and skills that will enable them carry out their tasks effectively in the classroom, school and community at large.

In the Kenyan context, some of the specific national goals of teacher education as outlined by the Ministry of Education (1987) include: to develop the ability to communicate effectively, to develop professional attitudes and values, to develop in

teachers the ability to identify and develop the education needs of the learner, to create and initiate a sense of professional commitment and excellence in education and to enable the teacher to adapt to the environment and society. To actualize these objectives, the study on teacher cognition will play a great role by providing information on teacher thinking, beliefs, knowledge, attitudes and perceptions that teachers bring into their training. The way teachers receive and internalize these objectives largely depend on their prior cognitions about the teaching profession. Initial teacher training should thus incorporate teachers' cognitions into their training programs so as to ensure their efficacy.

In the same vein, United Nations Sustainable Development Goals (SDGs) (goal number four) on education targets to achieve inclusive and equitable quality education for all and promote lifelong opportunities by 2030. It reaffirms the belief that education is the most powerful and proven vehicle for sustainable development. The goal further ensures that all girls and boys complete free, equitable and quality education leading to relevant effective learning outcomes. It also seeks to ensure that learners acquire the knowledge and skills needed to promote sustainable development among them promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity. To attain these skills, the global goal on education seeks to ensure increase in the supply of qualified teachers including through cooperation of teacher training in developing countries. It also aims at giving scholarships for higher education and vocational training especially in science and technology.

For all these to be achieved, the teacher who is the arbiter of knowledge takes the centre stage. The current study on teacher cognition will thus be quite crucial because

the actualization of the global goals on education will largely depend on how a teacher perceives these goals and the relevant skills needed to disseminate the required knowledge. Teacher Education institutions should thus incorporate teacher cognition in their training programs in order to capture teachers' beliefs, attitudes, perceptions, metaphors and align them to the attainment of the SDGs.

The objectives for teaching English in secondary school curriculum are derived from the national goals of education. Here I will mention a few but the whole list of these objectives is given in the literature review section of the study. At the end of the course, the learner should be able to: speak accurately, fluently, confidently and appropriately in a variety of contexts; appreciate and respect own as well as other peoples cultures; and think creatively and critically. To attain these objectives, the teacher who is the implementer should be well prepared to undertake the task. The current study thus comes in handy as it brings to the fore the teachers' cognitions on the stated objectives, and this will determine effectiveness of the instructional process.

One way in which the teaching of English language can be enhanced is by the use of instructional media. Instructional media provide the sound basis on which concepts and ideas can be concretized and hence make them easy for learners to grasp. As stated in the background to the study, teacher education curriculum in Kenya provides language teachers with knowledge about implementation of secondary school language curriculum, according to the national goals of education of teaching the subject. Student teachers are also taken through educational media and micro-teaching where they are taught how to design and use IM (Manyasi, 2012).

Instructional media are the teaching aids that can be used to achieve the set objectives be it affective, cognitive or psychomotor. Instructional resources can be made by both

the teacher and the learner or commercially designed but adopted by the teacher to the specific content. Azikiwe (2007) citing (Reiser and Dick, 1996) states that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well as newer materials such as CD-ROMs, the internet, and interactive video conferencing

According to Azikiwe (2007) instructional media covers whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. They are information carriers designed specifically to fulfill objectives in a teaching and learning situation. Syomwene (2017) outlines the importance of IM /technology which include, improving the degree of mastery of content, making instruction more interesting and exciting and creating motivation among learners.

For the purpose of this study, IM is defined as the teaching aids and materials that a teacher uses to enhance instruction of English language in the classroom. Specifically, the study focused on the resources and aids available to the English language teachers in their specific contexts. In this case, researcher considered materials based on both conventional and new teaching technologies. My definition of media was guided by Martini model Vanbuel (1998) as presented in (Mwaka, Nabwire and Musamas, 2014).

Table 1.2: Any Time, Any place Model of Learning: The Martini Model

SYNCHRONOUS			
	Same time same place Chalkboard Overhead projector Slides Text Video and audio tapes	**Same time different place** Educational TV Video conferencing Audio conferencing Computer mediated Communication Satellite seminars/keynotes	
LOCAL	Resource-based learning Multimedia CD ROM Computer aided Learning Texts, simulations Video and audio tapes **Different Time same Place**	Internet and WWW Electronic mail Video streaming Video on Demand (VOP) Virtual learning laboratory **Different Time Different Place**	**REMOTE**
ASYNCHRONOUS			

Source: Vanbuel, (1998) in Mwaka (2014)

Although all the above resources and materials identified in the model may not be available in schools; the study centered on those that are within reach of the individual case sample. It is important to note that the use of media in language does not take place in a vacuum. In this regard, an exploration of the contextual factors that obtain in the research area and that influence the teachers' use of IM was done.

Instructional media mediates leaning by making it easy to understand abstract concepts. The effectiveness of using any of the media resources largely depends on the cognition of the individual teachers. This study thus sought to determine the connection between teachers' cognition and the use of IM in ELT and how these influenced classroom practice. Having given background information the next section states the problem that triggered the study.

1.3 Statement of the Problem

English language plays a significant role in the secondary school curriculum in Kenya. Besides being an official language, it is the subject of examination and it serves as a medium through which other subjects are taught. It is the language of globalization and its instruction is of paramount significance. However, there have been complaints from different quotas with regard to the teaching of English language at all levels of education. The Kenya National examination Council has raised this concern severally while commenting on Kenya Certificate of Secondary Education (K.C.S.E) results**.** The Kenya National Examination report (KNEC, 2019) for instance indicates that there is poor performance of students in English language. The mean scores for the four consecutive years have been below average: (2015) 24.40; (2016) 22.03: (2017) 22.57 and (2018) 22.27; percent. This trend has rather been persistent and in 2016 for instance, the performance in English nationally was quite dismal with thirty three thousand candidates scoring grade E. The situation in West Pokot County, like in other parts of the country, is not any better. The performances in English has been very low. For the four years running for instance, percentage mean scores were as follows: (2015) 21.00; (2016) 23.13; (2017) 21.53 and (2018) 24.56; percent which is far below the   expected 50% average score. Being a marginalized county, the trend is worrying and may continue if interventions are not put in place. It is this state of affairs that prompted the researcher to investigate how classroom instruction is undertaken particularly with regard to teacher cognition and instructional media use in the said county in order to improve general performance In English language.

The KNEC report (2019) further stated that the KCSE results reveal that learners display low mastery of language hence, they give scanty responses. Students were only good at recall and comprehension questions and there was no reference beyond

application or critical thinking. Consequently, students joining universities are unable to communicate well in English and their placement into the job market becomes a problem. This in turn will hinder the attainment of vision 2030 and the Sustainable Development Goals (SDGs) no.4 on education which aims at equipping learners with knowledge and skills that promote sustainable development. Thus, there is need to prepare teachers for this noble task and the current study may provide a road map through which teacher preparation, and development of relevant instructional resources can be anchored on.

Although several studies have been undertaken on the effectiveness of IM in ELT in Kenya for instance, Cheboi and Naliaka (2020); Wamalwa and Wamalwa (2014); Ngure .et. al. (2014) and Okari (2011), few of these studies are tied to the concept teacher cognition. The current study therefore sought to bring in the component of teacher cognition and establish how teachers' cognitions influence the use of IM in the language classroom and thus bridge the gap in English Language pedagogy.

1.4 Purpose of the Study

The purpose of this study was to investigate teachers' cognitions on use of instructional media in English language pedagogy in secondary schools in west Pokot County in Kenya.

1.5 Objectives of the study

This study interrogates the teachers' cognitions and how this informs their decisions on the use of IM in ELT contexts. To respond to this question necessitates research and thus the following research objectives were formulated to guide the study:

1. To establish the teachers' commonly held cognitions on use of instructional media in English language pedagogy.

2. To explore the determinants of teachers' cognitions on use of instructional media in   English Language Pedagogy.

3. To analyze the influence of contextual factors on teachers' cognitions on instructional   media use in English language pedagogy.

4. To synthesize how the teachers' cognitions on instructional media use manifest in their classroom pedagogical practices.

From the research objectives above, the research questions were derived to give direction to the study.

1.6 Research Questions

1. What are teachers' commonly held cognitions on use of instructional media in English language pedagogy?

2. What are the determinants of teachers' cognitions on use of instructional media in English language pedagogy?

3. How do the contextual factors influence the teachers' cognitions on use of instructional media in English language pedagogy?

4. How do teachers' cognitions on instructional media, in English language pedagogy manifest in their classroom pedagogical practice?

1.7 Significance of the Study

The study provides an insight into teacher's beliefs, attitudes, experiences, knowledge and skills on the use of IM. The findings of the study offer information on teachers' thoughts, perceptions and beliefs on IM use, which can be incorporated in the training programs for teachers. Teacher education programs may use the findings as a basis for developing programs that enhance teachers' quality and effectiveness. This will in turn ensure successful teaching of English language in schools and hence the

attainment of the objectives of educational component of SDGs. In addition, school administrators may utilize the findings of the study to ensure provision and utilization of relevant instructional media in schools.

Assessments of teachers own beliefs about the use of instructional medial will enable them to reflect on their classroom practices and make informed choices as regards instructional media use. The information on teachers' cognitions on instructional media use will be useful to Teacher Education institutions for they can utilize it when preparing curriculum for English language teachers. Additionally, the findings of the study will be relevant to other researchers in the same field as they can undertake similar studies in other settings. Having given the significance of the study, the next section discusses the justification.

1.8 Justification of the Study

A researcher must justify a study beyond reasonable doubt. This study is justified based on the following standpoints. Researches in language teaching indicate that teachers may not effectively utilize instructional media in their language lessons. Although there has been massive research on English Language teaching (ELT), there is still an outcry from various quarters on teachers not being effective in their work. One of the areas that has received a lot of attention is studies on learners' performance. The area of teacher cognition though recognized in many ELT contexts, much of such studies were done in foreign contexts and among native speakers of English. Very little has been done regarding such studies in East Africa. Although a few studies in Kenya have delved into teacher cognition in language teaching but little has been done to link teacher cognition to the use of instructional media in language classrooms.

The study recognizes the fact that teachers are an important component in Language teaching process. Therefore, understanding their beliefs, knowledge about teaching and use of instructional media is crucial in any instructional process, if the learning objectives are to be attained. The study will also guide both in-service and pre-service teachers to make informed choices on use of instructional media. The study will further raise awareness about teachers' knowledge on the use of Instructional media and to understand the challenges in teaching language particularly on the availability and use of instructional media. Having looked at the justification of the study, I now move to the next section where I discuss the scope of the study.

1.9 Scope of the study

Scope refers to boundaries or limits of the study in terms of content, sample and geographical spread. Mutai (2000), comments that delimitations are a fundamental part of the design process. It sets the boundaries and directs the reader on what will be included and what will not be included in the study. It also enables the researcher to remain focused in the study. The paragraphs that follows discusses the scope of the study in terms of the content, geographical coverage and methodological scope.

The **content scope** highlights the boundaries of the study in light of the research questions/objectives. The first research objective /question sought to establish the teachers' cognitions on use of IM in Pedagogy (ELP). Under this, the researcher studied teachers' beliefs, thoughts, knowledge, experiences, perceptions and attitudes on the use of IM in ELP. The second research question was to identify the determinants of teachers' cognitions on IM in ELP. Here the researcher sought to establish the factors that determine the teachers' cognitions on IM in ELP. Factors

such as training, schooling, teaching experience, professional development and personal interests were considered. The third research question was to determine how contextual factors influenced teachers' cognitions on IM in ELP. In this question, factors such as school type, institutional support, availability of IM, interaction with colleagues, learners, workload, mode of evaluation and the syllabus were considered. The fourth research question sought to establish how the teachers' cognitions in IM in Pedagody manifest in their classroom pedagogical practices. The research question covered instructional planning (preparation of relevant documents and IM) lesson development, student-teacher interaction, student-student interaction and student interaction with IM. Having looked at the content scope, in the next paragraph, the study gives a brief account of the contextual scope.

 Contextual scope refers to specific location in which the study was carried out. This includes the targeted county, the schools and the specific respondents who were involved in the study. Geographically, the study was undertaken in west Pokot County of Kenya. The county's capital and largest town is Kapenguria. The county is made up of four sub-counties namely: Pokot West, Pokot North and Pokot Central. The study targeted secondary school teachers of English in the study area. Specifically, the participants were drawn from selected secondary schools in the county. Fifteen schools categorized as: National, Extra County, County and Sub- county schools were used for the study.

Methodological scope gives the boundaries of the study in terms of the sampling procedures used, research participants, the research instruments used, the research approach adopted and the research activities undertaken. The respondents (TOEs and HODs) were drawn from selected secondary schools in the study area. Stratified

sampling was used to categorize schools as: National, Extra County, County and sub-schools. One national school was selected purposively. Extra County, County and sub- county schools were selected using simple random sampling; to obtain the representative sample of three, six and five schools respectively. From each school the sample was selected using purposive as well as convenient sampling methods to ensure that they had relevant information that benefited the study. Two teachers of English, and one head of department languages (English) from each school giving a total of forty (45) participants took part in the study. Interviews, participant observation and document analysis were engaged for data collection. A pilot study was conducted in three schools in Uasin Gishu County to pre -test the research tools. The research activities undertaken included: data collection, data analysis and reporting. Data analysis involved pre- coding, first phase coding, second phase coding and third phase coding as outlined by (Mafalopulos, 2008). The report was presented in form of themes that answer the research questions. This was done with due regard to trustworthiness and ethical consideration in research as stated by (Mason, 2002). The study adopted the qualitative research approach as preferred by Nsumbuga and Katamba (2013) who assert that qualitative approach studies take place in a natural setting and should not be viewed as subordinate to statistical quantitative.

1.10 Limitations of the study

Limitations refer to the challenges anticipated or faced by the researcher. They are the limiting conditions or restrictive weaknesses that are beyond the control of the researcher and may place restrictions on the conclusions of the study and their application to other situations (Mutai, 2000). Being a case study, the study limited itself to the qualitative research approach only despite my awareness of other research approaches namely quantitative and mixed methods. The study on Teacher cognition

is based on mental constructs such as knowledge, beliefs and perceptions hence can best be studied qualitatively. Data was analyzed thematically and presented in narrative form thus the quantitative data analysis procedures were not utilized. Three techniques were used to collect data: interviews, participant observation and document analysis.

The study was limited to a few cases despite the large population from which the sample is obtained. This was so because of detailed nature of qualitative studies that are quite involving. Case study although viewed as potential limitation to the study, Jwan and Ong'ondo (2011) comment that it involves in-depth observation of individual cases hence rich and detailed data.

1.11 Assumptions of the study

The study is based on the assumption that English language teachers in the study area have relevant skills on the use of IM in English language pedagogy; that they have long held cognitions about the use of IM in ELP and that these cognitions manifest in their classroom pedagogical practices.

1.12 Theoretical Framework

A theory as defined by Kerlinger (1979) cited by Creswell (2009) is a set of interrelated constructs (variables), definitions and suggestions that present a logical view of phenomenon by stipulating relations among variables, in a bid to explaining natural occurrences. A theory may be used in a research study as an argument or as a justification to help explain or predict phenomena (Creswell 2009). A theory specifies how and why the variables are interrelated. According to them a theory would provide the explanation or the prediction why an independent variable X influences a dependent variable Y.

This research study, adopted the pattern theory as explained by Creswell (2009) where the theory explains the relationship existing between variables with a view of making analogies. For the current study, Vygotsky's Social Learning theory was used to explain the relationship between the study variables. This is done in the section that follow.

1.13 Vygotsky's Social Learning Theory

The study was guided by **Vygotsky's (1978) social learning theory** as explained by Galoway (2001). Vygotsky's theory has received remarkable consideration in research and theory in developmental cognition for many years, particularly what has become known as social development theory. Vygotsky's theory stresses on the fundamental role of social interaction in the development of cognition as he believed strongly that community plays a central role in the process of 'making meaning'. As opposed to Piaget's idea that children's development must necessarily precede their learning, Vygotsky maintained, that 'learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function' (Vygotsky, 1978).

According to this theory, social learning tends to precede development. The main principles of Vygotsky's work are the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD). The MKO refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept (Morris, 2011).

According to Vygotsky, the concept of ZPD is defined as: 'the distance between the actual development level as regulated by independent problem solving and the level

of potential development as determined though problem solving under adult guidance or in collaboration with more capable peers.' (1978).

Vygotsky's theory of social interaction plays a fundamental role in the development of cognition. According to him, every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). Vygotsky argues that optimal development occurs in a social setting. Since humans are social beings, they should not be alienated from their socio-cultural contexts and life experience.

Vygotsky (ibid), asserts that children engage as individuals in social interactions between themselves and peers or more experienced members of the same culture. They then consciously become unique through three levels of regulation in interaction known as object regulation, other regulation, and self-regulation.

Object regulation, refers to the process in which a person is controlled directly by environment and his/her attention is fixed on objects that dominate cognition then. During this stage, people are not able to exert control over the environment, instead the environment influences them. The second stage is other regulation where a person is regulated by a more knowledgeable or experienced person (e.g. adult, peer, and teacher) in the shared social activity. At this stage, people are able to carry out some tasks with assistance from a parent, teacher, or more capable peer.

Although Vygotsky's theory basically dealt with learner learning, it can also be extended to teacher education, and classroom instructional processes. Consequently it can be used to explain major tenets of the current study. The study focuses on

teachers' cognitions on the use of IM in ELP. The concept MKO clearly explains the first and the second research questions of the study i.e. what are the teachers' cognitions on IM in ELT? What are determinants of teacher cognitions in IM in ELT? Teachers' cognitions develop over time through their schooling, training and experience. In the process, teachers interact with more knowledgeable others such as teachers, tutors, lectures and peers who influence their beliefs, knowledge and thought process on instructional procedures. The study revealed that the novice teachers are greatly influenced by MKO, in this case the long service teachers as regards the use of IM and as a result the already formed beliefs may be altered.

Vygotsky's concept of self- regulation best explains the forth objective of the study. That is how teachers' cognitions interact with their classroom pedagogical practices. Teachers make choices as they carry out their classroom pedagogical processes. Although the training institutions orient teachers in a given way and expect them to display these protocols in their classroom endeavors, teachers will always make choices that suit their unique contexts.

 This opinion may be extended to teacher beliefs about the use of IM. Teachers come to teacher education institutions with beliefs already developed in their schooling years and no matter what they are imparted with by the teacher educators, some of the beliefs they hold about certain aspects of ELT will still be carried into classroom. Teacher educators should thus ensure that they do an assessment of teacher trainees' prior knowledge, beliefs, thoughts and attitudes and see how the teacher education programs can be modeled to develop, improve or correct these cognitions.

 Teaches are also other regulated by colleagues, their teachers in primary and secondary school, and their lecturers/tutors in teacher Education institutions. Most

teachers in the study explained how their current perceptions on IM and the way they handle their lessons is traceable to what they saw their teachers/lecturers do

 The notion of object regulation best explains the third research question of the study that is: how do contextual factors influence teachers' cognitions on IM in ELP? Object regulation explains how the environment, in this case, contextual factors such as the school type, administrative support, availability of IM, the syllabus and mode of evaluation inform the teachers' cognitions on IM use. Teachers- especially the novice teachers- are forced to work with what the specific context offers.

The concept of ZPD is applicable in the current study in the sense that language teachers go through teacher education/ training programs under the tutelage of Language Educators who according to Vgotsky's theory are the more knowledgeable others. Before they join the profession as qualified teachers, they go for practicum where they apply in the classroom setting, what they learnt theoretically in the Teacher Education institutions. It is during this stage that the student teacher is expected to attain independency before actual teaching. This is what I would call ZPD. Teacher educators should therefore ensure that student teachers develop the necessary skills and attitudes in language teaching before they are send to the field.

Vygotsky's conception of mediation also contributes to the understanding of the use instructional media in language teaching and learning. According to him, all human activity is mediated by tools or signs. Teaching and learning is a human action and instructional media and language itself are the tools with which this exploit is accomplished.

These ideas have implications for the current study as it explains the relevance of the utilization of IM in ELP. In this case, the schools may provide the necessary instructional resources but teachers and students, may perceive and utilize them differently based on diverse educational contexts. Having looked at the theoretical framework, the next section discusses the conceptual framework.

1.14 Conceptual Framework

A conceptual framework is a scheme of concepts or variables which the researcher will operationalize in order to achieve objectives. (Nsubuga & Katamba, 2013) It is also seen as diagrammatic presentation of the theory. The theory is presented as a model where research variables and the relationship between themes translated into a visual picture to illustrate the interconnections between independent, extraneous and dependent variables. In this study, the conceptual framework (Fig1.3) shows the relationship between teacher cognition and IM use in English language pedagogy. The diagram indicates that teacher cognition elements such as beliefs, knowledge and skills, conceptions, experiences, thoughts and training influence the way teachers use IM their language classrooms. Their classroom practices in turn influence teachers' cognitions on IM use. The framework in (Fig 1.3) is a modification of Borg's 2006 model of Teacher cognition and language teaching in chapter two (Fig 2.1).

Figure 1.1: Conceptual framework on teacher cognition on instructional media in ELP

Independent Variables   **Dependent variable**
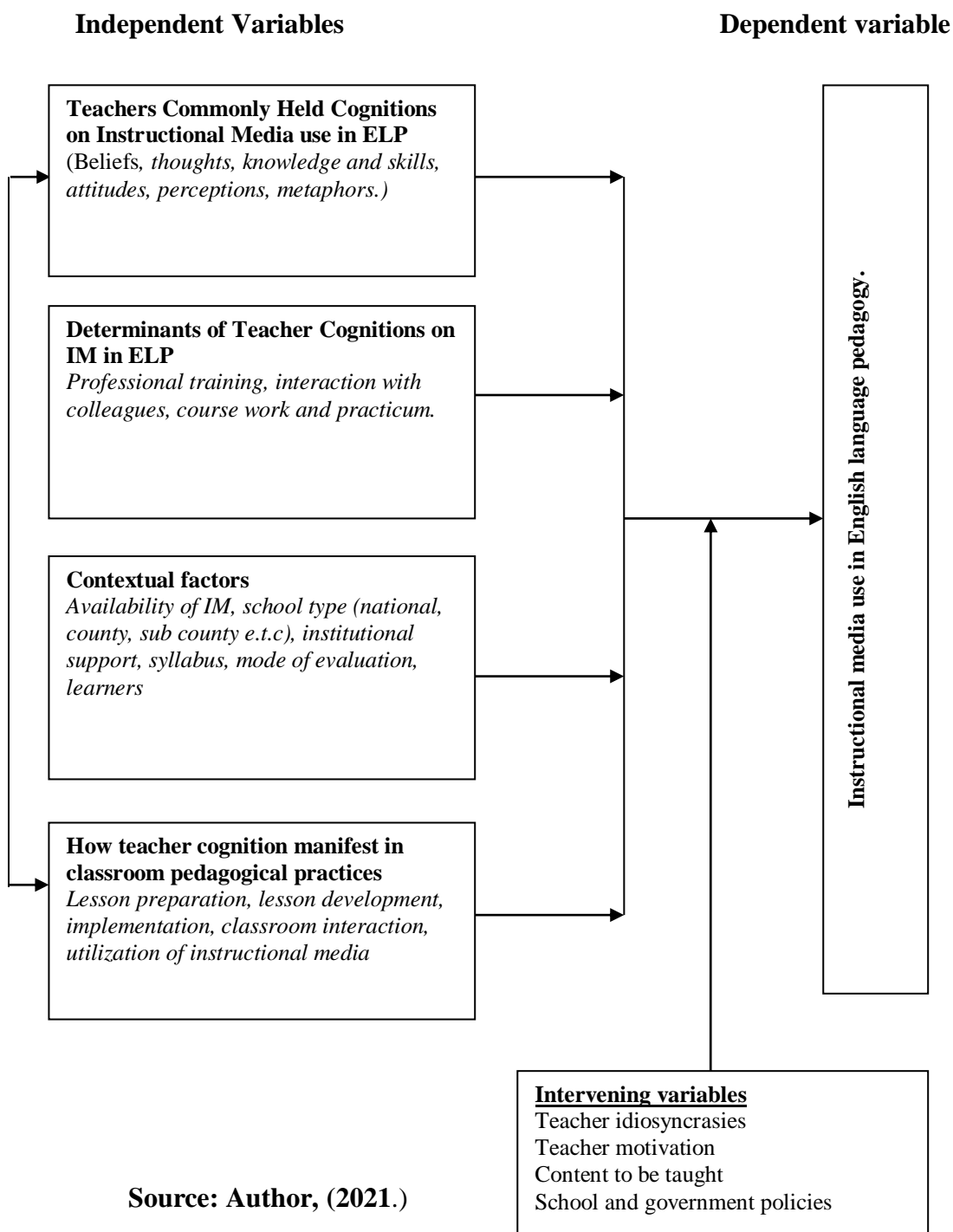
Source: Author, (2021.)

1.15 Operational definition of terms

Classroom pedagogical practices: These are the teaching learning activities that take place in the classroom

Contextual factors: these refer to the factors within and without the school that influence how the teachers carry out instruction

Determinants: Factors such as university education and teacher training, schooling that shape teachers' cognitions on instructional media use.

English language teaching: English Language Teaching is the teaching of English to students whose first language is not English.

In-service teacher: Teachers who have undergone training and serving in schools

Institutional Expectations: What the particular school expects a teacher to do as far as the use of instructional media in English language teaching is concerned.

Instructional media: They are materials and physical means a teacher uses to implement instruction and achieve instructional objectives e.g. charts, chalkboards/ whiteboards, slides, overheads, computers, real objects, videotapes, film, audiotapes, computers, CD-ROMS, DVDs among others.

Teacher cognition: In this study, teacher cognition encompass beliefs, knowledge, skills attitudes, perceptions, assumptions, conceptions and views teachers hold about the English teaching and learning and factors related to their classroom practices.

Teacher knowledge and skills: This refers to the expertise teachers have on the use of instructional media which include selection, development and utilization of these resources.

Teacher beliefs: these are the judgments or propositions teachers make regarding the use of instructional media in English language pedagogy.

Teacher experience: This refers to the instructional benefits teachers have accumulated over the years in their teaching career

Teacher training: It is the impartation and acquisition of teaching skills in teacher education institutions.

Teaching experience: The number of years a teacher has served

Pedagogy: Pedagogy is the art and science of teaching.

1.16 Chapter Summary

In this chapter, the study has explored the background to the study which encompasses the definitions of teacher cognition, instructional media and ELT. I have also given a brief explanation on the use of instructional media in ELT. Other areas covered in the section are statement of the problem, research questions, scope, limitations, justification and significance of the study, theoretical framework and the conceptual framework. The next chapter present a review of literature related to the study

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Review of literature is crucial in any research study. Literature review is the synthesis and analysis of the relevant published work linked to one's own purpose and rationale. The purpose of literature review according to Mutai (2000) helps to sharpen and define understanding of reader's awareness of the current status of the issue. Nsubuga and Katamba (2013) highlight five major purposes of literature review which are: to define and limit the problem being worked on, to place the study in an historical perspective, to avoid unnecessary duplication, to evaluate viable research methods and to relate the study findings to previous knowledge and suggest further research.

In this section therefore, the researcher reviewed literature related to the study with the aim of identifying the knowledge gap in the existing literature. The literature reviewed is organized under the following sub themes. The origin of the concept teacher cognition and its core tenets; TC and classroom practice, TC and teacher education, TC in context, TC and experience, English language teaching (ELT) in Kenya, , instructional media in ELT, teachers' attitudes on the use of IM in ELT and issues in ELT. The study also explored related studies in a bid to identify the knowledge gap which the study seeks to address.

2.2 Teacher Cognition

2.2.1 The Origin of Teacher Cognition

The dominant view of teaching in the 1970s was that learning was seen to be a product of teaching, and teaching was conceived of as behaviour performed by

teachers in class. However, cognitive psychology held a contrary view by highlighting the influence of thinking on behaviour. This thus suggested that in order to understand teachers, one should understand their mental lives rather than focus on behaviour (Borg, 2006). Increasing recognition of the active role played by teachers in shaping the educational process resulted to examining kinds of decisions teachers made, and the cognitive basis of this also emerged as a serious area of research.

Limitations of a concern for quantifying discrete teacher behaviors and the search for generalizable models of teacher effectiveness which has long characterized research in language teaching, 'as an alternative study of teaching which examined individual teachers work and cognition in a more holistic and qualitative manner began' (Borg, 2006). Early works reflecting this tradition comprised accounts of classrooms which showed complexities and demands of teaching and the manner in which teachers coped with those challenges. One of the first studies on the description and understanding teachers' mental constructs was Peterson 1986. In 1975 the National Institute of Education in the United States organized a conference to define on agenda for research in teaching. Among other outcomes of the conference, one group which focused on teaching as clinical information process argued that:

> It is obvious that what teachers do is directed in no small measure by what they think…to the extent that, observed or intended teacher behaviour is 'thoughtless' it makes no use of the human teachers' most unique attributes. In so doing, it becomes mechanical and might well be done by a machine. If, however, teaching is done and, in all likelihood will continue to be done by human teachers, the question of relationship between thought and action becomes crucial. (National Institute of Education, 1973:1 in Borg, 2006:6)

The findings of this report initiated a tradition of research into teacher cognition. It was argued that in order to understand teachers, research needed to study the psychological processes through which teachers make sense of their work (Borg,

2006). He adds that, teaching was no longer being viewed in terms of behaviour but as thoughtful behaviour; and teachers were not seen as mechanical tools of external prescriptions but active thinking decision makers who processed and made sense of diverse range of information in the course of their work (Borg, 2006).

In 1980s and 1990s there was a shift in studies of teacher cognition from the psychological perspective to teacher education. Generally studies in this era viewed teachers as active information processors who plan, make judgment, make decisions and take actions that influence their behaviour (Clark and Yinder, 1977 in Borg, 2006). Stern (1981) provides two justifications for examining teachers' mental activities: one is that behavioural model of teaching by not accounting for teachers' cognition is conceptually incomplete. Second, justification posited that research linking intensions and behaviour can inform TE and implementation of educational innovations. Recognition of the two-way interaction between thinking and classroom practice was a milestone in the development of studies on T.C. In the same vain, Halkes and Oslon (1984) cited by Borg (2006) argue that 'from a teacher thinking perspective, what happens in the classroom is shaped by teachers' school related knowledge and how teachers cope with complexities of the teaching learning process.'

In the 1990s, studies on cognition focused on knowledge beliefs and learning to teach. Cater (1990) identifies three categories of teachers' knowledge: teachers' decision making, teachers' practical knowledge (personal and classroom knowledge) and pedagogical content knowledge. Cater (1990) gives a summary of the differences in thinking between novice and experts. He asserts that expert teachers as opposed to novices draw on richly elaborate knowledge structures derived from class experience

to understand teaching tasks and interpret classroom events. Expert teachers know the common forms of activities academic assignments forms of activities and classroom occurrences. They are familiar with typical behaviour interactions and situations associated with such events. This event structured knowledge appears to help experts make highly accurate predictions about what might happen in the classroom (Carter, 1990).

Another notable personality in the field of TC is by Pajares (1992) who made a significant contribution on the study of teacher beliefs. He defines belief as individual judgment of the truth or falsity of a proposition, a judgment that can only be inferred from collective understanding of what human beings say intend and do (Pajares, 1992). A review of the origin of teacher cognition is important in the current study because it sheds light on what teacher cognition is and also helps the researcher situate the study within the broader field of cognition in ELT. The current study looks at cognition and   English Language pedagogy particularly the use of IM.

The study of teacher cognition as seen from its historical background is a complex one. This is because it examines a number of cognitive processes of different types; these include knowledge about language, knowledge about students and cognitions of beliefs, perceptions and attitudes all explored from within the context of teachers' classroom practices (Baker, 2011).

Borg (2006), as earlier stated in the introduction defines teacher cognition as 'the unobservable cognitive dimension of teaching, which is what teachers know, believe and think.' Educational research in the last 25 years has recognized the impact of teacher cognition on teachers' professional lives leading to substantial research in this field. Shulman (1986) contents that, the concept of teacher cognition is an intricate

one. In their study, they argue that although the terms teachers' knowledge and teachers' beliefs may be separated for the purpose of clarity, there is no clear cut distinction between them. This is because, in the teachers' mind, the components of knowledge, beliefs, conceptions and intuitions are inextricably intertwined. The complexity of teacher cognition is further heightened by the multiplicity of labels which have been used to describe it. Similar terms have also been defined in different ways and different terms have been used to describe similar concepts leading to ambiguity in terminology (Borg, 2003).

Baker (2011) citing Borg (2006) summarizes the several re-appearing notions that embody the core meaning of teacher cognition. These are: personal, practical tact, systematic and dynamic. Generally, teacher cognition can be characterized as a tacit personally held practical system of mental constructions held by teachers which are dynamic. Dynamic in the sense that, they are defined and refined on the basis of educational and professional experiences throughout teachers' lives. This implies that, teachers cognitions are personal but experience and classroom practice play a crucial role in shaping these cognitions.

In his earlier publication, Borg (2003) avers that teacher cognition is an inclusive term which embraces complexity of teachers' mental lives. Teachers make decisions about their work, and the studies on teacher cognition review what second language teachers hereafter (2LT) think, know or believe in relation to their work. One of the instructional decisions teachers have to make is the use of IM. The current study examine what teachers know, think and believe about the use of instructional media in ELT and how their cognitions influence how they use IM in their language lessons.

Having looked at the definition of TC, it is important to explore its core tenets in order to provide a clear understanding of the concept. The next section thus examines the core tenets of TC.

2.2.2 Components of Teacher Cognition

As earlier stated, the core components of teacher cognition are knowledge beliefs and thoughts. The next paragraphs explain each of the three components briefly.

i) Knowledge

Advanced Learners Dictionary defines knowledge as an organized body of information. It may also be viewed as the general awareness, consciousness or possession of information, facts ideas, truths or principles gain by experience or learning (Gathumbi & Masembe, 2005). Philosophers view knowledge as a kind of belief: a "justified true belief" a belief which one has good reason to belief and which is also true. In the field of education, knowledge is crucial in any instructional process. In Second Language teacher Cognition (L2TC), researchers ascribe to different models of teacher knowledge. One of the models commonly referred to is that of Shulman (1986, 1987). Baker (2011) citing Shulman (1987) distinguishes among seven categories of teacher knowledge which include:

- Subject matter content knowledge – (knowledge about language, KAL)

- General pedagogical knowledge- (general teaching methodology and techniques).

- Curriculum knowledge – knowledge about language program and relevant resources)

- Pedagogical content knowledge – knowledge about how to teach a particular subjects using illustrations and techniques.

- Knowledge of learners – (First Language(L1) backgrounds and student's motivation)

- Knowledge of educational contexts- (English as a second language, English as an international language and intensive English programs)

- Knowledge of educational ends- (purposes and values, and their philosophical and historical grounds)

Speaking of teacher knowledge, Wallace (1991) cited by Nathaniel (2007) maintains that, 'L2 teaching is so complex and demanding that teachers cannot just apply academic knowledge effortlessly while teaching'. He adds that, teachers make complex professional decisions every working day that cannot be explained only in terms of the conscious application of specific taught 'skills'. He postulates that 'in order to avoid making knowledge static, teachers need to reflect on academic knowledge and how it can be used to comprehend and used to develop teaching knowledge'. Thus, general academic knowledge does guide practice but teachers will be able to utilize such knowledge meaningfully if they reflect on it and balance it with their own experiential knowledge. Teachers bring their knowledge and beliefs into the teaching profession and this affects how they carry out instruction (Tsang, 2004; Holt-Reynolds, 1992).

Suwannasom (2010) avers that teachers are rational professionals who make choices in delicate and complex environments. Similarly, Murphy (2000) opines that the cognitive and affective components are often tacitly held and represent a complex interrelated system of personal and professional knowledge. Shulman (1987) suggests that teacher knowledge is comprises knowledge of subject matter and pedagogical content knowledge. This includes classroom strategies adopted in order to make

learning meaningful to a particular cadre of learners (Carter, 1990). Citing Elbz (1983).

Suwannasom (2010) concurs that teacher knowledge is made up of knowledge of self, subject matter, learning context, curriculum development and instruction. Important to note is the fact that, teachers attitudes, values and beliefs combine with experience and theoretical knowledge to guide their pedagogical practices Golombek (1998) Teaches' personal views /maxims develop from experience of teaching and learning, their teacher educational experience and their own personal beliefs and values.

The current study focuses on both pedagogical content knowledge which deals with how to teach a particular subject using appropriate examples, explanations, illustrations and techniques; and curriculum knowledge which covers knowledge about language program and relevant materials. Specifically, the study deals with the use of IM in English Language pedagogy hence the knowledge component is an important variable.

ii) Beliefs

Advanced Learners Dictionary, defines belief as a feeling that something is real and true or confidence and trust in something. Citing Harvey (1986), Zheng (2009) a belief system is a set of conceptual representation which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as guide to personal thought and action. Baker (2011) argues that the dividing line between belief and knowledge is quite unclear. In agreement with Pajares (1992), she points out that beliefs are rarely operationalized in research hence difficult to separate from knowledge. In light of this, belief can be defined as an

individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say intend and do.

The belief construct involves a host of complex interacting agents and understanding this complexity regarding teacher's beliefs demands going beyond mainstream L2 teaching /learning theories. In L2 belief literature, a number of labels are ascribed to the construct teacher beliefs. These include: teacher thinking, teacher cognition, hidden agendas, pedagogical knowledge, etc. Borg (2003) reviewed 64 L2 teacher belief studies and documented seventeen different teacher belief terminologies. From these studies it is commonly accepted that, L2 teachers acquire their beliefs about teaching through their life experiences in society, prior schooling, professional education and teaching experience. Teachers' beliefs, like all other beliefs, have both a cultural facet as well as personal one. Cultural beliefs that reflect views of the society the individual has been brought up in form a ground from which the individual constructs other beliefs (Ci & Zeng, 2020). This implies that, L2 teachers' prior learning contexts play a central role in shaping their beliefs and therefore their instructional processes.

It is observed by Borg (2003), that research in teacher beliefs indicate that teachers' prior experiences as learners inform their pedagogical beliefs and influence their teaching experiences throughout their careers. He asserts, (after observing studies by Peacock (2001); Cabaroglu and Roberts (2000); MacDonald, Badger and White 2001), that effective teacher training need to take into account, student teachers' prior beliefs and use them in shaping their classroom practices and behaviours. This is because as, observed by William and Burden(1997), teachers deep-rooted beliefs

about language learning would influence their instructional activities more than a particular methodology they learnt during their teacher education programs.

In a conversation with Borg, Birello & Civera (2014) points out that beliefs present challenges because they are not observable. He argues that we can observe behaviour but we cannot see what teacher's belief. He adds that a major challenge in the study of belief is that of methodology. The only way the beliefs can be elicited is by asking teachers to say their beliefs or to produce work in which beliefs can be implied. He distinguishes between two types of beliefs: core beliefs and peripheral beliefs. Core beliefs are stable and powerful in what we do while peripheral beliefs are less stable and we are less committed to them and they may be compromised in case of tension between the core belief and peripheral. The purpose of research is therefore to understand how different subsets of beliefs work and coexist; and the goal of teacher education is to help teachers become aware of this situation and thus improve the quality of teaching. Teacher educational beliefs include understanding the proposition about education that underlie 'planning, decision making and classroom practices which comprises rules opinions, values and expectations that develop over time through teacher career experience (Kegan & Robinson; 2004). Woods (1996) notes that teachers may report their according to what they belief to be the current narrative and not their long held beliefs which shape their classroom practices.

There are a number of issues associated with ELT. There are beliefs about the learners and learning, beliefs about instructional materials and beliefs about different aspects of language learning (Phipps and Borg 2003). In this study, I will focus on beliefs about the use of IM in ELT and how this influences the overall instructional process. I discuss third component of teacher cognition hereafter.

iii) Thoughts

From Borg's definition of teacher cognition as the unobservable cognitive dimension of teaching that is what people know believe and think, we get our third component of TC: thoughts. Teachers are regarded as active thinking decision-makers who make instructional choices based on their knowledge, thoughts and beliefs (Borg, 2003). This assertion implies that teachers have their own opinions about L_2 teaching which guide their instructional procedures. Lynch (1990) cited by Fukami argues that teachers make tactical decisions to adopt a particular classroom procedure which is 'entwined in their mental script'.

The impression created here is that, although language teachers may be inducted through teacher education programs where they are taken through methodology and content knowledge, they modify their pedagogical activities in the light of the contexts in which they are in. This is because contextual factors hinder or facilitate the kinds of decisions teachers are able to make (Borg, 2003). The thinking, planning and decision making of teachers constitute a large part of psychological context of teaching. It is within confines of context that curriculum is interpreted and acted upon. Teacher behavior is essentially determined by teachers' mental lives.

 In the current study, the thought component is very crucial because it will suggest the decisions and choices teacher's makes as regards instructional media use in ELT. Having looked at the components of teacher cognition, in the next section TC research in relation to teacher Education and classroom practice is discussed.

2.3 Teacher Cognition and Teacher Education

The issue of TC is central to understanding and investigating assumptions and hypothesis about SLTE because it focuses on what knowledge teachers use, how they acquire such knowledge and how they use it. Emotional processing and individual values influence these processes and must be included into any construct of TC (Nathaniel, 2007). Studies indicate that knowledge transfer from SLTE programs to L2 teaching in very difficult and problematic and language teachers find it very challenging to use academic knowledge or theoretical principals in their practice.

Generally humans tend to have a challenge taking knowledge gained from one activity and using it in another and will even resist knowledge they already possess. Transfer seems only to occur when learning activities (SLTE activities) are similar to target activities (L2 teaching activities) at both surface and structural levels. However, when activities are different, transfer occurs rarely. A good possible reason for lack of transfer of knowledge from SLTE programs to language teaching is that teachers do not acquire enough implicit knowledge about teaching in SLTE programs. SLTE programs should thus help student teachers acquire implicit knowledge for teaching.

This reinforces the findings from research on the importance of similarity between SLTE activities and activities L2 teachers engage in. Evidence suggests that practicing specific knowledge is central to competence and expertise in any kind of human activity because such knowledge is cognitively efficient (Nathaniel, 2007). Generally, teachers' decisions are based on factors specific to their contexts and students and not on general principles. Practice -specific implicit knowledge is acquired when participating in activities in which detailed context and teaching specific information is available and necessary for participating in an activity (Larsen-

Freeman, 1983). The purpose of teacher education should be to enable language teachers to make informed choices in their work. The process of education is a process of preparing people to make choices and making informed choices is what teaching is all about (Malderez, 2009; Larsen-Freeman, 2000). LTE should therefore enable teachers to develop and improve their own ideas about language.

Teacher education programs both professional and pedagogical equip teachers with professional knowledge, subject matter knowledge, knowledge on teaching methods and knowledge on how students learn language (language learning theories) – parenthesis mine- which guide them in adjusting their beliefs (Hall, 2005). However, as Borg (2003) observes from the various studies he studied, the precise nature of impact of teacher education on trainees cognitions varied across studies and among different trainees in the same study. This may as well be attributed to personal idiosyncrasies which individual teacher trainees carry into the learning program.

Citing Ho and Giblin (1996) who studied five trainees in an introductory teacher training course in Hong Kong, Borg (2003) notes that although the five trainees had already internalized the discourse and meta-language of the course, the changes they registered were not homogenous. There was a discrepancy in the extent to which each of the trainees mastered the principles of the course with each interpreting the course uniquely based on 'their teaching experiences, their own beliefs and assumptions about themselves as teachers, teaching and learning' (p 89).

Although teacher education plays a significant role in shaping the student teachers' behaviours during practice, it does not alter significantly the cognitions they bring to the course (Arıoğul, 2007). This is further authenticated by Freeman's (1993), study

which presents the conceptions held by teachers during training as tensions defined as competing demands within their teaching. The implication here is that although some change in TC, is noted in teacher education programmes, there are patterns of teachers' activities which remain unaltered. A study by Peacock (2001) on the change of beliefs about L2 learning of 146 trainee teachers of teaching of English as a second language(TESOL) program do not however support the premise that trainees' beliefs are shaped by their pre-service methodology courses.

Basing on the various studies, Borg (2003) gives a summary of the key themes that emerge from research on TC and teacher education. The key issues of this summary are highlighted below.

1) The notion of variable outcomes and individual developmental pathways are crucial to understanding of the impact of teacher education on language teacher cognition.

2) The distinction between behavioural change and cognitive change during teacher training or as a result of teacher education and the relationship between the two is important to research on this area. Again, behavioural change does not imply cognitive change and the latter does not guarantee change of behaviour either.

3) Literature about the ineffectiveness of teacher education in changing trainees' cognitions focused on content of these cognitions but studies based on process and structure of cognitive development suggest significant changes.

4) Studies vary in what is considered to be evidence of cognition and cognitive change. Methods such as questionnaire responses, repertory grids and in-depth interview responses vary in the extent to which they capture content structure

and change processes of cognitive phenomena hence an issue for continuing methodological discussion.

In the same vein, Larsen- Freeman (2000) contends that teachers do not have legitimate choice to make if they can put only one option into practice. The language teacher needs to develop skills in the area of language, language teaching and classroom management culture and interpersonal communication.

Beliefs are "reliable predictors of teacher practices" (Sarova, 2007).Therefore, SLTE needs to provide academic knowledge to help teachers to change or gain better conceptions which can then be used for teaching (Johnson, 1999, MacDonald, Badger and White, 2001, Peacock, 2001 Richards &Lockhart 1994 Calderhead, 1999). In the same vein, Williams (1999), postulates that, both academics and personal theories can be realized in practice without mediation. Therefore changes in novice teachers' conceptions in SLTE would result in changes in teachers' practices. (MacDonald, Badger, 2001; Peacock 2001, Freeman, 2002).Considering teacher cognition in teacher education was necessary in my study because it helps to explain whether teacher education and training influence teachers' cognitions on the use of IM.

2.4 Teacher Cognition and Classroom Practice.

The classroom plays a significant role in the instructional process. It is in the classroom where the teachers' knowledge, beliefs, attitudes and procedures interact with the learners'. The success or failure of the teaching learning process depends on what goes on in the classroom. It is from this position that studies in mainstream educational research content that 'teacher cognition and classroom practice exist in a symbiotic relationship' (Kleinsasser, 1993).

Borg (2006) further posits that, teacher's cognitions shape language teacher's classroom practices. This is because teachers have instructional concerns, considerations, principles, maxims, pedagogical knowledge or beliefs that determine their classroom procedures. He notes that the personal practical knowledge perspective views teaching more holistically taking into account the role of effective moral and emotional factors in shaping teachers' classroom practices. Often times, teachers make cognitive decisions on the basis of what is going on in the classroom. The decision may be taken to ensure students' understanding and motivation as well as for instructional management reasons (Johnsons, 1992). Other factors that influence classroom practices include the pacing and timing of lessons, the quantity of teacher talk and the quality of their explanations and instructions (Nunan, 1992). Teachers also modify their lesson plans in the face of unexpected difficulties and the students experience in the event of planned activities (Richards, 1998).

Borg thus concludes that teacher' departures from their lesson plans should not be regarded as the shortcoming in their work. On the platform of teacher cognition research, such departures should be viewed as a result of interaction between teachers' pedagogical choices and their perception of the instructional context. An assessment of literature on cognition and classroom practice is crucial to the current study. Teachers' use of institutional media in ELT can only be assessed in classroom contexts; there is need therefore, to understand the classroom practice in order to explain what goes on in the classroom as regards instructional media use. It is on this same ground that I engage participant observation to generate data.

2.5 Teacher Cognition in Context

The context in which teachers work both psychological and environmental, influence what teachers do. Borg (1998 C) referring to several studies in educational literature asserts that;

> Teachers' practices are shaped by social, psychological and environmental realities of the school and classroom. Such factors include parents, principals' requirements, the school, society, curriculum mandates, classroom and school layout, school policies, colleagues, standardized tests and availability of resources (P. 94)

He further points out that such factors may deter language teachers from adopting their beliefs. Although teachers may be trained in the same institutions, Spada and Massey (1992) suggest that the differences they portray in their classroom practices may be attributed to the contextual factors of the school in which different teachers work. Contextual realities may also reduce learners' enthusiasm in the classroom. Teachers also diverge from methods of teaching they learnt in TE programs. This could be engendered by large classes, unmotivated students, examination pressures, a set syllabus, pressure to confirm from more experienced teachers, students limited proficiency in English, students' resistance to new ways of learning and heavy workloads (Richard, 1998). The teachers should be aware of the context in which they work for effective teaching to take place (Sharkey, 2004).

A study of contextual factors is necessary to the current study because, provision of, and utilization of instructional media in the classroom may be determined by such contextual factors as curriculum demands, government policies, school policies and examination pressures. The main question is how teachers' cognition influence instructional media use and the contextual factors are some of the variables that may deter or promote teachers' cognition with regard to the use IM in ELT.

2.6 Cognition and Experience

Teachers' experience is another component that influences what teacher do. Teachers cognitions are shaped by experiences teacher accumulate throughout their life (Borg, 2003). Nunan (1992) points out that experienced language teachers' decisions show great attention to language issues than those of less experienced teachers who are more concerned with classroom management. Experienced teachers also engage improvised teaching than inexperienced teachers Richards, (1998). This indicates that they are able to make decisions regarding instruction and make adjustments much easily than the novice teachers. Richards and Tang (1998) enlist four areas of language teaching in which novice teachers were less skilled at.

a) Thinking about the subject matter from learners perspective

b) Having a deep understanding of the subject matter

c) Knowing how to present subject matter appropriately

d) Knowing how to integrate language learning with greater curriculum goals

Teachers' experiences shed light on the development of teachers' cognitions on language teaching. The use of IM is one component of ELT and therefore it is interesting to study how IM use may be influenced by teachers' knowledge and how experience may intervene in shaping and reshaping teachers' knowledge with regard to IM use. The concept of Teacher Cognition can best be wrapped up by Borg's diagram on Teacher Cognition conceptual framework.

Figure 2.1: Teacher cognition in language teaching

Extensive experience of classrooms which defines early cognition and shapes teachers perception of initial training		May affect existing cognition although when unacknowledged, this may limit its impact

Schooling

Professional coursework

TEACHER COGNITION

Beliefs, knowledge, theories, attitudes, theories, assumptions, metaphors, conceptions, perspectives		About teaching, teacher, learning, students, subject matter, curricula, material, instructional activities, self

Contextual factors

Classroom practice including

Influence practice either by modifying cognitions or else directly, in which case incongruence between cognition and practice may		Defined by the interaction of cognition and contextual factors. In turn, classroom experience influences cognitions unconsciously and/ or through

Source: Borg (2003)

2.7 English Language Teaching/Pedagogy

In discussing English language pedagogy, it is necessary that I explain what teaching entails; since this is the umbrella within which ELT/pedagogy is encased. Teaching can be defined as a process that enhance behavioral change in learners and involves informing, persuading, illustrating, demonstrating, guiding and directing (Mwaka *et al*, 2014). Shiundu and Omulando (1992) define teaching as 'a professional human

activity in which one creatively and imaginatively uses him/herself and his own knowledge to promote learning and the welfare of others'.

According to Maldarez and Wedell (2007) cited by Ong'ondo and Jwan (2010), knowing how to teach is viewed as developing of teaching skills through observation and participation in teaching followed by a discussion with /more experienced colleagues. They further quote Tomlinson (1995) who argues that teaching is a complex process because there is no one method or approach that can be said to be the best in all contexts. Even in the same school, he says, 'what works in one lesson or class may not work in other similar situations as any teaching act usually includes several decisions actions and considerations that range from one group of learners to another.' This therefore demands that TE needs to take cognizance of this complexity by preparing teachers to be able to reason about principles and procedures involved in teaching. Similarly, Whitecom *et al,* (2008) notes that teaching is both an intellectual and emotional activity taking place simultaneously in the teachers' mind thus, 'it requires great skill knowledge, flexibility, judgment and wisdom'

In the same vein, teaching is both an art and a science; as an art 'it calls for inspirational, intuitional skills, imagination and creativity' (Mwaka, Nabwire and Musamas, 2014). A good teacher is dynamic and responsive to change with regard to curriculum, methodology of teaching and instructional media. He should seek for knowledge, and help learners understand it. As a science teaching demands that the teacher has knowledge and skills for effective instruction. It involves a catalogue of techniques, procedures and skills that can be systematically studied and described and therefore transmitted and improved.

One of the many remarkable aspects of teaching is the fact that so much of it is invisible to the eye. What is seen are the external acts of teaching; what we see and hear when we are being taught. These are the teacher's questions, her/his request for their pupils to reflect on their learning, and many others. Mwaka, Nabwire & Musamas (2014) give a summary of the concept of teaching as shown in Figure 2.2. Pedagogy is defined as the science of teaching it entails the preparation of content to be taught the way this content is disseminated to the learner, the resources and the evaluation of the learning process.

Figure 2.3: The Components of Teaching
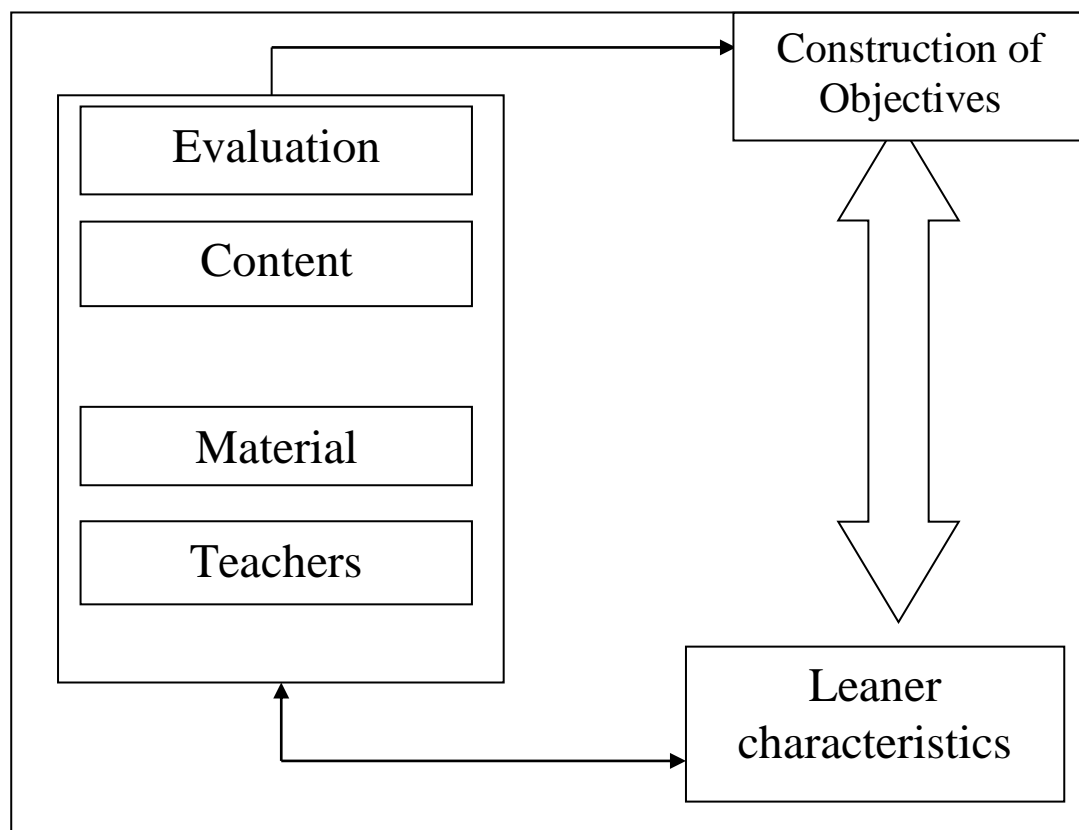
Source; Marcella Mwaka, Violet Nabwire & Josphine Musamas (2014 P.25)

Pedagogy is defined as the art and science of teaching. It involves the content to be taught, the resources needed in presenting the content, how the resources are utilized in the learning process, and evaluation of the learning process and preparation of the content to be taught. Figure 2.3 below summarizes concept of pedagogy.

Figure 2.4: The Concept of Pedagogy

```
┌─────────────────────────────┐
│  How content is presented.  │
└─────────────────────────────┘

┌──────────────────┐        ┌──────────────────────┐
│ Preparing content.│        │ Contents with assets │
└──────────────────┘        │ that are needed to   │
        Pedagogy            │ present content.     │
                            └──────────────────────┘

┌────────────────────────┐   ┌──────────────────────┐
│ Evaluation of the      │ ← │ Pull together these  │
│ language process where │   │ assets to create     │
│ it is making.          │   │ cognitive psychology │
└────────────────────────┘   │ based learning       │
                             │ process.             │
                             └──────────────────────┘
```
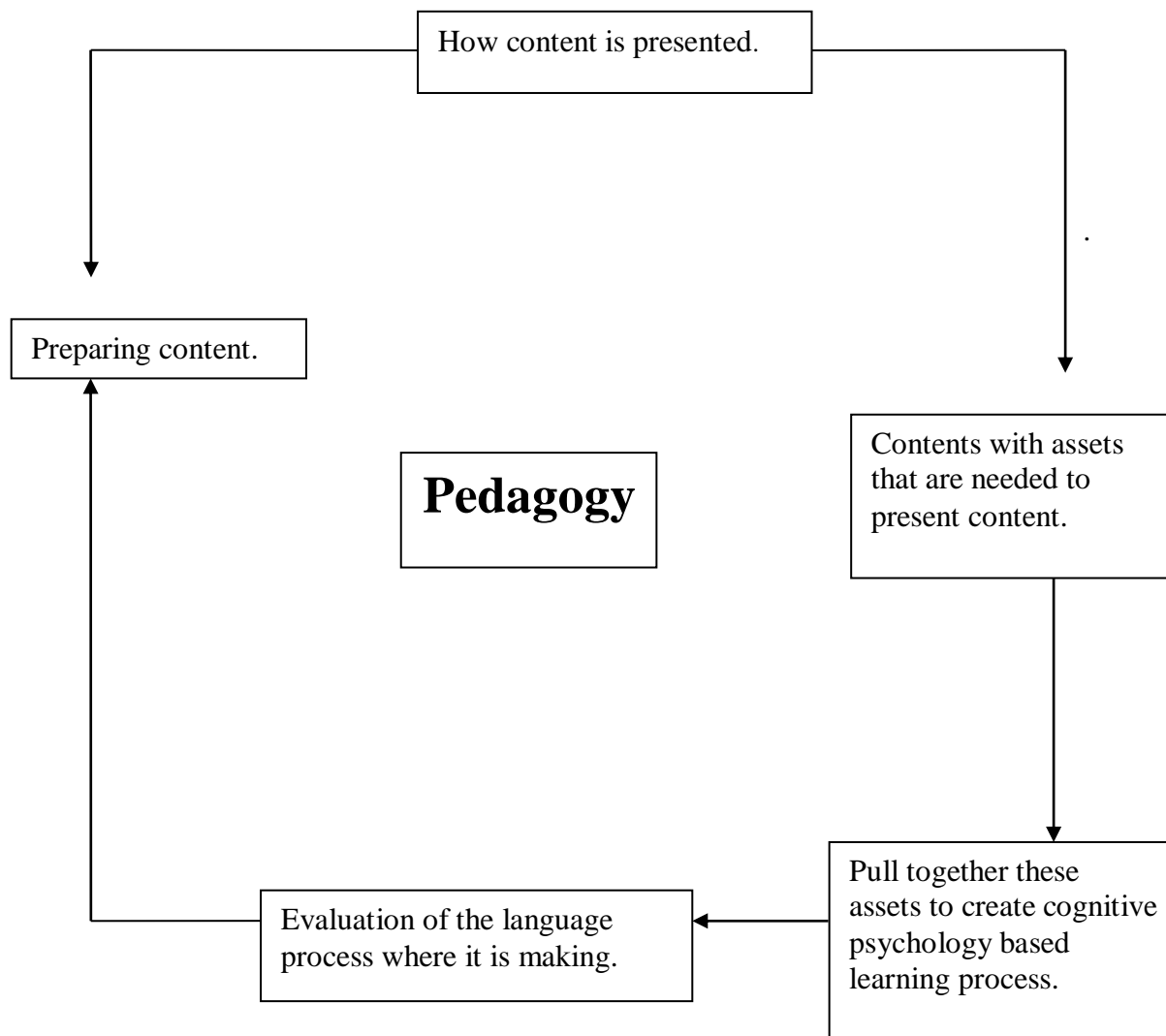
Source: (anonymous) www.lei schools.com/teacher toolkit.

From the two diagrams (fig 2.2 and fig 2.3) pedagogy and teaching entails preparation of the content to be presented, how the content is presented, the resource to be used

and the evaluation of the learning process. They are   perceived as one and the same thing hence I use the two terms interchangeably in this study.

Having looked at what teaching generally entails, it is important that I focus on what ELT in particular is all about. This is done in the next paragraph.

English Language Teaching is the teaching of English to students whose first language is not English. It is important to note that in second language (L2) contexts, most instruction is done by non-native speakers of English, and in contexts where learners do not access interaction with native speakers of English even outside the classroom. The teacher thus becomes either a 'producer of language' or an 'elicitor of language' or an 'explainer of language' or 'an arbiter of language' (Lynch 1990). This therefore necessitates a study on TC in relation in ELT. The point here is, teachers make decisions and choices about the instructional process and understanding their mental constructs will be a sure way of improving the teaching learning process and it is the only way in which competence in language is attained.

Barasa (2005) citing Taylor and Richards (1986) argue that the teachers' perceptions of what was intended by the curriculum developers and teachers ability to facilitate achievement add to the difficulties in realizing the objectives and aims of the curriculum. Thus both curriculum and teacher training are key elements in the delivery of education. In the development of language curricula, Rodgers (1989) suggests that pedagogical context determines the success of any educational programme.

Having dealt with the concepts teaching/pedagogy and English language teaching, in this section, the next one looks at a brief history of ELT.

2.7.1 Developments in English Language Teaching.

ELT is an area that has gone through numerous developments and shifts over the years both in terms of theories and methods. The shifting paradigms are necessitated by the fact that language just like society is dynamic and language teaching has to change to suit these moves.

In the Western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek; both supposed to promote their speakers' intellectuality. At the time, the focus was on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary texts. There was no provision for the oral use of the languages under study. Both Latin and Greek were not being taught for oral communication but for the sake of their speakers becoming scholarly or creating a delusion of sophistication. Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.

Later, other methods such as the Audiolingual Method, Direct Method and Communicative Language Teaching (CLT) developed. Communicative approach developed owing to the reaction to pedagogical weaknesses of the previous methods in enabling language learners use the target language for communication. Communicative Language Teaching (CLT) mainly reexamines what aspects of language to teach and emphasizes on how to teach them (Harmer, 2005). The goal of CLT is to enable learners develop their communicative competence. Communicative approach basically provides teachers with pedagogic principles that emphasize the functional and communicative potential of language in which students and teachers are supposed to work on (Rodgers & Richards, 2001).

Although CLT has been one of the most popular developments in ELT, its principles have been challenged by Kumaravadivelu (2006) who argues that CLT does not offer the communicative opportunities it claims. This is because communication may fail to take place in the classroom. He adds that, CLT shares a number principles with the Audiolingual method which it sought to replace. Similar sentiments are shared by Bax (2003) who advocates for a more robust approach to language teaching to replace CLT. He posits that although CLT has contributed tremendously to the field of English language teaching and learning, it pays little attention to the learning context. A new trend in ELT was the development of Task-Based-Language –Teaching Approach, which was introduced to make learning more learner-centered.

It is however recognized that the Grammar Translation Method is still one of the most popular and favourite models of language teaching, which has rather resisted educational reforms. One of the major shifts in ELT is the study of TC which was borrowed from mainstream educational research and used to describe various psychological constructs that teachers hold about language teaching. The main scholar behind this development is Simon Borg an ELT researcher. The study falls in this domain as it intends to establish the language teachers' cognition with regard to instructional media use. Having given a brief summary on the developments in ELT and how this relates to the current study, the next section highlight the nature of ELT in Kenyan secondary schools.

2.7.2 English Language Teaching/Pedagogy: The Kenyan Context

English language teaching in Kenya takes place at all levels of education namely pre-primary, primary, secondary and tertiary. This study will be limited to secondary and

diploma/university education which have an influence on the topic under study. At the latter levels, the study specifically looks at English language teacher education. (ELTE). English Language teaching at the two levels is discussed here below:

2.7.2.1 English Language Teaching in Secondary schools

The general objectives of teaching English in secondary schools as outlined in the secondary education syllabus KIE (2002) are as follows:

By the end of the course, the learner should be able to:

a) Listen attentively for comprehension and respond appropriately;

b) Use listening skills to infer and interpret meaning correctly from spoken discourse;

c) Listen and process information from a variety of sources;

d) Speak accurately, fluently and appropriately in a variety of contexts;

e) Use non-verbal cues effectively in speaking;

f) Read fluently and efficiently;

g) Appreciate the importance of reading for a variety of purposes;

h) Develop a lifelong interest in a wide range of subjects;

i) Read and analyze literally works from Kenya, East Africa, Africa and the rest of the world and relate to the experiences in these works.

j) Appreciate and respect own as well as other people' cultures

k) Make an efficient use of range of sources of information including libraries , dictionaries, encyclopedias and the internet

l) Use correct Spelling punctuation and paragraphing.

m) Use a variety of sentence structures and vocabulary

n) Use correct grammatical and idiomatic forms of English;

o) Write neatly, legibly and effectively correct.

p) Communicate appropriately in functional and creative writing.

q) Think creatively and critically

r) Appreciate the special literary writer use language

s) Appreciate the universal human values contained in literary works

Source: KIE syllabus (2006)

The general objectives of teaching English cover the three domains of learning: knowledge, skills and attitudes (KIE, 2006). It is expected as Otunga, Odero and Barasa (2011)) postulate that the teacher should cover all the three the three domains during their teaching. In secondary school syllabus, English language and literature are integrated. The purpose of integration comes from the knowledge that language skills should be learnt in a holistic manner   rather than as separate entities. The content for learning literature is covered under the four language skills: listening, speaking, reading, writing and grammar. The teacher can use written literature to prepare the learner for intensive reading. Listening and speaking are covered through pronunciation and intensive listening, non- verbal cues, speech etiquette among others. Contemporary issues such as politics, environmental conservation, HIV/AIDS have also been incorporated in the curriculum. The purpose of these topics is a way of educating and enlightening the learners and to help teachers use interesting and topical materials to teach language and literature aspects.

2.7.2.2 English Language teaching in Diploma Colleges and Universities

In Kenya, secondary school teachers are trained at both diploma colleges and universities. The diploma teacher education programme was revised in 2005 based on the recommendations made by the Third Teacher Education Conference of 2000 held at Egerton University. Following this the new syllabus was reviewed to meet the

revisions made in the secondary education syllabus and to include contemporary issues.'

The general objectives of teaching English at this level are drawn from the national goals of education and specify the skills, knowledge and attitudes that learners are expected to achieve in the three years of diploma. The content in diploma education covers the four language skills and grammar. The topics include among others phonetics and phonology, poetry, features such as rhythm, alliteration, assonance etc. Grammar covers parts of speech, other topics such as language acquisition theories, methods of language teaching, preparation for teaching practice and teaching practice (Otunga, Odero & Barasa, 2011).

The English language curriculum at the university level in Kenya began with the training of teachers at the University of Nairobi and it was intended to provide the teacher with language skills, attitudes and lifelong skills. (Pennington, 1989) in Otunga, Odero and Barasa (2011) argue 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 concern of any administration'. English functions both as a subject and medium of instruction in the universities, it is offered either as bachelor of educations arts, bachelor of arts in language and literary studies and Bachelor of Arts in linguistics. Those who pursue bachelor of education also learn professional courses in education and two courses in the methods of teaching English and literature. The following are the objectives (a case of Moi University):

- Interpret the aims and objectives and learning English in Kenyan secondary schools and draw his/her own classroom (lesson) objectives from specific areas of the secondary school syllabus of English;

- Explain theories of language teaching and learning by showing their relevance and application to classroom practice;

- Explain the approaches to teaching English and literature and the current problems and issues in the teaching and learning of English in secondary schools;

- Discuss the secondary school syllabus in Kenya, its evaluation to the present including language and literature as expounded in the 8.4.4 system of education in Kenya.

- Write a clear and comprehensive schemes of work to cover the secondary English syllabus;

- Discuss the rationale for the various columns of the formats and any other formats;

- Understand the general principles underlying the schemes of work;

- Select the most appropriate and effective methods to be used in teaching of the four skills in English, grammar, listening and speaking, reading and writing;

- Analyze pupils errors made in the use of English;

- Prepare remedial lessons to correct these errors and reinforce correct use of English;

- Use appropriate methods and procedures to correct learners' mistakes in spoken and written English;

- Demonstrate the ability to study and select appropriate texts and readers for teaching language and literature;

- Design and produce effective audio visual language and literature test items for the assessment of the learners performance;

- Demonstrate ability to prepare a marking scheme in support of the criteria used towards marks for any item written

- Apply appropriate techniques to interpret the results of English language and literature assessment of student progress and proficiency;

- Manage learning by assessing the moment to moment progress of each learner and adjusting his/her teaching accordingly to promote learning and

- Demonstrate a judicious selection of approaches, techniques procedures, materials and media appropriate to effective language and literature teaching and for the achievement of learners and curriculum objectives.

   Source: Otunga, Odero and Barasa (2011)

The content studied in linguistics includes the study of language, the art of writing, morphology syntax sociolinguistics semantics prosody, critical thinking, Grammar among others. In literature, the content includes: literary criticism, African literature, Oral literature, European literature major literary movements, women literature and a research project among others. Teacher trainees in English and literature engage in micro –teaching and have one or two sessions of practicum. Master and Doctoral programs in English and literature are offered by most universities. Doctor of Philosophy in Language or literature education is also offered by Moi University (Ibid, 2011).

 In this section I have described the nature of ELT at the secondary school level, diploma teacher education and university level in the Kenyan scenario. The purpose of this exposition is to trace the knowledge base of a teacher of English in the Kenyan context in a bid to understand how this develops their cognition, and how the later

affects the use IM the language classroom. In the next section, I discuss the issues in ELT.

2.7.3 Issues in English Language Teaching /Pedagogy

English is currently conceptualized in the field of ELT/Pedagogy. Given the continuing spread of English around the world, ELT is a major international 'industry'. The changing circumstances in which English language is learnt and used especially as brought about by globalization have raised a number of issues among researchers in various contexts. Debate about the teaching of English had tended to focus primarily on the more practical (and "mundane") classroom-based aspects of language pedagogy, such as developments in methods, materials, classroom management, and so on (Canagarajah, 2006).

Researchers in this field point out that there is lack of interest in the more "macro aspects of English language teaching" including the many wider social, political, cultural concerns surrounding the teaching of English, which they argue should constitute central aspects of language teacher expertise. There has been considerable empirical and theoretical investigation into the linguistic nature, social standing, as well as attitudinal responses towards the many diverse manifestations of English in the world. This has in turn given rise to a substantial debate addressing the pedagogical impact of the diversification of English (Canagarajah, 2006; Seidlhofer 2005). The issues in ELT include the concept TC (earlier defined) which the current study finds its basis for study, integration, bottom- up and top -down skills, the concept of World Englishes among others. It is important to review these issues because they help put the study into perspective.

The notions of word English and English as a lingua franca ELF have diverse implications for language learning and teaching. Canacarajah (2005) in Dewey & Leung (2010) argues that it important for teacher education programmes to appreciate the concept of word Englishes and consider it in relation to current pedagogical practices. He further argues that it is important to adopt a multi-dimensional approach to language teaching where language rules and teacher knowledge are locally defined and the flow of information multifaceted. He gives a perceived framework for language where traditional concepts such as "nativeness" and "authenticity" are replaced with qualities associated with "expertise" local "practices" and "relevance". This, he says, allows the debate on pedagogical models to be freed from attachment to inner circle contexts. The approach thus makes it possible for teaching methods to be determined in relation to specific needs of any pedagogical context. This background was important to the current study as it gave an understanding and influence of contextual factors in relation to teachers' cognitions and IM use in ELP.

From this standpoint "repertoire" is more important than target language and "correctness" less preferred to negotiated collaborative use of linguistic resources and application of grammatical rules becomes less important than developing language learner's metalinguistic awareness (Canacaraja, 2006).

In mainstream ELT discourses, the argument adopting/ word English/ ELF perspective is the fear it will have adverse effects on mutual intelligibility. The argument is that if learners are presented with multiple models and a central standardized variety is not selected as the target for learning, they will not communicate successfully. However research indicates that effective communication tends to have little to do with adherence to a set of native speaker language norms

(Cogo, 2009; Halmbauer, 2009; Kaur, 2009; Klimpfinger, 2009). The reason for this is that appropriateness and effectiveness in language is context sensitive at the level of individual interaction events and flexibility in linguistic resources enhances efficiency and effectiveness in communication (Dewey, 2006; Dewey and Leung, 2010). Intelligibility in lingua franca settings has to do with awareness of linguistic and cultural differences and speakers' ability to accommodate towards interlocutor than knowledge of a single set of linguistic and pragmatic norms. Lingua franca contexts emphasize on being adaptive and this calls for thinking on how teachers can be encouraged to disentangle current beliefs about competence with a definitive set of language forms. This notion is relevant to the current study as it explains the fact that teachers have already formed opinions about English language and its pedagogical procedures and the TE programmes should help teacher trainees develop productive notions and erase misconceptions about language pedagogy.

Important to note is the fact that a good deal of ELT practices based on the classroom model is standard regardless of social setting. The current study looks at the contextual factors that influence teachers' cognitions on IM and this may form a good basis for handling the issues related to context in ELT studies. Dewey and Leung (2010) state that looking at the classroom model as standard, tend to gloss over the intrinsic complexities of language.

Another issue that needs rethinking is the light of world Englishes paradigm is the criteria used to determine whether a context may be regarded as English speaking as well as to consider what multiple standard Englishes must be most appropriate. In ELT there is a long custom of perceiving language an object autonomous system external to its speakers. The role of language users is thus reduced to conforming to

predefined rules with the performance element of language being down played. Assumptions and values of ELT perception about language tend to be characterized by a strong focus on lexical grammatical competence and intelligibly are viewed as norm dependent.

There is need therefore to promote awareness among the teaching profession of the intrinsic variability of human language. There is need to raise awareness amongst teachers of English of the flexibility of language, of the complex relationship between abstract level of language models and the immediate level of language as enacted in communication. Realizing the multicultural and complexity of language will be important in rethinking current beliefs and practices in language pedagogy. This will usher in a more robust descriptions and analysis of English language in diverse contexts which can be included in the curriculum development and preparation of teaching materials (Dewey, 2010). Having highlighted the various issues that abound in ELT, the next section looks at instructional media in ELT.

2.8 Instructional Media in English Language Teaching/Pedagogy

According to Baker and Westrup (2000), instructional media resources include anything that can facilitate teaching and learning. These include books, resource persons, animals, plants or any object that makes teaching and learning easier, clearer and more interesting. Similarly Romiszowski (1998) defines the term "instructional media" as devices and materials employed in teaching and learning The same is opined by Wamalwa and Wamalwa (2014) who view IM as means by which learners are taught to enable them understand concepts easily according to the set objectives. IM comprises hardware like blackboards, radio, television, tape recorders, video tapes and recorders and projectors; and, software like transparencies, films, slides, teacher-

made diagrams, real objects, cartoons, models, maps and photographs. On the same note, Wamalwa and Wamalwa (2014) further opine that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing.

Different writers have classified media resources in different ways. Lardizabel, *et al.* (1991), for instance, classified media resources for teaching and learning into printed materials, audio resources, visual resources, audio-visual resources, demonstrations, community resources, language laboratory, and programmed instruction.

Notably, from the mid-1960s teaching specialists have had clear perception that curriculum and the means by which that curriculum is taught are inseparable entities. They believe that the use of the instructional materials affects the teaching and learning process positively and influences not only what is learnt, but the way this information is communicated with the rest of the knowledge structure that the learner has developed (Cheboi .et.al, 2020; Tucker, 1986). The usefulness of media resources in the teaching and learning process can be seen in what Dyson (1986) reported that direct sensory experience comes about when we become involved in handling and enjoying contact with things. Instructional media are generally designed to provide realistic images and substitute experience to reach curriculum experiences. IM media are considered the most efficient facilitators in the learning and not a substitute for the teacher (Okari 2011).

The use IM however, requires expertise on the part of the teacher who needs to constantly be informed of the new ideas and techniques to make the lessons presented with different instructional media achieve effectiveness. Some devices are designed to present information that may not be available in an ordinary school experience. Examples include, films, television and sound recordings. Instructional media helps the pupil grasp the underlying structure of a phenomenon. Visual media are primarily for seeing, audio devices for hearing, and multi-sensory materials for use via two or more senses. It includes awakening of one or more of our senses which can trigger other sensations: sight, awareness of state and place, motion and relationships (the kinesthetic senses), sound and touch, taste and smell, all of which act as sensors of the world around us (Owuso, 2009).

John Locke's argument as indicated by Curren (2003) posits that all simple ideas (the building block of human understanding) originate in external experience which comes to a person via sensation through the sense organs. Thus, learners need to have a solid background of experience upon which their formal education can draw. Without experience, they will learn words but will not have mastery of the underlying concepts (Owuso 2009). For instance, Children living in the remote inland areas, for example, might learn the word "sea," but they are unlikely to acquire the concept of the "sea" as an entity if they have not experienced it. The usefulness of media resources such as motion and video can be used to at least show the learners how the sea looks like. Further, literature on classroom interaction has shown a profound effect of the instructional materials in the learning process. Chance and Chance (2002, p.165), for instance, asserted that "communication research proves the adage that actions speak louder than words," meaning that learners must be involved in hands on activities in

order for them to learn effectively. The current study looks at the teacher cognition on IM use in ELP and therefore and the fourth objective on TC and classroom pedagogical practices explores classroom interaction and learners interaction with IM provides opportunities for hands-on activities.

There are many ways in which media resources such as films, paintings, and photographs can be used to improve the learning of English. Several studies done on the effectiveness of media in language teaching indicated that students react with enthusiasm to the lessons where IM is used. Bullough (1978) maintained that in order for basic concepts to be learned, it is necessary that the individual has direct encounter with instructional resources that make up the concepts somewhere in his or her experience. Taylor (2001) has supported this by arguing that it is insufficient for learners to merely read or write about a topic because the brain learns best through multi-sensory processing.

This means that in order for effective teaching and learning to take place, as many senses such as hearing, seeing, feeling and tasting as possible, should be involved in the process. He also asserted that: 'the brain comprehends complex topics when they are imbedded in a rich sensory input and it needs multi path, multi model, and multi-sensory experiences to create as many associations as possible' p 42. The more complex the topic, the more likely the brain will master and retain the concept if the learning experience includes rich sensory inputs. When information enters the brain by two or more sensory systems, combined with some types of emotion, learning happens more readily and retention is enhanced. The current study investigates teacher's cognitions on use of instructional media in ELT and knowledge on the value

of instructional media is inevitably important. For a better understanding of the value of IM a brief exposition of the types of IM are given in the next session here below:

2.8.1 Types of Instructional Media

Instructional media are generally designed to provide realistic images and substitute experience to reach curriculum experiences. Instructional media are efficient facilitators in the teaching learning process. Their use however, calls for an imaginative approach by the teacher who needs to constantly be aware of new ideas and techniques to make the lessons presented with different instructional media achieve intended outcomes.

Other types of instructional media help the learners grasp the underlying structure of a phenomenon. Visual media are primarily for seeing, audio devices for hearing, and multi-sensory materials for use via two or more senses. Instructional media is a collection of materials and equipment that can be used effectively for communication. These materials are used in the planning process for giving instructions. Instructional media with its various types affect different senses and act as an integral part of teaching and learning process, and thus helps bring about meaningful experiences. In this study, instructional media refers to models, real objects and other materials in addition to the chalkboard and textbooks that are brought to the teaching and learning process to induce understanding.

These resources can be categorized as unprocessed, projected and non- projected media, (Ministry of Education, 2002). Syomwene (2014) adds that, there are various other types of emerging technologies for integration in instruction such as the CD-ROMs, digital cameras, online data systems electronic bulletin boards, video

conferencing and World Wide Web. The different types of instructional Media are described in the paragraphs that follow.

2.8.1.1. Non-Projected Media

a) Chalkboards

These include movable chalkboards, wall chalkboards (fixed), the roller or pulley system and glass boards made of asbestos sheet in different colours. The roller or pulley system could be used without cleaning the previous one. Movable chalkboards consist of punk plywood board to stand on easels which can either be used indoor or outdoor. Wall chalkboards are usually painted walls which are part of the wall facing the class and made with cement. The board should be cleared with renovator at least twice a year.

The blackboard is considered one of the oldest, cheapest and to a great extent the most used of visual aids. It is useful for building up graphs, diagrams, maps, and the scheme of a lesson as it unfolds. A word or sentence recorded on the board helps provide an emphasis which may be lacking in the lesson. It must be noted that, the size of the chalkboard should be large enough for clarity. While some educational institutions use white chalk on black surfaces, others use dark blue chalk on primrose yellow boards which produce high clarity.

b) Printed materials

These are the literary forms of information preserved in autograph or transmitted format. They include text books, study guides, handouts and other print materials. They are important because they provide common visual imagery for both instructors and students. They also provide realistic details necessary for visual recognition of important subject material. With these materials teachers are able to often refer to the

learning objectives, terminologies, learning outcome, exercises on the introductory page in order to have a better picture of what the learner must know. During the lesson, printed materials offer at least one 'example' and one 'try this' to enable learners have hands-on experience in the learning process. They also provide reference materials to refer to at any time.

c) Charts

These are readily available and could be easily made by teachers. Things to consider in using charts include-

a) The chart should be simple, accurate and attractive.

b) Consider whether chart is needed and would do better than other resources.

c) The type of data and the number of learners to benefit from the charts should be considered.

The various charts include bar charts, organizational charts, pie charts, directional charts, pictorial charts, and flip charts. An appropriate chart should have features such as being simple to see, read and understand. It should not include too much text and should contain relevant materials appropriate for the lass. When the charts are available, the teacher can proceed to plan the over-all arrangements. According to http//: www audio media.edu, charts and diagrams are used to graphically represent complex ideas among others. They can be designed to clothe abstraction with greater meaning.

Charts present factual comparative information in the form of pie-chart graphs to focus attention on the features of an object. Charts clamped or fixed together at the top and fixed to a chalkboard can be used in a flip sequence to illustrate the structure of a topic. Different colour contrasts should be considered when arranging and using

charts. Wall charts are large pictures with a lot of items used for question-and-answer work, and which are used for discussing the relations of objectives and people.

Graphics involve printed paper announcement or advertisement that is shown publicly. It can be exhibited either to promote a product, event, or educate. It should immediately catch the attention of the specific audience.

d) Models

Models are additional instructional media and copies of real objects. A model can be an enlargement, a reduction, or the size as the original. It represents a replica of the original, while simplified models do not represent reality in all details. Some models are solid and show only the outline of the object they portray, while others can be manipulated or operated. Whenever possible, the various parts should be labeled or coloured to clarify relationships. Although a model may not be a realistic copy of an actual piece of equipment, it can be used effectively in explaining operating principles of various types of equipment. They are especially adaptable to small group discussions in which learners can ask questions, is more effective if it works like the original and can be taken apart and reassembled.

e) Felt board

This can be made from cotton, flannel wool or suede, cloth, by covering up a piece of plywood with the materials mentioned above. It is usually fabric made in plain or twill weave with carded yarns. These are surfaces onto which illustrations, diagrams, can be fixed simply by placing them in position. These are specialized alternatives to the chalkboard. They can be used with very large groups of people. This is because the prepared material can be made suitably large. Felt boards come in different sizes, large, medium, small

f) Bulletin Boards

Bulletin boards could also be made of cork, chipboards, and beaverboards. Notice boards found in schools are examples of a bulletin board.

2.8.1.2 Projected Aids

These are devices for transmitting photographic and other images in an enlarged form onto a viewing screen. They employ a light source and a lens system. Traditional aids in this group include motion pictures, filmstrips, and slides of various sizes. The use of motion pictures and filmstrips has probably declined due to more user friendly media such as video. The instructor should adjust the equipment and lighting beforehand and then preview the presentation. Therefore, aside from the chalk or marker board, the overhead transparency and projector are one of the most convenient and cost effective instructional materials.

These can be used to display moving or still pictures. Still projectors include filmstrip, micro-projector, overhead projector, cine projector. Its effectiveness depends on the quality of the projected image. Projected aids consist of three types, namely cine projection, opaque projection, transparent projection. A page of a book, maps, charts, leaves, coins, and several appropriate and inexpensive materials can be projected using the opaque projector. The projector may be used as a chalkboard with the teacher writing with a special pen so that the script is protected in a magnified form as it is being written. The roll can be cleared and used again. It must be noted that, the overhead projector like other media, remains an aid to presentation and does not at any stage in its use, take over the lesson. Overhead transparency frames must be

arranged in the order in which they will be shown. An effective use is to reveal a portion of the slide as the content is described to the audience for them not to be overwhelmed by too much information. Learners will comprehend better if data is presented in stages so that they anticipate what is coming next.

a) Broadcasts

Transmission of series of sound programs for broadcasts, produced with insight and skill into the needs of the target population will satisfy its required needs. This medium can be used by large learners. It also requires careful attention and recordings done by broadcasts who are specialist. The broadcast to be used is preceded by an introduction from the teacher which explains its purpose and place within the instructional scheme.

b) Tape Recordings

This works on the principle of imprinting magnetic variations on tape to assist in producing electric variations which can be amplified and converted into sound relayed through a loudspeaker. The tape can erase, hence used repeatedly at a low cost. Tapes can be edited by cutting spicing and played-back tape recordings have been used successfully. In teaching and learning processes but this requires careful planning. Tapes used alongside textbooks have been found useful for revision and review.

e) Film

The film remains a potent medium capable of bringing into the teaching situation a wide range of stimuli probably in the influencing of attitudes, intensification of interest and, possibly, increase in the retention of learned material, the film may be a highly effective instructional medium. Careful study of the film or film sequences is

required. The rearrangement of the teaching and learning environment (where the college has no separate cinema) is a significant part of the planning processes.

d) Television Broadcast

Probably, the television as an entertainment medium may have dulled the educational impact of a wonderful technological achievement. More often, the television programme is considered as a mere wall paper unrelated to the syllabus. Lack of visual recording facilities makes television an unreliable aid. Television could help in distance education but where its presentation is not allowed to dominate a lesson scheme, the impact can be remarkable. The resource can be a significantly gain and control the learners' attention. Broadcasts can be recorded for later viewing. It is advantageous to break the programmes into sequences.

Any teacher who has ever asked his class what they saw on the television the night before and noted the feedback given will need little persuasion that this is true. Watching the screen induces a passive acceptance to a rate that print, magazine and radio do not.

e) Video tape

Video tape may be used to introduce a new topic or point of discussion during one's presentation. Appreciating the different kinds and qualities of effect which aids can have upon learners is the most crucial step to deriving value from them. It is important to decide what a particular stage in a lesson should cause students to do in order to learn most effectively. It is also vital to think in terms of behavioural objectives as well as designing and choosing an aid which is mostly important to do in terms of its effect on learning. With an objective in mind, a teacher will use an instructional media with greater caution, greater force and with more effect.

f) The internet

The technology and methodology to use the internet as a tool for delivering learning materials are progressing. Some view the internet as a technology to deliver information. Others also consider the internet as technology and a delivery tool that needs to be looked at after the educational methodology has been satisfied. It is only through analysis of the educational needs that the use of any instructional device as a delivery tool is preferred.

Others forms of media that are quite beneficial ELT and are not categorized as above are the language laboratory and the learning resource centre. Each of them is described here below:

a) **The Language Laboratory**

This medium allows tape recordings to be used so that a student may imitate what he or she hears, listens to a playback of his voice and enters upon a two-way discussion with the tutor. Under the language laboratory, practicing learning and pronunciation is stressed. It should be stressed here that audio and visual resources should not be overused because the lack of visual stimuli can be boring. It is recommended to bring the media out only when the teacher is ready to use and must be put away not in use. The teacher should stand at one side and use a pointer so as not to block or distract the attention of the learners.

Besides the visual and audio instructional resources described above are audio-visual instructional media that work primarily through the senses of seeing and hearing in particular. Audio-visuals provide a rich medium for communicating information. It is vital that the material is shown to the learners beforehand to delete unnecessary or unsuitable content. After being viewed by the class, many different tasks may follow -

either to begin a discussion or reports may be written from what is watched on video for instance. This type of instructional media includes the following:

b) **Learning Resources Centre**

A learning resources centre is a storehouse of materials from which people can learn what they want to learn. Resources Centre can also be referred to as instructional media. The variety of materials listed describe the range of resources that individual teachers could adopt to complement the human voice, gesticulations, tests, examinations, assignments and projects to enhance teacher output and induce learner performance.. The use of any of these resources would encourage learners to read, write, listen, view and construct meaning from the lessons taught them.

The place of instructional media in the teaching and learning process is undoubtedly essential. Media are used whenever, in the best judgment of the teacher, it can facilitate learning or increase understanding of material being presented. As the University of Saskatchewan Teaching and Learning Centre, communicating to facilitate learning can be a challenging process, often requiring creative efforts to achieve a variety of implicit instructional goals. Instructional media can help achieve the following, attracting and sustaining attention, developing interest, adjusting the learning climate, and promotes acceptance (of an idea).

It must be noted that different instructional media exist to meet the different capabilities of learners. Whether for the purposes of seeing or hearing and others for seeing and hearing at the same time, instructional media are intended to bring about meaningful understanding and hence learning. Therefore, there are certain advantages and disadvantages that have to be considered to ensure their proper selection and use (Owuso, 2009). Syomwene (2014), aver that these technologies can only be said to be

educational when they are used with activities   designed with academic intent. Teachers should thus be taken through be equipped with skills on selection and development of IM so that they utilize those media effective learning.

Having defined IM and the various types, the next section looks at the teachers' attitudes towards the use of IM.

2.8.2. Teachers' Attitudes towards the use of Instructional Media.

The way teachers view the role of media in classroom teaching will to a large extent determine the level and degree of its usage. A teacher forms an impression which is favourable or otherwise, depending on specific traits he/she attributes to media. Teacher perception of media is predicated upon what they feel media can do in teaching-learning process (Zepp, 2005).

Over the years, many research studies have pointed out various external deterrents for the utilization of audiovisual media. The major deterrents reported were budget difficulty in obtaining materials, lack of audiovisual classroom facilities and lack of trained audiovisual personnel (Higgins & Moseley, 2001; Richardson, 1996; Windschitl & Sahl, 2002). It must be noted that perception can be influenced by the personality characteristics of the perceiver. It can also be influenced by the features of the thing/object perceived. Unfortunately, in any perception study, one is not sure which has more control over the other (Simonsen & Dick, 1997). Fabos and Young (1999) reported that a 30 minutes' sound film entitled "Wisconsin makes its law" was made available for a minimal rental fee and in sufficient qualities. They later found that it was used by more teachers in Winsconsin elementary schools than any other film. Yet it was not used by the majority of teachers teaching that topic in

Winsconsin. Apparently, they concluded that the reasons of cost, unavailability or inappropriateness did not apply.

An answer to this may be within the broad topic of how media are "perceived" by the teacher, and how they feature in his thinking and organizational planning (Ross, Hogaboam-Gray & Hannay, 1999). Eichoiz and Roggers (1994) suggest that there are psychological components in teachers' perception of media. Aquino (1994) found significant personality differences between acceptors and rejecters of new media. Other researchers have noted that some teachers appeared to perceive media as threatening and perhaps in human. Lewis (1990) tested fifteen questions in an effort to determine teacher perceptions relative to education media. Among his findings were that teachers perceive educational media as being readily available and that they perceive formal training in the area of audiovisual instruction as being unnecessary.

Romiszowski (1998) has grouped the roles of media into two. In the first instance media are used as instructional aids, here media are used exclusively to enhance or enrich the teacher's presentation. Media used in this way are basically one-way transmitters quite incapable of interpreting any messages that the learner may transmit. Secondly, media are used as instructional systems. They are used to promote individualization of instruction in both conventional and non-conventional setting. The function of technological media is to supplement the teacher through enhancing his effectiveness in the classroom. Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal. Except for the teacher, these media will determine more than anything else the quality of our educational effort.

Studies have shown, however, that teachers generally have favourable disposition toward the role of media, in which media are used as instructional aids than media as instructional systems. Though funding, equipment, lack of time, and knowledge are known obstacles to successful technology integration (Hardy, 1998; Lam, 2000, Simonsen & Dick, 1997), a critical component in meeting teachers, technology needs is responding to teacher's beliefs toward technologies. Hope (1997) noted that with technology adoption teachers had to contend with two factors namely the psychological effect of change and learning to use microcomputer technology. (p. 158). Understanding teachers' beliefs towards technology plays an essential role in successful technology adoption (Ertmer, et.al. 1999) In line with this, the current study seeks to establish teachers' cognitions on IM use and how these cognitions shape their pedagogical practices.

A study by German and Sasse (1997) established that teachers who participated in a two-year technology integration program improved their technology self-efficacy and their interest in learning more about how technology could impact the curriculum. Ross, Hogaboam-Gray, and Hannay (1999) assert that access to technologies increase teachers' "opportunities for successful teaching experiences, thereby contributing to greater confidence in their instructional ability" (p.7). In addition, they also noted, teachers who interpret their interactions with computers as indicative of high growth in self-confidence, regardless of their experience" (p.93). Similarly, Lam (2000) argues that before teachers use technology for instruction they must be personally convinced of its benefits and must see the utility of using a particular technology.

In the same vein, Higgins & Moseley (2001) opine that before technology is used in the classroom, teachers focus attention upon their students because they want to know

what impact it will have on students' learning outcomes. Teachers use technology because it motivates students and offers a different mode of presentation. Instead of using computers for drill and practice, more confident teachers use technology as an instructional tool to enhance students' learning (Lam, 2000). Successful technology adoption in teachers' classrooms is dependent upon school administrators providing an individualized, differentiated process of training and implementation (Gray, 2001). Teachers should thus see how technology fits within their specific classroom setting a (Stein, Smith, & Silver, 1999). This is in tandem with the study of the contextual factors that influence TC on IM use in ELP which is sought by the third objective of the current study.

Teachers' beliefs about the use of technology are influenced by their beliefs and struggle to adopt new technologies arise from teachers' existing beliefs (Norton, McRobbie, & Cooper, 2000). For technology adoption to be successful teachers must be willing to change their role in the classroom (Hardy, 1998). When technology is used as a tool, the teacher becomes a facilitator and students take a proactive role in learning. Niederhauser and Stoddart (2001) noted a "consistent relationship between teachers' perspectives about the instructional uses of computers and the types of software they used with their students" (p.27). The changes in teaching philosophy emphasize on learners-centered teaching and constructivist teaching practices. In fact, Ertmer, Gopalakrishnan, and Ross (2001) found out that exemplary technology-using teachers exhibit more constructivist teaching practices. Successful integration of technology into teaching depends on transforming teachers' beliefs and philosophy concurrently (Windschitl & Sahl, 2002; Ertmer, 2005). The current study ventured into TC on IM use in English language pedagogy in the Kenyan context and

understanding teachers 'attitudes towards IM is quite crucial. The next section discusses studies related to the current one.

2.9 Related Studies

The use of educational technologies is a widely researched subject in the world (Almekhlafi & Almeqdadi, 2010; Baek, 2006; Chan, 2006; Proctor & Livingston, 1999). The main conclusion drawn from these studies is that technology has a great potential as a teaching tool. Educational technology can influence student achievement, make it possible for students to accommodate information, increase integrative motivation, and enables learners to make connections to higher order thinking (Pass, 2008; Lemke & Coughlin, 1998; Glean, 1997). According to a meta-analysis conducted in 2003, which consisted of 42 studies on 7000 students, teaching and learning with technology was found to have a positive effect on achievement as well as on the cognitive and affective domains. The analysis yielded that, when compared to traditional instruction, technology integration resulted in enhanced student learning (Gimbert & Cristol, 2004; Waxman, 2003.)

A number of countries in the world have embraced the use of technology in ELT. In Cyprus for instance, teachers are expected to utilize teaching methods with the understanding of learner-centered education and utilize technology efficiently. Information and Communication Technology (ICT) has been integrated into curriculum design and implementation, providing invaluable teaching/learning platforms and functions for both educators and learners. Integration of technology into teaching has transformed the learning paradigm and, consequently, face-to face learning has started to give way to web-enhanced instruction via internet based resources and systems.

In addition to this, Gimbert & Crystol (2004), claim that technology integration has an influence on teacher perception, and lesson planning. Factors affecting teachers' use and perceptions of technology have also been widely researched. For example, Baek *et al.* (2006) examined predominant factors that prompted teachers to use technology in their classes. The study yielded six factors which included "adapting to external requests and others' expectations, deriving attention, using the basic functions of technology, relieving physical fatigue, class preparation and management and using the enhanced functions of technology" (p. 224). Furthermore, technology can be a means for enhancing instruction through scaffolding students' concrete learning. Jonassen (1999) for example, asserts that ICT facilitates active learning and higher-order thinking while fostering cooperative learning and reflection about the content.

In order to facilitate the needs of the contemporary education system in Cyprus, technologically equipped rooms to be used for language teaching and for other subjects are planned to be established. This type of technology rooms have already been built in a few schools and are being constructed in some other schools. As a developing country, aiming to have effective communication and cooperation with other countries in the world, ELT is a more crucial aspect to be considered. Warschauer and Meskill (2000) suggested that "With the advent of networked multimedia computing and the Internet, language teachers throughout the country have been warming up to using computers in the language classroom"

Another example from Venezuela as stated by Mayora (2006) stresses that multimedia technology used in English lessons results in motivating, productive and advanced lessons. Both examples demonstrate the integration of technology into

teaching of English around the world. Denson (2005) conducted a research on teachers' attitudes toward technology and revealed that the level of integration of technology into lessons depends on the skill levels of teachers in the use of technology. Teachers with higher skill levels integrated technology in their classes more frequently. Another study conducted by TOJET: The Turkish Online Journal of Educational Training, Meskill, Mossop, Di Angelo, & Pasquale (2002) compared and contrasted eight novice and expert teachers. The results demonstrated that "Indeed, those novice teachers who had received "state of the art" training in classroom technologies use were less comfortable in their implementations than the more experienced who had no formal training with computers but had a great deal of classroom experience." (Meskill ibid 154)

Arkin's (2005) study on teachers' attitudes towards technology use in vocabulary instruction revealed statistically significant differences between teachers who had undergone computer technology training and those who had not. His study suggested that simply providing appropriate technological media to the teachers does not assure the utilization of them. Dudeney and Hockly (2007) use the term "technophobe" to refer to teachers who have hesitations towards utilizing new technologies. In their view, "a large part of the negative attitudes teachers have towards technology is usually the result of a lack of confidence, a lack of facilities or a lack of training, resulting in an inability to see the benefit of using technologies in the classroom" (p.9). As stated by Garett (1991), "conservative teachers who fear that the technology will weaken or interfere with their control of the class are willing to consider only those technology-based materials which perform electronically the most traditional teaching tasks" (p.92). On the other hand, skillful, knowledgeable, confident and enthusiastic teachers may face some external restrictions concerning technology

integration such as lack of technical support, curriculum restrictions or lack of the suitable technological means in their schools (Usluel, Mumcu & Demiraslan, 2007).

A study carried out with 150 English teachers on their attitudes to educational technology showed that in spite of teachers' awareness of the importance of using educational technology, they are not willing to use it in their classes (Gömleksiz, 2004). A study in Cyprus with 100 science teachers indicated that only a small number of teachers have integrated educational technology resources in their lessons (Isman, Yaratan, & Caner, 2007). Forrest (1993) states that "Technology is the state of the art in language teaching, and well-informed language teachers are seeking to avail themselves of information with respect to instructional possibilities and resources.''

Studies in Malawi indicates that a number of factors influence the use of instructional technologies. These include training, inadequate supplies, support from administrators and peers, access to instructional technologies preparation and time (Beggs, 2000 and Turner, 1996).

Sammons (1994) observed that teachers who already have too much class work and school responsibilities may find that instructional technologies require additional time to learn and to prepare for using them in the classroom. They may feel that they have no extra time to spare to facilitate their use of technology. Lack of incentives is also noted. Research has shown that minimal or lack of incentives for the teachers who sacrifice their time to integrate technology in their classes contributes significantly to teachers' unwillingness to use technology. In a survey conducted at Hollins University in 2000 on obstacles to technology integration, "70% of respondents reported that there were no outside incentives provided to initiate these changes"

(Spodark, 2003, p. 20). Hope (1997) asserted that, "Recognizing and rewarding teachers will enhance technology's integration in the teaching and learning process" (p. 5).

Studies conducted in Tanzania reveal that there is scarcity of media resources for teaching English in Secondary schools. The study by Komonte (1995) on The Problems of integrating English Language Teaching Strategies and the Learning Process in Tanzanian Secondary School Classrooms found out that scarcity of media resources was the chief course of students' problems in the mastery of English language as a subject and medium of instruction. She also realized that the teachers did not involve all the students in the teaching/ learning process because such strategies required sufficient and adequate teaching/ learning facilities, but Tanzanian Secondary Schools were lacking such facilities. Therefore, the study concluded that the English learning process takes place in only few students and not the whole class.

Onsongo (2002) claims that Tanzanian learners' failure in the examinations includes inadequacy of teaching and learning resources. "Such failure is attributed to non-availability of media resources in teaching and learning." Despite day-to-day variation in curriculum changes, students' personal, social and educational developments are not encouraged through skillful incorporation of media resources into pedagogy and learning. As a result, students stagnate within the confines of teachers' notes, and the habit of learning through a variety of Secondary School library resources is not inculcated into the young minds of students.

Like other regions the use of instructional media in Kenya is not a unique case. Several studies on the availability and use of instructional materials concluded that instructional materials for teaching are inadequate in both public and private

Secondary schools. Most of the schools do not have enough instructional materials and the few ones available included and were limited to the class textbooks, a few reference books and widely-used teachers' notes (Onyango, 2003) They also indicated that this condition greatly affected students' performance in Kenyan Certificate of Secondary Education.

Similarly, Okari (2011) conducted a research on the use of micro-teaching skills by practicing secondary school teachers in Uasin Gishu County of Kenya and her study revealed that teachers did not adequately utilize the skills learnt during microteaching in their language lessons. Among these skills is the use of IM. She noted that despite the emphasis laid on IM use during Teacher Education and practicum, teachers hardly maintain this culture when they get into regular teaching. A number of reasons may account for such incongruence, and this can only be unraveled through research. Having looked at the related studies, I now turn to the next session where I .discuss the research gap.

2.10 Research gap

Generally the literature reviewed in English language pedagogy in Kenya do not necessarily link English language pedagogy with the use of instructional media. Those that had IM as one of the variables did not link ELT to TC. Such studies include: Cheboi and Naliaka (2020); Wamalwa and Wamalwa (2014); Ong'ondo (2009); Kemboi (2011); Okari 2011; Omboto, (2007;) Barasa (2005); Omulando and (2002) Likewise, those that studied teacher cognition English language teaching such as Manyasi, (2012) basically focused on English language teaching generally not specific to teachers' cognitions on the use of IM.

In addition, some of the studies on English language pedagogy revealed that there is ineffective use of IM by language teachers but did not probe further to understand why teachers did so. This can only be done by understanding teacher beliefs. Again, most studies on English language pedagogy carried out in the Kenyan context used the quantitative (QUANT) or mixed methods approach. In the current study, I explore a purely qualitative (QUAL) path in a bid to get an in-depth understanding of teachers' beliefs on IM use and how these beliefs shape their classroom pedagogical practices.

It is from this background that my study seeks to fill the existing knowledge gap by investigating teachers' cognitions on the use of IM and the findings of the study may be beneficial to both schools and English language teacher Education programs to ensure effective use of IM in language classrooms.

2.11 Chapter Summary

In this chapter, the research study has reviewed literature in the field of ELP and TC. Specifically, the chapter has captured the origin of the concept teacher cognition and its core tenets; TC and classroom practice, TC in context, TC and teacher education, TC and experience, English language teaching in Kenya, instructional media in EL and issues in ELT. The study has also explored related studies in a bid to identify the knowledge gap which my study seeks to address. The next chapter is on research design and methodology that guided the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology used to investigate Teachers' cognitions on instructional media in English Language Pedagogy in Kenyan secondary schools. To begin with, this section explores the research design, paradigm, approach and method, area of study, target population, the sample, sampling procedures, the data generation techniques/instruments, piloting, data processing and analysis, Validity and reliability (trustworthiness and dependability), objectivity (conformability) and ethical considerations in the study.

3.2 Research Design

This study, looks at a research design as the overall plan that guides the study as stated by qualitative scholars such as (Creswell 2009; Jwan and Ong'ondo 2011; Dornyei, 2007). It is also envisaged as pictorial representation of a link between the philosophical paradigm- approach- method – data generation techniques – data analysis and discussion adopted by the study' (Jwan and Ong'ondo, 2011). Methodology requires that the research design should be theorized as a package and the selection of a specific paradigm should reflect a particular approach, which suggest adoption of specific methods, data generation techniques and interpretations (Denzin & Lincon, 2005; Litchman, 2006) From this standpoint, the current study adopted the qualitative – interpretivist multiple case study design. The next section gives a detailed explanation of these components.

3.2.1 Research Philosophical Paradigm

It is important for a researcher to explain their philosophical paradigm because it helps to put their study in perspective. In relation to this, the current study adopted the interpretivist- constructivist paradigm. To begin with a research paradigm is defined as a way of looking at the world and interpreting what is studied. It involves how research is carried out, and the level of involvement and interpretation (Rubin and Robin, 2005). In addition, Creswell, 2007) defines a paradigm as a general orientation about the world and the nature of research. He further argues that the world views are fashioned by the subject of study, beliefs of research supervisors, and past experience. To Cresswell, (2007) a good study should state a philosophical paradigm that underpins it. This affirms that the researcher is aware of their effect on bearing of inquiry. A research paradigm therefore, explains researcher's ontological and epistemological inclination. Ontology is defined here as the nature of reality or assumptions about reality or knowledge while Epistemology refers to the way reality is studied. It is 'the nature of evidence and knowledge, the rules and principles by which we decide how knowledge can be demonstrated or a phenomenon known' (Mason 2002)

Ontological assumptions are conceptualized as a long continuum with Realism on one end and relativism on the other. Realism sees the world as objective unit with rules governing behavior and thus, an objective truth exists, and the purpose of research is to discover this reality. This is contrary to the Relativist subjective view, that there is no single view point of the world hence reality is internal and dependent on one's insights and experiences (Johnson, 2000; Denzin and Lincoln 2005; Richards, 2003)

In the same vein, Mason (2002) concludes that there is no objective reality but several realities created by individuals depending on their own social, cultural and contextual understandings. Klenke (2008), argues that every researcher carries some epistemological assumptions into the research process knowingly or unknowingly, and this impacts on comprehension and interpretation data. There are two common epistemological paradigms positivist and interpretivist -constructivist. Realism is consistent with positivism while relativism takes interpretivist –constructivist view point (Denzin and Lincoln, 2005).

Interpretivist- constructivism aims at generating data from participants in order to shed light on how they perceive, interpret and understand issues affecting them in society. It looks at the insider view not the outsider's. The basis of the interpretivist – constructivist epistemology is that knowledge can only be created and understood from the individual's point of view and rests on the interpretations they assign to them. This paradigm looks at research as a process and not a product and does not also follow strict procedures of data generation thus allowing the researcher to cope with unforeseen problems by working out new solutions that will allow data generation to proceed (Creswell, 2007).

The current study being a survey of teachers' cognitions and use of IM, in ELP, it is based on the fact that language teaching is an interactive endeavour between students, teachers and the environment each influencing the learning process in one way or another. Teachers' experiences, training, interaction with colleagues learners and learning contexts will influence teachers' interpretation of the use of IM in the language classroom hence the constructivist interpretive epistemology. Teachers are also active participants in the teaching learning process who have beliefs and thoughts

about their work and their philosophical orientations shape their classroom pedagogical practices. A constructive understanding of their world view is best done through the qualitative -constructivist paradigm. Having looked at epistemological and ontological underpinning of the study, the next section describes the approach adopted.

3.2.2 Research Approach

In this study adopted the qualitative approach. A qualitative research is a study, which is conducted in a natural setting where the researcher 'as an instrument of data collection gathers words or pictures, analyzes them inductively and describes the process in a persuasive and expressive manner (Nsubuga and Katamba, 2013; Klennke, 2008). The same view is fronted by Donyei (2007) who describes qualitative research 'as one that involves data collection procedures that result primary in open ended, non -numerical data which is then analyzed primarily by non-statistical methods.'

Creswell (1989) views qualitative research as an inquiry for understanding based on distinct methodological enquiry that explores a social or human problem. According to him, the researcher builds a complex picture, analyzes words, and conducts research in a natural setting. Nsubuga and Katamba (2013) argue that qualitative research should not be viewed as an easy alternative for quantitative study. This is because study is demanding in terms of data generation in the field, it consumes a lot of time in data analysis and writing long narrative passages. The whole process also keeps evolving and changing constantly.

Although qualitative approach has been criticized by a number of quantitative researchers for being impressionistic, subjective, biased, idiosyncratic and lacking in precision it is defended strongly by Berliner (2001) who affirms that:

> In this hard to do science (qualitative research) educators often need knowledge of the particular - the local while in the easier- to- do sciences the aim is for more general knowledge. A science that must always be sure the myriad particulars are well understood is harder to build than science that can focus on the regularities of nature across contexts. The later kind of science will always have a better chance to understand, predict and control the phenomena they study (p.19). (Parenthesis mine)

Basing on this argument, Jwan and Ong'ondo (2011) reiterate that any respected criticism of qualitative research should be based on appreciation of its paradigmatic orientation, methodological, analytic and interpretivist principles and techniques. They also give a summary of the advantages of qualitative research which include;

- Qualitative research enables the researcher to use methods such as experiments and not ethical or practical.

- It enables researcher investigate situations where little is known about what goes on there.

- It allows the researcher explore complexities that are beyond the scope of more controlled approaches.

- It enables the researcher to get 'under the skin' of a group or an organization to find out what happens – the informal reality which can only be perceived from the inside.

- It gives the researcher a chance to view the case from the inside – from the perspective of those involved.

- It enables the researcher to carry out research into the process leading to results rather than into the significance of the results themselves (P.30).

In addition to this Nsubuga and Katamba (2013) argue that the approach is used in situations where variables cannot be easily identified and theories are not available to explain behavior of participants. This approach allows a detailed view of the topic, study of individuals in their natural setting, and literary style, where the writer uses the personal pronoun I. As a qualitative researcher therefore, I collected data from the natural setting specifically schools where participants experience the problem under study. Information was gathered by interviewing participants and observing them in their natural contexts. I also examined professional documents, observed English language teaching lessons, and interviewed the teachers. Data from the three sources was evaluated and organized thematically.

The purpose of using qualitative approach in this study was to gather in-depth knowledge on TC and use of IM in ELP. I collected information consisting of opinions, feelings, thoughts, beliefs and issues related to ELT. The instruments employed for data generation namely interview, observation document analysis also justify the use of the qualitative approach.

Ong'ondo (2010), points out that the relativist interpretivist paradigm is works well with qualitative approach, case study method and data generation process. In this study therefore, Case Study method was utilized as explained here below.

3.2.3 The Case Study Method

This study employed Case Study method particularly the multiple case study. Case Study is defined as 'an exploration of "a bounded system" or a case or multiple cases over time through a detailed in-depth data collection involving multiple sources of information rich in context' (Creswell, 1998; Nsubuga and Katamba, 2013). According the Creswell (2009), the bounded system is bounded by time, place and the case being studied which can be a program, an event, an activity or individuals. In the

same vein, Kombo and Tromp (2006) indicate that a case study seeks to describe a unit in detail, in context and holistically. The same view is shared by Kothari (2004), Yin (2003) and Gillham (2002) who look at case study as a practical enquiry that investigates phenomenon or object within real life context.

Similarly, Litchman (2014) defines case study as an in-depth investigation of a particular case or cases in real life context in which multiple perspectives related to the complexity of the cases are sought. Stake (2005) in agreement argues that case study is defined by interest in individual cases not methods of enquiry and a researcher can collect detailed information using a variety of data generation procedures. A small number of cases are studied in detail to gain a full understanding of the case as possible. Jwan and Ong'ondo (2011) posit that a qualitative study aims at experiential knowledge of the case and the influence of its social political and other contexts, and that data collection in a case study can be done through observation, interviews, transcripts, notes and documents. Kothari (2004), opines that that the method is prevalent among qualitative researchers and involves a careful and complete observation of a social unit, which may be a person, a family, an institution, a cultural group or the entire community.

Case Studies can either be intrinsic, instrumental or multiple. Intrinsic case study is concerned with individual cases in order to understand them more deeply while instrumental case study is of secondary interest, and plays a supportive role which facilitates understanding of something else.' Multiple case study or collective studies a number of cases jointly in order to investigate a population, phenomenon, or general condition. It is believed that cases facilitate the understanding or theorization about a

larger collection of cases. My study adopted Multiple Case Study because it seeks to study a number of cases in order to understand them more deeply.

Case studies have been criticized for studying very few individuals who are not typical or representative hence, the findings cannot be generalized. Disputing this claim qualitative researchers affirm that the purpose of case study is not generalization but understanding the particular by presenting multiple views of the same case (Stake, 2005; Gillharm, 2002; Bassey 1999)

This study investigated language teachers from fifteen selected schools thus a multiple case study. Case study method was chosen based on the strengths highlighted above. Case study allowed an in-depth understanding of the school contexts, teaching learning process and teachers perceptions on the use of IM. The method also provided a fast hand experience on method the challenges affecting English language teachers in the study area with regard to IM use. The use of interviews, observations and document analysis also offered an in-depth information on the variables of the study. Having given a detailed explanation of Case Study method, the next section explores the study locale.

3.3 The Study Area

The study was undertaken in west Pokot County of Kenya. The county's capital and largest town is Kapenguria. The county is made up of four sub-counties namely: Pokot West, Pokot North and Pokot Central. The county covers an area of approximately 9,169.4 square kilometers and stretches a distance of 132 kilometers from North to South. West Pokot County is bordered to the north by Turkana County, to the east by Baringo County, to the southeast by Elgeyo-Marakwet County, to the south by Trans Nzoia County and to the west by Uganda. According to the 2019

census, the county has a population of 621,241 and its density is 74/km^2 (190/sq. mi). The county is home to Tegla Loroupe, one of the most famous Kenyan female athletes.

The county is mainly inhabited by the Pokot community and minority community of Sengwer; the sub-tribe of the Marakwet community (Kipkorir & Wellbourn, 2008). The community is well known for its rich cultural heritage. The County is also a member of the Frontier Counties Development Council. The Council promotes cooperation, coordination and information sharing among member counties with a view of enhancing economic development and promoting peaceful coexistence. Other members of the council include: Turkana, Isiolo, Wajir. Marsabit, Tana River, Mandera, Garissa and Lamu. The County is blessed with tourist attractions such as Cherangani hills, Mount Mtelo, Turkwel Gorge, and Kapenguria Museum which hosted the famous Kapenguria Six. Being tourist Destination County, the teaching of English is of great importance because the residents mingle with people of different nationalities and they require English for easy communication.

The largest part of the county is semi-arid and hence majority of the population are pastoralists. The main economic activities in the county include farming (both dairy and crop farming); bee keeping and charcoal burning which is mainly done in arid and semi-arid zones. Table banking has been highly embraced in the county and many small enterprise businesses are thriving in Makutano, the main business centre of Kapenguria town. These economic activities enable parents to supplement their chidrens' Education.

The area was chosen because there has been a general low performance in English and as a researcher I went out to investigate whether the ineffective use of instructional media ELP could be a contributing factor. To do this, there was need to explore teachers' cognitions on IM use in a bid to explain why they did not utilize them effectively. Little has also been researched in the area as regards ELP and the current study can be a contribution to the body of Knowledge that is existent in the area.

3.4 Target population

This section describes the target population, the sample and sample size. A population is a group of individuals; objects or items from which samples are obtained. It refers to all members of a particular group which is of interest to the researcher (Nsubuga, and Katamba, 2013). The same is stated by Onen and Yuko (2009) who agree that the target population is the total number of respondents or the total environment of interest to the researcher, the actual population to whom the researchers would like to generalize. In this study, the target population was all secondary school teachers of English in the study area who were in session when the study was being conducted. The study was done in selected secondary schools in the study locale and teachers of English in these schools formed the accessible population.

The respondents (TOEs and HODs) were drawn from selected secondary schools in the study area. Stratified sampling was used to categorize schools as: National, Extra County, County and sub- county schools. One national school was selected using simple random sampling. Extra County, County and sub- county schools were selected using simple random sampling; to obtain the representative sample of three, six and five schools respectively. From each school the sample was selected using

purposive as well as convenient sampling methods to ensure that they had relevant information that benefited the study. Two teachers of English and one head of department languages (English) from each school were selected giving a total of forty (45) participants who took part in the study. Interviews, participant observation and document analysis were engaged for data collection. The teachers were interviewed and their lessons observed to ascertain the use of IM.

The main theme of the study is teachers' cognitions on IM use in English language pedagogy and how this influences classroom pedagogical practices. In this study, the emphasis was on the use of IM and the teachers' thoughts and beliefs about the same. I also interviewed the HODs (languages) and analyzed documents such as schemes of work, and lesson plans to get a real picture of the instructional process, in secondary schools.

3.5 Sample and sampling procedures

According to Nsubuga and Katamba (2013), sampling in research refers to the process of choosing individuals who will take part (observed or questioned) in a research study. Kombo and Tromp (2006) similarly define sampling as the procedure a researcher utilizes to collect people, places or things to study. Nsubuga and Katamba highlight three merits of sampling, these are: it is economical in terms of cost, time and effort, it allows in-depth study of objects in the population and the population of interest is almost infinite and thus sampling is the only option.

The sample is part of a target or accessible population that has been procedurally selected to represent it (Oso and Onen, 2009). Sampling is the process through which participants who provide data are selected and accessed. This process should be done

prudently since it will provide affect trustworthiness of the findings (Mason 2002, Ong'ondo, 2010).

Bearing this in mind, the sample in my study included language teachers and Heads of department (languages) in the selected secondary schools. Since the study is on language teacher cognition, teachers of English were the ideal participants in the study. The HODs were selected purposively while teachers of English were selected using simple random as well as convenient sampling. This was done to ensure that relevant information is obtained. The sample consisted of 45 participants, fifteen HODs and 30 teachers of English. The information sought was on teacher beliefs, knowledge and how these influence their use of IM. A small sample was used because a case study is quite intensive and can be easily managed with few respondents Donyei, 2007; Nsabuga and Katamba, 2013; Mutai 2000). The results of the study are generalizable to other parts of the country because all schools are implementing the same curriculum. The sample size was also implementable. Table 3.1 below shows the sampling frame and table (3.2) the various categories of participants.

Table 3.1: Sampling frame

Items	Population size		Sample size	Sampling method	Research instruments
Schools	National	2	1	Simple random sampling	
	Extra County	10	3	Purposive sampling	
	County	22	5	Purposive sampling and Simple random sampling	
	Sub-county	44	6	Purposive sampling and simple random sampling	
Teachers	207		30	Simple random sampling and convenient sampling	Interview Classroom observation
H.O.Ds	76		15	Purposive	Interview Document analysis

Source: (MOE): West Pokot County (2015)

Table 3.2: Research participants and research instruments

1.0	Category of participants instruments'	School 1 National	School 1-3 2 Extra county	School 1-5 County	School 1-6 Sub-county
	a) **interviewing** Teachers of English HODs	2 1	6 3	10 5	12 6
Total		3	9	15	18
2.0	b) **Document analysis**: Schemes of work Lesson plan	1 1	3 3	5 5	6 6
3.0	c) **Lesson observation**	1	3	5	6

Source: Author, 2015

According to Oso and Onen, (2005) there are two main sampling strategies; probability and non-probability sampling. Probability techniques include simple random sampling, stratified sampling and systematic sampling. Non-probability includes; purposive sampling quota sampling snow ball sampling and convenience

sampling. Stratified sampling was used to select categories of schools namely National, Extra County, County and Sub County schools; while simple random and purposive sampling were used in this study to select teachers of English and HODs respectively. Simple random sampling was employed in order to give participants equal chances of inclusion. Purposive sampling was used because it is quick and it enabled me get specific teachers who have rich information for the study.

For Kombo and Tromp (2006) purposive sampling does not aim at the representative sample of the population, but in selecting information rich cases and in-depth analysis related to the central issues under study. The next section, discusses the data generation techniques employed in the study.

3.6 Data Generation techniques

Three techniques were used to generate data: Interview, observation and document analysis. Data generation as stated by Jwan and Ong'ondo (2011) refers to 'the art of assembling data.' They prefer the term data generation to data collection because the later 'implies a situation where data is already available and is pending to be picked by the researcher without negotiation, interaction or reasoning between the researcher and participants. Data generation involves negotiation, co-construction between the researcher and participants, and interpretation by the researcher. I interviewed (45) participants, and observed fifteen (15) language lessons. I analyzed I5 schemes of work and lesson plans. Each of the data generation instruments is discussed in the next section.

3.6.1 The Interview schedule for teachers of English and HODs

An interview can be perceived as an oral questionnaire where the interviewer gives the responses orally (Mutai, 2000). Jwan and Ong'ondo (2011) define interview as a

process of gathering data through direct verbal interaction between individuals. Interviewing is primarily used to gain understanding of the underlying reasons and motivations for people's attitudes, preferences and behaviours (Nsubuga and Katamba, 2011). They add that interviews can be undertaken on one to one basis or in a group and they can be conducted at home, work place or any other agreed location.

In the same vein, Jwan and Ong'ondo (2011) assert that interviews are intended to get to what participants in a research thinks, the attitudes of that person and explore person's reasons for thinking in a certain way, or for carrying particular perceptions or attitudes. Interviews are one of the most important sources of data in qualitative research. This is because qualitative research deals with human issues of a social nature and interviews allow participants themselves to report their thoughts and experiences thereby giving important insights p.166. The above purpose of interviewing is a strong reason for my choice of this technique because the study deals with what teachers know, think and belief with regard to IM in ELT. There are several types of interviews but in this study I specifically used the semi-structured interview.

Semi structured interviews are open ended and allow deeper exploration of participants probing and exploring emerging dimensions that may not have been considered previously as germane aspects of the study (Cohen *et al.,*2007; Richards, 2003; Nunan, 1992). They are flexible and provides interesting leads. This research instrument builds rapport between the researcher and the participants (Jwan and Ong'ondo 2011). This technique also allows the interviewee to be active players in research rather than being passive objects to be studied (Heistein and Gubun, 1997). Semi structured interviews work well with qualitative research and this gave me a chance to generate data that is beyond observation, as teachers mental constructs are

unobservable and can only be elicited through probing. Although semi- structured interview is criticized for being time consuming and posing problems in data analysis, in the current study, this was checked by using a small sample, to save time, use of observation to verify and authenticate information from interviews and systematic analysis of data thematically.

 Before the interview, I supplied the interview themes to enable the interviewees to consider information being requested and assemble relevant documents. The interview themes guided the interview process. Interview themes were gathered from literature, experience in ELT community and discussion with supervisors.

 I used the open ended questions to enable the interviewee's air their views. Richards (2003) group interview questions into opening check, reflect, follow- up, probe and structuring. Opening questions are broad so as to create an opportunity for further questioning. Check or reflect questions are used to seek clarification where the interviewer has not understood something well. Follow up questions are used where a researcher feels that there is more relevant information. They may come immediately or during subsequent interviews. Probes are used to establish what exactly interviewers want and could be direct or indirect. Structuring involves a change of focus where the interviewer can ask interviewees if they could talk about something else (Richards, 2003). These steps were crucial to my study for they allowed the interview to proceed and elicit sufficient information that made the study authentic. I prepared an interview protocol to direct interview process. Interview protocol is defined as a form used by qualitative researchers to code and write down information gathered from an interview (Creswell, 2009). They are the questions employed by the interviewer. Other labels of an interview protocol are interview guide and interview

schedule. Creswell, (2009), calls it a guide for asking and answering questions and recording answers. The contents of an interview protocol are given in table 3.3 below:

Table 3.3: Contents of a protocol

- Heading (date, place interviewer, interviewee etc)

- Instructions for the interviewer to follow (standardized procedures)

- Ice breakers questions.

- The sub questions (4-5) that require participants to elaborate the ideas.

- Space between questions to record responses

- Concluding statement or question

- A final thank you statement. Acknowledge the time spent on the interview

Source Creswell (2009)

After the interview I made notes about the process of the interview session. I made hand written notes as well audio recording of information as the interview progressed. I ensured that all the information necessary has been gathered by use of questions probes and prompts. After the interview session, I wrote up the information that I could remember. I also listened to the tapes and transcribed the recorded interviews. The interview guide for HODs and teachers of English appears as appendix II & IV respectively. Another instrument of data generation is discussed here below:

3.6.2 Lesson Observation Method

Observation means getting data by critically watching a person(s) as they engage in particular activities with a view to getting a deeper understanding of these activities (Cohen, Manion and Morrison, 2007). The method demands physical presence of the researcher during data collection. It involves watching what people do; listening to

what they say and sometimes asking them clarifying questions. Observation leads to 'a deeper understanding of a phenomenon and helps the researcher develop uncontestable description for further analysis' (Stake, 2006). I adopted observer as participant roles where contact with informants is brief, formal and classified as observation. This gave me an opportunity to observe the participants as they taught their English lessons and hence get a deeper understanding of their pedagogical practices. Provides sufficient analysis of classroom procedures and data based on description and recording of the observed classroom procedures.

In this study lesson observation protocol was used to generate data. This is a checklist used for recording information while observing. Creswell (2009) outlines three types of notes: *descriptive notes*, (portraits of the participants a reconstruction of dialogue a description of physical setting events or activities); *reflective notes* which entail the researcher's personal thoughts such as speculations, feelings, problems, ideas, hunches, impressions and prejudices and *demographic information* notes which show the date, time and place. The purpose of observation in the context of the present study was to scrutinize the extent to which the teachers' cognitions on IM as self-reported in the interview sessions actually corresponded to their classroom pedagogical practices. I prepared an observation protocol or checklist which was used to elicit information on the type of IM used, how the teacher develops his lessons using IM, class size, class sitting arrangement, teacher-learner interaction, learner-learner interaction, and interaction of the learners with IM. This information was analyzed to show how teachers' cognitions' manifest in their classroom pedagogical practices.

I observed the same teachers I had interviewed as they taught their English lessons. This was done with full knowledge of participants- in this case teachers- but I did not take part in what they did. Although this may have made subjects act differently from their normal behavior, since they knew that they were under observation, it is all the same the best way of obtaining information from a natural setting. I took notes on the observations and experiences in the field. I made a sketch which I later polished and presented in detail. The notes were chronological from the first to the last contact. The lesson observation guide appears in this study as appendix (V).

3.6.3 Document Analysis

In qualitative studies documents for analysis include public documents such as newspapers, minutes of meetings, official reports or private documents such as diaries, journals letters and emails (Creswell, 2013). Documentary technique is used to support information from other data generation techniques. Ong'ondo (2010) opines that documents as a record of activities that could not be observed by the researcher directly. The documents that I analyzed include schemes of work and lesson plans. I analyzed a total of fifteen schemes of work and fifteen lesson plans. The purpose for analyzing these documents is to get information on the use of media and whether the lessons are planned with IM in mind. For the lesson plan, I looked at whether it was indicated, at what point it would be used, namely at the introduction, development and conclusion be used.

To gain access to these documents, I explained the purpose of the study and the general benefits likely to be obtained after being granted access. The row documents that I utilized in this study are schemes of work, and lesson plans. I analyzed fifteen lesson plans and fifteen schemes of work from the selected schools. A copy of

document analysis guide for the schemes of work and lesson plan appears in this study under appendix (VI) Table 3.4 below gives a summary of the stages of data generation undertaken and the techniques used.

Table 3.4: Stages of Data Generation

Technique	Participant	School
Interview	Teacher 1-2	School 1
Interview	HOD 1	School 1
Observation	Teacher 1-2	School 1
Document analysis	HOD 1	School 1
Interview	Teacher 3-8	School 2-4
Observation	Teacher 3-8	School 2-4
Interview	HOD 2-8	School 2
Document analysis	HOD 2-8	School 2
Interview	Teacher 9-20	School 5-10
Observation	Teacher 9-20	School 5-10
Interview	HOD 9 -10	School 5-10
Document analysis	HOD 9-10	School 5-10
Interview	Teacher 21-30	School 11-15
Observation	Teacher 21-30	School 11-15
Interview	HOD 11-15	School 11-15
Document analysis	HOD 15-15	School 11-15

Source: Author 2020

Having looked at the methods of data generation, the next sub-section discusses the pilot study.

3.6.4 Pilot Study

I conducted a pilot study before the actual study. A pilot study must be conducted in any research process. Saunders *et al* (2003) defines a pilot study as a mini- study used to test questionnaires or interview checklist to reduce the chances of participants facing challenges in responding to the questions. According to Yin (2009) a pilot study helps the researcher to polish the data collection procedures and the content obtained thereof. The pilot study is also instrumental provides conceptual clarification for the research design

The purpose of piloting is to establish the relevance of the instruments of data generation. It also enables the researcher eliminate any ambiguity and unnecessary repetitions. Mugenda and Mugenda (2003) point out that the purpose of pre-testing the instruments is to ensure that the items in the instruments are stated clearly and yields the same meaning to all respondents. They also opine that the respondents who take part in the pilot study should not be part of the selected sample.

In this regard, a pilot study for the interview schedule, lesson observational schedule document analysis guide and data recording procedures was undertaken in three schools in Uasin Gishu County. Uasin Gishu County was picked for piloting because it bears similar characteristics to the study area. The schools in Uasin Gishu County are categorized as National, Extra County, County and Sub County schools just as the schools in West Pokot County. Teachers in these counties are trained in the same institutions hence deemed to have similar characteristics. Three teachers and three HODs participated in the Pilot study. The HODs were interviewed and the teachers were interviewed and their lessons observed. Three schemes of work and three lesson plans were analyzed. The pilot study helped in eliminating ambiguities in the instruments and assessing if the interview questions provided data that answered the research questions. The pilot study also acted as a test to the practice of asking questions and recording answers hence shedding light on what was to be expected in the field. The row data recorded from the interviews was transcribed then coded by assigning labels. After reading the transcripts severally, I came up with themes based on the four research questions This was a tedious process that involved moving one subtheme from one section to another in a bid to ascertain that it answered the

appropriate research question. This gave me a clear picture of how engaging the main study was going to be and thus the need to review some of the field question.

3.7 Trustworthiness (Rigour)

This explores the steps taken to ensure trustworthiness or rigour of the research study. Trustworthiness is 'ensuring that the research process is careful, truthful, and rigorous enough to make claims that it does' (Lincoln and Guba, 1985; Bassey, 1999). In quantitative studies the terms validity, reliability and objectivity are used to indicate trustworthiness. However, qualitative researchers prefer the terms credibility, transferability, dependability and conformability (Ong'ondo, Jwan and Barasa, 2009). Mason (2002) argues that the terms validity and reliability are inapplicable to a qualitative study because they are aligned to positivist orientations.

3.7.1 Validity and Reliability (Credibility and Dependability)

a) Internal Validity (Credibility)

Internal validity/ Credibility is defined here as the extent to which the study actually investigates what it claims to investigate and reports what actually occurred in the field, (Yin 2003; Mason, 2002; Creswell and Millar 2000; Nunan, 1992). I ensured credibility of my study with the help of the two supervisors and member checking. I also reviewed key concepts of the study and exercised triangulation by using three techniques to generate data. These guidelines for achieving credibility are supported by (Ong'ondo, 2010).

b) External Validity (Transferability)

External validity/ transferability is the same as generalizability; that is the extent to which the findings of a study or aspects of it can be applicable to other contexts. Yin

(2003) views transferability as 'establishing a domain to which study's findings can be *generalized.'* A qualitative researcher deals with particular cases and Yin (2003) argues that the goal of a case study is analytic generalization (generalizing theories and not statistical generalizations). I presented a detailed description of the setting and the responses to the extent that readers can make their own judgments, what Stake (2005) calls naturalistic generalizations.

3.7.2 Reliability (Dependability)

To ensure dependability, I conducted the study systematically for the reader to follow my trail of thought. Dependability is crucial in any research process. (Jwan and Ong'ondo, 2011) define dependability as the extent to which a researcher provides adequate detail and clarity in a way that would make it possible for a reader to envision and appreciate the study. A reliable study is one that, if operations of the study such as data collection procedures can be repeated, they yield the same results (Yin 2003). The goal of reliability is to minimize errors and biases in a study. The researcher tried to identify possible limitations and dealt with them promptly. The pilot study helped identify weaknesses in the data generation instruments and analysis which was corrected with help of the supervisors. A thick description of the entire research process and clarification of constructs was done in such a way that similar studies can be replicated elsewhere. This argument is supported by (Penterotto, 2006).

3.7.3 Objectivity (Conformability)

Objectivity/ conformability is defined here as the extent to which findings of a study are free from both internal and external influences of the researcher, participants or institution. In this research study, objectivity was ensured by organizing the data systematically and presenting observations as sincerely and transparently as possible

without undue manipulation. Questions abound on how objective quantitative studies can be to the extent that their findings can be used for policy formulation (Khan, 2007). The role of the researcher however, cannot be divorced from the research process. This is because the researcher makes choices with regard to participants, questions and context (Atkinson, Delamont and Harmmersley, 1993). As qualitative researcher I was extremely careful to ensure that the study maintained trustworthiness. Having discussed the concept of trustworthiness, the next section explores triangulation in qualitative research.

3.7.4 Triangulation

Triangulation is used in qualitative research to mean the use of multiple approaches, methods, techniques and sources of data to strengthen trustworthiness (Jwan and Ong'ondo, 2011; Cresswell, 2009). To achieve trustworthiness in this study, I triangulated three instruments of data generation namely interview, observation and document analysis. The next section explains the problems encountered in the field

3.8 Data Processing

This section highlights the stages of data processing and data analysis techniques. Data processing is done after data generation. Kothari (1990) states that processing involves, editing coding, classification and tabulation of collected data for analysis. Editing helps to ensure accuracy and quality standards. I edited the interview schedule and observation schedule to check for completeness, accuracy and clarity of research instruments. Coding is the process of organizing the collected data into segments. Kothari (1990) defines coding as a process of assigning numerals or other labels to classes. Donyei (2007) quoted in Ong'ondo (2011) states that coding involves

highlighting excerpts of the transcribed data and labeling them in a way that can easily be transcribed, retrieved and grouped.

In this study, I first coded the interview data from the first set of participants then moved to the subsequent sets. I began with school category 1 then proceed to school 2, school 3 until the last school. I wrote down the coded data before analysis. In the next section, I discuss the process of data analysis.

3.8.1 Data Analysis procedures

With regard to the paradigm adopted in this study that is relativist-interpretivist/constructivist paradigm, data was analyzed qualitatively. This includes giving descriptions and interpretations of the data generated through interviews, observation and selected documents. Data in qualitative research is mostly presented in words, which may initially exist in verbal form, in the case of audio recorded interviews, but are normally in form of transcripts. These transcripts could be audio recorded interviews transcribed into written form, observation notes, journals, pictures, clips, written music and videos among others (Jwan and Ong'ondo, 2011). Interestingly, mimes, gestures and other non-verbal forms yield tangible data in qualitative research. My own experiences as a language teacher also guided my interpretation of issues. Data was organized the thematically. Thematic analysis is the search for themes relevant to the research topic where large amounts of data from different sources such as observation interviews and documents are organized (Hammersely *et al.* 2001). Thematic analysis preferred by qualitative researchers as Clarke and Braun (2006) who explain that thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data by organizing and describing the data in rich detail by explaining various aspects of the research topic.

Generally, Jwan and Ong'ondo (2011) outline six step procedures in data analysis which include transcribing, re-familiarization with data, first phase coding, second phase coding third phase coding and producing a report. I have already explained the terms coding and transcription in the previous section. Important to note is the fact that data analysis in qualitative research is an ongoing process and thus done as data generation progresses (Creswell, 2009). How the six steps were undertaken in the current study is explained here below.

a) Transcribing the data

The first step in qualitative analysis is transcription which involves turning interview data from the verbal to the written mode (Donyei, 2007). During the interview session, Voices of the participants were recorded as they responded to the field questions so as to capture all that they said. This also gave an opportunity to probe further if a response was not clear. It is these voices that I now listened to keenly and put them into writing. A lot of care was exercised to ensure that everything including fillers, repetitions and even the facial expression of the interviewees was captured. This enabled me to have a clear understanding of the data. I labelled the transcripts for each participant appropriately using labels such TOEN1 and HODC1 to mean the teacher of English from a National school 1 interviewed first and the head of department from a County school that I interviewed second respectively. A sample of these transcripts appears in this study under appendix (xii), (xiii), (ix) and (x). The data from the documents analyzed and classroom observation was already in transcript form and was also labeled accordingly and put in the appropriate folder. This was rather a tedious procedure but as clerk and Brown (2007) put it, 'it is not a waste of time but a worthwhile process that culminates to thorough understanding of data and that facilitates interpretative skills needed for data analysis.' It is also worth

to note that there were instances where the utterances were not clear enough and I did confirmation by calling the interviewees to seek clarification. Having completed the transcription, I went the second step which is Re-familiarizing with data.

b) **Re-familiarizing with data**

This involves reading the transcripts from each interview in order to get a general idea of what the data is saying as well as the researchers' initial thoughts regarding the data (Ongo'ndo and Juan 2011). I read the transcripts severally noting down the general impression I formed (from the data) adjacent to the interviewee's utterances. I went ahead to remove the repetitions and fillers that were not adding value to the data. Donyei (2009), calls this process pre-coding and explains that this process shapes the researchers thinking about data and will determine coding process, after re-familiarizing with data I embarked on coding which I explain here below:

c) **Coding**

Coding as defined by Donyei, (2007) involves the highlighting extracts or transcribed data and labeling them using codes for easily transcription, retrieval or grouping. Category is a broader headline to which codes may be grouped and a sub theme or a theme is the major topic within the study under which categories may be grouped. Basing on this, I assigned labels to the chunks of data grouping them into themes and sub themes. This wasn't an easy task since sometimes what was label as a theme would change into a sub theme. Albeit this after several attempts of analysis, the researcher was able to come up with specific themes and sub themes.

Coding takes place in three phases. *First phase coding* involves highlighting the data that talk about a particular issue. (Research questions). Creswell (2007) calls this open coding. I highlighted the chunks of data that deals with the first research question and

themes under it. I then proceeded to the next research question till the last one. During this stage it was common place to find data that would answer two or more research question, and another lot that could not be immediately placed under any category. This was however resolved through further scrutiny and subsequent phases. Having done the first phase coding I moved to the second phase coding.

Second *phase coding* also called axial coding is where the researcher deals with codes generated during the first phase, grouping similar codes together to avoid overlaps and unnecessary repetition (Jwan and Ong'ondo, 2011). I grouped similar codes merging others in order to reduce the number of codes and the chunks of data under them. This helped reduce redundancy and overlaps as stated by Creswell (2007). At the end of this phase I was able to identify the themes and sub themes under each category and the chunks of data under each theme. This done, I proceeded to the *third phase coding* where I grouped categories into themes and sub themes. Creswell, (2007) refers to this phase as 'selective coding'. According to Ongo'ndo and Juan, (2011) themes correspond to research questions posed by the researcher at the conceptualization stage of the study. From this background I highlighted the categories and codes and grouped them into themes which were regrouped further according to the research questions they answer. The next sectional explains how the research report was produced.

d) **Producing the Research Report**.

After reorganizing data into themes in the third phase, I again read through the product to establish the relevance to the study. I then narrated giving explanation to the data in a manner that would be understood by the reader. I reported the stories of the participants to the reader using paraphrase and only retaining the exact utterance

of the participants in a few cases to give the study credibility as stated by Ong'ondo and Juan, (2011). I tried to capture as much details as possible while being careful to avoid unnecessary repetition. I was keen to give what the participants generally agreed on and also highlighted the cases where there were differing opinions. During this stage some of the sections were merged and others dropped to ensure precision. This was also a tedious process that involved going back and forth in order to ensure that nothing of importance is left out. The end of this section culminated to the chapter 4 of the study, that is, data presentation. Having looked at data analysis, the next section discusses trustworthiness (Rigour)

3.9 Field Administration Problems

The problems encountered in the field had to do with the time scheduled for the interview sessions and classroom observation. In some schools the impromptu programs interfered with agreed time and the researcher and the respondents had to reschedule the sessions. For instance, one of the selected schools had granted access but on arriving at the school that morning, I met with the TSC officials from the national office who had visited the school for assessment and I had to reorganize the sessions.

3.10. Ethical Considerations

Ethics in research refers to 'the moral principles that guide research from its beginning, to completion and publication of results,' (Economic Social Research Council, 2005). This may be communal or individual codes of conduct which are based on some set principles. All studies involving human beings should consider ethical issues. (Nsubuga & Katamba, 2013). Jwan and Ongondo (2011) outline three reasons for paying attention to ethics: the need for democracy, respect for truth and

respect for persons, striking a balance between the demands placed on researchers as professional scientists, in pursuit of truth and their participants rights, and values potentially threatened by research and invasion of private space. Based on these points, ethics was ensured under the following subheadings: negotiation of access, data generation and data analysis.

3.10.1 Negotiation of Access/ Authorization

I negotiated for access before embarking on data generation in the selected schools in the study area. Any organization has principles and structures that govern its operations. A researcher should thus negotiate for access into the institutions (Jwan and Ongondo, 2011). I carried out the research study personally in the selected schools. To gain access to these schools, the researcher first obtained an introductory letter from Moi University which allowed me to apply for a research permit research from National Commission for Science Technology and Innovation NACOSTI (appendix xi). Approval of gatekeepers was sought in order to protect the rights of the participants. Gate keepers are individuals in the research site who permit access and allow research to be carried out in the sites (Creswell, 2009). In this case, the county commissioner, the county and sub county directors of education of the study area and the principals of the selected schools. Armed with the research permit, I visited the office of the County Director of Education in west Pokot County who permitted access to the selected schools by writing a consent letter to the school principals who gave access to participants in the study area (teachers and HODs). I also presented the introductory letter from Moi University School of Education that permitted the research study (appendix xviii) I visited the schools and presented the research permit, authorization and a letter that clearly defined the research and the participants needed for the study. The respondents who were ready to participate

willingly in the study signed a consent form before they were interviewed observed, and their documents analyzed (Appendix ii). The findings were treated with anonymity and confidentiality by assigning pseudonyms and labels to the participants.

3.10.2 Ethics in Data Generation

Research should ensure right to privacy of the participants (Cohen et. al., 2000). The researcher did not coerce any participant to give any information but encourage them to be as truthful as possible. This is supported by Kumar (2011) who states that researchers should exercise confidentially, avoid bias and get informed consent. The participants signed a consent form which gave them liberty to proceed or withdraw from the study at any given time as they deemed best. The researcher practiced honesty by ensuring that whatever a participant said about an issue is not used against him later. The participants were free to respond to a given question or decline to do so.

3.10.3 Ethics in data Analysis

Ethics was observed in data analysis. Researchers should ensure that participants are protected from harm. They should not at all times deceive participants about any aspects of the study that will cause them harm (Bassey, 1999) With this in mind, I exercised honesty and integrity while coding and analyzing data. No other information other than what was observed and the information in interview transcripts was analyzed because this could interfere with trustworthiness. I assured the participants that I was not going to use their names or names of their schools whatsoever. I assigned labels to Participants' transcripts to ensure confidentiality and in cases where participants mentioned real names of educators and colleagues I used

pseudonyms. Having looked at the ethical issues of the study, the section closes with a chapter summary.

3.11 Chapter Summary

This section has generally discussed the research design and methodology adopted by the researcher. It has also highlighted the approach and paradigm that underpins the study, the sampling procedure, the sample and the particular cases to be used in the study. Also discussed is a detailed description, of data generation techniques, data processing and data analysis. Finally, an exploration of the concepts of trustworthiness, field administration problems and ethical considerations with regard to qualitative research, a domain that the current study falls in. The next chapter presents, the results and discussion of findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND

DISCUSSION OF FINDINGS

4.1 Introduction

The purpose of this study was to establish teachers' cognitions on the use of instructional media (IM) in English language pedagogy. As earlier stated in the literature review section of this study, Teacher Cognition there after (TC) refers to the unobservable cognitive dimensions of teaching what teachers know, belief and think (Borg, 2006). Although TC is conceptualized in terms of knowledge, thoughts and beliefs, it also in a broader sense comprises all the patterns that have developed over time that determine the current thinking (Borg, 2006; Hill, 2014). The vast experience teachers have as learners throughout their schooling period shapes their cognitions as professionals and this is manifested in their classroom pedagogical practice. According to Borg (2006), other practices that make up TC are classroom practices, professional course work and contextual factors.

Based on this back drop, the current study focused specifically on the teachers' knowledge, beliefs and thoughts on IM use, and how these manifested in their classroom pedagogical practices. Patterns of cognition such as schooling experience, length of the service; in -service and pre-service training; and contextual factors were also considered in order to assess their influence on the use of 1M. The findings of the study are presented thematically based on the research questions for the study which were:

1. What are the teachers' commonly held cognitions on use of instructional media in English Language Pedagogy?

2. What are the determinants of teachers' cognitions on use of instructional media in English Language Pedagogy?

3. How do contextual factors influence teachers' cognitions on use of instructional media in English language Pedagogy?

4. How do the teachers' cognition in instructional media in ELT manifest in their classroom pedagogical practice?

Through interviews, classroom observation and document analysis, data was generated and a number of themes and sub- themes emerged regarding TC and IM. The study participants comprised fifteen (15) Heads of department (HODs) and thirty (30) teachers of English (TOEs), giving a total sample of forty five (45) participants. The HODs were interviewed while TOEs were interviewed and there after observed as they carried out instruction in the classroom. A total of fifteen lessons were observed. The main aim of the observation was to establish whether; what teachers had indicated during interview about IM use, was actually evident in their classroom pedagogical practices.

The observation schedule indicated the availability of IM, whether IM was strategically placed, how the teacher utilized IM in the lesson and whether the IM used enhanced classroom interaction: both teacher- learner, and learner-learner interaction. From the documents analyzed, the information sought was whether teachers incorporated IM in planning for instruction.

In this chapter, the study explores the themes and sub-themes that emerged from the data generated on the current study. The themes and sub-themes are based on the research questions afore stated. It is worth to note that the findings for each theme and the sub -themes from all the participants- HODs and TOEs and the instruments

namely: interview, observation and document analysis are presented generally followed by substantiation from the participants' voices. The findings are then interpreted and analyzed in light of the study objectives.

Before the findings of the study are presented, first a summary of the demographics of the respondents; that is the Heads of department (HODS) and the teachers of English is given. To ensure anonymity, labels have been assigned to both the participants and the schools where they were sampled from. Schools were allotted labels as follows. National school (NS), County school (CS), Extra County School (ECS) and sub - county (SCS). Teachers from these schools were assigned number 1-30 and HODs 1-15. Table 4.1 and 4.2 below presents a brief summary of the labels of participants and the school category they were selected from.

Table 4.1: Labels used to describe the participants (HODS)

HODN1:	Head of department National school.
HODECI-3:	First to 3rd Head of department Extra county school.
HODC1-6:	First to 6th Head of department County school.
HODSC1-5:	-First to 5th Head of department Sub-county school

Source: Author 2021

Table 4.2: Labels used to describe the participants (TOEs).

TOEN1-2	First and second teacher of English National school.
TOEECI-6	First to 6th Teacher of English Extra county school.
TOEC1-12	First to 12th teacher of English County school.
TOESC1-10:	-First to 10th Teacher of English sub county school

Source: Author 2021

4.2 Demographics of Participants

This section, gives the demographics of the respondents. These include the number of schools sampled per category and the respondents that is, HODs or TOEs selected from each category. It should be noted here that both the schools and the respondents were sampled purposively.

Table 4.3: Distribution of the schools and respondents

School category	Number of schools Sampled	Number of participants	
		HODs	TOEs
National	1	1	2
Extra county	3	3	6
County	6	6	12
Sub county	5	5	10
Total	**15**	**15**	**30**

Source: Author 2021

A total of 45 participants took apart in the study. Fifteen (15) HODs and thirty (30) TOEs drawn from 15 schools of West Pokot County. The sample was selected from the teachers who were in the selected schools at the time when the study was being conducted. From the interviews, the study established that most of the HODs and TOEs were B Ed degree holders, one had diploma in Education, and one had a Master of philosophy degree in Language Education. All the participants had graduated from local public universities apart from one who obtained her degree in Kampala University in Uganda.

This above section has looked at the purpose of the study, the objectives of the study, description of respondents and the categories of schools from which they were drawn. The next section gives the findings of the first research question based on themes and

sub-themes that emerged from each research question. The findings are corroborated from all the respondents and from all the data generation instruments. The section gives systematic presentation of the findings from each instrument of data generation namely, interview guide, lesson observation and document analysis. The presentation of data for each instrument is based on study objectives as outlined earlier in the current study. For each of the objectives, the findings for three instruments are presented, interpreted, and discussed.

4.3 Teachers' commonly held Cognitions on Instructional Media in English Language Pedagogy

This section gives the findings of the study based on the first research question which was: **what are the teachers' commonly held cognitions on the use of IM in English language pedagogy?** As earlier stated, teacher cognition (TC) refers to what teachers know, belief and think. The items in the interview guide for this research question therefore sought to establish teachers' beliefs/thoughts knowledge and skills on the use of IM and how they influence the way teachers carry out instruction. The items also elicited information on how teachers length of service influence teachers' cognitions on IM and finally the programs put in place in schools to sensitize teachers on the use of IM. At this point, I wish to state that in this study, both thoughts and beliefs are merged together since it was quite difficult to separate them as I interviewed the participants. In fact, literature on TC attests that beliefs and thoughts are inseparable in the teacher's mind and hence they are conceptualized as one and the same thing (Borg, 2006).

From the first research question, themes and sub themes emerged namely; Teachers' thoughts and beliefs on the use of IM, Teachers comments on their knowledge and

skills on the use of IM in English Language pedagogy, teachers' length of service and cognitions on IM use and the programmes put in place to sensitize teachers on IM in ELP. The findings are presented here below:

4.3.1 Teachers Thoughts and Beliefs on the use of IM in English Language Pedagogy.

Here the main purpose was to establish the beliefs and thoughts of TOEs and HODs on the use of IM. As indicated earlier, thoughts and beliefs are difficult to separate, so, whatever the respondents stated as beliefs or thoughts, are all put together under this sub theme.   From the interviews sessions, the respondents (TOEs and HODs) attested that IM plays a crucial role in English language teaching (ELT). They indicated that IM makes teaching of new concepts easy for the learner to comprehend. Apart from making learning of concepts easy, IM vary stimulus in the lesson and thus makes learners enjoy the lesson. They also indicated that 'IM is essential in language teaching for they help vary the teaching methods and enhance learning activity.' They generally held the view that when teaching with IM, learners tend to be more enthusiastic in the lesson since some aspects become self-explanatory. Without IM they said, the lesson becomes flat, and often time learners lose interest.

On the same note, respondents generally consented that IM are essential in ELT because they reinforce instruction, vary stimulus and hence make learners to not only enjoy the lesson, but also better their understanding of concepts. They felt that the use of IM speaks a lot more than just a lesson. It gives learners a whole new experience and breaks monotony in the lesson. This is clearly seen in the words of one of the respondents as quoted here below:

IM is quite essential in language teaching. It gives the learners an opportunity to experience a new item. It makes them get excitement in the lesson and generally it enhances learning. It breaks monotony and gives a spark to a learner. Aids acts as a variety in instructional process. (TOEEC3).

Teachers further held the belief that IM is beneficial to both the teacher and students. To the teacher, the respondents reiterated that IM is quite instrumental because it makes it easy for him/her to explain concepts. The learners are able to visualize what is being taught and this makes the teachers' work easier, as opposed to when they rely on abstract explanation of concepts. They agreed that in a classroom there are learners of mixed abilities and among them are those who need to see things practically before they grasp the content. The use of IM thus becomes very critical in enabling such learners comprehend concepts.

From the words of one respondent, 'a good teacher cannot do without IM in the classroom if he/she expects to meet the needs of all learners.' In her perception, there are topics which cannot be effectively taught without the use of teaching aids such as flash cards, charts, and projectors among others. She continued to add that 'some concepts /topics are quite abstract and need to be demonstrated so that the teacher can easily break down the learning points for the learner to grasp well.' The importance of IM in ELT can be summarized in the following excerpts as reported by one of the HODs from an Extra County school and TOE from a national school respectively:

Yeah IM is very, very important in language teaching. Yes, it guides the teaching language process. If you use IM learners tend to grasp the content better, ok they will understand more than just when you lecture them or when or when you explain so to me it is a very good. Although they are time consuming especially when you have a heavy workload but still believe they ought to be used in language teaching. They are actually not a waste of time but a good tool that will enhance language teaching .Well, what I may say is eeh, IM plays a crucial role in language teaching. It helps illustrate issues being taught. In my school the modern technology such as tape recorders, laptops and computers are rarely used. So teachers commonly use traditional media such as charts, chalkboard, newspaper and magazines. It is true that

they may be time consuming but you know anything that is good must be costly both in terms of time and materially, so the general benefit of IM cannot be superseded by the cost or time spent to prepare them. So I don't agree that they are a waste of time. Well I can also say that the use of IM requires skills so adequate training in crucial on the use of IM. So I believe teachers must be taken through vigorous training in their use especially after working for some time because sincerely speaking after working for a few years' teachers tend to overlook the benefits of IM as they just go to class with textbook and as long as the message is delivered they don't pay attention to IM. HODEC1.

I believe the use of IM in language teaching is quite important because of integration, media plays a critical role. It concretizes learning and helps the teacher achieve objectives. Without IM, you can spend endless time teaching and you don't achieve the set objectives. You see, there are topics that are quite abstract, so if you use IM for instance you can draw a chart, or use a projector, the learners are able to visualize what you are teaching and this makes them understand better, moreover, the use of IM will break the monotony of the teacher just talking and learners listening. The media will vary the stimulus and makes learners more receptive to the lesson. TOEN1

Another popular belief among the responds is that the use of IM is quite valuable when dealing with beginners, that is, the lower forms (form 1 and form 2) and not the upper classes, (form 3 and form 4). In the upper forms, teachers are grappling with the completion of the syllabus and preparation for exams and they may not have time to plan for IM. One of the respondents a TOE at a sub county school reiterated that, he beliefs that IM will only work well with beginners; that is the lower forms (Form one and Form two).

According to this respondent, this reduces as one gets to form three and four. In the lower forms, he says, there is need for the learner to grasp the content but in form three and four as the students gear towards exams, they will need more of revision and coaching on techniques of answering questions hence little is done on the use of IM. What he commented on this sub- theme is quoted here below:

We have various levels of learners in high school. That is, learners in Form one and Form two, and those in Form three and Form four. In Form one and Form two that is foundational level, where every aid you marshal to teach them,

every aid you marshal to pass instruction or to help them especially in later classes that is Form three and Form four, where you zero in to examination and past papers become IM. The use of IM often reduces as I go to Form two, and reduce even further as I get to Form three and four as we gear towards exams. Actually, the learners tend to understand concepts which I would be interested in them answering exam questions in Form four. In fact, much of the teaching I do in Form and two and it actually reduces as I get to form three and four. It is now we gear towards exams that is in a very honest opinion, not learning. Teaching we do in Form one and two, and ensure they grasp the content; what we're teaching. Failure to do this, even the approach to exam will be a problem. Yes. At higher levels the issue of exams comes in and so teachers tend to ignore the use of IM and you will realize that the learners on their part will appreciate the use of IM in lower classes. When it gets to upper classes, they are not interested in what you use to teach, but what you are teaching them. They are more interested in how they can answer examination questions. (TOEC1).

Although all the participants concurred that IM is essential in language teaching and should be encouraged at all levels, some respondent held the opinion that they should only be used with the low achievers because they need to visualize something before they understand. To them, using IM with the high achievers is a waste of time. One TOE from a sub county school with such opinion argued that IM are instrumental when dealing with low achievers. When asked whether IM influences her learners' understanding of the lesson content, these were her comments:

> *I think IM does well with low achievers. If you have students that are low achievers the use of instructional media can assist them grasp the content, but high achievers are able to grasp the content without IM. I really advise that they are used with low achievers. When you have students who are low achievers IM is handy* (TOESC5)

One contrary belief on the use of IM was that they are time consuming, especially when one has a heavy workload. They are time consuming in terms of preparation since some are not readily available. The respondents with this opinion said that some schools don't provide IM. They added that other schools have power problem and this

makes it difficult to use modern technology. The excerpt below from one of the participants testifies to this assertion:

> I tend to believe the use of IM is time consuming. Again some of them are not available in schools hence difficult to plan to use them. Some schools, like my school, has power problem and using modern technology is sometimes a toll order. Some of these IM are also so expensive and the schools cannot procure them. I think the last time I used IM effectively was when I was on TP because when you ask for it you are told to wait and you see the syllabus does not wait so you end up teaching a lesson you had planned to use IM with just notes. HODSC1

A summary of teachers' thoughts and beliefs on the use of IM is given in table 4.4

Table 4.4: Teachers' thoughts and beliefs on the use of IM in ELT

Positive
• The use of IM makes learning of concepts easy
• The use of IM breaks monotony by creating variety
• The use of IM motivates learners to learn
• The use of IM makes learning of concepts memorable
• The use of IM allows the teacher to break concepts into meaningful parts
• The use of IM motivates learners to learn.
• The use of IM improves learner precipitation in the classroom
• The use of IM improves application skills
The use of IM depends on teachers' length of service
Negative
• **P**reparation of IM is time consuming
• IM is only suitable for beginners Form and Form two
• Preparation and use of IM requires skill
• Some IM are quite costly hence difficult for the school to procure.
• The use of IM a preserve of TPTs and novice teachers.
• The use of IM works well with low achievers.

I wish here to state that the documents analyzed (lesson observation and document analysis) and lesson observation could not really yield data on thoughts and beliefs because this was based on what the respondents actually stated not what the researcher observed. Having looked at the teachers' thoughts and beliefs on IM, next I explore the influence of beliefs state, on how teachers plan for instruction.

4.3.1.1 Influence of Beliefs on Planning for Instruction.

Here, I sought the opinions of teachers on how their beliefs on IM influence their decisions on instructional procedures. I discuss this sub theme under two sub sections namely, the influence on selection, development; and utilization of IM. Each of these sections are explicated in section 4.3.1.2 below:

4.3.1.2 Influence of Beliefs on Selection and Development of IM

From the interviews the respondents specified that the beliefs they hold indeed influence their selection, development and use of IM in their lessons. One of the respondents pointed out that what one believes; affects what he or she does. He argued that 'everything one does or fails to do is anchored on one's beliefs and the beliefs a teacher holds about IM will favour selection of certain IM. This was in agreement with the documents analyzed, that is the respondents' professional documents namely lesson plans and schemes of work. While preparing schemes of work and lesson plans, teachers indicate the IM to be used in every topic.

However, from the classroom observations done, it was crystal clear that teachers do not actually develop these resources. Although teachers had them well written out in their schemes of work and lesson plans, a number of teachers did not actually seem to prepare them. The respondents generally agreed that since they understood the value of IM in ELT, they plan for their lessons with a view to using IM. However, in most cases, this ends up at the planning stage but not actualized in the language classroom. This perception was common across the board, regardless of the category of school. One of the respondents from an extra county school while responding to this question had this to say:

> Well, eh, this influences me positively, since I know that IM is essential, vital, in language teaching. I do select IM and develop them for my lessons, but not always. To be sincere, it is just on some occasions that I use IM in the actual lessons. I may plan for them, select, but when it comes to the actual lesson, I just walk to class often with a piece of chalk and a text book. Yeah, may depend on how ready I am for the lesson; or sometimes, just how I feel at that particular time, yeah. TOEEC3

From her submission, it is evident that there is an incongruence between how teachers plan for instruction and the execution there of.

4.3.1.3 Influence of Beliefs on Utilization of IM in the Language Classroom

On this sub theme, I sought the participants' opinions on the use of IM in the language lessons. Given the fact that they had listed the various types of IM in their schemes of work and lesson plans, I further probed to ascertain whether these IM were utilized in their lessons. From interview, the participants candidly stated that they do plan for IM but they rarely use them in their lessons. This was a common position for both TOEs and HODs. Although the teachers were well aware of the use of IM and they believed that they are valuable; they attested that they hardly used them in their lessons.

Some teachers attributed this to unavailability of the resources while others just felt it is an unnecessary burden. One of the respondents stated that 'IM, is hardly used when teaching English. Some schools, he said, don't have electricity to enable teachers use IT and sometimes it is the lack of computer literacy skills. He confessed that he, personally, hardly used IM in teaching English.' Similar sentiments are echoed by other respondents who consent that IM can be used successively in language teaching but this is not done practically. The excerpts below present the voices of a TOE from a County school and a HOD from an Extra Country school respectively:

Now, IM can be used very successfully in language teaching but ideally, that is not in practice on the ground. It is easier said than done. So it again it depends on the language skill that is going to be taught. There are those that can use electronic media that work very well but there are those that require paper. So I don't know where your target is … both…okay. Now I believe that they contribute to learning but about their use, my fear is that very few teachers use them .Very few teachers engage in their preparation because they are time consuming, me included. TOEC4

Well since I believe IM is essential in ELT, I do select IM for my language lessons. While preparing my schemes of work, I do indicate the IM in the resource column and I ensure that. Yeah, but to be sincere I may not utilize them for all lessons. I may prepare yes but fail to use them in the lessons. This may be because of time factor. As a HOD you may have so many responsibilities and you may fail, may be you have a meeting and the class has begun, and you are forced to go to class without the IM you had prepared. May be the one you planned for requires a lot of time so you end up going to class without any IM and life goes on. Well I can also say that the use of IM requires skill. So adequate training is crucial on the use of IM. So I believe teachers must be taken through vigorous training in the use of IM especially after working for some time because sincerely speaking after working for a few years teachers tend to overlook the benefits of IM as they just go to class with a textbook and a piece of chalk. As long as the message is delivered they don't pay attention to IM. HODEC1

The respondents who said they rarely used IM in their lessons attributed it to unavailability, the heavy workload, time factor and inadequate training especially with regard to modern technology. From the lessons observed, it actually emerged that most teachers did not use IM. The few who used them did not use them effectively. One participant who had prepared to use a chart to teach adverbs, only used the chalkboard and handed the chart to the class representative after the lesson to display it on the board. These are her words as he left the class: '*class prefect, take this, (a chart showing the different types of adjectives) you can pin it on the board later for the class to see.*'

In this case, the IM used did not contribute to the lesson in any way. It just became a by the way. Although the respondents generally concurred that the utilization of IM

was a challenge, two HODs presented a different opinion. They stated that they use

IM in their lessons. I did not however observe the HODs in class hence unable to

verify their claim. Their responses are stated in the extracts below:

> Well, I use IM in my lessons especially the charts. Sometimes I can draw a diagram on the chart and use it to explain some areas. I can also write the sounds on the chart and display in the classroom so that student can master their symbols and pronunciation. But you see the school has not put structures that necessitate the use of IM. If you want to use, just use as long as it is available sometimes. HODSC4

> Yeah, I do plan for the use of IM in my language lessons. For instance I do use different IM to teach my lessons. I may use a chart to teach different parts of speech. I also use ICT to teach the four language skills especially speaking and listening skills. This can be used to teach especially phonology (sounds of language). Well the school provides resources such as the ICT materials, real objects, charts, taped materials; some are acquired from KICD while others are prepared by teachers themselves. HODC6

From the teachers' utilization of IM, a general attitude towards IM seems to emerge.

In the next sub-section, I explore the language teachers' attitudes towards IM.

4.3.2 Attitude of language teachers towards IM

In this section I discuss the attitude of teachers of English towards IM. The

respondents reported that IM is time consuming in terms of preparation hence very

few teachers use them. Most teachers also viewed the use of IM as a preserve for the

TP and the novice teachers. The long serving teachers, they said, have learnt the rules

of the game and can devise ways of delivering the content better with or without IM.

In the words of one of the respondent, very few teachers of English engage in the

preparation of IM because they are time consuming There was also the notion that

IM is only necessary during practicum and its use in regular teaching is not a big deal.

Her comments are stated here below:

IM is 'a thing for TP. Once TP is over, you forget about them. Then there is this thing l called T-Pad. IM use is a requirement for T-Pad, but we know how we manipulate it-(laughing). Yes, we do manipulate. Teachers, me included, know what is to be done but don't do it'.

Other respondents, however, felt that the schools don not have enough facilities and planning for IM is sometimes time wasting. They added that there is a lot to teach in English and one does not have the luxury of time to engage IM.

The revelations from the interview schedule were in congruence with the findings from lesson observation schedule which shows that teachers do not actually utilize IM effectively in their lessons. Some merely indicated the IM to be used but did not utilize them. Others used IM at the introduction stage of the lesson but did not do so at the development and conclusion stages. The findings from the document analyzed namely schemes and lesson plan are also in agreement this. These profession documents had IM clearly listed in the resource column.

Having looked at the teachers' attitude on the use of IM, in the next section, I explicate the second theme: knowledge and skills.

4.3.3 Teachers' knowledge and skills on the use of IM use

Under this theme, I discuss the second component of TC. For the purpose of this study, knowledge, included skills, hence teachers were expected to comment on their knowledge and skills on the use of IM. The theme is considered under three sub themes namely, teachers' ratings of their knowledge and skills on IM use and teachers' utilization of the same in their language lessons and how their length of service has influenced their knowledge and skills on the use of IM. These sub themes are discussed here below:

4.3.3.1: Teachers Ratings of their Knowledge and Skills on IM.

From the interviews, respondent generally commented that they have adequate knowledge and skills on the use of I M. They said in the university they were taken through a course on instructional methods and they learnt how to prepare and use the various types of media especially the traditional ones. They also indicated that before they went for teaching practice (TP) they had to do microteaching. This is a teacher training technique whereby a teacher reviews a recording of a teaching session, in order to get constructive feedback from peers about what has worked and what improvements can be made about their teaching technique. Here, they learnt how to select, plan, develop and use IM in the micro-lessons.

During TP, the use of IM instructional media was mandatory. A student teacher would hardly teach a lesson without a teaching aid. This was the view of most TOES and HODs. Although they attested that they were well versed with the development and use of IM, they quickly stated that their challenge was on the utilization of these skills in the language classroom. This, they said, was hampered by a number of factors such as inadequate resources, insufficient time, a heavy workload and sometimes discouragement by colleagues. Some respondents also felt that some topics are too direct and it may be pointless to use any teaching aid. The comments of teachers on their knowledge and skills are summarized by the excerpts below from TOE from a county school, HOD from a sub –county school and TOE sub-county school respectively.

> I must say, as regards IM, I am well versed. I use various kinds of IM. I have used Manila paper, pictures and other procured aids and real objects. And lately we are using electronic media such the TV and computer. We have projectors to develop our teaching nowadays. So that's an area I take really keen interest in because I am able to use all that even in the upper classes as we are looking at preparations for exams, I am able to use the projector which is a good aid. TOEC1

Yeah, I do have sufficient knowledge, I think teachers in my school too sufficient knowledge skills on IM yeah, we are all trained. Now, the forty minutes are not enough time to prepare for the use of IM. So I can say we actually plan for IM but we may not use them effectively. Sometimes it depends. I told you, you may ask from the office then it takes long to avail until the morale of asking for them is lost. HODSC1

Well, I may say yes, teachers have knowledge and skills on IM use yes, because when you look at their schemes the column of teaching resources is well filled and actually what is selected matches very well with the topic of the lesson, the challenge now is the IM selected may not actually be used in the lesson. Sometimes this may not be pegged on the level of training but one's own way of doing things yeah. I can say they are not badly off they are average in terms of knowledge. HODSC2

Although there was a general consensus from both TOEs and HODs across the spectrum that they had sufficient knowledge and skills on the use of IM a few teachers stated they had inadequate skills. These teachers reiterate that although they could well prepare and use locally available resources like charts, cards and pictures, they had not been exposed to the modern technology; hence they don't use them in their lessons. One of the TOEs from a county school had this to say;

Well, eeh, what I can say, is that I don't have sufficient knowledge and skills especially with the use of modern technology. I may for example wish to use a projector but I don't know how to prepare the slides. so I think I am a bit limited in terms of preparation of IM especially the modern technology. TOEC5

4.3.3.2 Utilization of Knowledge and Skills on IM in English Language Lessons.

The HODs were further asked to explain how their knowledge and skills on IM were utilized in language lessons. They generally consented that although they had adequate knowledge and skills on preparation and use IM, they actually did not utilize this effectively in the classroom. They argued that one can plan to use a given IM but the schools fail to provide them. They also indicated that time is a factor in the utilization of IM. The HODs also cited their heavy workload coupled with a myriad of

responsibilities on their part. One HOD commented that teaching is a calling and for those who did not have a calling to be teacher, they may not take the burden of using IM. Those who have a passion for teaching will always go an extra mail to ensure students get the most of the lesson. I personally inquired from the HODs the strategies they used to ensure that teachers in their departments used IM. They basically reported that they did remind them during department meetings and staff meetings. They added that during lessons observation, which is a requirement of Teacher Appraisal and Standards (TPAD); they assess the use of IM and if a teacher is not using IM, they encourage him / her to do so.

The HODs reported that this is readily adopted by the younger teachers than, the long serving teachers. Older teachers they said, 'feel they can handle the subject their own way and produce results.' As a result, they don't key in to what the HODs are telling them. One HOD explains the dilemma he encounters as he tries to encourage the use of IM by TOEs in his school in the paragraph below:

> Well, during meetings such as language teachers' departmental meetings, I inform them. During observation I also asses their usage of IM and if not used I encourage teachers to use them. (Clearing his throat) Again this is readily adopted by the younger teachers faster than the older teachers. Well, many factors may contribute to this. Sometimes the old teachers feel they have the capacity to handle the subject their own way and they just listen to you but do what they deem best. They use the popular phrase 'experience is the best teacher' Yeah, you see as the HOD as you observe teachers' lessons and you are meant to fill the appraisal form for all teachers. You may not know what to fill in the resource column. The same teacher may have done so well in the subject, perhaps his mean has gone up compared to that of another teacher who uses IM very well and the challenge comes in when you want to encourage this teacher to use IM, yet he feels you have nothing to offer. The same teacher has done better than others who seem to plan their lessons with IM in mind. So you are at a fix whether to encourage this teacher to use IM or to lt him continue doing things the way he has been doing. So, sincerely as a HOD it is an uphill task HODEC1.

Another respondent stated that he personally encourages the use of IM by being a role model himself. He said he prepares IM and uses them in his lessons. He keeps the materials in the department and encourages any teacher willing to use them to do so. He however comments that 'not all the skills they learnt in college are wholly utilized, what teachers utilize depends on availability of resources and time factor'.

In discussing the above sub theme another component: teachers' length of service and the use of IM emerged. This came up as the HODs explained their challenges as they enforced the use of IM in their schools. This factor is elucidated in section 4.3.3.3

4.3.3.3: Teachers' Length of Service and the Use of Instructional Media

This sub theme was considered under three categories of teachers namely: the long serving teachers, the novice teachers and the teaching practice teachers. The teachers were categorized thus in order to assess the influence of length of service on teacher cognitions on use of IM. Teachers who had served for less than two years were regarded as novice teachers while those who had served for over five years as long serving teachers.

From the interview guide, the respondents indicated that the length of service does influence the use of IM by teachers. The long service teacher, they said, uses IM less frequently than the novice teacher, and the teaching practice teachers. This was attributed to the many years of experience and the fact that the teacher has mastered the content and the various ways of disseminating the same to the learner. One teacher said that, through experience they have become 'tactful and can manipulate the lesson to meet the desired objectives even without using any IM.' Another strand of participants felt that 'perhaps these teachers may have become tired and bored hence

may not take the pain of using IM as long as they attain their target: students excelling in examinations.' One such view came from a HOD from a county school who had this to say:

> Personal opinion…aam...if the teachers have been in service for long, the less they will use IM. May be one reason would be, they consider to have knowledge and experienced they need to deliver their lessons, or on the general outlook, they don't have time to prepare IM or look for the aids. May be the ones they prepared have become old, or become worn out, and they don't have time to prepare others. They believe they have the knowledge and experience and they form a general outlook of life, which they use to deliver their lessons. So the longer the teacher has been in the profession, the lesser they tend to use IM especially in English. If I may digress a bit, mostly most teachers who teach in English, or those teaching English, or those teaching other subjects. Most of them never intended to become teachers and as they get older, they get more tired. They seem to get more tired when it comes to teaching. But we have a few teachers who had a calling to be teachers, these are the ones, the older they get, they seem to like lesson preparation and they prepare for the lessons, actually, it depends on somebody's predisposition. If you don't have the calling to be a teacher, you get tired, but if you have the calling of being a teacher, the older you get, it becomes more fulfilling for you and you might be in a position to prepare well. HODC 3

Another possible reason why the long serving teacher was said to use IM less often as opposed to the novice teacher was the host of responsibilities they have. The respondents with this opinion stated that the long serving teachers are involved in many issues in schools other than teaching and they often times fail to plan for their lessons. In fact, it is the confidence and the many years of experience that keeps them going. The excerpts below from one of the long serving TOEs and a HOD attest to this:

> The long serving teachers on the other hand feel confident. They feel the long experience gathered over the years can be used to attack a topic without necessarily employing the use of IM. I think also, generally they don't have the time. As years go by, there is increase in responsibilities both in the school and at home and planning and developing IM may be an uphill task. Sometimes you can even find yourself going to the classroom without a text book, let alone teaching aid. However, there are a few teachers who regardless of their length of service, they still use IM in their lessons and they are always enthusiastic (TOEEC4)

Honestly, the older the teacher or the longer the teacher has served, the lesser He/she utilizes IM in the lessons. Yes length of service, in fact, affects IM use. The more a teacher matures, the more they become reluctant to used IM. The younger the teacher, they discover that they still have a bit of leftover from TP. Generally the older teachers don't use IM. Yes. I have observed this and am a victim myself. With time, you learn how to manipulate some things and it works. After all in Kenya, we are more interested in the results than the means of achieving the results. Teachers who have served for long perhaps are preoccupied by other engagements such as school responsibilities, family issues among others; I think that is a factor. The truth is as a teacher you look at what makes your work easier. So it is not practical to make or prepare IM even in other subjects, they don't make use of IM, unless the science teachers who already have some of these things ready-made. So they don't have to prepare HODSC5

Another important observation made by the respondents is that the novice teachers readily use IM because they are eager to teach, and they have all the time. They have recently left the university or teacher training colleges and they want to explore. Most of them also deal with lower classes where lessons are fewer, and learners are enthusiastic to learn. This contrary to their long serving counterparts who teach the upper classes and are preoccupied with examination and other administrative duties. The passage below from a HOD attests to this assertion:

Well, I think there is a strong relationship. You see the younger teacher uses IM more often than the long serving teacher. This may be due to eagerness to teach time factor etc. The young teacher has just left the university and there is that enthusiasm. All the skills are still fresh in his mind and he wants to explore. On the other hand, long serving teachers have increased strand of responsibilities and may lack time to prepare IM. Again the younger teachers, majority of them deal with the lower classes where even the learners are so enthusiastic and the lessons major deal with lower skills. When the learners get form three and form four there is a lot of preoccupation with exams some even have already selected areas they want to major in and there is little motivation in teaching English. The teachers also strive to   complete the syllabus and to prepare learners for exams and thus may not pay a lot of attention on IM use. The content is so much in the upper classes and there is need to complete the syllabus teachers put strategies to accomplish this but the use of IM may not be a choice at this moment. In lower classes the content is little and teachers can have time to use IM. HODN

The respondents also noted that the young /novice teachers are more acquainted with modern technology hence find it easy to embrace it in their teaching. They are passionate about the use of technology and hence strive to impress. The long serving teachers, however, (most of them) are rigid and often times don't embrace technology. In most cases, their aim is to ensure learners pass exams, they don't mind the how. In most cases 'their teaching become exam oriented'. While stating relationship between the use of IM and teachers length of service, one TOE gave this narrative:

> Most young teachers, what we call novice teachers use IM more often than the long serving teachers. The young teachers are more acquainted with computers and projectors compared to the older teachers. The younger teachers are more passionate about their work they also strive to impress and thus they Marshall all possible tools and means to ensure that their lesson are impressive and have meaningful results .On the other hand the older teachers boast of long teaching experience and they have survival tactics .They have gotten used to the teaching and they know what to do in order to ensure that students do well in the subject. As such their lessons become exam oriented and they may not put emphasis on the use of IM. Older teachers also suffer from rigidity and the phobia of venturing into new things, thus they may not try the use of technology, they reach a comfort zone where they believe that as long as learners do well in my subject then there is no need to trouble oneself with the use of IM. (TOEN2)

Although the general position on this argument is that there is relationship between the length of service and the use of IM, there are a few teachers who may be exceptional to this general view point as maintained by some of the respondents. To them, how long a teacher has served does not determine how he/she uses IM. They argue that the use of IM 'depends on the level of exposure and teachers own initiative. The following are quotes from two respondents that ratify this opinion:

> …not all of them have this mentality there are few older teachers who are so passionate about teaching that they try new methods and techniques. Such teachers have no fear of technology and they use them with ease. Such teachers are quite liberal minded and not resistant to change. Likewise there are a few novice teachers who may not be enthusiast and thus do not use IM whatsoever. TOEEC3

There is actually no direct connection and most of it depends on the teachers own initiative. Some teachers are resistant no matter how long they have served if they are not innovative they may never try to use technology such as the laptops, or overhead projectors. TOEC5

An interesting remark was one made by a HOD who commented that, from his long teaching experience, he has observed that, teaching language is a calling. To him not all teachers pursue teaching as a calling, but some may have opted to teaching because they never made it to their dream jobs. He says that such teachers no matter how long they take in their field their attitude to teaching will not change and this includes the use of IM. His response is captured in the paragraph below:

To me, I think there is no 'vocationalising' of teaching; Language teaching is a calling. There are teachers for instance who were forced by circumstances to become teachers. Some may have ended up taking English as their teaching subject. Such teachers, from the word go may not even take a burden of using IM to teach English language. Such teachers no matter how long they have taught, their attitude will not change. Again we have those who went into teaching as a calling. Such teachers are passionate about their profession and they do all to make learning interesting. Such strand of teachers, their enthusiasm to teach will not wane with length of service. If they like using IM them, even if they were to retire tomorrow they would still do. So to me I don't see the length of service as an influence to the use of IM. HODC1

I also asked the respondents to give their observation on the teachers on practicum and the use IM. A general take was that these teachers use IM regularly. This, they do 'for the sake of assessment in order to obtain good grades. When the same teachers go into regular teaching, they do what the others are doing.' Below is the excerpt from one respondent that summarizes this assertion.

…most of them do it because, they are being examined and this is a requirement of good teaching during assessment. The TP teachers on their part are full of excitement and they want to exercise what they have learnt. But when they get into the reality of teaching, it is openly those who are passionate and enthusiastic in the profession that will keep doing what they do. The others who did not choose teaching as a career will soon wane and

teach as any other teacher who actually does not regard teaching as a calling but an avenue to get money. HODSC1

In this section, I have looked at the views of the respondents on the length of service and the use of IM. In the next, I explore another subtheme that is, programs put in place in schools to sensitize teachers on the use of IM.

4.3.4 Programs Put in Place in Schools to Sensitize Teachers on IM Use

On this sub theme participants were asked to identify programs put in place in their schools to ensure teachers are sensitized on the use of IM. This included but not limited to seminars, workshops, conferences and in–service training. From interview sessions the respondents generally indicated that there are no programs put place in schools to specifically address the use of IM. There was a general consensus that most seminars and workshops attended by teachers were those organized by the county Education office in collaboration with language experts and publishers such as Longhorn, Oxford and Moran publishers. Most of these workshops and seminars however were basically on the set texts. One respondent remarked that 'these workshops came alive especially when there are new set texts to be taught.' In these forums, very little was said about the use of IM. If this was mentioned at all, it was only done in passing especially when teachers were being asked to purchase some audio or video tapes containing content on the prescribed literary texts. This was a popular view for all the HODs and TOEs from Extra- county, County and Sub-county schools. The excerpt below from one HOD and a TOE reflects the position in most schools:

There are no particular forums in his school geared towards the use of IM, but there are workshops on performance of English within the county. They also have workshops on the teaching of English especially the set text but most of them are external. Generally there is none organized internally. Of all these however, none talks about the use of IM. To be sincere most of this seminars come up when there are new set books to be done , so the publisher by way of marketing their publications liaise with the county education dons and organize for workshops and seminars to sensitize teachers on the same. Otherwise there are no seminars organized to sensitize on per see. This may only be mentioned for example video tapes CDs VCDs especially when they contain content from set texts. If they contain the acted version of the set texts. So generally I can say emphasis on the use of IM is not primarily in most of the seminars and workshops. To me, I think the emphasis squarely lies in college and particularly during TP.

….Not really, at school level there is none but we attend seminars and workshops on teaching English and literature but sincerely speaking they are about how to handle the specific areas of English paper but the methodology no, so little or actually no emphasis is put on IM. Yeah they merely mention especially for the sake of TPAD but no emphasis is actually placed on this. For most teachers in my school it is the textbook, chalk and board beyond this it is quite rare. But other subjects such as sciences and math they make use of the projector to a reasonable degree. So for sure I can say that there is no program put in place in school to ensure teachers use of IM TOEEC1

The respondents further stated that since there were no seminars and workshops at school level, most of the language issues were communicated and discussed during departmental meetings. Again in these meetings the use of IM is not emphasized but merely mentioned. The paragraph below from one HOD of a county school testifies to this assertion.

We have the language department meetings where we talk about the, students, syllabus sharing performance in the languages, the language policy, assessments and general information about the department. But we don't have a particular forum where we actually inform teachers on the use of IM. May be as a by the way during the staff meeting, the teacher can be informed of projectors and audio tapes   are available in school. But the emphasis to oversee in their use that we have not really done it. It is the teachers own initiative. HODC1

Again the respondents intimated that although some schools may avail IM, there is no policy to guide their use since the workshops and seminars language teachers attend basically exam oriented. This is clearly depicted by the words of one TOE who comments thus:

> Yeah. It is actually the teachers own initiative. Those who are at home with the use of IM. We don't have seminars or conferences where teachers are trained on the use of IM. However, during departmental meetings, teachers are encouraged to use IM in junior classes. The School has a projector, radio lessons, television, video cassettes for set texts and we also have manila papers that teachers can use to make their own IM. There is no workshop or conference organized even outside the school that targets the use of IM particularly. Not really, seminars and workshops held are mainly about the teaching of the set texts setting exams and how they are marked. I may say that most workshops are exam oriented. The school provides IM but there is no policy to guide how they are used.

Although a HOD from a national school said that there are programs put in place both from within and without, she notes that such programs do not necessarily enforce the use of IM but are rather general about language teaching. He says that sometimes they call in speakers to talk to their teachers and sometimes the county organizes workshops for teachers of various subjects. These programs 'are general about language teaching, testing marking and giving feedback and not necessarily on IM. The use of IM is a by the way.'

The general observation made on this sub theme is that, the implementation of the use of IM lies squarely on the teachers' own initiative. One HOD remarked that although of Teacher Appraisal and Standards, Tpad requires a teacher to use IM, most of them score dismally in this area. The majority of teachers, he says, score between (1-2) in a 5-likert scale. The same respondent proposed that schools should actually think of organizing seminars, workshops at school level in order to reinforce the use of IM.

From the lesson observation schedule the items under objective one were expected to yield the following information: whether the teacher was actually using IM, the stage at which IM was introduced, classroom sitting arrangement, strategic placement of IM, teachers' use of IM to explain concepts and whether learners interact with IM. In most of the lessons observed teachers only used the chalkboard/whiteboard and the textbook. Only a few teachers prepared charts but they did not use them effectively. The IM used especially the blackboard/whiteboard were strategically placed but the charts were not placed strategically as they were not clearly visible to the students at the back of the classroom. This is illustrated by the following comments made during lesson observation of a teacher of English from a national school (TOEN):

> The teacher was teaching a literature lesson and had no other IM apart from the white board where he occasionally wrote the names of characters and new words. His class size was large sixty (60) students, but it was well organized. The lesson was introduced by a recap of the previous lesson on the same topic*: plot summary, and commentary of A Doll's House*. He asked questions regarding the previous acts and then introduced the topic of the day. He assigned roles to learners and gave directions for them to read in turns. Where necessary he asked the whole class to read. Each student had the set text from which they took up roles of the characters and read the words in turns. He stopped the reading when he wanted to explain something as the lesson progressed; he asked questions which students answered freely. The white board was strategically placed in front of the class and was within the view of all learners. Sitting at the back myself, I could see the board clearly. There was little interaction between the learners and the board because the teacher himself made use of the board. He could write names of characters and their traits on the board. He would occasionally use illustrations to explain the episodes and traits of characters. The lesson was quite interactive. Good rapport with the students was created. The classroom was highly motivated as the scenes they were reading seemed to be quite familiar to them. The teachers pace was moderate, and he motivated learners by using examples from the immediate environment. The learners were quite attentive and asked questions freely. They also freely responded to the teacher's questions, and from their responses it indicated that they had read the text well and are familiar with the events as they unfold. The teacher used strategies of reinforcement such as use of complementary words like well done, excellent good. He also asks the rest of the class to clap for a student who had given an excellent answer. In this lesson, the teacher also gave learners an opportunity to ask questions. At this point, he would write the main points on the board ad also explain some

concepts. He concluded by restating the main points of the lesson and gave a written assignment **Lesson observation 1 TOEN**

Although teachers stated that they have knowledge on use of IM as reported from the interview sessions, this observation indicated that they only utilize what is provided in the classroom. There was little effort made to improvise IM. There was also no evidence of use of information technology (IT) in the lessons. There observation schedule also sought to explain whether learners interacted with IM used in the lesson but the observation made indicated that there was little interaction of learners with IM. Since most teachers did not prepare IM that matched the main tenets of the topic, it was difficult to tell whether they would actually use IM to explain concepts. The notes made on observation 5 of a teacher of English from an extra county school attest to this as indicated below:

> The only IM available was the chalkboard on which the teacher wrote the topic and the subtopic of the lesson then wrote the homophones to be pronounced. The classroom was well arranged in rows with spaces in between for the teacher to move around. The chalkboard was within the view of all students in the classroom. Interaction of the students with IM. The Lessons was teacher centered since the teacher used the chalkboard to write the homophones then read them and asked learners to pronounce the words. The teacher motivated the learners by asking them to give homophones of words on the board. He begins with common words then moves to the complex ones. The learners were quite free with the teacher to the extent that at some point the class degenerated to noise. The teachers' pace is moderate and learners responded well though with a lot of pronunciation problems noted. The teacher did not reinforce learners at all, he would just say okay when a learner responded to the questions. Class roll was forty students. Learners were actively involved in the lesson. There was good classroom interaction though a section of learners were quite silent. There is moderate interaction among students as they seek to clarify the correct pronunciation of a word. There is no interaction with the IM. The lesson was well introduced by asking questions on homophones. The teacher wrote some words on the board and asked the students to give the correct pronunciation. He gave precise definition of homophones. He writes more examples and asks students to pronounce them. He wrote sentences with homophones and asks students to read them aloud. Students were asked to write down five homophones and construct sentences to show different meanings of the words. The teacher concluded by giving an exercise but does not incorporate IM. **Lesson observation five TOEC 5**

The documents analyzed that is the schemes of work and lessons plans, indicated that teachers actually plan for their lessons with IM in mind. They had the media listed in the resource column but most of them did not utilize these aids. I wish also to state here that most teachers did not prepare lesson plans under normal circumstances but only did so for the sake of assessment and thus very little was captured from this instrument. Having given the findings accruing from the first objective in the paragraphs that follow, offer a brief discussion of these findings.

From the findings on the first research question, it is evident that teachers have cognitions about all pedagogical practices and the use of instructional media in English language pedagogy is not an exception. The current study revealed that the way teachers utilize IM to some extent is a function of their beliefs, thoughts and knowledge on IM use. Teachers' beliefs about IM informed the decisions they make on IM use. TC here is based on Borg (2006) who views TC as an all-inclusive term that embraces the complexity of teacher's mental lives. The current study like other studies on TC as discussed by Borg (2006) examines what language teachers at any stage of their careers think know and belief. These cognitions in turn shape how they execute their pedagogical procedures.

In the current study, a number of beliefs on IM were stated by the respondents. The beliefs were categorized as both positive and negative. (See table 4.3) although the general perception is that teachers' beliefs influence their actions, classroom observation revealed a mismatch between teacher beliefs and what they actually do in the classroom. A case in point is a situation where the respondent stated that the IM makes learning of concepts easy and memorable but the same respondent did not

utilize IM in his lessons. This is in agreement with Borg (2003) who stated that most studies of TC have endeavored to look at the congruence and incongruence between teacher beliefs and their actions. However, as Hill (2014) puts it, often times the mismatch between stated beliefs and actions may be seen as a contradiction of teacher's cognition. He adds that instructional practices may be quite complicated especially in structured language programs and the difference between stated beliefs and instructional practices may be as a result of curriculum constraints that may not necessarily give teachers an opportunity to connect their beliefs and practice (Yigitoglu, 2011).

This position was evident in the remarks given by some respondents in the current study as they argued that their inability to use in IM in their lessons successfully as planned was as a result of heavy workload, lack of support from their institutions they teach in, lack of proper training of the use of IM and examination pressure. Furthermore, the study revealed that teacher's perception and beliefs on the use of IM are developed not only through training, but much of it is also acquired through the long years of experience both as language learners and language teachers. Schooling as indicated by one of the respondent provided a platform from which language teachers built their beliefs. One respondent attested that what she does today in the language classroom is a replication of his primary school teachers' style of teaching. She stated that although she had gone through training and also sat in many language classrooms the experience she had with Mrs. Cosby (not her real name) her primary school teacher of English is such that it feels like yesterday. (His words). In fact, for some of his teachers along her study ladder, he says, he struggles to remember their names.

Planning is critical in a successful instructional process. A good teacher must plan for his lessons if he or she expects to attain the set objectives. In the current study, the respondents were asked to state how the beliefs they hold on IM influenced their decisions on selection, development and utilization of IM. From the interviews the study revealed that teacher beliefs in a way impacted on their choice of IM used in the language lessons. This is agreement with Pajerees (1992) cited in Borg (2006) who remarks that once a belief has been incorporated into the believe structure of an individual (in this case the teachers) the more it becomes difficult to alter. But newly acquired beliefs are more vulnerable. This explains why some teachers would still do things the way their primary and secondary school teachers did.

However, for most respondents, the use of IM was only evident as far as selection and development is concerned. When it came to actual use of these resources in the classroom the story was different. Majority of the respondents only stopped at the planning stage. This was evident from the documents analyzed that is the lesson plans and schemes of work but when it came to actual teaching in the classroom as revealed by classroom observation very little was done. This echoes the mismatch between cognition and actual pedagogical process as earlier stated (Hill 2013; Borg 2006).

From the interviews one common belief among the respondents was that the development and utilization of IM is time consuming given the fact that most of them had to cope with the heavy workload which not only included the number of lessons to be taught, but also other school responsibilities assigned to them. From the classroom observation as explained in the finding section above, it was observed that the respondents mainly used IM that were readily available: the chalkboard. The few who attempted to prepare IM used the charts, flash cards and newspaper cuttings.

Although the respondents had the teaching aids column of schemes of work filled in the diverse instructional media including the audio visual aids such as the CDs, projectors, laptops and other technological appliances, only one actually used a computer in his lessons. Most of the long serving teachers suffered from 'technophobia' and confessed that they rarely used technology in their lessons. This agrees with Dudeney and in Hockly (2007) who coined the term 'technophobe' to 'refer to' teachers who have hesitations towards utilizing new technologies'. In their view, the negative attitude exhibited by teachers towards the use of technology is usually as a result of a lack of confidence, lack of facilities or lack of proper training. This makes such teachers not to see the benefit of using technology in the language classroom.

The study also revealed that the teachers' length of service plays a critical role in the development of teacher's cognitions on the use of IM. In the current study, it was evident that the long serving teacher (ten years and above) rarely used IM in their lessons. They attributed this confidence and experience they have gathered over the years. These teachers felt that they could handle the lessons topic without any assistance from the IM and their learners are comfortable. The many responsibilities they shoulder also do not allow them to prepare and utilize IM. The novice teachers on the other hand are quite at home with technology and readily used IM in their lessons. This observation however differs from the study conducted by TOJET: Turkish online journal of Education and Training which revealed that the novice teachers who had received "state of the art" training in classroom technologies were less comfortable in their implementation than the more experienced teachers who had no formal training with computers but had a great deal of classroom experience (Meskil, Mossop Di Angelo and Pasquale, 2002).

Although the length of service impacted on the use of IM, the study also revealed that there are strand of teachers who would always utilize IM regardless of their length of service, such teachers as one TOE from an extra county school are always enthusiastic and ready to learn ways of doing things. Arkins (2005) notes that, provision of IM to the teachers does not assure utilization of them. This is in tandem with what was observed in some schools and from the submissions of HODS. In one school, the school had purchased a laptop and a projector but surprisingly the language teachers did not utilize them. The laptop had become almost exclusively a preserve for the science teachers.

Another reason given by the respondents to justify, the minimal utilization of IM by the experienced teachers is the curriculum. The respondents noted that the curriculum is exam oriented and the experienced teachers have learnt the rules of the game. They know which areas likely to be tested thus they go for these particular areas and tackle them since the system rewards those who excel in exams teachers therefore grapple with drilling learners for exams and the use of IM becomes an unnecessary burden. This explains why the Novice teachers who are quite excited as they join the service and wish to apply all they learned in Teacher Education institutions are soon discouraged and also start teaching for exam sake. These teachers are discouraged by their long serving colleagues who brand them teaching practice follows hereafter TPFs. Even the long serving teachers who make use of IM are called names and are said to be degenerating into TPFs.

Research shows that teachers use their long held beliefs and thinking patterns to create instructional visions: what they think, belief and know about their profession affects their instructional visions. (Nisbelt and Ross 1950: Hall Reyholds, 1992:

Naspor, 1987: Freeman, 1992. Lorte, 1978). This observation is made in the current study where participants carried with them the perceptions developed during their schooling years about the teaching and learning of English language. And no matter the training they got, they still do things the way their teacher did it. Hill (2014) concurs when he posits that 'teacher always already have a comfortable set of beliefs about their work and could be unaware of the incongruence in their practice or even more detrimental be resistant to growth through professional development' (Hill, 2014). This also supported by comment made by Dewey and Hockly (2007) in Dewey and Leung (2010) who opine that teachers adapt to their long held beliefs about language teaching and there is need to encourage them to disentangle from this especially if the beliefs are detrimental to their teaching practices (emphasis mine).

Although research shows that in schools where teachers are learning, students learning increases (Fahbey and Clickman 2012), the current study revealed otherwise. There was no connection between the use of IM and the teachers learning. In the current study, the use of IM was largely dependent on the teachers own initiative, the structures put in place in the specific schools, and demands of the employer in this case Teachers Service commission (TSC). The level of education of teachers had no bearing on the use of IM. In some schools for instance, the teachers who had furthered their education rarely used IM. Those who have masters in language education, despite having done a number of courses on selection, developments and utilization of IM never showed any significant difference in the use of IM from their bachelor's Degree and Diploma counterparts. In fact, from the words of one respondent 'such teachers are too busy, and preoccupied with changing their career, getting into the university as lecturers and fighting for lucrative positions'. They feel that preparing and using IM is a preserve for the TPs and Novice teachers"

The respondents further held the belief that the use of IM is suitable for beginners (Form 1 and Form 2) students. The argument here being that the upper classes struggle with completion of the syllabus and preparation for National Examinations, and the teacher may not have the luxury of time to prepare IM. This perhaps explains the fact that teachers view the use of IM as a preserve for the novice teachers because they are normally delegated the lower forms. Again, the respondents posited that the use of IM works well with low achievers but not the academically endowed students. They argue that the low achievers have a challenge of grasping the content and the use of IM by language teachers had much to do with attitude towards ELT and instructional media. One participant noted that English is a wide subject and there is a lot to be taught. Preparing for the lessons be quite time consuming and as such, the use of IM becomes an unnecessary burden. They further revealed that teachers had sufficient knowledge and skills on the use of IM but the main challenge was utilization of these skills.

It was also observed that schools did not have programs tailored to sensitive teachers on the use of IM and this perhaps explains why teachers' use of IM in the language lessons was quite limited. The few seminars and workshops attended by teachers were generally on the teaching of the set texts especially when new set texts were being introduced. In as much as teachers may be blamed for failing to utilize IM, lack of support from the institution and the ministry is be a contributing factor to this as it was cited by some of the participants.

The HODs confirmed that indeed there were no programs put in place to sensitize teachers on the use of IM and but they just encouraged their members during

departmental meetings. Even the seminars and the workshops organized by the county educations officials do not have any emphasis on IM Having looked at the teachers cognitions I Now discuss the findings of the second objective in the paragraph that follows.

I have given the findings of the study based on the first research question that is, 'what are the teachers' commonly held cognitions on the use of IM in English language pedagogy? In the section, I have highlighted five themes namely, teacher thoughts and beliefs on the use of IM, utilization of IM by language teachers, length of service and the use of IM, teachers comments on their knowledge and skills on the use of IM and programs put in place in schools to sensitize teachers on the use of IM. I have also offered a discussion on the same based on other studies in the same field. In the next section, I explore the second research question which states: *what are the determinants of teachers' cognition in IM in ELP?*

4.4. Determinants of Teachers' Cognition on IM use in ELP

This section explores the findings of second research question**: What are the determinants of teachers' cognitions on use of IM English language pedagogy?** Here, I sought to establish what actually determinants the teachers' knowledge and beliefs on IM use. Specifically, I wanted to know how these beliefs have been developed over the years as teachers go through various stages in their pedagogical endeavours. This theme is considered under four sub themes namely: schooling, teacher education and training/university education, experience and interaction with colleagues. The section presents, interprets and discusses the findings from the interviews, lesson observation and documents analyzed.

4.4.1 University Education /Teacher training (Teacher Education)

From the interview sessions undertaken, the respondents generally attested that teacher education and training played a critical role in shaping their teaching career. What they were taught and what they acquired informally in the course of their study has a bearing on what they do today as teachers. University education gave them foundational skills in ELT which includes the use of IM. They indicated that before they went for practicum, they were taken through the process of selecting, developing and using IM in their language lessons. At the university this was done during their third year of study. Student teachers, learnt this with excitement and enthusiastically prepared IM for their language lessons. This position can be seen in the narratives of two respondents, TOEs from a County school and TOEs from Extra County respectively:

> Well, eeh, my university training really motivated me to use IM. During the Micro-teaching unit in college, we were taken through a rigorous process of developing IM. We prepared charts, model pictures, and which were assessed by the lecturers. We also had to use them to teach the micro lessons and that was quite enjoyable. In fact it was so easy for one to visualize a particular IM to use for a particular lesson. During teaching practice also, we did the same with all the energy. But as you get into the regular teaching, the interest tends to wane ad you just stop putting a lot of emphasis on selection and preparation of IM. But rally, the university education gave foundational skills for use of IM. It gave me motivation for the use of IM. (TOEEC3)

> I remember there is a course in third year where they really emphasized the use of IM. This was during micro-teaching and it really helped us. It helped me on how to prepare IM and it emphasized the use of IM in schools. This is the knowledge I use today, but I don't think I can do it successfully as I did in microteaching. Yeah, many factors contribute to this, sometimes it is the availability, sometimes it is the workload or just lack of motivation. (TOEC4)
> Aah, University education is twofold. We have the content that is the educational courses such as psychology, sociology and also subject content that is language and literature. We also have the methodology section that is now where we learn how to teach and the use of IM comes in, so in a way, the university has helped impart me with content , knowledge for instance I got to know about the learners behaviours through psychology, their abilities etc. So the methodology also helped me know how to go about teaching the different skills. This is where I learnt about the use of IM as is I had given examples earlier. So, in a way, the university education has not only helped me believe

that IM is valuable but also equipped me with knowledge on how to prepare these media and use them to carry out instructions. HODN

In as much as the respondents consent that university education imparted them with skills on the use of IM, they faulted the way it was being handled as seen in the words of one TOE who says that during his training some of the IM were merely mentioned and when it comes to real teaching one has to use his own initiative. She believes training did very little for her as far as IM is concerned and much of what 'shapes her cognitions on instructional media are experience and colleagues and not training as such.' She also states that basically what she does today in the language classroom comes from her secondary school teacher of English. This observation is also made by another TOE who posits that the area of IM in language pedagogy is not allocated sufficient time in the university. The area of IM and practicum generally was done in one semester and hurriedly. As such, student teachers did not gain much. His, recording is given in the excerpt below:

> At the university where I was training, we did micro-teaching in third year. This only lasted for one semester. Most of it was done theoretically and just two weeks or so is when we had an opportunity to use IM in the micro lesson. We were also so many in a class and there was little one on one interaction with the lecturer. Most lessons were just lectured and rarely did I see a lecturer of English use IM to teach us. If they used their laptops, they were only reading their notes from them. So basically, I can say there was little influence from university education. (TOEC6)

From the above responses, it is quite clear that teachers' beliefs is not a function of training alone but other factors come into play. In the paragraph that follows, I look at another determinant of TC that is experience.

4.4.2 Experience

From the interview, the respondents argued that a belief does not just come like that, they are not a product of training alone, but experience also has a lot of impact on

one's beliefs. One may have been trained based on a given orientation but what he does or beliefs will be based on the experiences he gets out there as they interact with the skills learnt. The following paragraph is the position held by one respondent when asked what really shapes his beliefs on IM use.

> … it could be a combination of both the training and experience. My training time, in fact, I could tell you that the training was only for my marks in college after I got into the system, I have, over the years, devised means of teaching and making sure I teach effectively. Once in a while if there is need I could use IM yeah. I have used the background of training and many years of experience to craft how best I can teach my subject. I have today known that if I do this and this it gives me desired results. Yeah, I can say I have done well. Training, I got, that is very, very key in teaching, and experience. There was a whole course in curriculum instruction and educational media (CIEM). The experience I have had so far also contributes to this. But the reality that I have had also does not demand the use of IM. TOEC6

The respondents further attested that as they moved from one school to another, they encounter different challenges and they come up with mechanisms that will help them cope with unique work environments they find themselves in. One respondent comments that, through experience he has realized that 'where IM is used, the lesson is more fulfilling, and learners grasp content more and there is high level of participation. He also attested that the zeal with which teachers use IM will depend on the realities they find in the field.' Naturally, they say, the zeal will be high with beginning teachers but as one interacts with others and matures in the field the zeal tends to wane.

The beliefs one holds as one TOE put it, will either be justified or challenged by experience. One may hold a given truth about IM, but the experiences he goes through may adjust these truths. The paragraph below shows the responses of the said teacher when asked what informs his beliefs on IM use.

Alright what I can say is that I believe IM is essential and this I got from experience as well as from the training I got both as a language teacher and as a student teacher over the years, I have walked in various institutions and meeting different personalities so in the event my belief system has been changing. Adding and removing certain held truths. So what I can simply say is that both training and experience form ones beliefs and this can either be justified or challenged by experience. TOEC4

4.4.3 Cognition and Schooling

From the study, it also emerged that schooling influences teachers' cognitions on IM use. Most of the teachers indicated that whatever they have leant and how they learnt in school, college or university has actually shaped the way they think about IM. The respondents indicated that their primary and secondary school teachers whom they refer to as mentors have really impacted on their teaching career. They applaud these teachers for the good work they did. They said that these teachers motivated them not only to learn English language, but also to pursue teaching as a career. They attested that no matter the training they have received at the university or college, what they do in class today is highly borrowed from their primary and secondary school teachers. In fact one TOE remarked that he is a replica of what his teacher was. At the university, they said, most learning was via lecture method and one cannot carry this to a secondary school language classroom. Again they noted the training they got on the use of IM was minimal as it was only done in one semester and in a hurry as the student teachers prepared to go for TP. These teachers thus learnt to prepare IM but this was only for examination purposes. The excerpt below from a TOE explains how his primary school teachers influenced his becoming a teacher of English.

> One is a Goan lady. Mrs. **Cosby** (not her real name) who taught me English in Standard 5 and she taught me especially letter writing at that early age and she could make sure we write everything the way it should be written. And when I was training to teach English, I had wanted her to know that I am studying to teach English. Recently I met her …silence.. ..(Sadly) she is quite old and sickly and I told her am teaching English, (laughing) and she got so excited. We also have Mr. Scott. Mr. Scott taught me English in Std. 6 and 7, and her English lessons were so fulfilling. To date when I meet her, I am careful with

> the way I articulate my English words. We also had Mr. Obi…he is since deceased… (Sadly). Mr. Pinto was so strict in English writing and pronunciation. He guarded it so jealously that he made us at least to be alert on the way we pronounce words. He is the kind of people who motivated us. So these are the people I would love them to know that I am teaching English. At primary school, we were exposed to the native speakers, but when I got to secondary school oh no, it almost got me messed up. (TOEC1)

Although it was a general view that most teachers copied what they do from their teachers, they also noted that what they do is not picked from their former teachers wholly. There are certain habits that might not work in their own situations and they will use their own discretion as the situation demands. The excerpt below summarizes this standpoint:

> Well, a-a- as a language teacher I remember how some of my teachers at high school and primary school approached their lessons. So as a teacher of English today, sometimes I feel the best way to do it is how my teacher did it. So you may find traces of my secondary school and college teacher in but remember that we don't just pick all our teachers mannerism whole sale, of course there are things or habits I detested in my teachers and I wouldn't dare use them with my students. I may fail terribly. So, we pick what we feel will guide our learners towards achieving their goals. Alright, so there are things you get from your teachers and those you get from training. (TOEEC1)

On this very sub theme, I further probed to see whether respondents could recall any incidents where their teachers used IM and it motivated them to learn. Some respondents recalled their teachers' lessons with nostalgia while others had no recollection at all. In the paragraphs below, I capture some of the interesting memoirs of teachers' experiences in the language classroom as learners of English themselves.

> Yeah, we have these two mentors …..(Sadly)…one of them is since diseased… (Silence)…but the way they brought about the use of IM really impressed me. One was a scholar in educational media that is and, the other is a scholar in communication technology. They used to prepare IM in line with what they were teaching. The way they prepared the media is what I try to do. Lately with the introduction of ICT we need to put that into the ICT program so that we use them to teach. There is motivation from trainers and also motivation from mentors while there is deficit of this from colleague teachers. I was privileged to have leant English in standard one …and by then we used to have this song …Yaaa….nursery rhymes. They used to be played in a gramophone on a

turntable, so it was interesting to stand around the table and to see this thing rotating around. They put a stylus needle on the Gramophone playing those rhymes. That motivated me a lot. They helped me a lot at that time, at that early level. Yes-Yes. Yeah. Especially for pronunciation, there was a song we used to sing. I think it came from the British tunes when they were teaching the Africans how to pronounce English words (sings) *"He will be digging up his land before the rains singing and getting lots of cotton, getting lots of cotton"* (laughing) Little did I know that we pronounce the word cotton as /cotn/…there is a way you use the glottal and the same applied to words like mutton. Now I could not have had that motivation to even think of it had it not been for that media that was used at that level. Sometimes we watched videos and watched movies on the same. At one time, I was privileged to learn German. At that time there was this lady from Germany, she came with some video cassette on the German spelling…em. Yaa- (laughing). That alone motivated me to progress well in German. So I believe that IM at the right level and in the right way can rally assist the learner. (TOEC1)

Well, I can Rcall my English lecturer at Maseno University College then it was a constituent college of Moi university. While teaching listening and speaking he took us to the language lab and asked us to prepare a radio lesson in groups of five. We took the roles one as a teacher and others as students. We were all given headphones and we listened to ourselves. Listening to myself as I contributed to the lesson both as a teacher and a student made me feel wow, I am so eloquent and a good teacher too. So as we kept on exchanging roles and as we did this over and over again I felt it was great to be a language teacher particularly from Maseno and this is one of the indelible experiences in my profession, I recall it like yesterday, yes like yesterday. I was highly motivated to take up the teaching career… I was good to go! (Smiling)…infarct when I proceeded for TP, I had no problem at all. High school or primary teacher No I can't recall any that motivated me (PTEEC)

I remember when I was training as a teacher, we had some lecturers who attended British Council Library those were real teachers they used a lot of IM, In fact there are some I have kept in my college file to date. They really succeeded in teaching using IM. They had a lot of IM. In fact, there are some I have kept in my college file to date. They really succeeded in teaching using IM. The passion I have shown this, but most of the times (laughing) you rush off things so that you can clear the syllabus. TOEC5

One of the respondents however held the position that the use of IM in primary and secondary school was quite rare. They said that most language teachers just asked learners to' read the passages and answer questions that follow'. He added that majority of the language teachers were biased towards literature where they asked

learners to 'read the set texts then discuss and give a presentation in class' According to her the language area was given very little attention. Her sentiments are quoted here below:

> Now, aa, I can't actually recall any influence from primary school and secondary school at this level, English was just taught most of it was doing exercises from the text books. In high school for instance, most of the teachers concentrated on the set text where we were asked to read the set text discuss and give an oral presentation in class. The four language skills and grammar were not given prominence.

Having looked at schooling as a determinant of TC in this section, in the next, I look at the influence from colleagues.

4.4.4 Influence from colleagues

This sub-theme generally looks at the role of colleagues in enhancing teacher beliefs on the use of IM. The respondents largely agreed that colleagues play a critical role in shaping ones beliefs. They argued that as one interacts with colleagues they may affect his/her perception either positively or negatively. In the words of one respondent, 'colleagues play a big role in shaping ones teaching career as a whole not just the use of IM.' The respondents who indicated that colleagues influence them positively lauded the science teachers, whom they said make use of technology in teaching and their lessons are quite enjoyable. One TOE narrates his experience with science teachers when he goes to class to observe their lessons for TPAD, in the excerpt below:

> Yeah, some colleagues those who teach sciences and math often times, these teachers; you will find them preparing and using overhead projectors. They also project the photomicrographs on the screen and the lesson becomes interesting. Nowadays with the Tpad thing, you find yourself going to access a math or a science teacher and you can see the concepts are easily explained with the aid of photographs. I also admire them because the notes are summarized and projected on the screen and learners even have easy time to copy. So such teachers can really influence you to want to do the same. (TEC4)

The respondents further attested that 'what colleagues do, say or just feel influence the way they perceive the use of IM.' With the experience colleagues have gathered over the years as one interacts with them one may pick some of 'their feelings attitudes and even actions which will totally shape ones thinking.' Colleagues guide on what works and what does not so that you make informed choices. A TOE from a national school had this to say:

> Well what actually determines what I believe about the use of IM is one, colleagues; the way colleagues speak about the use of IM, the way they use IM in class sometimes can make you develop a certain belief. For instance, there are those colleagues who don't use IM at all and their subjects do well. So even you may start feeling there is no need to struggle with IM after all. Another influence is from self-experience, what you see your teachers doing especially at the secondary school level, you tend to emulate them. It may not necessarily be language teachers but also the science teachers. TOEN2

On the other hand, a section of participants held the position that colleagues have not really influenced them on the use of IM. This seen in the words of one TOE from a county school who says that his colleagues are quite reluctant on the use of IM and he is the one who advises them to use IM. His narrative is recorded here below:

> Yes. I advise them and I was even invited for a seminar to talk to primary school teachers of English on how to improve the teaching of English…I was biased to Storytelling as a technique to help learners gain confidence in public speaking and get good command of language. Like in my school, the science teachers use IM, but when it comes to English there is a challenge: So teachers are a bit reluctant even those of History, and CRE they do not. Geography they try those who do it they use them in Form1 and Form2. (TOEC1)

One interesting observation was given by a TOE at a county school who said that his colleagues have negatively influenced the way she perceives the use of IM. She states that in her school when seen with manila papers jokes will be made; such as "have you regressed? Are you back on TP?" The use of IM is said to be a preserve of TP teachers.

From these findings it is generally observed that most TOE do not use IM and thus have a negative influence on their colleagues. The role played by colleagues in shaping a teacher's perception of IM is best explained in the words of two HODs as recorded here below:

> The staffroom is the workshop where a teacher is made. Apart from training much of what a teacher is, actually comes from the orientation he gets in the school he she teaches, most of it perhaps that comes from interaction from colleagues. Yeah to some extent, you see one is a product of the environment they are in. In my school and other schools, I worked before there are those teachers are passionate about the use of such teacher especially from the science department do a good job with the modern technology like there is one math /biology teacher in school who always makes use of the projector such a teacher readily encourages, especially this by young teachers who have been exposed to technology early in life HODN

> Interaction with colleagues plays a great deal in the use of IM. If colleagues use IM and speak them positively you will also have interest in using them. So I may say that if colleagues use IM you will ensure you use IM .Yeah colleagues can either make you use IM or fail to do so .If colleagues embrace the use of IM then you will not find it difficult as an individual to use them. But if they don't you can easily follow suit they say show me your friends and I show you who you are HODC1

Findings from the lesson observation schedule on this objective elicited information about how teachers carry out instruction in the classroom. Factors such as motivation, the teachers' pace, learner response and strategies of motivation were elicited. The purpose for these questions was to ascertain whether teachers' cognitions developed through schooling, teacher education and experience were reflected in the way they carried out their pedagogical practices. In one of the lessons observed the lesson was so interesting although the teacher did not use any other IM but the chalkboard. He captured the attention of the learners and thus motivated them. Although the teacher had prepared a chart as indicated in the schemes of work and lesson, and carried it to the classroom, he never used it all and only remembered it as he left the class and asked the class prefect to display it later This is an indication that teachers may be

well prepared by the teacher education institutions, with regard to IM use but failure to utilize these IM may be as a result of long held beliefs that have been imprinted into the belief system of the individual teacher that has become difficult to alter. The experience garnered over the years also may promote and hinder the use of IM. Below are the notes that were taken during a lesson observation of a teacher of English at a sub county school.

> The chalkboard was used at the introduction, it was well subdivided and the teacher wrote the topic of the day. The chart however was produced after the lessons had ended and a student was just asked to mount it on the board. The classroom is well arranged although a bit crowded. The chart was not placed strategically since it was given at the end of the lesson however the chalk board is strategically placed. The learners do not interact with IM and the teacher does not use IM to explain concepts. The teacher did not motivate learners. The lesson was teacher centered. The learners were not very free with the teacher. The teachers pace was moderate the learners were attentive. The teacher asked questions related to the topic and learners respond accordingly the teacher uses verbal reinforcement such as: good, well done, that is true etcetera. The class size fifty-four students. Learners were relatively active but the lesson was teacher centered. The students only came in to answer questions when asked. There was little interaction with the teacher and there was no interaction with fellow learners and no interaction of students with IM. The lesson was well introduced by a recap of the previous lesson. The lesson well developed from known to unknown. The teacher asked learners to give examples of pronouns then proceeds to explain the case in pronouns. He concluded by reviewing main the points of the lesson. The teacher does not incorporate IM in the development and conclusion. He does it only at the introduction. The IM though prepared well was not utilized at any stage. It is just given to the learners after the lesson to mount it on the board. The teacher was teaching Possession. The chalkboard was the only IM which was used to write the topic and the sub-topic of the lesson. Class arrangement was good four rows with space in between for the teacher to move around. The board was in front of the classroom. No interaction with the IM the teacher does not use IM to explain concepts. There was no interaction with learners at all. The teacher motivated learners by using live examples and asked questions related to the surrounding for example: The teachers coat is grey (meaning his coat)Kibet's sweater is blue a (Students' sweater) Learners are quite free with the teacher. The teacher used a moderate pace. The learners were quite attentive through a few at the back seemed to be lost. The teacher asked questions and asked learners to give both written and oral responses. The learners answered well but grammatical errors were noted both in written and oral /spoken. Strategies of reinforcement used was "good' and was over-used.

From the findings of the second research question which sought to establish what actually determines the development of teachers' cognitions on IM, it was established that several factors determine teachers' cognitions on IM. To begin with, from the interview, the respondents attested that teacher education/university education/ or teacher training shaped their cognition on language pedagogy as a whole. Teacher education is hereby conceptualized based on Ong'ondo, (2010) who define teacher education 'as the process of supporting student teachers to develop knowledge of principles and procedures necessary to teach learners at a particular level of education.'

This definition is also shared by Korthoran, (2001;Farrell, 2001) who views teacher education as 'the process of developing students' teacher knowledge of principles, procedures and attitudes informing teaching and learning of specific subjects at a particular level of education.' This is in agreement with what the respondents' stated. They asserted that university education equipped them with knowledge and skills on language pedagogy. They learnt subject content knowledge, knowledge on theories of language and theories on learning. These findings also tally with (Hill, 2005) who opines that teacher education programs both professional and pedagogical equip student teachers with professional knowledge, subject matter knowledge, knowledge on teaching methods and knowledge on how learners learn language, which guide them in adjusting their beliefs. Although the respondents stated that LTE shaped their cognitions they indicated that the ELTE programs were basically on language generally but not on IM. Very little was done in this area. This is supported by Ong'ondo and Borg (2017) whose study revealed that the teachers on practicum teach 'plastic' lessons as they strive to please their supervisors.

Borg (2003) observes that the precise nature of the impact of Teacher Education on teacher trainees cognitions vary across studies and among the different trainees in the same study. This is also true to the current study because there were a section of the respondents who indicated that Teacher Education programs did very little in shaping their cognitions about the use of IM in ELT. Some respondents argued that although Language teacher Education (LTE) gave them knowledge and skills on ELT, what they actually do in the classroom is a function of what they themselves as learners in the language classrooms observed their teachers do. This assertion concurs with Kituni (2016) who observes that Teacher preparation in the university is not sufficient enough for teachers to implement the curriculum. Ushitemi (2006) also adds his voice on lack of preparedness among secondary school teachers by pointing out that teachers are least prepared to teach Kiswahili oral literature. From the study findings he same can be said of English literature.

They argued that the knowledge on the use of IM was only emphasized in the third years of study during micro teaching and teaching practice. This time was not sufficient in developing their cognitions on the use of IM and ELP as a whole. This concurs with what Ongo'ndo and Juan (2010) posit that teaching is a complex skill and TE needs to take 'cognizance of this complexity by preparing teachers to be able to reason about the principles and procedure involved in teaching.' They cite Tomilihson (1995) who explains that teaching is a complex skill because there is no one technique method or approach to teaching that can be said to be the best in all contexts. He states that even in the same school what works in one lesson or class may not work in another even in a similar situation. It is these disparities in the views regarding LTE that rise the debate on the efficacy of LTE institutions (Zeichner, 2006). Scholars generally emphasize that the main business of LTE is to facilitate

students' teacher learning (Kumaravadivelu, 2006b; Richards, 2008; Johnson 2006; Freeman, 2001). But what exactly they need to learn and how they might be supported remain debatable issue in this field (Beng, 2005; Kafu, 2006; jwan & Ong'ondo, 2011). As earlier stated, the novice teacher were more at home with the use of IM as, opposed to long serving teachers and this is an indication that there was some significant learning on the use of IM in TE institutions. The question that begs to be answered here is: how well was this done in order to sustain the use of IM throughout the teaching career?

The study also revealed that teacher's cognitions are also shaped by the experiences teacher go through in their career. Much of the teachers' beliefs is not only a function of their training but also the wealth of knowledge English language teachers gained through experience in the diverse contexts. It also emerged that what teachers believe and do in Language teaching is determined by schooling. Schooling here is conceptualized as the body of knowledge acquired by teachers as students themselves during their learning years. This embodies what actually transpired in language lessons, what they observed their teachers/ lectures do and the reflections they make about the use of IM in their learning contexts. A number of teachers as I had mentioned earlier intimated that most of what they do today in the classroom is a replica of what their teachers in primary and secondary schools did.

They add that most teachers at the university used lecture method and one would not carry this into the language classroom. In fact, most of the respondents recalled some of their language teachers with nostalgia and regard them as role models whom they appeal to as a bench mark for what they do in their language lessons. This assertion is supported by Borg, 2003 who points out that teachers' cognition are shaped by

experiences that teachers accumulate throughout their schooling years. This is in restated by Nunan (1992) who points out that experienced language teachers make decisions about their teaching particularly on language issues as opposed to the less experienced teachers who pay great attention to classroom management. Experienced teachers engage improvised teaching than the less experienced teachers hence make informed decisions about instruction and adjust their teaching much easily than their novice counterparts (Richards and Tang, 1998, Nunan, 1993). From this, it is arguably true that experience play a critical role in the development of Language Teachers' cognitions (LTC).

Another interesting component in the development of teachers' cognition that came into play was the influence from colleagues. The respondents attested that what they do in the classroom is not only what they learned from the training institution, or what they observed their teachers do but also what they pick from their colleagues as they interact daily in their teaching endeavors. They generally avowed that colleagues play a critical role in shaping one's beliefs about their teaching career. The perceptions of colleagues bring into the profession, what they think, do and say about teaching may influence one either positively or negatively. Teachers don't work in a vacuum, and all that goes on in the staffroom and the school as a whole influence their decisions about instruction and more so the use of IM. In situations where colleagues are less receptive to the use of IM, such attitudes hinder the utilization of IM by a teacher. This agrees with what (Garett, 1991, Hocky, 2007 Gomleksiz, 2004) who posit that conservative teacher who fear the use of technology are not willing to use them in their lessons. Such teachers may be a hindrance to their colleagues. A summary of the determinants of teachers' cognitions is given in table 4.4 below:

Table 4.5: Summary of the Determinants of Teachers' Cognitions on IM use in ELP

- University education

- Teacher training

- Schooling

- Length of service

- Interaction with colleagues

4.5. Contextual Factors and Teachers' Cognitions on Instructional Me use in ELP

In this section, I explore the themes that arise from the third research question which is: **How do contextual factors influence teachers' cognitions on the use of IM in ELP?** The context in which a teacher works plays a critical role in shaping the way he/she executes his/her professional responsibilities. In this study, contextual factors were conceptualized to mean all the social and administrative factors within and without the school that influence pedagogical processes. These factors were broken down into six components which formed the sub-themes under objective three. They include: school type, institutional support, and availability of IM, learner interest, colleagues workload, and the mode of evaluation. In the paragraph that follows I expound on each of these factors as brought out by the respondents.

4.5.1 School type

Here school type referred to the category of schools namely National, Extra County, County, and sub-County. Both the TOEs and the HODs attested that the school type influences teachers' cognitions on the use of IM. The interviews revealed that there is a pronounced disparity between National, County, and Extra county schools on the way IM is used. They argue that National schools and Private schools which are endowed with facilities such as language labs will find it easy to plan and utilize them. On the contrary, schools which are not well endowed will not encourage a teacher to use IM. According to one respondent who teaches in a Sub-county school, the use of IM especially the modern technology is a challenge because 'you may find in a school one computer or none and although you may plan for it, you may end up not using it because it may not be available.'

The same is echoed by TOE of a county school who commented that, indeed the type of school has an influence on the way teachers view and utilize IM. To him, in National and Extra county schools, the facilities are readily available and the students are also bright. In such schools there is competition students and teachers alike work hard and will do all they can to attain their goals. Additionally, in national and extra county schools there is a high level of motivation from both the learner and the administration and this makes it easier for the teacher to effect the use of IM. This is seen in the submission of one HOD as indicated below:

> Yeah, I think in the school type has an influence in the use of IM. You see you cannot compare a national school a sub county school in terms of facilities and also order. So in a national school instructional materials are readily available and the learners are also so enthusiastic so you can create a variety by incorporating IM. They can also manipulate the IM such as projectors and this makes even easier for the teachers. There is a very high motivation from the administration because they are endowed with funds and they can avail whatever you request. But in a small cadre school you may request for a given

material and you are told the government has not send funds so you keep waiting till your interest wanes. HODC2

A TOE from a county school who had earlier taught an Extra County school, indicated that National schools and Extra County schools 'have sharp students who can even assist you in using electronic media. For such using a manila paper is a waste of time.' In the National schools she says, 'the administration may procure IM and even tell you they are available and they ask you to use them This is contrary to the 'poor' schools which may sometimes require you to use your pocket to purchase some of the necessary IM.' She adds that high 'flying-schools have put up systems that necessitate teachers to teach using IM and therefore the type or level of institution determines how teachers use IM.'

Another TOE from an extra-county school argues that selection of students into a given school is based on students' ability hence a good school picks good students. Due to this the schools cannot thus be compared in terms of students and resources. Good schools will procure modern facilities and this will force teachers to use them since the students can easily grasp the content. He says:

> Well am, the nature of students will always influence the way one teaches. Students in a national school cannot be compared to those in county or sub-county school. You know in our country placement of learners in secondary schools is based on the learners ability. In sub-county and some county schools student lack the basics and a teacher has to do quite a lot to make this student pick up. In such a case the teacher may be motivated to use basic instructional media such as charts or pictures to elaborate facts. On the other hand, a student from a national school knows what they are doing and the teachers work is to facilitate learning. Such student are self-driven they are focused and sometimes they even go ahead of the teacher. yeah I experienced this during my TP. In such a situation, the teacher acts just as a guide and facilitator. Again such students will motivate one to use technology for they can even assist in mounting the projector. (PTEEC)

Again the respondents said that in national schools, available there is 'close monitoring and one will be forced to do what is right. One TOE from a national school had this to say:

> School type in a way influences the way IM is used. A national school for instance, the IM are available and a teacher can be compelled to use because they are available. Again in national school like this one, there is a high level of monitoring and as a teacher you are also conscious of what to do in the classroom. This may include the use of IM. The school, down in Turkana where I was before, you cannot compare it with this one. At least here the students are eager to learn. They know what they are doing and they can motivate your teaching. I believe the school type matters (TOEN2).

Although the general consensus among the respondents was that school type has a significant influence on the use of IM, there are those who had a contrary opinion. This set of respondents said that teacher beliefs on the use of IM and the utilization of the same are not anchored on the type of school. They argue that a teacher who is passionate about IM will always ensure that he utilizes IM in the classroom. Likewise, the one who has no regard for IM may not see its value even when readily availed. The following submission by a HOD from a national school summarizes this assertion:

> To me, No, I don't think the type of school will affect how I use IM in my lessons. The teachers own initiating and whether you are in a county or National school, I don't think this can affect you. Well if it is a school policy I am sure a teacher will not have any option but to use IM even when they are availed. Especially the modern technology, most teachers tend to have phobia for technology. I strongly believe much has to do with the individual teacher and not the type of school. The type of school perhaps may only assist the enthusiastic teacher to do better what he likes doing. But to the one who has no interest, little may be done. HODC3.

Having looked at the school type, I now move to the next sub theme that is institutional support.

4.5.2. Institutional support.

From the interview sessions, there was a general consensus among the respondents that support by the institution is crucial in carrying out all the instructional procedures in schools. An institution that supports her teachers will ensure that all instructional tools are available. They add that when teachers are given support, I it boosts their morale and they give their best. In words of one TOE, 'an institution with well-defined rules and strategies will keep teachers on their toes as far as IM use is concerned'. They also indicated that the national and extra county school teachers get a lot of support from the administration and this makes them use IM. An institution which will demand the use of IM will avail the same and teachers will be forced to utilize them .The level of supervision in the well to do schools is always very high, and as one respondent puts it, the HODS and principals of such schools ensure that quality work is done by giving 'a little push to the teachers'. The paragraph below gives the remarks of one TOE who testifies to this claim

> Having worked in many schools, I noticed a great disparity between schools which give support to their teachers particularly on the use of IM see better results in English. He says National school like Tartar cannot be compared to a sub county school like Keringet. In a National school the resources are there and there is encouragement to utilize them as opposed to a small school where the resources are lacking and hence no emphasis on their utilization. (TOEC1)

In most of the county the sub county schools, there is very little emphasis on the use of IM as long as teaching is going on. In these schools it is quite difficult even to get a manila paper and this may discourage teachers from going an extra mile. One teacher from a sub county school there no support at all from the administration, as long as teaching is going on and the results are not poor it is okay. To her the use of IM is a teacher's own initiative.

Although it was the view of most respondents that support by the institution plays a great role in the utilization of IM there was a contrary from the HOD of an Extra county school who specified that although the administration had given support to the department by providing IM, there are teachers who still go to class with only a piece of chalk and the text book. Her sentiments are recorded here below:

> *Well as I said earlier, If the institution supported the use of IM again only those who are enthusiastic will use IM better but those who don't have them again as I said. Unless it is mandatory some teachers will still go to class with a piece of chalk and the text book.* HODSC1

Having looked at institutional support, in the next section, I handle another contextual factor workload.

4.5.3 Workload

Workload here refers to the number of lessons a teacher teaches a week and other school responsibilities assigned to the teacher. From the interview guide, the respondents attested that indeed the workload of a teacher influences the way he or she uses IM. Although teachers believed that IM is essential in English language pedagogy (ELP), they decried the heavy workload which does not allow them use IM effectively. Most respondents said that they teach up to 28 lessons and their main concern is to attend all the lessons and not necessarily the use of IM. They said there was limited time to prepare IM given the changeover from one class to the next. The excerpts below from a HOD from County school and a TOE from a sub county school represent the views of all the participants across the board:

> Being the HOD languages I have a host of other responsibilities yet I have to teach 28 lessons in a week. This greatly affects the use of IM in my school. The workload affects the way a teacher uses IM. I have 28 lessons, and you see if I have to use let's say a projector, where do I get the time to prepare or if you have one projector how will you keep moving from class to class? You will waste a lot of time. Again you may want to use it and another teacher is using it for another lesson so it does affect the use of IM greatly. HODSC4

> The workload affects the use of IM Very much. Imagine sometimes being the only language teacher in a school- like now in my school IM relieved because we have TP teachers. But from next term, I will be having 32 lessons can you imagine preparing for all those lessons. It will be quite difficult to even think of preparing IM. Virtually I will be moving from class to class. So workload sometimes has a great influence or preparation and utilization of IM. But again as I have said for those teachers who don't really appreciate the use of IM, their work load whether heavy or light may not affect the way they use IM. HODC1

The respondents further noted that language teaching is not just about teaching but there is a lot to be done in order to ensure that learners attain competence. For instance, there are a lot of exercises to be given and marked and this may hamper the preparation of IM. This claim is clearly depicted in the words of one TOE from an extra county school who had this to say:

> Yes it does. When the work load is heavy the teacher lacks time to prepare instructional media. You see in language teaching lessons have a lot of exercise which the teacher has to mark so all these have to be dealt with and it may hamper the preparation of IM. In my school for instance we have at least 24 lessons each per week so you can imagine the work you need to do in terms of preparation marking and many other assignments. (PTEEC)

From the responses above, a teachers' workload really affects he or she executes her pedagogical process. Having looked at the workload, we now move to another contextual factor, the learner. Specifically, we look at the learners' interest in the subject.

4.5.4 Learners interest

On this sub theme, it was generally agreed that learners' interest may determine how a teacher utilizes IM in his lessons. The participants argued that 'enthusiastic learners who are good in IT may be a source of motivation to the teacher in using IM since they can make you 'infuse' IM in your lessons. 'Such students especially the bright ones can even persuade you to go to class with electronic media if they are available.' also states that,'

They further assert that highly motivated learners 'will force a teacher to go an extra mile but those who are less enthusiastic will make a teacher dull and less innovative.' Those who are inquisitive, and those who want to learn more, 'may really force a teacher to look for better ways of passing knowledge, and one way could be the use of IM.' They added that learners who know how to use the projector for example will help the teacher mount it very fast and it makes it easy to use IM in the classroom. The following paragraph summarizes the experiences of a TOE and a HOD respectively:

> Students who are interested or enthusiastic it gives the teacher motivation to use IM to enhance his or her teaching. If you prepare IM and students like it they will maintain it in class, but if they are disinterested you may mount it on the wall and they remove it almost immediately such students are really demoralizing (TOEC 3)

> Learners sometimes can encourage one to use IM for instance they demand that they watch the set texts and so you have to provide them and teach your lessons using them. Again my school being a girls' school the learners are quite motivated to learn English and this can encourage you to develop IM to use in class (HODN)

One respondent, however, had a contrary opinion she posits that students have nothing to do with IM. To her, the bulk squarely lies on the teacher. If the teacher lacks the skills or has no interest in using IM, no amount of persuasion from the learner will enable him to use IM. Having looked at the learner interest, in the next section, I move to the next sub theme that is interaction with colleagues.

4.5.5 Interaction with Colleagues

Although the influence by colleagues had been discussed earlier 4.3 above, it also emerged as an important component of the contextual factors and will be discussed under the sub theme interaction with colleagues. Participants consented that

Colleagues play a pivotal role in shaping ones philosophy. 'As one interacts with colleagues, there is something you copy and the use of IM is not an exception. Puts one of the TOEs. Staying around a teacher who is technology oriented encourages you to do the same'. Colleagues may influence one positively or negatively as indicated by a TOEs from a county, Extra County and a national schools respectively who had this to say:

> Interaction with colleagues may be positive or negative. As you interact with colleagues, there are those who don't use IM and their subjects do well and they don't see the need why one should take the pain, so they may discourage you. But then there are those who have made the use of technology their lifestyle and they select use of IM with ease, sitting with such people may encourage you. As said earlier, the science and mathematics teachers can really make one enthused to use IM especially the modern technology. But rarely do the English language colleagues motivate one, may be those who come in as examiners. TOEC2

> Yes, as I said earlier colleagues play a great role in shaping ones philosophy as you work with people of different mindsets and opinions you find yourself influenced positively or negatively so to me colleagues affect. Generally, with regard to instructional media I can say I have received both positive and negative influence. There are those who feel one should not take the pain of preparing IM as long as students understand what you are teaching. Again there are those who like using IM and may motivate you. (TOEEC3)

> Yeah colleagues play a crucial role in influencing one to use IM. It is said show me your friends and I will tell you who you are , so the people you stay with affect the way you do things so if you are have colleagues who don't pay much attention to the use of IM you will end up following suit, similarly if you stay around those who are technology oriented , then you slowly catch up with them so to me colleagues have a great influence. (TOEN2)

Again the respondents argued much of the influence they get is from colleagues in the sciences and technical subjects fellow language teachers are not that aggressive in using IM. The paragraph below gives the experience of a HOD with his science colleague:

> Emm yeah, colleagues who are passionate about the use of IM may sometimes encourage you to do the same. Like in my school we have a young man teaching chemistry and biology, and he really enjoys using the computer. he is also quite innovative and often times he goes to class with a projector and a laptop, his lessons are always captivating and students always yearns for his lessons so, of course, sitting around such a person also makes you feel you

should try the same and sometimes I even ask him to assist me prepare the slides and mount them on the projector. I thus find it easy to use it. On the other hand, there are those colleagues who are old school. When +6they see you preparing a chart for instance, they ask you if you are on teaching practice so if you are chicken hearted, you may end up going to class just with a piece of chalk. So in the essence colleagues can either influence positively or negatively. HODC 2

In this section we have looked at how those whom you interact with form part of your context and may influence you either positively or negatively. The next section looks at the next sub theme; the syllabus.

4.5.6: The Syllabus

As stated earlier the syllabus refers to the content be covered and the objectives to be attained at the end of a given course of study. In the current study it is what is to be covered by the end of the four years of secondary education. The syllabus rolls out the topics to be covered under the four language skills: Listening, speaking, reading and writing. On this sub theme the respondents were asked to comment on whether the syllabus as it were influences their use of IM. Here, divergent opinions were fronted by the respondents as regards the role played by the syllabus in shaping teachers' cognitions on the use of IM. There are those respondents who argued that the syllabus has a positive influence on the use of IM. They commented that the syllabus gives a clue on what IM should be used in a given topic. For instance, the teaching of the set texts may require teachers to use audiovisual aids in order to watch the actions of the characters and also asses their speeches as they converse with one another. This will create immediacy as the learners see the behavior of characters in real life situations. The oral skills will also require teachers to use the taped /recorded speeches and model pronunciations so that learners can listen to and acquire the Received

Pronunciation (RP). The excerpts below from a HOD of a sub county school represents the views of most respondents who were of similar opinion.

> *The syllabus does influence the use of IM. For her the 'the set text especially the plays may require that you have tapes so that they can watch. The oral skills also may demand the use of taped speeches so that they listen and get the right punctuation and that may encourage one to use* IM.(TOE4)

Although the respondents believed that syllabus really ought to influence the use of IM, they note that it fails to do so since it is not closely monitored. Others felt that the syllabus is too wide and this in itself demotivates teachers to plan for and use IM in their lessons. The extracts below drawn from the responses of a HOD and a TOE respectively attest to this fact.

> The syllabus does affect the use of IM you see the syllabus of English is quite wide and sometimes because teachers are trying to catch up with the syllabus, teachers in many schools may fail to use IM. A language teacher has to teach writing skills, oral skills, grammar and literature. And therefore to use IM may be difficult especially when you also have a heavy workload. (HODEC1)

> The Syllabus... to some extent…? Yes. The syllabus stipulates sometimes what should be used in a given lesson but again the language syllabus is too wide and this may make one not to prepare IM as you grapple with the many topics you have to cover especially when you have many lessons. So to me the syllabus influences one, both negatively and positively depending on what topic you are teaching (TOEEC2)

It also emerged that a good number of teachers are not keen on the syllabus and they use the text books to prepare their schemes of work and lessons notes. One respondent who said she based her teaching on the class text had this to say:

> I have not been keen on the syllabus but I'm keen on this particular teacher's guide for Excelling in English. Excelling in English is good. First of all, it gives objectives for the lessons. It gives you teaching aids, so if you are in an environment where IM is workable, then it is possible. I have not been keen on the syllabus (TEC5)

Here, I have looked at the role of the syllabus in shaping teachers' Cognitions on the use of IM. Having looked at the syllabus in this section, the next looks at another sub-theme evaluation.

4.5.7 Evaluation and Teacher Cognition

Evaluation here means both the classroom testing and end of course exams that is formative and summative evaluation respectively. On this sub theme, the views held by the respondents were varied. Although some respondents attested that evaluation plays a big role on the use of IM, still a great deal of them did not see any relationship between the use of IM and evaluation procedures. Those who said that the mode evaluation influences the use of IM argue that the way some sections of the language syllabus are tested demand that should have used IM. They note that learners' performance in English language is quite good at the lower forms (Form and two) where teachers make use of IM. But as we move to the upper classes (Form three and four) 'the performance goes down since the teaching is now geared towards exams and teachers have little time for IM.'

They also argue that the literature section tests the learners' ability to comprehend, analyze, synthesize and apply what is learnt to real life situations. The use of audiovisual aids thus comes in handy in helping learners comprehend issues. As one respondent puts it, 'literature is emotional and the use of IM can help learners identify with the feelings of the characters on stage and thus understand concepts better.' Generally, these respondents indicated that students' performance is highly linked to the mode of teaching including the use of IM.

Those with contrary opinion argued that, there is no substantial relationship between evaluation and the use of IM. The mode of evaluation does not necessarily stipulate to

the teacher what IM to use. They argue that it is only in oral skills where a learner

may be required to give the correct pronunciation that a teacher may consider the use

of audiovisual aids. The excerpts below are the views of TOEs from Extra county and

county schools respectively.

> …evaluation does not really influence the use of IM. Am…not really. May be
> the oral skills section where you need to get the right pronunciation of words,
> and the non-verbal cues of the speakers. But again the mode of evaluation does
> not stipulate the use of IM, not at all. (TOEEC3)

> The mode of evaluation does not actually promote the use of IM. The way we
> evaluate learners both internally and KCSE apart from the oral skills question,
> I don't feel it promotes the use of IM. I don't think the mode of evaluation
> encourages teachers to use IM. (TOEC4)

These respondents further argue that when testing learners, the interest is on the

learners' performance and not the process of attaining this performance. So as long as

learners do well, no one will mind how these good results were attained. They add

that assessment is done at the end of the course and the success of the learner is what

is given prominence and not the means of attaining it. This can clearly be summarized

in the submission of one HOD at a sub county school who says:

> Mmmh – to a large extent yeah. We have both the formative and summative
> evaluation. At the end of course exam for example, learners are tested on
> variety of issues particularly the subject content. And the demands of the
> ministry are that, students perform well so you will find that often times we are
> struggling to meet the school's targets because performance of the learners
> determines the success of teaching. So most lessons especially in form three
> and form four are exam oriented and the teacher's role is to enable learners
> pass exams. So much of the teaching is geared towards exam (HODSC1)

> Yeah they can work well with F1 and F2. I remember was teaching narratives
> to a F2 class, apparently I had moved from a high achievers school to low
> achievers where someone could not even write a paragraph. So I had to devise
> a method, so, I looked for students who had written well and asked the students
> to see this, and if someone has written something different I 'am insisting that
> the paragraphs are mixed up so I looked for students who are doing it right I
> found two of them, tell the students if you want to write what is called blocked
> format, come and see this exercise book. If you want to see what is called the

indented format, come and see this other exercise (laughing). Yeah the exercise book became an IM. Do you know that IM could be more or less a summary of the lesson so it would actually work but the only unfortunate thing is what I have told you? We don't practice some of these things that we have learnt, we have very good intensions but am…so many things around may not allow us to engage their use (TOESC3).

A general remark made by a HOD of a county school is that the way we evaluate earners today 'makes teaching to be exam oriented and thus little is done on the use of IM. The way we test oral skills reduces it to theory not practical so evaluation really does not play a role on IM use.' According to him the mode of evaluation in itself 'demotivates teachers on the use of IM'.

I have presented the findings based on the third objective, next, I offer brief discussion on the same.

As explicated earlier contextual factors is here are conceptualized as all the social and administrative factors within and without the school that influence pedagogic process. The notion of context is borrowed from Borg, (1998c) as explained in the literature review section sub-section (2.5). Borg further, basing on several studies on TC, notes that contextual factors may deter language teachers from adopting their beliefs. Although the concept of contextual factors is broad and multifaceted, for the purpose of the scope of this study, I limited myself to a few which include: the school type, institutional support, teachers' workload, learners, colleagues, the secondary school syllabus and the mode of evaluation. A detailed explanation of these factors and teachers submission on how they influence their beliefs on the use of IM has been done in the preceding paragraphs. A discussion of these factors is given here below.

As mentioned earlier, language teachers do not work in a vacuum. What goes on around them that is, expectation of the administration, the learners and fellow

colleagues all influence the decisions they make regarding their pedagogical processes. Spada and Massey (1992) note that although teachers may be trained in the same institutions, the differences they portray in their classroom practices may be attributed to the contextual factors of the schools in which different teachers work. The same is restated by Bug, (2003) who points out that teachers may diverge from the methods of teaching learnt in TE programs because of the contextual realities such as large classes, examination pressure, unmotivated learners, pressure from the syllabus, students' limited proficiency and pressure to conform from more experienced colleagues. These observations are in tandem with the current study as seen in the submissions of the participants. One contextual factor that greatly influenced teachers' instructional decisions is the school type. Here, school type refers to the category of schools that is, national, Extra County, and sub-county.

The study revealed a sharp disparately between the three categories of schools in the way teachers used IM. The National school and some extra-county schools have a number of advantages that promote the use of IM. Such schools are endowed with facilities, gifted learners and structures are put in place to ensure utilization of available resources. In these schools, again, there is high level of motivation from the administration, the learners and sometimes the parents. The 'good' schools also the use of modern technology is not a challenge because even learners themselves are so informed and they can assist the teacher in organization of IM for the lessons.

The under privileged schools on the other hand have a myriad of challenged when is comes to the use of lm. This verges from inadequacy of resources of support from the administration and sometimes unmotivated learners. Fro, the submission of the respondents, it was noted that there are school, which had no single compute in cases

where there was one, it was only being used for administrative purposes. Some schools lacked power and in situations where a teacher would wish to use IM such disappointments reduced them to text book, chalk and blackboard teacher. (My own definition of a teacher who goes to class with a text book and a piece of chalk only). This disparity among the schools further explains the good performance posted by National and extra county schools in English language as opposed to their county and sub-county counter parts.

It also emerged that schools which give full support to their teachers allow then to opportunity to exercise their mandate as teachers. In schools where there are well defined strategies and level of supervision is high teacher are motivates to give their best. Such have the opportunity to reflect on their teaching and make decision on how best they can deliver the content. Teachers who had had the opportunity to teach a national and a sub-county school intimated that effective utilization of IM depended largely on the type of school one was teaching in, and this in turn influenced teachers' cognitions.

These findings confirm Richards (1998) position. He highlights a number of institutional-contextual factors that need to be put into consideration when dealing with studies on cognition. Among them are, school type, administrative policies, parents, school culture (established beliefs and programs, teaching resources and testing factors. Teachers work load is another contextual factors that teachers have to grapple with as they go about their pedagogical practices. For most of the respondents especially in the county and sub-county schools, they taught up to 29 lessons and this limited them in preparation of IM. As a matter of fact, there were teachers who were the only teacher of English in their schools and they moved from class to class. This

greatly affected their utilization of IM and hence their cognition about the same- (see submission in section 4.7.3 above.) the worked load was not viewed as the number of lesson to be taught parse, it also involved other responsibilities assigned to the teachers by administration. As a result the long serving teachers who shoulder a lot of responsibilities in the schools were greatly affected.

The learner is at the core of any educational program. Their enthusiasm in learning process determines the success of the process. The study revealed that motivated learners will encourage a teacher to do his/her best. In the well-to-do schools where learners are highly enthusiastic, the teacher were encourages to use instructional media especially the modern technology. This is because the learners themselves were quite at home with technology. In such schools, teachers are motivated and they go an extra mile. This observation is in agreement with Richards and Pennington (1995) and Borg (2003) who postulates that students limited proficiency in English language, their resistance to new ways of learning or lack of motivation can deter teachers from using the skills they acquired in TE programs. Malderez and Wedell (2007) adding to this debate suggest that teachers need to be familiar with the general characteristics of their learners and their individual differences as they are likely to carry this into the classroom.

Jwan & Ong'ondo, (2011) citing Darling-Hammond (2006a) point out that teacher education programs should facilitate the student teacher to acquire pedagogical learner knowledge Darling- Hammond (ibid) further remarks that teachers understanding of who they are as teachers, understanding of who they are teaching and how these students learn empowers the teachers to organize their teaching around the pursuit if learning rather than just covering the curriculum or getting through the

book (p-85) The same is echoed by Kumaravadivelu (2006a) who argues that there is need to engage student teachers in thinking about contextual issues at the level of cultural practices, types of institutions, resources available and people involved.

Apart from the learner who is an important element in the learning context, colleagues also play a critical role in shaping the context in which teachers work. The study established that although teachers have their own philosophies the same may be changed either negatively or positively depending on what their peers do. In most cases interviewed, respondents stated that in schools where teachers are passionate about the use of IM encourages them to do the same? It was generally consented that the young teachers were more at home with the use of technology and sitting around them would motivate one do the same. It was also noted that the use of IM was common among the science teachers as opposed to language teachers. The long serving teachers rarely used IM and they discouraged others from doing so. A HOD from a sub county school remarked that sometimes when one is seen preparing instructional aids, he/she is ridiculed by colleagues and branded a teaching practice fellow (TPF).

From this submission it is evident teachers' cognitions on IM use and English Language teaching generally is dynamic and not static, depending on the contextual realities of the work place. This is supported by Li (2020; 2017a) who views TC as a process of social construction and negotiation which is displayed in social interaction in teachers' professional contexts, and is cognitive in interaction. He adds that TC is a multifaceted and multidimensional concept which plays a critical role in teachers' professional lives. In a same vein Kubanyiova and Feryok (2015) examine TC from a bottom up approach by taking into account the situation and contexts where teachers

interact with themselves and others. This supports the fact that interaction with colleagues plays a critical role in shaping TC.

They continue to say that it is only 'by reviewing teacher cognition through 'alternative lens embracing the socio-cultural turn in the field can the relationship between teachers' cognition practices and students learning rightly examined' (L1, 2020) He further posits that teachers use of technology meet their pedagogical needs. He adds that the impact of pre-service teacher beliefs are not stable and could change contrary to the belief that presents beliefs are deep rooted and cannot be changed. This explains why teachers indicate that their beliefs and utilization of IM will depend on the contextual realities of they meet in the profession.

Kubaruyura and Feryyok (2015) further state that despite the fast expanding research in the field of language teacher cognition (LTC). The current studies have not been able to answer the most essential question- How language teachers create meaningful learning environments for their students.

The syllabus is another component of the context whose significance in shaping dictates content be over emphasized. The syllabus dictates the content to be taught and the objectives to be attained at the end of the course. The study revealed that teachers follow the demands of the syllabus as they carry out instruction. Both the TOE and HODs decried the wide syllabus of English Language in secondary schools. Although they believed that IM is essential in ELT, they said that the wide syllabus sometimes deter them from preparing and utilizing IM. The secondary school English Language curriculum uses the integrated approach where the four language skills namely grammar and literature are taught in tandem. This to the respondents is quite wide and they sometimes need to rush over the syllabus to ensure that they complete.

This is in agreement with Borg (2003) who suggests that contextual factors such as curriculum mandate, principals' requirement, and school policies should be put into consideration in teacher education programs.

Other respondents with divergent opinions said that the syllabus had a positive influence on the use of IM. They cited the teaching of the set texts where one has to use audiovisual aids to make episodes more realistic to the learners. Another component of the context that was identified in the study is evaluation. The mode of evaluation is critical to any instructional process. In the Kenyan context, we have both formative and summative evaluation. Teachers give assignments and tests as part of the teaching learning process to assess learners and the learning process as a whole. At the end of the four years learners sit for the Kenya certificate of secondary education (KCSE). From the study it was established that teachers struggle to meet targets set by the schools, and this determines the pace they takes, since schools and the ministry reward those who perform well. Due to this the bulk of teaching is geared towards excelling in exams and little attention is focused on how these good results are attained. In this case, the use IM is not a priority. In the words one of respondent the mode of evaluation in itself demotivates teachers from using IM.

I sum up the concept of contextual factors, by quoting Crookes (2003) who argues that teachers need to have awareness of the contextual factors beyond their institutions. This is very necessary especially in the work of language teachers who work with materials in which values, beliefs, cultures or philosophies may disagree or conflict. This is because pedagogy takes place within a given society which has governments with laws and policies that should be observed strictly (Grant and Gillette, 2006). Other scholars who emphasize on the role socio-cultural contexts in

shaping teachers learning include (Imig and Imig, 2006; Borg, 2006; Maldarez and Wedell, 2007). Table 4.5 summarizes the contextual factors that influence teacher' cognitions on IM

Table 4.6: Contextual factors that influence TC on IM

- School type
  - National
  - County
  - Extra County
  - Sub-County
- Workload
- Institutional support
- Length of service
- Nature of learners
- Colleagues
- Workload
- Availability of resources
- Instructional support
- Syllabus
- Mode of evaluation
- Nature of learners

In this section, I have given an in-depth exploration of the role of contextual factors on the use of IM in ELT. From the exposition, it evident that context in which teachers work has a substantial impact on the manner in which teachers executes their instructional mandate and the use of IM is no exception. The next section, looks at the themes and sub themes that emerge from fourth research questions that is: **How do the Teachers' cognitions on IM interact with their classroom pedagogical processes?**

4.6 Teacher Cognition and classroom pedagogical practices

This section presents interprets and discusses the findings of the fourth research question which sought was: **How do the teachers' cognitions on IM interacts with their classroom pedagogical practices?** The research question yielded six sub themes which are explained in detail in section (4.6.1- 4.6.4). I conceptualized classroom pedagogical practices in this study to mean all that entails carrying out instruction. This includes lesson preparation, development and implementation, classroom interaction, utilization of IM and evaluation in the classroom. The findings reveal that what English language teachers at any stage of their carriers, think, know and believe shape their pedagogical processes.

4.6.1 Lesson preparation development and implementation

In this sub theme I look at the stages in planning for instruction namely preparation of relevant documents, preparation of instructional resources and the actual classroom instruction. Specifically, the respondents were asked whether they prepare their lessons with IM in mind. They generally indicated that they do plan for instruction giving due consideration to the instructional media to be used in each lesson. This was evident appears in the schemes of work and the lesson plans. However, they intimated that they often don't actually use the IM planned for and they end up going to class with only a piece of chalk, and a textbook or lesson notes. Although a good number of respondents believed that IM is essential in ELT, they said that a number of contextual factors (as earlier discussed) hindered them from implementing the use of IM. They cited factors such as huge class size, workload, inability of the schools to provide relevant resources and the demands of the syllabus. They also cited time constraint and general lack of enthusiasm on the individual teacher. One participant generally concluded that 'it is one thing to prepare IM and yet another to use it

effectively in the lesson.' These submissions from two respondents recorded here below attest to this claim.

> Yeah, if you choose to work with IM then your lessons will have IM. If you choose to use, again it is one thing to prepare IM and yet another to use it effectively in your language lessons. For you to use IM effectively you need time, it wastes time, and you might not teach so much. Most of the time, you won't cover much. I remember like for me I actually ask students to make some of those IM when they are revising for KCSE for instance functional writing, I put them in groups then I instruct them to prepare a chart on summary of a given topic. TOEC5

> Yeah, I do plan with IM mind. You may find IM stated in my schemes of work, and lesson plan yes. But sometimes this is not seen practically in the actual lesson. I know very well I need to use IM because I believe they are essential but sometimes due to time constraints and general lack of enthusiasm, I end up not using the selected IM in the classroom (TOEEC5).

This is also shared by the HODs who said that teachers indeed prepare for IM as they indicate in their scheme of work and lesson plans but may not utilize them in their lessons. The classroom observation of most of the teachers' lessons indeed showed that teachers do not effectively utilize IM. Although I had briefed the respondents about the important elements of the topic, that is, the use of IM, it was surprising that most of them did not make any attempt to use IM. The common IM used was the chalkboard /whiteboard which was also not used effectively. For instance, those who taught literature lessons majorly lectured and very little was done on the board. Those who attempted to use teaching aids such as charts and pictures also showed their inability to use them effectively. A case in point is a scenario where a TOE from a county school had prepared a nice teaching aid. He had written some sentences on a manila paper and was planning to use this in the classroom to develop his lesson. Unfortunately, he went through the entire lesson and only brought out the teaching aid after the lesson and just as a by the way asked the class representative to hang it on the board. I had expected this teacher to use the teaching aid to take the learners

through the lesson but this did not happen. When I asked this teacher, after the lesson, why he didn't use the IM he had prepared, He frankly said:

> *You see we are not used to this, with the many lessons we have, sometimes you are thinking about the next class and even forget some of these things. So it is not that I don't value the use of IM I do, but using it is another thing altogether* TOESC4

4.6.2 Classroom Interaction

On this sub theme, I endeavored to ascertain whether teachers' use of IM enhances interaction in the classroom. Classroom interaction here is three fold: teacher -learner interaction, learner- learner, interaction of the learner with IM. The participants noted that the use of IM indeed boosts classroom interaction. They stated that the beliefs they hold about the use of IM plays a critical role in as far as classroom interaction is concerned. To them a classroom in which a teacher is using IM is more interactive and this enhances content delivery. A TOE from a county school remarked that 'in a way, when you are using IM as an illustration, it boosts interaction between the students and the teacher, and student - student interaction comes in when there are discussions as learners may use the teaching aid to catch up with what they are being taught.'

Learners also interact with IM as they answer questions and as they manipulate IM used. Although this was the position of most of the respondents during the interview session, the classroom observation conducted with the same teachers revealed otherwise. Most classrooms where lesson observation was done were overcrowded, and most lessons were taught without due regard for IM. Although the participants appreciated the use of IM and clearly indicated this in their schemes of work and lesson plans. Most of them simply relied on the chalkboard for instruction. From the classroom observation, it was unveiled that there was little interaction between the

learner and IM. Most of the classrooms were overcrowded and this hampered learners' interaction with IM. Most of the learners who sat at the back had little chances of interacting with IM. The evidence for this is seen from a classroom observation where a teacher actually prepared a chat but never used it in the lesson. The comments on lesson observation 6 as shown below attest to this:

> This teacher used IM. The chalk board and a chart. The chalkboard was used at the introduction, it was well subdivided and the teacher wrote the topic of the day. The chart however was produced after the lessons had ended and a student was just asked to mount it on the board. The classroom is well arranged although a bit crowded. The chart was not placed strategically since it was given at the end of the lesson however the chalk board is strategically placed. The learners do not interact with IM and the teacher does not use IM to explain concepts. The teacher did not motivate learners. The lesson was teacher centered. The learners were not very free with the teacher. The teachers pace was moderate the learners were attentive. The teacher asked questions related to the topic and learners respond accordingly the teacher uses verbal reinforcement such as: good, well done, that is true a good attempt but...among others. The class size was fifty-four students. Learners were relatively active but the lesson was teacher centred. The students only came in to answer questions when asked. There was little interaction with the teacher and there was no interaction with fellow learners and no interaction of students with IM. The lesson was well introduced by a recap of the previous lesson. The lesson well developed from known to unknown. The teacher asked learners to give examples of pronouns then proceeds to explain the case in pronouns. He concluded by reviewing main the points of the lesson.
> The teacher does not incorporate IM in the development and conclusion. He does it only at the introduction. The IM though prepared well was not utilized at any stage. It is just given to the learners after the lesson to mount it on the board. **Lesson observation 6 TOEC3**

4.6.3 Utilization of IM in the classroom

From the interviews conducted with both the HODs and TOEs it emerged that teachers do not actually utilize IM in their lessons appropriately. Although they had them well stated in their schemes of work and lesson plans, their classroom observation revealed otherwise. One TOE for instance had a well-organized schemes of work and lesson plans with the teaching aids well stated but did not use them in the classroom. Her lesson though interactive did not make use of IM. He only remembered the chart he had prepared after the lesson and asked the class prefect to

display it to the rest of the class later. Generally, utilization of IM in the classroom was wanting since most teachers pay little attention to this. The teachers seemed to be more concerned covering with covering the stated content, and little focus is put on the manner in which this content is disseminated to the learner for realization of the desired objectives. The comments made on lesson observation 6 above confirm this assertion. The same comments were replicated while observing a teacher of English at an extra-county school as indicated below:

> The teacher was teaching Possession. The chalkboard was the only IM which was used to write the topic and the sub-topic of the lesson. Class arrangement was good four rows with space in between for the teacher to move around. The board was in front of the classroom. No interaction with the IM the teacher does not use IM to explain concepts. There was no interaction with learners at all. The teacher motivated learners by using live examples and asked questions related to the surrounding for example: The teachers coat is grey (meaning his coat) Kibet's sweater is blue a (Students' sweater) Learners are quite free with the teacher.
> The teacher used a moderate pace. The learners were quite attentive through a few at the back seemed to be lost. The teacher asked questions and asked learners to give both written and oral responses. The learners answered well but grammatical errors were noted both in written and oral /spoken. Strategies of reinforcement used was "good' and it was over-used.
> **Lesson Observation 10 TOEEC4**

4.6.4 Evaluation in the classroom

On this sub-theme the respondents were asked to state whether the use of IM enhances evaluation of learners in the classroom. Here there were varied opinions. On one hand are those who indicated that the use of IM influences evaluation in the classroom, as teachers may ask questions based on the IM used. One TOE from a sub county school for instance stated that he 'uses IM to boost classroom interaction and also make evaluation easy.' He added that he may ask a student to demonstrate how he used the IM to explain concepts and this improves their content mastery. Those with a contrary opinion specified that the use of IM does not in any way influence the way learners are assessed in the classroom. One TOE noted that while evaluating

learners it is always likely to concentrate on content mastery and not the use of IM. This view was held by the respondents across the spectrum. The paragraph below shows the submission of the said respondent as regards Cognition and the use IM.

> I think on the negative you see mostly our evaluation either formative, or summative evaluation mainly geared towards attaining good grades. In this case, teachers work towards making students excel. And as long as they get quality grades no one thinks about the use of IM. A good teacher is measured by how his students excel in exams. Look at the testing of English paper for instance there is very little that can require one to use IM. May be oral skills in paper one and still, in paper one how many schools have a language laboratory to teach correct pronunciation? So, often time's students just cram some of these sounds things and rightfully produce them in exams. So to me, evaluation has very little influence on the use of IM. (TOESC 4).

Having looked at the findings with regard to the fourth research questions, in the next sections, the study embarks on a brief discussion of the same.

Classroom activities play a critical role in enhancing learner achievement in English languge (Omuna &Adero 2020). Therefore teachers' cognitions on classroom instruction is equally important. The findings of the study as revealed by the submissions of the participation indicate that although what they do in the classroom is greatly influenced by their cognitions, they stated that sometimes, how they used IM in the classroom does not reflect their stated beliefs /thoughts. For instance, the respondents stated that the use of IM was quite instrumental in the successful delivery of a lesson), just a handful of the respondents actually used IM during their lessons. They cited reasons for the mismatch between their stated beliefs and their classroom practice among them, the heavy workload, large class sizes, inadequate resources, and the pressure to complete the syllabus.

These findings are in agreement with studies by Borg (2006; 2003) which revealed that language teachers' classroom practices are shaped by a wide range of interacting

and conflicting factors and TC emerge as a powerful influence on their practice. However he notes that these practices may not always reflect teachers stated beliefs, personal theories and pedagogical principles (Borg, 2006). The same observation is made by Colombek (1998) notion of personal practical knowledge (PPK) from mainstream educational research. The study shows how teachers work was shaped by four developing and interacting categories of PPK (namely knowledge of self, of subject matter, of instruction and of context) which teachers hold and use in a holistic manner.

Colombek (Ibid) referring to Freeman (1993) shows the working of these categories of knowledge by exploring tensions in the teachers work. For example in one case of his study, he discussed the tension in terms of a teachers desire to achieve a balance in her lesson between accuracy and fluency however, her own negative experience of language learning where she was hyper corrected discouraged her from attending to accuracy as much as she could like to, for fear of making her students feel bad.

As earlier stated cognition is not only shaped by what teachers do but also what teachers accumulate in their teaching career (Borg, 2006). The experiences they went through as pupils, students, and student teachers all come into play in their classroom practices. It is no wonder one of the respondents attested that what she does today in class is not a function of what she was taught in the teacher education institutions but what her high school teacher used to do. She felt that this is what worked for her and she beliefs it is the best for her students too.

Fuss and Kliensassen (1994) note that studies in mainstream educational research reveal that TC and classroom practice exist in a symbiotic relationship. What teachers

think and belief impact on their practices, and the experiences. They gain as they carry out their pedagogical practices will in turn shape their beliefs and thoughts. Teachers make instructional decisions depending on the contexts in which they work. Numerous studies have attempted to identify reasons for these decisions among them (Breen 1991) who gives one of the reasons being a concern for cognitive processes which facilitated learning. To Galbonton (1999), a concern for language management, for example explaining vocabulary, creating contexts for meaningful use, was the main focus for teacher pedagogical thoughts.

This is reiterated in the current study as it revealed that although teachers lauded the use of lM in language teaching and even went ahead to include them in their planning as shown by the schemes of work and lesson plans, the classroom observation indicated a departure from what teachers believed, thought and planned. This also points to the fact that although teachers may be well trained on the use of IM and classroom procedures generally, they may not adopt attendant skills wholesale, but they made their own decisions based on the realities of the context that they find themselves in. This narrative is supported by Yigitoglu (2011) (earlier stated) who opined that the mismatch between the teachers' stated beliefs and instructional practices may be as a result of curriculum constrains that deny them a chance to apply their beliefs in the classroom. In addition, Mukwa (1979) concurs that without education based on multimedia and diverse learning styles, it is impossible to talk of quality teaching. Luvisia (2013) in addition comments that although teachers have a positive attitude towards IM, they don't use a variety of IM resources in their lessons and there is over dependence on the chalkboard and textbooks.

For the purpose of clarity, I discuss pedagogical practice based on three components namely, lesson preparation, development and implantation, classroom interaction and evaluation in the classroom.

From the study findings, it was evident that what teachers believed and knew about the use of IM was not reflected in their lessons development and implementation. Although they attested that the use of IM was vital in the teaching –learning process, this was not featured in their lessons. This replicates what Borg (2006) referred to as the mismatch between cognition and practice. LTE literature indicate that teachers bring in their theories and beliefs that they hold from their many years as learners of English language and learners of teaching into the teaching profession (Ong'ondo, 2017). These types of beliefs based on learner's own experiences and memories of learning English language to teach are referred to as 'apprenticeship of observation' (Lorte, 1975; Borg, 2004).

These beliefs later impacted greatly on what teachers do in the classroom. This explains why despite learning the use of IM and pedagogical processes as a whole, teachers would still revert to their own experiences and memories of their teachers as they carry out instruction. More often than not, it is this apprenticeship of observation that guides teachers of English as they carry out their pedagogical procedures. Teachers also teach within the context of beliefs that shape their planning and interactive decisions, thus, the theories of teaching are pivotal to how we understand the nature and importance of classroom practices (Borg 1998). Many writers in LTE agree that it is important to expose student teachers to the different theoretical positions that exist in the field without prescribing a specific one to be followed (Macaro, 2003; Mitchell& Myles, 2004; Richards, 1998).

This further explains why despite the fact that the respondents acknowledged the role played by LTE on exposing them to the different theories on language teaching, what actually transpired in the classroom largely dependent on the prevailing contextual factors. This concurs with what Hill states about teachers' beliefs. He argues that teachers often already have a comfortable set of beliefs about their work and maybe unaware of their incongruence in their practices or they may be resistant to growth through professional training (Hill, 2014).

Another component of classroom pedagogical practice in the study is classroom interaction which I gave three dimensions; namely, student-teacher interaction, student-student interaction and learner interaction with IM. Here the intent was to establish whether the use IM enhanced classroom interaction. The respondents generally consented that the use of IM enhances classroom interaction, as revealed through the interview sessions. However, when I observed the same teachers in the classroom, the story was different. Most classes were overcrowded and there was little interaction of learners with IM. The participants, though they appreciated the use of IM in enhancing classroom interaction, did not actually show this in their lessons. The few teachers who used teaching aids did not use them effectively to create classroom interaction. This again echoes the role of contextual factors such as workload, class size, school culture among others that influences teacher thinking on pedagogical practices (Borg, 2003; Richards, 1998).

Although evaluation is a key factor in the teaching learning process, the study revealed that the use of IM for a number of respondents did not have any direct link to evaluation. Examinations test mastery of content and a good teacher is measured by

how well learners excel in their exams. In this case, the use of IM is not prioritized by teachers. It also emerged that attitudinal factors play a big role in shaping teachers cognitions on IM use. Teachers who had a positive attitude towards IM attempted to utilize them in their lessons and this concurs with what other researchers in the same field observed. For instance (Rose et.al (1999) who noted that teachers' utilizations of IM may be determined by how media are perceived by the teacher and how they feature in his thinking and organizational planning. In the same vein, Aquino (1994) in his study found out that there is a significant difference between receptors and rejecters of IM.

Lam (2002) however notes that lack of time and knowledge are the main impediments to successful technology integration. and understanding teachers' beliefs on technology use plays an essential role in successful use of technology. Table 4.6 gives the teachers' cognitions on IM and classroom pedagogical practices.

Table 4.7: Teacher Cognition on IM use and classroom pedagogical Practice

Teacher cognition and classroom pedagogical practices
    a) Lesson preparation development and implementation
        Teachers prepare professional documents such schemes of work with appropriate IM
    b) Classroom interaction
The use of IM enhances Classroom Interaction namely: Student- Student interaction, Teacher -student Interaction and Interaction of Learners with IM
    c) Utilization of IM in the classroom
Although teachers prepare IM they rarely used them in their lessons. The chalkboard was the main IM commonly used**.** Others such as charts, pictures, magazines and newspapers though indicated in the schemes of work were not utilized e.g. projector, flashcards, CD-ROM etc.

Source: Author 2021

In this section I have presented, interpreted and discussed the findings of the study in line with the research questions and research instruments of the study. In the next a

brief comparison of key findings with related studies in teacher cognition is given.

4.7 Comparing key findings of the study with previous researches on Teacher Cognition

 This section compares the key findings of the study with previous research findings on TC and IM use. Related studies basically preferred the term technology which I use interchangeably with the term media, in the current study. The comparison here is done based on the themes that emerged from the research questions of the study.

4.7.1 Teachers' commonly held Cognitions' on Instructional Media use ELP

The study revealed that teachers have cognitions about the use of IM English language pedagogy. There was general believe that IM are instrumental in language pedagogy. They make learning more meaningful, they make learning of concepts easily and provide motivation. This is in agreement with studies carried in other contexts which revealed that technology has a great potential as a teaching tool. They can influence student achievement and make it possible for students to accommodate information, increase motivation and make connections to high order training (Lamke and coughing 1998 cited in pass 2008).

A Meta-analysis conducted in 2002 with 42 studies on 700 students, teaching and learning with technology resulted in enhanced student learning (Gimbert & Chritol, 2004; Pass, 2008). Glibert and Crystol (2004) add that beliefs on technology influence their perception on lesson planning, this was also the case in the current study. Teachers also cited constraints of using IM in the language classrooms; which included unavailability of IM, the heavy work load and the time factor. This is quite different from what is happening in countries like Cyprus where technologically equipped rooms are constructed to enhance language teaching and other subjects

(Mesial, 2000). In Venezuela as stated by Mayora (2006), the use of technology in English classes resulted in motivating, productive and advanced lesson.

Although there have been an increased demand for teachers to use technology in their lesson as demanded by teacher appraisal and performance standards (TPAD), (Kenyan context) the study showed that the use of technology in language teaching is still quite limited. This may also be attributed to teachers' attitudes towards IM as revealed by (Danson, 2005). In the current study there was no significant relationship between teachers' use of IM and their skill level. Those who had been in the professional for long and had even furthered their studies did not employ technology. The length of service / experience, in fact, was a stumbling block to the use of technology.

This is in divergence with a study conducted by TOJET; the Turkish online journal of educational training by Meskil, et.al (2002) who compared and contrasted eight novice teachers and 8 expert teachers. The result demonstrated that the novice teachers who had received 'state of the art training' on classroom technology were less comfortable in their implementation than their experienced counterparts who had a great deal of classroom experience.

4.7.2 Determinants of Teachers' Cognitions on Instructional Media use in ELP

The findings revealed that a number of factors contributed to the cognitions teachers held on the use of IM. In the current study, teacher training /LTE provided the basic knowledge and skills required for instruction which includes the use of IM. However, this parse does not constitute teacher cognition. What teachers know, think and belief was enhanced by other factors such as experience, schooling and interaction with colleagues. The long years of experience teachers acquired throughout their career

shaped their cognitions not only on the use of IM, but also, on language teaching generally.

The study revealed that the long serving teacher and the novice teacher sharply differed on the way they used IM. The novice teachers use IM more often than the long serving teachers. This revelation differs with Meskill, et.al (2002) who posits that novice teachers are less comfortable in using technology in their lessons because of little classroom experience.

Schooling generally emerged as an important factor in shaping teachers cognition on IM use. The respondents remarked that their primary, secondary and university instructors impacted on their thinking on IM use either negatively or positively. They attested that what they do in class as language teachers presently, borrows heavily from what their teachers did. This is in tandem with what Yigitoglu (2011) in his study on *Exploring Second Language Writing Cogniti*on established. His study investigated English as a second language (ESL) writing teacher's belief about themselves as language learners and as writers in their first or second language(s). 'The purpose of his study was to discover how ESL writing teachers' belief about practice of teaching L2 writing are influenced by their own experience as writers in their first (L1) and or second languages (L2) Using three native English speakers (NES) and two non-native English speaking (NNES) teachers, his study revealed that teachers own experience as L1 and L2 learners contributed greatly to both NNES and NES teachers' cognitions. He also noted that L2 writing teachers without advanced L2 literacy skills were influenced primarily by L1 writing experience. The same is reiterated by other scholars in the same field (Lee, 2008; Phipps & Borg, 2009; Borg & Burns, 2015). In the current study one participant vividly recalled the influence he

has from his primary school teacher which has greatly impacted on her teaching career. (See section 4:6:4). This testifies to the fact that what teachers go through as L2 language learners themselves contribute greatly to their cognitions as L2 teachers.

The current study re-emphasizes what researchers in the same field potent about cognition and practice. Hill (2011) comments that teachers' experiences as learners largely dictate 'their cognition and instructional visions as educators in future.' He adds that, 'experience becomes an asset to the profession if so many learning experiences were not detrimental.' Lortie (1975) calls this "apprenticeship of observation, where teacher cognitions are shaped early in life unbeknownst to the learner".

He adds that, teachers have common experiences of school and they bring these experiences with them to their careers (P.12). He however notes that cognitions might change when new evidence suggest that prior impression might be false. Teachers do not work in a vacuum. They carry out instruction in relation to other players in school. The study revealed that colleagues play a pivotal role in shaping a teachers' cognitions on the use of IM and ELT generally. The participants contend that the departmental heads (HODs) and fellow teachers can influence one positively or negatively and this contributes to the general belief about instructional process. The respondents noted that some colleagues especially the long serving teachers viewed the use of IM as a preserve for the TP teachers and they discourage one from using IM. They further intimated that IM was rarely used by language teachers but the science teachers were more at home with the use of technology.

4.7.3 Contextual factors and Teacher Cognition

Studies on the teacher cognition contend that the context in which teachers work both psychological and environment influence what they do. Borg (2003) in his analysis of several studies on TC assert that teachers' practices are shaped by the psychological realities of the school and the classroom. Such factors include: parents or principals' requirements, school policies, colleagues testing and availability of resources.

In this study I investigated contextual factors such as school type, institutional support, teachers' workload, colleagues, learners' interest, and the syllabus and mode of evaluation.

The study revealed that school type (National, Extra-county County or Sub-country) is one contextual factor that greatly impacted of teacher practices. The National and extra county schools, which have well laid down policies structures and gifted students sharply contrasted with the county and sub-county schools with limited resources and average students. The nature of the school and all that goes on in there influenced the way teachers used IM. In the well to do schools, teachers were given support and this encourages them to use IM. Evaluation mode is also an important element of the context. The study revealed that evaluation of the language syllabus is geared towards excelling in exams and teachers aligned their teaching to this. As a result, the use of IM was not really emphasized. The work load nature of the syllabus and colleagues also influence the way teachers carried out their instructional procedures. A detailed explanation of contextual factors is given in section (4.5.1-4.5.7) above.

4.7.4 Cognition and classroom pedagogical practices.

As earlier discussed, teacher cognition (thoughts, knowledge and beliefs) impact greatly on their classroom pedagogical practices. In the current study which specifically looked at the teachers cognitions on the use of IM in the language classroom, the findings point to the fact that teacher cognitions influence their utilization of IM in their lessons. This confirms the findings of large volume of teacher cognition research both in language teaching and mainstream education (e.g; Farrell 2008; Borg 2006; Munby *et al*. 2001; Ball and McDonald, 1990)

The body of research on TC had unveiled a sophisticated understanding of the relationships between teacher cognitions and practices. From the mid-1990s there was an increase in research on what L2 teachers know, believe and think and how these constructs relate to what teachers do (Borg 2003, 2006). The current study thus used these earlier studies as a benchmark for the background information, methodology and discussion of findings.

The study revealed that what L2 teachers do in the classroom is influenced by their experiences as language learners themselves, as teacher trainees, and the context in which they operate. This was clearly portrayed by variations obtained from the different categories of schools and the support teachers received from the administration, colleagues and the learners. The relationship between teacher cognition and practice can best be understood through this summary based on (Phipps and Borg, 2009) about the nature of teacher cognition:

- Teacher cognition can powerfully be influenced by their experiences as learners

- These cognitions influence what teachers learn during teacher education

- They act as a filter through which teachers interpret new information and experience.

- They may outweigh the effects of teacher education in influencing what teachers do in the classroom.

- They can be deep rooted and resistant to change

- They can exert persistent long-term influence on teachers' instructional practices they are at the same time not reflected in what teachers do in the classroom.

- They interact bi-directionally with experience (i.e. beliefs influence practices but practice can also lead to change in beliefs.)

These aspects of teacher cognitions were reflected in the current study as the respondents testified that what they did in the classroom as regards IM use was heavily borrowed from the experiences they had with their teachers as second language learners (SLL). The influence of their experience and the beliefs they have formed over the years seem to be resistant to change as some respondents asserted that they do not use IM in their lessons despite having gone through a course on curriculum instruction and education media where they were tutored on selection, preparation and utilization of IM. I have, in this section given a comparison of the findings of the study with research on language teacher cognition and teacher cognition generally. In the next, I give my conclusion based on the highlighted findings.

4.8 Chapter Summary

In this chapter I have presented, interpreted and analyzed the findings of study based on the research question as earlier stated. The section also relates the study to the

literature discussed in chapter two and theoretical orientation of the study. Basically I have looked at the teachers' cognitions namely their beliefs, thoughts and knowledge on the use of IM, the determinants of teachers' cognitions on IM, the contextual factors that shape teachers' cognitions on IM and how these cognitions interact with classroom pedagogical practices. The next chapter, gives the summary, conclusions and recommendations based on the research questions study. The section also gives the contribution of the study to language pedagogy and studies on teacher cognition, if offers a thesis statement and closes with suggestions for future research.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of findings, conclusions and recommendations. It also offers the thesis statement and suggestions for future research. The findings are presented thematically in light of the research questions and theories that informed the study. A recollection of the literature reviewed was done with the intent of linking the results with the findings of other researchers who conducted similar studies in diverse contexts from the similarities and departures obtained, conclusions were drawn. To start the chapter is a conceptualization of the key concepts of the study, that is Teacher Cognition.

5.2 Conceptualization of Teacher Cognition

In this study, I conceptualize teacher cognition on IM based on Borg's 2003 Model as illustrated in chapter two of this study. Here Teacher cognition refers to all that the teacher brings into the teaching profession particularly as regards the use of IM. The study includes their perception, thoughts, beliefs, attitudes, knowledge and skills that the teacher has gathered formally or arbitrary in the process of their schooling training and practice. As Borg (2006) puts it, these cognitions shape teachers practice and the practice in turn shapes teacher cognition that is what teachers know, belief and do as regards the use of IM in the language classroom. TC is also shaped by contextual factors in which teachers work. Depending on the contextual realities of the work place therefore, the teacher may choose to use certain instructional media in his/her lessons. In this study, contextual factors such as school type, colleagues, the learner the syllabus and institutional support played a critical role in determining teacher's

belief, thoughts and practice regarding IM use in the language classroom. It is therefore necessary that LTE institutions should consider what teachers bring into the profession both pre service and in-service in order to strengthen these programs.

5.3 Summary of Findings

The main purpose of the study was to investigate teachers' cognition on instructional media use in English language pedagogy. Literature on ELP research indicates that TC is critical both in language teacher education (LTE) programs and teacher professional practices. The use of IM is an area that has received little emphasis in the language classrooms and the study purposed to investigate how the teachers' cognitions on IM influence their pedagogical practices. To achieve this, four research questions were formulated. The findings from each of these research questions are given here below:

The first research question sought to establish the teachers' commonly held cognitions on IM in ELP. The findings of this question points to that fact that teachers have cognitions about all they do in their professional work. What they know, belief and think shape their pedagogical practices. The study revealed that teachers believe that IM plays an important role in English language teaching because they reinforce instruction. They also attested that these resources vary stimulus and thus make lessons enjoyable. The teaching aids make it easy for learners to understand concepts because they allow them to visualize what is being taught. To the teacher, the use of IM makes it easy to explain abstract concepts. The respondents also held the belief that IM can well be used with beginners hence popular with the lower forms (form 1 and form 2). On the contrary some respondents believed that preparation of IM is time consuming, requires skill, and it is a preserve of the novice

teachers and student teachers on practicum. This explains why the respondents did not use them adequately in their lessons. Again teachers indicated that they have knowledge and skills on IM use, however, these skills were not effectively utilized in language lessons. The failure to utilize these skills is attributed to the contextual realities of the work place, and the beliefs teachers hold as regards IM. Teachers' length of service also emerged as powerful tool in shaping teacher beliefs. Novice teachers were said to be more at home with the use of IM than the long serving teachers. Teachers also carried their attitudes on IM into the classroom and this influences how they execute their curriculum mandate.

The second research question sought to identify the determinants of teachers' cognitions on IM use in ELP. The findings here revealed that teachers' cognitions about IM develop through schooling, professional training (both pre-service and in-service), teaching experience and interaction with colleagues. (See detailed explanation in section 4.4). The experiences teachers have mustered over the years as learners of English, as student teachers and as practicing teachers shape their cognitions on IM use. Teacher training be it pre-service or in service also determines the development of teachers' cognitions. As teachers interact with colleagues, they observe what these colleagues do and thus pick up some of their colleagues' attitudes, perceptions and beliefs which may be congruent or incongruent to what is offered by Teacher Education institutions.

The third research question analyzed the influence of contextual factors on teachers' cognition on IM use. The contextual factors were conceptualized as the factors within or without the school that shape the instructional process. Contextual realities of the work place such the school type, learners' aptitudes, the syllabus, evaluation, workload, institutional support, school policies, and learners' interests,

influence teachers' cognitions on IM. (See section 4.5. for a detailed exposition of these factors). In schools where colleagues did not use IM, the teachers who made attempts to utilize IM in their lessons were branded teaching practice fellows (TPFs). The contextual realities of the school thus became a motivating or demotivating factor on the use of IM hence shaping teachers' cognitions. The same cognitions reciprocally determine teachers' classroom practices.

The fourth research question synthesizes how the teachers' cognitions interact with their classroom pedagogical practices. The findings of this research question indicated that teacher's cognitions influence the various stages of teachers' pedagogical practices. What teachers belief, know and think influence the way they prepared for their lessons and how they carry out classroom practices. Although teachers generally believed that IM plays a critical role in English Language pedagogy, they did not utilize them adequately in their lessons. This explains the incongruence between teacher beliefs and classroom practice. It was also evident that teachers' cognitions influence the preparation, development and evaluation stages of the instructional process. Notable also was the fact that teachers' cognitions and pedagogical practice is a back and forth process. Teachers' cognitions influence classroom practice, and classroom practice in turn shapes teachers' cognitions. Table 5.1 below summarizes the key findings of the study.

Table 5.1: Summary of key findings

Sr. No	Research Question	Key Findings
1.	**What are the teachers' cognitions on IM use in ELP**	**Teachers' thoughts and beliefs on IM.** • The use of IM makes learning of concepts easy, motivate learners to learn. Makes learning of concepts memorable and improves learners participation • On the contrary preparation is time consuming, it required skill and some are costly and unavailable in schools. • It only works well with beginners. • These beliefs influence planning for and utilization of IM language classroom **Teachers' Knowledge and skills on IM use** • Teacher rating on the knowledge and skills on lM use. • Teachers have adequate knowledge and skills on lm use acquired through LTE but utilization was hampered by inadequate resources, influenced by time for learning, workload and discouraging colleagues.
2.	**What are the determinants of TC on IM in ELP**	**Determinants of TC on IM in ELT** **LTE/Training programs** • Provided knowledge skills on IM use through microteaching and TP although this wasn't sufficient • Schooling- what teachers saw their teachers/lecturers do at the various level of their career shape their pedagogical procedures. Experiences throughout the profession also shape their cognitions. • Influence from colleagues and other contextual; features.
3.	**How do contextual factors influence teachers' on IM and ELP?**	• This are the social and administrative factors within & without the school that influence pedagogical process, these includes school type, institutional support, work load, learners interest and colleagues.
4.	**How do the teachers' cognitions interact with the classroom pedagogical practices?**	• Teachers' cognition on IM influence their pedagogical practices which include planning for, selection of IM lesson preparation, development and implementation; classroom interaction, utilization of IM and evaluation in the classroom.

Source: (Author, 2021)

5.4 Conclusions

From the research findings discussed above a number of conclusions are drawn regarding teacher cognition and IM use. These conclusions are based on the four objectives of that guided the study as explained below:

From the first objective the study concludes that teachers have cognitions on the use of IM in English language pedagogy. These' cognitions are formed throughout teachers' academic and professional life, and they in turn influence the way they carry out pedagogical practices. Teachers believe that IM are essential in English language teaching. They attested that they have knowledge and skills on the use of IM. They also believed that IM are essential in English language pedagogy because they make lessons more enjoyable and understanding of concepts easy. They further indicated that preparation of IM is time consuming and thus most of them did not utilize IM in their lessons effectively. The failure to utilize the available IM could be explained by the long held beliefs teachers have acquired over the years about the use of IM in language pedagogy. The long held beliefs may concur or contradict with their classroom practices. Teachers' length of service also came in as a powerful factor on the use of IM. The study concludes that the long serving teachers used IM less often than the novice teachers. This could be attributed to the fact that the novice teachers are more at home with modern technology as opposed to their long serving counterparts.

Secondly, the study concludes that teachers' cognitions are determined by factors such as schooling, professional training (both pre -service and in- service), teaching experience and interaction with colleagues. The use of IM by both the HODs and

TOEs could also be attributed to the experiences language teachers themselves have gone through as language learners and teacher trainees. They do what their teachers and lectures did because for them, this is what works. Teaching experience also contributes to teachers' cognitions on IM use. The teachers who have served for long use IM less often as compared to the novice teachers and the teachers on practicum. As teachers interact with colleagues they emulate what colleagues do and this shapes their cognitions on IM.

Thirdly, the study further concludes that teacher's cognitions are shaped by the contextual factors within and/ or without their working space. In the current study, factors such as the school type, learners' aptitudes, colleagues, school policies, institutional support, syllabi, evaluation and learners' interests strongly impacted on teachers' cognition on IM and consequently, utilization of the same by the language teachers. The language teachers' workload was quite extensive and they (language teacher)' grapple with timely completion of the syllabus and preparation of IM is deemed an unnecessary burden. Utilization of IM was quite limited across the spectrum (cadres of schools selected.) The expectation (from interviews) was that there would be a great differences in the way IM was utilized by teachers in the endowed schools as opposed to those in less privileged schools. However from the classroom observation, there was no significant difference noted. The little difference observed happened due to support offered by the former, and also the strict supervision of the learning process in these endowed schools. Otherwise, the use of IM was not popular among the English language teachers generally. Even the endowed schools where IM was available colleagues became a stumbling block. What teachers do in the classroom was shown to be greatly influenced by their colleagues in

the various schools teachers' worked in. In the current study, the use of IM was seen as a preserve for novice teachers and the teachers who turned to embrace media in their teaching were disparagingly said to be degenerating to teaching practice. Again this mindset coupled with the demands of the syllabus and responsibilities shouldered by teachers in the schools could be the reason why teachers paid little attention to the use of IM in their lessons.

Finally, the study concludes that teachers' cognitions on IM influences how they carry out instructional practices right from preparation to the implementation stage. Most teachers believed that IM play a critical role in teaching learning process. For instance they attested that IM makes learning of concepts easy and memorable. While preparing professional documents teachers indicated the IM to be used in each lesson. The documents analyzed that is the less schemes of work and the lesson plan of in deed had stated the teaching aids to be used. However, classroom observation gave a different picture. Most teachers went to class with a text book and a piece of chalk. This seemed to be the norm and those who tried to use IM were contemptuously branded TP fellows. Some of the teachers who prepared IM and carried them to class would only give to the class prefect (after the lesson) to display it to the class later. Teachers attributed this incongruence between their stated beliefs and practice to the demands of the syllabus, time constraint, and lack of support from the school administration, emphasis on excellence in exams and unavailability of necessary resources. Having looked at the conclusions the next section discusses the contribution of the study to research on teacher cognition.

5.5 Contribution of the study to Research on Teacher Cognition and Pedagogical practice

This research study was a case study where the multiple cases were interviewed and observed in order to capture their cognitions on IM use, how these cognitions are developed, how these contextual factors shaped cognitions and how the teachers' cognitions manifested in classroom pedagogical practices. The main goal of the study was provide transferable findings and not generalizations. This is in support to Lincoln Guba and Lincoln (1985) cited by Hill (2014) who state that generalization should be given up as a goal in research and transferability be given prominence.

The study offers a number of insights as regards TC research. From the findings, it was noted that teachers' experiences as learners and student teachers, influence their instructional visions later in their career. Teachers carry these experiences whether negative or positive into their teaching context and these influences the way they carry out classroom procedures.

This information can be of paramount importance to the LTE programs and teacher education programs generally, as it can be used to prepare a curriculum that puts into consideration the teacher beliefs that they carry with them into the TE instructions. The information on the contextual factors is also quite instrumental to the understanding of teachers' cognitions and can form a basis for future researches in the same area. Again most studies done in Kenya on education generally used the quantitative approach which is in tandem with positivist paradigm. Adopting the qualitative approach, the study (together to few other using qualitative approach) may provide a guide to those who wish to explore this path.

The quantitative approach which uses the constructivist paradigm has been explained in simplistic terms in chapter three of this study and this can offer an understanding of the paradigm to beginner researchers. The study also shades light on the use of IM in the Kenyan context. From the findings it was noted that utilization of IM in language classrooms was quite minimal and this can be a basis for further research on the use of IM. There is need to   rethink the training programs offered on LTE on IM and an investigation into this is a fertile area for future research. The next section gives recommendations of the study.

5.6 Recommendations for Policy and Practice

From the study findings, a few recommendations are suggested to the stakeholders in the education sector. The study findings indicated that teachers have cognitions about the use of IM in language teaching; and this has influenced the way they utilize them in the language classroom. It is also occurred that the use of IM by teachers is not emphasized both in teacher education, and language teaching in schools. Lack of properly instituted guidelines on the use of IM in schools leaves the novice teachers at the mercy of their long serving colleagues who often times discourage them from using IM. This reveals what goes on in the individual schools that shape the teachers cognitions on the use of IM. Other factors such as availability, heavy work load, lack of proper training, demand for excellence in exams, length of service and the type of schools also emerged as powerful indicators to teachers' cognition on IM use. Based on this backdrop, the study gives the following recommendation for both policy and practice.

a) Recommendations for Policy

1. Teacher Education institutions (universities and teacher training colleges) the

Kenyan context are mandated with teacher preparation. They should be cognizant of the fact that teachers carry their own beliefs acquired throughout their schooling life into their teacher training be it pre-service or in service. These beliefs should factored into the LTE programs in order to improve their efficacy. The use of I M should be allocated adequate time in the university courses so as to demystify the notion that it is only done for supervision purposes during practicum.

2. From the findings of study, teachers decried the inadequate resources which hindered appropriate utilization of IM. MOE should thus provide adequate resources to facilitate the use of IM. They should work closely with teacher education institutions to ensure that teacher preparation especially in the area of IM is effectively done. The study also revealed few teachers use modern technologies in their lessons. The ministry of Educations should thus ensure that technology is fully embraced in schools (by providing the necessary facilities) because it is now the norm rather than exception especial in this era where physical learning has become inconveniencing.

3. Kenya Institute of Curriculum Development (KICD) was established as an act of parliament KICD Act no 4 of 2013, (ROK, 2013). KICD is the curriculum development and research centre which develops curriculum for all levels of education below the university Yungungu, (2017).Among its functions is to advice the government on matters pertaining curriculum development and develop review and improve curriculum support materials that meet the international standards. The findings of the study revealed that there is inadequate utilization of IM in the language classroom. Thus, relevant instructional resources should be developed and supplied to schools for effective utilization.

4. As cited by Yungungu in Syonwene *et .al*, (2017), under the teachers' service commission Act 2 No. 20 of 2012(ROK: 2012) and the Kenya constitution (2010) chapter 13, Teachers' Service Commission (TSC) is mandated to perform a number of functions among them reviewing the standards of education and training of persons entering the teaching service, review the demand for and supply of teachers to enhance curriculum implementation in public schools and institutions. The study findings revealed that teachers have a heavy workload and this hampered their utilization of IM. In light of this, In this case, adequate supply of teachers especially to county and sub-county schools should be done to improve utilization of IM.

5. The study also revealed that the current syllabus and the mode of evaluation of this syllabus influenced the use of IM. Standards and quality assurance council which is mandated by the basic education Act No 14 of 2013 to promote high academic standards, Syomwene,,Nyadusi,&Yungingu (2017).and approval of syllabuses as well as instructional materials before they are used in schools, should ensure that the syllabus they recommend is accompanied by relevant instructional Media and can be covered without duress within the stipulated time.

b) Recommendations for Practice.

Based on the study findings, the heads of institutions play a key role in shaping the learning context. They should put in place policies that ensure effective and efficient utilization of IM in language lessons in their schools.

There is also need for proper mentoring of the novice teachers and teachers on practicum to curb the negative publicity on use of IM from the long serving colleagues. Teachers of English should be given opportunity to express their views on the use of IM and language teaching generally, then incorporate these views in

planning for instruction at school level. Teachers of English should also endeavor to use available IM in their lessons so as to make learning more enjoyable and effective.

5.7 The Thesis of the Study

This study employed the qualitative approach. The findings of the study were based on the interviews, document analysis, and classroom observations of the respondents. The participants' voices were recorded in a bid to acquire rich and authentic data. The findings of the study were discussed in relation to literature and findings of other studies reviewed in the same field. From these insights my proposition is that teachers' cognitions on IM use significantly influence teachers' use of IM in the language classroom and they should be put into consideration by teacher education institutions. These cognitions are determined by the contextual realities of the work place. Teachers who believe that IM are essential in language teaching may not actualize this in their schools because of the prevailing contextual factors. Lack of proper training on the use of IM, Lack of support from the administration and colleagues, also impede the use of IM in language classrooms and this may influence effective instruction and learners' competence in English language. Having given the thesis of the study, I now give the main contribution of the study to body of knowledge on teacher cognition and pedagogical practice.

5.8 Suggestions for Future Research

From the study findings and the research process undertaken in this study, a number of issues emerged which may not have been fully addressed by the current study. These issues demand further investigation through research. Among the studies that could be undertaken to beef up the studies on cognition include:

- The role of colleagues in shaping teachers' cognitions in English Language Pedagogy.

- Teachers' Cognitions on E- Learning in English language Pedagogy.

- Cognitions of English Language Learners and their impact on performance in English Language.

- Language teachers' cognitions on secondary school English Language syllabus and pedagogy

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Department of Curriculum Instruction and Educational Media: Moi University, P.O. Box 3900-30100, Eldoret, Kenya.
The Principal……………………..Secondary school,
P. O. Box…………., ………………

Dear Sir/Madam,

RE: RESEARCH ON TEACHER COGNITION ON INSTRUCTIONAL MEDIA IN ENGLISH LANGUAGE PEDAGOGY (ELP)

I am researching on the above mentioned topic as a PhD candidate of Moi University. I am kindly requesting for the permission to interview, Heads of Department and teachers of English; observe some English lessons and review the documents in connection with my research to find out what teachers know think and do in relation to instructional media in EL.

The study will hopefully provide a basis upon which the use of instructional media can be enhanced in schools in a bid to improve the performance of English in schools. It will also be a contribution to knowledge in the field English language teaching. I Promise to treat the findings with the utmost confidentiality.
For further information, please contact the Dean, School of Education Moi University. Thanks in advance.

Yours faithfully,

Gladys Cherkut Kemboi
Cell phone: 0726162964.

APPENDIX II: CONSENT FORM FOR TEACHERS OF ENGLISH AND

HEADS OF DEPARTMENT

RESEARCH TOPIC: TEACHERS COGNITION ON USE OF INSTRUCTIONAL MEDIA IN ENGLISH LANGUAGE PEDAGOGY: A STUDY OF SECONDARY SCHOOLS IN KENYA.

RESEARCHER: GLADYS CHERKUT KEMBOI
REGISTRATION NUMBER: EDU/DPHILCM/1012/12
INSTITUTION: MOI UNIVERSITY
PROGRAMME: DOCTOR OF PHILOSOPHY DEGREE IN (LANGUAGE EDUCATION ENGLISH)

I accept to participate in the above mentioned study. I understand and have been assured that the names of participants shall be anonymous and that the findings shall be treated with confidentiality. I understand I can withdraw from the study any time need be, and inform the researcher

Signature of participants………………………Date…………………

Signature of researcher………………………….Date……………….

APPENDIX III: INTERVIEW GUIDE FOR HODs ENGLISH

How are you Sir/ Madam?

My name is Gladys Cherkut, from Moi University, welcome to this interview

sessions. I am going to ask you some questions about the use of instructional media in

English language teaching. Please feel free to answer them.

1. What are the teachers' commonly held cognitions on use of instructional media in English language pedagogy

………………………………………………………………………………………

………………………………………………………………………………………

   a) Please tell me about the use of instructional media in English language teaching? (Probe for: beliefs, thoughts, perceptions, experiences, attitudes conceptions)

   b) ………………………………………………………………………………

………………………………………………………………………………

   c) How do the beliefs you hold regarding instructional media influence the way you use instructional media in your language lessons?(Probe for: selection, development, use)

     ………………………………………………………………………………

     ………………………………………………………………………………

   c) Please comment on the knowledge and skills of teachers in your school on the use of instructional media in English Language Teaching. (Probe for: selection, development, use)

………………………………………………………………………………………

………………………………………………………………………………………

   d) How do you ensure that these skills are utilized in the teaching learning process? (Probe for planning, actual lesson)

………………………………………………………………………………………

………………………………………………………………………………………

   e) In your observation, what can you say about the teachers' length of service and the use of instructional media?

………………………………………………………………………………………

………………………………………………………………………………………

   f) What programs are put in place to ensure that teachers in your school are sensitized on the development and use of instructional media? (Probe for: seminars, workshops in-service training conferences)

………………………………………………………………………………………

………………………………………………………………………………………

2. What are the determinants of teachers' cognitions on use of instructional media in English Language Pedagogy?

a) Please tell me, what actually determines the beliefs you hold about the use of Instructional
 Media in teaching English language?
……………………………………………………………………………………
……………………………………………………………………………………
b) Looking back to your schooling years as a language student, and a teacher trainee, how has this influenced the way you teach your lessons using instructional media?
……………………………………………………………………………………
……………………………………………………………………………………
c) Can you recall any particular incident where the use of instructional media motivated your learning of English language as a student?
……………………………………………………………………………………
……………………………………………………………………………………
d) In what ways do you think your teacher training/university education has helped shape your perception of instructional media in English language teaching?
……………………………………………………………………………………
……………………………………………………………………………………
e) What about colleagues, have they in any way contributed to the way you perceive the use instructional media? Please explain briefly.
……………………………………………………………………………………
……………………………………………………………………………………

3. How do contextual factors influence the teachers' cognitions on use of instructional media in English Language Pedagogy?
a) Tell me how the following contextual factors have influenced the way instructional media is used by teachers in your school?
i) School type
……………………………………………………………………………………
……………………………………………………………………………………
ii) Availability,
……………………………………………………………………………………
……………………………………………………………………………………
iii) Institutional support
……………………………………………………………………………………
……………………………………………………………………………………
iv) Workload
……………………………………………………………………………………
…………………………………………………………………………………….

v) Learner interest
……………………………………………………………………………………
……………………………………………………………………………………
vi) Interaction with colleagues
……………………………………………………………………………………
…………………………………………………………………………………….

vii) Syllabus

…………………………………………………………………………………………
…………………………………………………………………………………………
vi) Mode of evaluation
…………………………………………………………………………………………
…………………………………………………………………………………………

4. How do the teachers' cognition in instructional media in English Language teaching manifest in their classroom pedagogical practices?
Please comment on how the beliefs teachers in your school hold on the use of instructional media influence their decisions and practices on:
a) Lesson planning and development
…………………………………………………………………………………………
……………………………………………………………………………………..
b) Student- teacher interaction
…………………………………………………………………………………………
…………………………………………………………………………………………
c) Student- student interaction
…………………………………………………………………………………………
…………………………………………………………………………………………
d) Content mastery
…………………………………………………………………………………………
…………………………………………………………………………………………
e) Utilization
…………………………………………………………………………………………
…………………………………………………………………………………………
 f) Evaluation)
…………………………………………………………………………………………
………………………………………………………………………………………….

APPENDIX IV: INTERVIEW GUIDE FOR TEACHERS OF ENGLISH

How are you Sir/ Madam?

My name is Gladys Cherkut, from Moi University welcome to this interview sessions. I am going to ask you some questions about the use of instructional media in English language teaching. Please feel free to answer them.

1. What are the teachers' commonly held cognitions on use of instructional media in ELT?

   a) Please tell me about the use of instructional media in English language teaching? (Probe for: beliefs, thoughts, perceptions, experiences, attitudes conceptions)

………………………………………………………………………………………

………………………………………………………………………………………

   b) How do the beliefs you hold regarding instructional media influence the way you use instructional media in your language lessons?(Probe for: selection, development, use)

………………………………………………………………………………………

………………………………………………………………………………………

   c) Please comment on your knowledge and skills on the use of instructional media in English Language Teaching. (Probe for: selection, development, use)

………………………………………………………………………………………

………………………………………………………………………………………

   d) How do you ensure that these skills are utilized in the teaching learning process? (Probe for planning, actual lesson)

………………………………………………………………………………………

………………………………………………………………………………………

   e) In your observation, what can you say about the teachers' length of service and the use of instructional media?

………………………………………………………………………………………

………………………………………………………………………………………

   f) What programs are put in place to ensure that teachers in your school are sensitized on the development and use of instructional media? (Probe for: seminars, workshops in-service training conferences).

………………………………………………………………………………………

………………………………………………………………………………………

2. What are the determinants of teachers' cognitions on use of instructional media in ELT?

a) Please tell me, what actually determines the beliefs you hold about the use of instructional media in teaching English language?

b) Looking back to your schooling years as a language student, and a teacher trainee, how has this influenced the way you teach your lessons using instructional media?

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…………………………………………………………………………………………

c) Can you recall any particular incident where the use of instructional media motivated your learning of English language as a student?

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…………………………………………………………………………………………

d) In what ways do you think your teacher training/university education has helped shape your perception of instructional media in English language teaching?

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…………………………………………………………………………………………

e) What about colleagues, have they in any way contributed to the way you perceive the use instructional media? Please explain briefly.

…………………………………………………………………………………………

…………………………………………………………………………………………

3. How do contextual factors influence the teachers' cognitions on use of instructional media in ELT?

a) Tell me how the following contextual factors have influenced the way you use instructional media in your English language lessons?

i) School type

…………………………………………………………………………………………

…………………………………………………………………………………………

ii) Availability,

…………………………………………………………………………………………

…………………………………………………………………………………………

iii) Institutional support

…………………………………………………………………………………………

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iv) Workload learner interest

…………………………………………………………………………………………

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v) Interaction with colleagues

…………………………………………………………………………………………

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vi) The Syllabus

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vii) Mode of evaluation

…………………………………………………………………………………………

…………………………………………………………………………………………

4. How do the teachers' cognitions in instructional media in English Language teaching manifest in their classroom pedagogical practices?
Please comment on how the beliefs you hold on the use of instructional media influence your decisions and practices on:
a) Lesson planning and development

…………………………………………………………………………………………

…………………………………………………………………………………………

b) Student- teacher interaction

…………………………………………………………………………………………

…………………………………………………………………………………………

c) Student- student interaction

…………………………………………………………………………………………

…………………………………………………………………………………………

d) Content mastery

…………………………………………………………………………………………

…………………………………………………………………………………………

e) Utilization

…………………………………………………………………………………………

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f) Evaluation)

…………………………………………………………………………………………

…………………………………………………………………………………………

APPENDIX V: OBSERVATION CHECK GUDE (FOR ENGLISH LESSONS)

1. What are the teachers' cognitions on use of   instructional media in ELT?
 a) Is the teacher using instructional media?
…………………………………………………………………………………………………
…………
  b) At what stage does he introduce instructional media?
…………………………………………………………………………………………………
………………………………………………………………………………………………..

  c) How is the classroom arrangement?
…………………………………………………………………………………………………
…………………………………………………………………………………………………

  d) Is the instructional media strategically placed?
…………………………………………………………………………………………………
…………………………………………………………………………………………………

  e) How do the students interact with the instructional media?
…………………………………………………………………………………………………
………………………………………………………………………………………………..

  f) Does teacher use the instructional media to explain concepts?
…………………………………………………………………………………………………
…………………………………………………………………………………………………

 2. What are the determinants of teachers' cognitions on use of instructional media in ELT?
a) Does the teacher motivate learners?
…………………………………………………………………………………………………
…………………………………………………………………………………………………

b) What about the learners, are they free with the teacher?
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c) Is the teacher too fast, too slow or moderate?
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…………………………………………………………………………………………………

d) Are the learners attentive?
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…………………………………………………………………………………………………

e) Does the teacher ask questions?
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…………………………………………………………………………………………………

f) How do the learners respond?

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g) What strategies of reinforcement does the teacher use?

3. How do contextual factors influence the teachers' cognitions on use of instructional media in ELT?
 a) What is the class size?
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………………………………………………………………………………………………

 b) Are the learners involved in the lesson?
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 c) How is their interaction with the teacher?
 d) How is their interaction with fellow students?
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………………………………………………………………………………………………

 e) How is their interaction with instructional media?
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4. How do the teachers' cognition on instructional media in ELT manifest in their classroom pedagogical practice?
a) How is the lesson introduced?
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 b) How is it developed?
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 c) How is it concluded?
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 d) Does the teacher incorporate instructional media in the three stages?)
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APPENDIX VI: DOCUMENT ANALYSIS GUIDE

a) Schemes of work

Are the teaching aids to be used in each lesson stated in the schemes of work?

What instructional media are indicated for the lesson to be observed?

(Check for the following:

Charts,

Audio and audiovisual tapes,

Flash cards,

Projector

Cell phones,

Laptop

Real objects

Any other

b) Lesson plan
c) What instructional media are indicated for the lesson to be observed?
d) (Check for the following:
e) Charts,
f) Audio and audiovisual tapes,
g) Flash cards,
h) Projector
i) Cell phones,
j) Laptop
k) Real objects
l) Any other

What stage in the lesson are the IM to be utilized?

Introduction, conclusion, development

APPENDIX VII: INTERVIEW TRANSCRIPT -HOD NATIONAL

	KEN-Pseudonym for the interviewee.
G	Good Morning Mr. Ken
K	Good morning madam
G	I hope you still remember my name. I was here last time and we agreed that I come today. so that I interview you on the topic; Teacher cognition in IM in ELT, are you ready?
K	Yeah I am ready but remind me your name.
G	I am Gladys.
K	Gladys yaah. From Moi university
G	Now Mr. Ken. Please tell me about the use of IM in ELT, what are your thoughts about this?
K	Yeah, yeah, the IM is important. It helps vary teaching methods, they enhance learning activity. Yeah I think they are good.
G	So now that you believe IM is important, do you use them in your language lessons?
K.	Once in a while I do but not always.
G	Why not always.
K	Sometimes it depends on the topic you are going to teach and sometimes I lack time to prepare IM.
G	So do you think given sufficient time you can prepare IM for your lesson?
K	Yeah, I can do that.
G	Now please comment on your knowledge and skills on the use of IM in ELT. Yeah in the university, I was taken though microteaching where we prepared the chats, the dioramas, the three dimensional and many others. In the University where I learnt, we also had a language lab so at least we went through the production of phonemes by practicing them while we listen to ourselves and this really helped me a lot.
G	Oh you were in that university wonderful; I was also there, way back in 1998. I am glad to find a comrade.
K	I'm glad too. (smiling)
G	Sorry for disgracing.
	Back to our interview now. Do you ensure that the skills you have are utilized in the language teaching process.
K	Well, we do. Personally I try as much as possible to prepare the charts, also newspapers and sometimes I use audio tapes to help learners listen to the RP pronunciation of English phonemes. At least it helps. I also encourage my colleagues in the department to do the same but of course not all will do that.
G	So in your school at least teachers make use of IM?
K	Yeah at least they do.
G	So while planning for your lessons you actually indicate the type of IM to be used?
K	Yes we do in fact we have this column in the schemes of work and the lesson plan where we indicate IM we do.
	Now what you plan for in the schemes of work, do you use it in your actual
G	lesson?.
	Well ee, sometimes no time to plan for this media and by the time you are going to class it is not available so you use an alternative or none at all.

G	So in other words you are not actually utilizing all you learnt in college.
K	Not all really, just some depending on the availability and also time factor.
G	OK. in your own observation that can you say about the teachers length of service and the use of IM in ELT?
G	Well, I think there is a strong relationship. You see the younger teacher uses IM more often than the long serving teacher.
	This may be due to eagerness to teach time factor etc. The young teacher has just left the university and there is that enthusiasm. All the skills are still fresh in his mind and he wants to explore. On the other hand, long serving teachers have increased strand of responsibilities and may lack time to prepare IM.. Again the younger teachers,
	Majority deal with the lower classes where even the learners are so enthusiastic and the lessons major deal with lower skills. When the learners get form 3 and form 4 there is a lot of preoccupation with exams some even have already selected areas they want to major in and there is little motivation in teaching English. The teachers also strive to complete the syllabus and to prepare learners for exams and thus may not pay a lot of attention on IM use. The content is so much in the upper classes and there is need to complete the syllabus teachers put strategies to accomplish this but the use of IM may not be a choice at this moment.. In lower classes the content is little and teachers can have time to use IM.
G	So are there programs put in place in your school to ensue teachers are sensitized on the use of IM?
K	Yeah there both within and without. Sometimes we call in speakers to talk to our teachers and sometimes the county organizes.
	Are those talks particularly on IM use.
G	No no, no, they are general about language teaching, testing, marking and giving feedback, so the use of IM may be a by the way.
K	
G	Which IM are emphasized?
K	The use of audio tapes and it generally such as projectors in order to break monotony.
G	Ok. Now, we are moving to the second question that is the determinants of TC in IM use in ELT.
	Tell me, looking back to your schooling years, as a language student or a teacher trainee at the university, how has this influenced the way you teach English using Im?
K	Now, aa, I can't actually recall any influence from primary school and secondary school at this level, English was just taught most of it was doing exercises from the text books. In high school for instance, most of the teachers concentrated on the set text and not language skills and grammar. At the university.. Yeah, at least during Micro- teaching, the lecturers helped us develop IM and also demonstrated how to use them. Fellow student teachers prepared IM and used them in Micro-teaching lesson and it was fun. Although the lessons lasted just about 10 minutes it was enjoyable yeah.
G	Fine. Can you recall any particular incident where the use of IM motivated you to learn English as a student?
K	Yeah, at the University, I vividly remember Mr. B was an excellent teacher. The way he presented his lesson would make you want to be in

class without fail. He would use a variety of IM to reinforce teaching and this made me enjoy teaching English. He was also thorough and presented his content simply. Yeah I really enjoyed learning English. It is from his teaching that actually I thought of pursuing English.

G So, in what ways do you think your training in university education has helped shape your perception of IM in English language pedagogy?

R Pardon?

G What I mean is, how has the university education contributed to the way you think about IM?

K Ok, Aah, University education is twofold. We have the content that is the educational courses such as psychology, sociology and also subject content that is language and literature. We also have the methodology section that is now where we learn how to teach and the use of IM comes in, so in a way, the university has helped impart me with content , knowledge for instance I got to know about the learners behaviours through psychology, their abilities etc. So the methodology +also helped me know how to go about teaching the different skills. This is where I learnt about the use of IM as is I had given examples earlier. So, in a way, the university education has not only helped me believe that IM is valuable but also equipped me with knowledge on how to prepare these media and use them to carry out instructions.

G Good , so you actually believe the university education has shaped your perception of IM

K Yeah, to a great extent.

G What about colleagues, have they in a way contributed to the way you perceive IM?

K Yeah, they do encourage especially those in the science department. Most of them seem to be at home with IM and they encourage one to use them... However, there are also who demotivate , they can tell you that you are bothering yourself so much and you can get demoralized.

G Now let's move into the third question, this is about the contextual factors that influence TC on the use of IM. Now tell me Mr. Ken how the following contextual factors affect the way you use IM in your school.

K School type – The school really influences the way a teacher will use IM. In a national school like this one, most students are at home with the language. They have a good entry behavior. They are also well informed and encourage you to even use technology in class. When teaching the Email for instance majority of students will not have a problem using the computer. You can't compare this to rural or sub-county school where most students may not be familiar with such technology.

G What about availability?

K Yeah this is another issue. You see again in school where IM is available, the teacher has no problem scheming with them in mind. The teacher will tailor his lesson to necessitate the use of IM.. In a national school for instance, we have computer and teachers can arrange a computer and teacher can arrange a lesson in a computer lab and have students learn through the computer lab and have students `learn through the computer. But when the resources are unavailable, the teacher may not deem it prudent to plan a lesson with what is not available.

G Ok. So availability dictates how the lesson is planned.

K	Exactly
G	What about institutional Support?
K	The support by the institution is there but not so much sometimes you want a given material and it is not promptly provided so you may end up not using IM.
G	What of your workload?
K	Most teachers in my school have 24 lessons so basically, they lack sufficient time to prepare for IM so the use is rather limited.
G	Learner interest?
K	Learners sometimes can encourage one to use Im for instance they demand that they watch the set texts and so you have to provide them and teach your lessons using them. Again in school being a girl school the learners are quite motivated to learn English and this can encourage you to develop IM to use in class.
G	What about interaction with colleagues?
K	As you interact with colleagues, there are those who in the course of interacting with you may encourage and those who will discourage so in a way they do
G	What about the syllabus?
K	Syllabus? The syllabus because of it being so wide sometimes discourages. There are topics which may require use of IM but because of the need to complete the syllabus you don't have time to prepare I'm.
G	What about the mode of evaluation?
K	Mode of evaluation?
G	Yeah the mode of evaluation here I mean the way we test learner both the CATs and KCSE.
G	Ok. Now please comment on how the beliefs t you hold on the use of IM influence their decisions and practices on lesson planning and development.
K	It does teachers actually plan with IM in mind you can see these on their schemes and lesson plans. This indicates that they value the use of IM but you find that not all of the planned for are actually used in the language classroom.
G	What of student teacher interaction?
K	If a teacher is using a chart for instance, you will find that the students may be called to show something on the chart or to explain something so this enhances interaction in the classroom.
	Student -student interaction
K	Yah, a teacher using IM in his class will enhance interaction between students as they manipulate IM
G	What of content mastery
K	Aah, content mastery is enhanced when the teacher uses IM.
G	What about Utilization?
K	Yeah, they utilize IM if those who think they are valuable; they actually strive to use them in class.
G	What of the mode of Evaluation?
K	Use of IM… varies teaching method from lecture to demonstration and question answer and this improves comprehension and retention..
G	Ok. M., K, before we end this session, please tell me something else that

	we may not have captured but it may be relevant to this topic.
K	What I can add is that, schools should plan for seminars, workshops in schools regularly so that teachers can be sensitized on the use of IM. They should also avail IM to be used by teachers. And to the ministry, the syllabus should be made in a way that it meets the use of IM, yeah.
G	Anything else?
K	No. I think that is all.
G	So thank you very much for your time. In case I will need further information, I will get back to you .again I say thank you God bless you.
K	Thank you too (shakes hands) and welcome.

APPENDIX VIII: INTERVIEW TRANSCRIPT – HOD COUNTY1

KELLY-   Pseudonym for interviewee

G   Good afternoon Mr. Kelly

K   Good afternoon Madam

G   Yes as agreed last time. I hope you are ready.

K   Very much Madam

G   Ok as I had briefed you earlier, my topic is TC on IM in ELT. I am going to ask you a few questions about this topic and please be free to respond to the best of your knowledge.

K   Thanks madam for the opportunity I am ok no problem.

G   Fine, Mr. Kelly please tell me about the use of IM in ELT. What are your belief on this?

K   Fine. One I believe the use of IM in language teaching is quite important because of integration, media plays a critical role. It concretizes learning and helps the teacher achieve objectives without IM, you can spend endless time teaching and you don't achieve the set objectives.

G   Thanks. Now, how does the use of IM enable you as a language teacher achieves set goals?

K   You see, there are topics that are quite abstract, so if you use IM for instance you can draw a chart, or use a projector, the learners are able to visualize what you are teaching and this makes them understand better, moreover, the use of IM will break the monotony of the teacher just talking and learners listening. The media will vary the stimulus and makes learners more receptive to the lesson.

G   Ok you have indicated that IM plays a key role in language learning, Does this belief then influence the way you use IM in your language lessons? That is do you actually plan for development and use of IM in your language lessons?

K   Yeah, I do plan for use of IM in my language lessons. For instance I do use different IM o teach my lessons. I may use a client to teach different parents of speech. I also use ICT to teach the four language skills especially speaking and listening skills. This can be used and especially phonology (sounds of language)

G   Do you as an individual develop these IM (tapes, the charts etc.) or you acquire them from KICD?

K   Well the school provides resources such as the ICT materials, Real objects, charts, taped materials; some are acquired from KICD while others are prepared by teachers themselves.

G   Ok as a HOD languages, please comment on the knowledge and skills of teachers in your school on the use of IM in ETL. That is can the teachers

in your school select, develop and utilize IM in their language lessons?

K   Well, I may say the teachers have knowledge and skills because all of them have gone through the university. The only challenge is that not all of them use IM in their lessons.

They also consult and acquire how to use a given IM In fact like the charts, they are there, in the library, but unless we have a T.P teacher, rarely do we see the regular teachers utilizing them. We also have the newspaper. Teacher may borrow them to read but not to use as a teaching aid.

The newspapers are quite resourceful when teaching functional skills such as advertisement, letters to the auditor, condolences, editorials and newspaper reports. However, teachers may use them to acquire information but not necessarily to teach the content of the subject.

G   So given that most teachers actually rarely use IM in their lessons, how do you ensure that these teachers utilize the skills they have in their language lessons.

K   During staff meetings we encourage them, though sincerely speaking we were not been very keen on the use of IM.

G   So as a HOD as long as the learners are doing well in the subject, IM don't really pay attention on the how. That is you are interested in the product and not the process.

K   I cannot actually say that our learners do well in English far from it. In fact they are below average. It is only that sometimes as a language teacher we are overwhelmed and we may not pay much attention on the use of IM but we struggle to clear the syllabus on time.

G   So in other word syllabus coverage is a hindrance to the use of IM?

K   Somehow yes, because sometimes you may plan to use IM but when you consider what you have planned for the lesson, you feel you may not complete if for instance you say you want to us projectors, so you end up first dictating in order to save time   and to complete the lesson topic. However sometimes, you may just be preoccupied by other responsibilities and by the time the lesson is on, you may not be prepared a given IM to use and end up going to class with just a textbook and a piece of chalk something you may not like to but you are forces by circumstances.

G   Ok thanks

Now let's move to a different question Mr. Kelly what can you say about the teachers length of service and the use of IM in ELT.

K   To me, I think there is no vocationalising . Teaching language is a calling. There are teachers for instance who were forced by circumstances to become teachers. Some may have ended up taking English as their teaching subject. Such teachers from the word go may not even take a burden of using IM to teach language. Such teachers no matter how long they have taught, their attitude will not change. Again we have those who went into teaching as a calling. Such teachers are passionate about their profession and they do all to make learning interesting. Such strand of teachers their enthusiasm to teach will not wane with length of service. If

they like using them even if they were to retire tomorrow. So to me I don't see the length of service as an influence to use of IM.

G   Ok Mr. Kelly, what can you say about the teachers on practicum (TP) and the novice teachers. Don't you think they are more often than other regular long servicing teachers?

K   Yaa they do not but you see, most of them do it because, especially TP teachers, they are being examined and this is a requirement of good teaching during assessment. The novice teachers on their point are full of excitement and they want to exercise what they have learnt. But when they get into the reality of teaching, it is openly those who are passionate and enthusiastic in the profession that will keep doing what they do. The others more who don't choose teaching as a career will soon wain and teach as any other teacher who actually doesn't regard teaching as a calling but an avenue to get money.

G   Alright Mr. Kelly. You as an individual do you regard teaching as a calling?

K   Yes, yes I love teaching and all I can to ensure that I disseminated knowledge to my students I make use of IM when I have the time although sometimes my work load so heavy that I am unable to prepare IM for my lessons.

G   Ok. Thank you, Now what programs are put in place in your school to ensure that teachers us e IM in their language lesson?

K   Well, we have workshops on performance of English within the country. None is particularly geared onwards the use of IM. We also have workshops on the teaching of English particularly the set texts but most of them are external. We don't have any in food for thought.

G   So you as a HOD, you don't have a forum where you say sensitize your teachers on the use of IM?

K   Ok, we have the language department meetings where we talk about the students, syllabus sharing performance in the languages, the language policy, assessments and general information about the department. But we don't have a particular forum where we actually inform teachers on the use of IM. .

      May as by the way during the staff meeting, the teacher can be informed of projectors and audio tapes are available in school. But the emphasis or oversee in their use that we have not really done it. It is the teachers own initiative.

G   Determinants of teacher cognition in IM looking back to your student and teacher trainee. How has this influenced the way you teach your lessons using IM?

K   Yeah .As language student while the teacher used a chart this actually made me to be motivated to learn English language so in the same way I tried my best to use IM so that I motivate my learners. Use of IM creates Enthusiasm in the language lessons classroom. it also makes the teacher self-motivated .

G So can you recall any particular incident where the use of IM motivated your teaching of English language as a student?

K Yes, while the use of dioramas and accepts of betray in the city really made me interested to teach English language. My teacher but got out so well that he made me love the subject.

G In what ways have the university education teacher training helped shape your perception of IM?

K Well, en my University training made me realize that the best way to realize results in English is to make learning interesting most lecturers mad e me to be cautious of my teaching skills. They encouraged the use of IM in language lessons and that is what I said earlier, time does not allow. During teaching practice for instance we wouldn't go for any lesson without preparing IM was part and parcel of my teaching. I can't recall going to any lesson within IM whether I was being assessed or not. It helped me quite a lot.

G So do you still prepare IM for your lessons with the same passion and enthusiasm?

K Not really. Of course because of the responsibilities that come with time for instance being a HOD you are doing a lot more than just teaching and you may fail to prepare for IM not because I am not passionate but because of time. Otherwise in my language lessons I would really like to use IM.

G What about your colleagues? Do they in any way contribute to the way you perceive IM?

K Well, eeh , not really, colleagues especially those of other subjects do not have time for your subject. They deal with their own for instance when you want to enforce language policy in support at all. Most of them point a finger to the teachers of English even when the students fail in their subjects that normally say that students don't understand the concept because of limited linguistic competence so in a way they actually don't encourage one to use IM may be within the department, when you find the young teachers on TP who like working with computers and modern technology generally, they can encourage you to do the same what really happens is you as an individual need to be enthusiastic . in our school for instance, there are these math and science teachers who use the projectors in their lessons so as an individual I may request them to mount it up for me so that I can use in my lesson but if you don't show any interest , nobody can approach you and ask you to use it.

G Ok , lets now move to our third question that is how contextual factors influence the use of IM in ELT. Now, please tell me how the following contextual factors influence the usof IM in ELT.

   School type. Do you think the type of school, whether national, extra county or county school affect the way a teacher uses IM

K To me, No, I don't think the type of school will affect how I use IM in my lessons. The teachers own initiating and whether you are in a county or National school, I don't think this can affect you.

G	But , look her Mr. Kelly, let's assume you are in a national school like Tartar Girls , where the facilities are available and perhaps the administration has ensured that each department has a projector can't you be motivated to use it in your lesson/?
K	Well if it is a school policy I am sure a teacher will not have any option but to use IM even when they are availed. Especially the modern technology, most teachers tend to have phobia for technology. You even find that most of our students today are more exposed to technology than the teachers and which teacher would wish to be embarrassed in front of his/her students.
	The older teachers for instance most of them are not computer literate and they have not been teaching without technology with great success, so even if the school avails this may not really affect them for they will always argue that if my class is doing well with or without technology, why the bother? So to me em, I strongly believe much has to do with the individual teacher and not the type of school. The type of perhaps may only assist the enthusiastic teacher to do better what he likes doing. But to the one who does not interest, little may be done.
G	Ok. Thanks. What about training institutions' support?
K	Well as I said earlier, If the institution supported the use of IM again only those who are enthusiastic will use IM better but those who don't have them again as I said. Unless it is mandatory some teachers will still go to class with a piece of chalk and the text book.
G	Fine what about your workload? Does it in anyway influence the use of IM.
00	Very much .imagine sometimes being the only language teacher in a school- like now in my school Im relieved because we have TP teachers. But from next term, I will be having 32 lessons can you imagine preparing for all those lessons. It will be quite difficult to even think of preparing IM. Virtually I will be moving from class to class. So workload sometimes has a great influence or preparation and utilization of IM. But again as I have said for those teachers who don't really appreciate the use of IM, their work load whether heavy or light may not affect the way they use IM.
G	So you don't think the workload really influences the way IM is used?
K	Not really, just for those who have the interest
G	What about the learner's interest?
K	To some extent they do, learners who are enthusiastic to learn, those who are inquisitive, and those who want to learn more, may really source a teacher to look for better ways passing knowledge, and one way could be the use of IM so in a way yeah.
G	What of your interaction with colleagues?
K	Emm yeah, colleagues who are passionate about the use of IM may sometimes encourage you to do the same. Like in my school we have a young man teaching chemistry and biology, and he really enjoys using the computer. he is also quite innovative and often times he goes to class with

a projector and a laptop, his lessons are always captivating and students always yearns for his lessons so, of course, sitting around such a person also makes you feel you should try the same and sometimes I even ask him to assist me prepare the slides and mount them on the projector. I thus find it easy to use it. On the other hand there are those colleagues who are old school. When they see you preparing a chart for instance, they ask you if you are on teaching practice so if you are chicken hearted, you may end up going to class just with a piece of chalk. So in the essence colleagues can either influence positively or negatively. HODC1

G   Ok thanks, what of the syllabus. Does the English syllabus as it is now affect the use of IM in any way?

K   It does depending on how you look at it.

What of the mode of evaluation? i.e how we test our leaves, do you think it affects the use IM in any way.

G   Mmmh – to a large extent yeah. We have both the summarative and at the end of course exam for example, learners are tested on variety of issues particularly the subject. And he demands of the ministry is that, students perform well so you will find that often times we are struggling to meet the school's targets because performance of the learners determines the success of teaching . So most lessons especially in form three and form four are exam oriented. The teacher enable learners pass exams so much of teaching is geared towards exam.

G   Ok, Now Mr. Kelly, please comment on any other issue not addressed by this interview session but you feel it is necessary to this topic of research.

K   Well, what I think, is that media is valuable because it conceptualizes learning process. Use of IM has made learners have self- initiative in terms of differentiating skills to be taught in the learning process making language policy the played a key role in making teachers the right language to use in the in relation to ELT competence.

G   Anything else?

K   Yeah challenges the school does not provide everything it provides what is locally available. No resource center.

Teachers try their level best attitude methodology and teacher performance if positively put together will really enhance the teaching of English entry behavior of learners is low and skills the learner.

G   So what do you think is the way forward?

K   The government through the ministry of education. Should avail relevant Im in relation to what is taught as per the syllabus for appropriate use of IM, day school should benchmark in boarding schools so that English is not left at the gate.

The syllabus should be revised in a way that the type of media used is provided by schools to avoid procrastination

Language laboratory, should be contented because of oral skills

G   Ok. Thanks any other thing you would wish to add.

K   No, no I think that's what I can say for now yes yes.

G   Fine. Thanks Mr. Kelly for being quite for being quite information in case I will need your help I will contact you.

K   It is ok no problem I am available for any further discussion.

G   Thanks a lot (shaking hands) HODSC1

APPENDIX IX: INTERVIEW TRANSCRIPT TEACHER OF ENGLISH

COUNTY 5

MR H-PSEUDONYM FOR INTERVIEWEE

G   Hello Mr. H, How are you today?

H   I am fine madam

G   I am Ok Henry. Today I would like to welcome you to this interview session.
As we agreed last time, I am going to interview you on the subject; Teachers cognition and instructional media I hope you are ready.

H   Yes madam. It's fine.

G   Now Mr. Henry, please tell me something about the use of IM in ELP.

H   Well, eeh, Using IM is the best way to reinforce instruction. It varies stimulus. it makes learners enjoy the lesson and betters understanding.

G   So, do you use IM in ELT?

H   Well, sometimes especially the chats sometimes I can draw a diagram on the chart and use it to explain sometimes. I can also write the sounds on the chart and display in the classroom so that student can master their symbols and punctuation. But you see the school has not put structures that necessitate the use of IM. If you want to use, just use as long as it is available.

G   Ok thanks. Now Henry you have said that IM media use is the be way to reinforce instruction do you therefore plan for selection and use of IM.

H   Yeah. It depends on the topic and objectives to be attained. If the topic demands that I use IM then I have to plan for it, select the appropriate one and use it.

G   Which topic for example will necessitate the use of IM your lessons.

H   Yeah, on the same manila paper, can draw pictures especially when I want to teach a picture story/ composition that describes the evens in the picture.

G   Wonderful.
So Henry, how can you rate your knowledge and skills on the use of IM in ELP Do you think you have sufficient knowledge and skills?

H   Well, eeh, what I can say, is that I don't have sufficient knowledge and skills especially with the use of modern technology. I may for example wish to use a projector but I don't know how to prepare the slides. so think I am a bit limited in terms of preparation of IM especially the modern technology.

G   So Henry you seem to suggest that if you have at least some knowledge you have will be utilized in your language lessons/

H   Yeah, I said earlier I use the charts and pictures or newspapers .Because I am very much at home with these ones. I have no challenge to use them in my lessons, only that sometimes you may lack sufficient time to prepare them or sometimes you feel the lesson topic is so direct and you need not to waste time to prepare IM to us in what I have at hand. I really try to utilize as long as the opportunity allows, yeah (nodding)

G   Thanks Henry.
So in your own observation what can you say about the teacher length of service and the use of IM in ELT?
In other words do you think the teacher who has so served for long uses IM better than a novice teacher?

H   No, no, to me., It depends on the level of exposure. There is actually no direct connection. It depends on teachers own initiative. Some teachers are resistant no

matter how long they have served if they are not innovative they may never try to use technology such as the laptops, or overhead projectors**.**

G Ok.What can you say for instance about the teachers on TP and those who are regular service about the use of IM?

H Well, eem, what I think those who are on TP tend to use IM more often, one because of the excitement. You know they are doing it for the first time and so they want to impress, or they strive to make teaching interesting so that they gain good marks during training. There is a lot of emphasis on the use of Im and so they start to bring all they have been taught in the classroom.

G So I believe just excitement and are need to score well is the main reason why they use IM

H Yeah. Rightfully so.

G Tell me about yourself, can you compare the way you use IM today and hoe you did while you were first posted.

H Aah, (laughing) I have been working for about five years now, and to be sincere, there is a great change. You see in any profession, there are in and other social factors .So when I was newly posted of course my enthusiasm was high. I would do everything within my means to ensure that I teach in the best way possible. All the things. I learnt in college I would try to put them in practice. Again members aa, when you are on TP you are kind of under observation from the HOD or subject head. And here you can try your level best to impress the or do what you believe is good work. But with …… tend to be left on your own. You also feel you are ok and may use IM at will, including all other things that go with being a professional teacher.

G So you feel there is a great disparity.

H To some extend yes. Although this again depends there teachers whose enthusiasm to use I cannot be quenched. They will use IM even the modern technology they will always IM even the modern technology they will always strive to bring new into the
Teaching.

G So you are not that type?

H No, I think in my honest opinion, I am somewhere in between.

G Alright Henry. Now let's look at our second question that is the determinants of T.C looking at you schooling years, as a language student or teacher trainee has this influenced the way you teach using IM?

H Well, aa as a student primary or secondary school.

G Both

H Ok at the university where I was training on the use of IM we did micro-teaching in third year. This only lasted for one semester. Most of it was done theoretically and just two weeks or so is when we had an opportunity to use IM in the micro lesson we were also so many in a class and little one on one interaction with the lecturer. Most lessons were just lectured and rarely did I see a teacher of English use IM to teach us. If they used their laptops, they were only reading their notes from them. So basically, I can say there was little influence.

H Ok, in primary school, there was some attempt to use IM, the teacher would ask us to bring some items (realia) which they would use to teach especially the concrete nouns. For abstract nouns she had to write some pictures on a manila paper to help us visualize the abstract nouns. This somehow helped. But in secondary school, I don't remember any teacher using IM only the teachers on TP would use the charts and flashcards. So I can say there was no great influence.

G   Ok. Now, do you recall any incident where the use of IM motivated your learning English language?

H   Not really, I can only recall, when we are doing remote sensing in geography but for English no, not at all.

G   So English teacher never used IM at all. Hers was just to teach.

And now in what ways do you think your teacher training has helped shape your perception on IM in ELT.

H   Well, apart from what we did in micro-teaching, you acquire them through experience. Although training gives some guidelines, much of what I do really as years go by is what I acquire through experience. This may also depend on the school you are in.

G   What about colleagues, have they in any way contributed to the way you perceive IM in ELT.

H   Yeah, some colleagues those who teach sciences and math often times these teachers, you will find them preparing and the use of overhead projectors. They also project the photomicrographs on the screen and the lesson become interesting.

Nowadays with the TPAD thing, you find yourself going to access a math or a science teacher and you can see the concepts are easily explained with the aid of photographs. I also admire them because the notes are summarized and projected on the screen and learners even an easy time to copy. So such teachers can really influence you to want to do the same.

G   What about your colleagues in the department?

H   No, not really, it is only one time we invited a colleagues who is an examiner and used a projector to present his content and it was so nice. I think I admired.

G   So you have a projector in school.

H   Yes we do.

G   And have you ever tried to use it in your language lessons?

H   Not really, sometimes , I plan to but then I end up going to class with usual analogue approach, a text book, lesson notes and a piece of chalk.

G   Ok thanks. Now I would like us to go to our third question that is the contextual factors and how they influenced the use of IM. Tell me how the following contextual factors influenced the use of IM in your language lessons i.e school type whether national, county or extra county.

H   Yeah the type of school I think matters a lot . National schools have facilities and because of the availability one may be influenced to use IM. For instance the use of computers,, projectors and others. That national schools readily avail these facilities because they are financially endowed it becomes easy to be with them as a teacher. But take for example a sub county school, sometimes they like using them, and even if you feel like using them, you end up not using because available and school may not be in a position to purchase them so you cannot compare a school …...yeah a national school and this one. They are two different entities.

G   Ok. So do you think availability then can be a source of motivation?

H   Not absolutely though, but in a way it does. Take for instance there is a projector in the department. It will be a shames for us leave it to gather dust. as a noble teacher you may try to use it .

Even for those who are least interested to use IM, availability can make them try it out. Yeah.

G   What about institutional support, Does it encourage one to use IM?

Well, it does. Well defined rules and strategies of a school can make one use IM. Everyone needs to be pushed a little to do something. If there is no proper

supervision from the HODs or the principal of the school teachers may not actually use IM maximally.

Again if the teacher is willing to use IM and the school is not willing to procure, the teacher may lose the morale and ends up just teaching without IM.

G   What about the workload?

H   Amm.. , of course a heavy workload will not give a teacher an ample time to prepare for IM. It actually discourages one from selecting and developing IM. Some of them Need a lot of time to prepare and if there is no adequate time, it will be a challenge.

Take for instance an overhead projector you need to prepare the slides well, also you need to set it before you use it.. If you have 28 lessons, you need to move from class to class, when you will sit to prepare all these. It isn't easy.

G   What about interaction with colleagues?

H   This may be positive or negative. As you interact with colleagues, There are those who don't use IM and their subjects do well and they don't see the need why one should take the pain, so they may discourage you.

But then there are those who have made the use of technology there lifestyle and they select use of IM with ease, sitting with such people may encourage you. As said earlier, the science and mathematics teachers can really make one enthused to use IM especially the modern technology.

G   What of English teacher colleagues?

H   No, no quite rarely, may those who come as quest speakers or examiner.

G   Ok. What about the syllabus?

H   Well there are topics that are ICT related and these may encourage one to use IM but again the English languages syllabus is to complete the syllabus is too wide and often times we strive to complete the syllabus and may not really prepare IM as such in a way it may discourage one.

G   Well, tell me about the mode of evaluation. Does it influence the way you use IM?

H   Not really. No.

G   So Henry we now move to the fourth question that is the interaction of TC and IM in the language classroom please comment on how the belief you hold on the use of IM influence your decisions and development. Do you plan your lessons with IM in mind?

H   No. I don't actually do that.

Student teacher interaction. No, I don't really plan for student teacher interaction, this just at comes as we move on with the lesson.

G   Ok, what about student, student interaction?

H   Not really, I don't think IM influences content mastery on my part as a teacher may be the student.

G   How do your beliefs then affect the way you utilize IM?

H   Well as I said, I believe IM use is the best way to reinforce instruction, however the way I use, may depend on the other factors we have mentioned and not just what I believe. I may be full aware of their importance but fail to use them because of the other factors that we mentioned such as the availability, skills, support by colleagues and administration.

G   Alright.

What about evaluation, do you think it in any way influences the use of IM.

H   Aaah, I think on the negative you see mostly our evaluation formative, or summative evaluation mainly geared towards attaining good grades.

In this case, teachers work towards making students excel. And as long as they get

quality grades no one thinks about the use of IM. A good teacher is measured by how his students excel in exams. Look at the testing of English paper for instance there is very little that can require one to use IM. May be oral skills in paper one and still, in paper one how may schools have a language lab to teach correct pronunciation? So, often time's students just cram some of these things and rightfully produce them in exams. So to me, evaluation has very little influence.

G Thank you Mr. Henry, maybe there is anything that can be necessary to this study and we have not captured in this interview?

H Well, don't have much to say, but I would suggest to the ministry to avail the technology in the small schools. Most sub-county schools don't have the facilities and this may discourage teachers.

Again teachers should be sensitized on the use of IM through workshops and seminars. Those who also use them regularly should be motivated so that others may be encouraged to do so. Yeah, that is what I can add

G Thank you very much we have come to the end of this interview, it has been nice interviewing you. Thank for your time Gods bless.

H It is my pleasure madam.

Thank you.

APPENDIX X: SAMPLE TRANSCRIPT HOD EXTRA COUNTY

MR. KING: PSEUDONYM FOR INTERVIEWEE

G: Mr. King I would like to welcome you to this interview session, as I briefed you earlier about the topic, that is, "Teacher Cognition in instructional media in language pedagogy. "I would like to ask you a few questions regarding this topic. Please feel free to answer the questions to the best of your knowledge.

K: OK.

G: well, Mr. King, I would like to know your thoughts or beliefs about the use of IM in language teaching.

K: Thanks.

It is important to use IM because it aids the learners on getting what is being taught. It speaks a lot more than just a lesson. When there is a teaching aid, it is easy for learners to conceive what is being taught .in the absence of IM, the lesson becomes flat

G: So, you believe IM is crucial in language teaching?

K: Yes. IM is crucial in language teaching

G: OK. You have said IM is crucial in language teaching, do you think this influences the way you select IM for language teaching? Does it affect the way to plan your lessons that is selecting developing and using IM for your language lesson?

K: Yes, We have various levels of learners in high school. That is, learners in F1 &F2, and F3 &F4. F1 &F2, which is foundational level where every aid you marshal to teach them, every aid you marshal to pass instruction or to help them especially in later classes that is F3 & F4, where you zero in to examination where past papers become IM. I look at the level of learners, I use them in F1 &2. They often reduce as I go to F2, and reduce even further as I get to F3 and 4, as we gear towards exams.

G: Do you think the reason why you don't give a lot of emphasis on IM at higher levels is because of exams or the learners easily understand the concepts?

K: Actually, the learners tend to understand concepts which I would be interested in them answering exam questions in F4. They tend to understand concepts in F1&2. In fact, much of the teaching I do in F1&2 and it actually reduces as I get to F3&4. When we get to F3, there is less teaching. It is now we gear to exams that is in a very honest opinion not learning.

Teaching we do in F1 &2, and ensure they grasp the content, what we're teaching.

Failure to do this, even the approach to exam will be a problem.

G: OK..So can we therefore say that exams or coaching learners for exams could be the reason why teachers' pay little attention to the use of IM at higher levels?

K: Yeas. At higher levels the issue of exams comes in and so teachers tend to ignore the use of IM. And you 'll realize that the learners on their part will appreciate the use of IM in lower classes, when it gets to upper classes, they are not interested in what you use to teach. They are more interested in how they can answer exam questions.

G:Ok. So, in other words, learners also contribute to teachers not using IM?

K: Yes. A lot!

G: Ok. I would like to know about your knowledge and skills on the use of IM in English language teaching. Could you please comment on your knowledge and skills as regards the use of IM?

K; I must say, as regards IM, I am well versed. I use various kinds of IM. I have used Manila paper, pictures and aids and other procured aids and real objects.

G: Realia?

K: Yes, realia. And lately we are using electronic media e.g TV, computer. We have projectors to develop our teaching nowadays. So that's an area I take really keen interest in because I am able to use all that even in the upper classes as we are looking at preparations for exams . I am able to use the projector which is a good aid

G: O.k. Thank you

Now, Mr. King these skills you have about IM, do you ensure you apply them in your language lessons?

K: Yaa. I do, as I said earlier jn F1 and 2, not in F3 and 4. Now in F3 and 4, I bias mostly to ICT. We are mostly looking for examination questions and marking schemes and how to use them..

G: So, you use them (IM) mainly due to exams not necessarily for learning new concepts?

K. yeah

G: Ok. Thank you.

G: From your own observation, what can you say about the teacher's length of service and the used of IM?

K: Personal opinion…am .if the teachers have been in service for long, the less they will use IM. May be one, would be, they consider to have knowledge and experienced they need to deliver their lesson, or on the generals outlook, they don't have time to prepare IM or look for the aids. May be the ones they prepared have become old, or become worn out, and they don't have time to prepare others. They believe they have the knowledge and experience and they form a general outlook of life, which they use to deliver their lessons. So the longer the teacher has been in the profession, the lesser they tend to used IM especially in English.

G: Can we therefore say that the older you are, you become less enthusiastic in doing some of the things like preparing IM such as models and using them in class. Also using computers?

K: If I may digress a bit, mostly most teachers who teach in English, or those teaching English, or those teaching other subjects. Most of them never intended to become teachers and as they get older, they get more tired. They seem to get more tired when it comes to teaching. But we have teachers who had a calling to be teachers, these are the ones, the older they get, they seem to like lesson preparation and they prepare for the lessons, actually, it depends on somebody's predisposition. If you don't have the calling to be a teacher, you get tired, but if you have the calling of being a teacher, the older you get, it becomes more fulfilling for you and you might be in a position to prepare well

G: So the novice teachers therefore, according to you, tend to use IM more often than the long serving teachers?

K: Yes.

G: So, Mr. Kinglet me ask you something about your school, what are some of the programs put in place to ensure teachers use IM? Do you have seminars, workshops, within the school to ensure that teachers are reminded on the use of IM in language teaching?

K: We don't have any meeting. We don't have in service training, or discussion on the same. However, motivation would come from the departmental meetings, where teachers are advised to use IM. In my school, we have a variety of IM, ICT procured lessons, animated lessons which teachers can use to deliver the lesson, and we encourage our teachers to try and used them. The challenge we have is that not all teachers are interested in using ICT especially in English department. You may find only one out of five teachers using ICT, but the rest used the conventional, or even none.

G: So can we therefore say that the use of IM, in your school is not necessarily due to the programs put in place in school, but one's own initiative?

K; Yes, one's own initiative?

G: Okay, thanks.

G: Now, You said that you believe that IM is important in language teaching, where do you get this belief. Could it be your own experience or your training at the university?

K: The motivation then comes one, out of training, though that has taken over some time since I trained. But eee……I realize that where IM is used, the lesson is more fulfilling. The learners grasp the content more, and there is participation on the side of the teacher. But when it gets to the upper classes, where IM is not used, participation in the classes reduce. You force learners to go to discussion groups, as opposed to Form 1and 2 where they go to discussions groups themselves. For instance, form two's can do a lesson on their own, they can even do hot seating. But when you get to For 3 and 4, especially F4, unless you force them to do it, that you require them to be in groups, they are not self-motivated. So apart from training, there is also experience.

Motivation tends to wane with time. Like when you are in field attachment, there is zeal to use teaching aid. But with time, when you get employed and you are maturing in the teaching industry, with time, that zeal tends to wane, (Smiling)

G: Okay, thank you .And now looking back to your school years, as a language student and teacher trainee, how has this influenced you in the way you teach your lessons using IM?

K: Sorry?

G: Okay what I mean here is that, is there any influence you got from teachers in school and at the university that has made you teach in the same way or that has made you apply the same principles in your teaching?

K: Yeah, we have these two mentors …..(Sadly)…one of them is since   diseased (silence)…but the way they brought about the use of IM…..

One was a scholar in educational media that is M.r. pola (not his real name) and, the other is a scholar in communication technology. They used to prepare IM in line with what they were teaching. The way they prepared the media is what I try to do.

Mmm lately with the introduction of ICT we need to put that into the ICT program so that we use them to teach. There is motivation from trainers and also motivation from mentors while there is deficit from colleague teachers.

G: Thanks. Now, if I may ask, can you recall any particular incident where IM motivated your learning of English, whether at primary, secondary, university or even post graduate?

K: Yaa...I was privileged to have learnt English in standard one …and way then we used to have this songs aaa …nursery…?

G: Nursery rhymes?

K: Yaaa….nursery rhymes. They used to be played in a gramophone on a turntable, so it was interesting to stand around the table and to see this thing rotating around. They put a stylus needle on the Gramophone playing those rhymes. That motivated me a lot. They helped me a lot at that time, at that early level.

G: So did it make you have a passion for English? Has it perhaps helped you pursue it?

K: Yes-Yes. Yeah. Especially for pronunciation, there was a song we used to sing. I think it came from the British tunes when they were teaching the Africans how to pronounce English words (sings)

"He will be digging up his land before the rains singing and getting lots of cotton , getting lots of cotton"

G: Wow

 K: (laughing) little did I know that we pronounce the word cotton as /cotn/…there is a way you

Use the glottal and the same applied to words like mutton. Now I could not have that motivation to even think of it had it not been for that media that was used at that level. With instructional media and with time, sometimes we watch videos and watched movies on the same. At one time, I was privileged to learn German. At that time there was this lady from Germany, she came with some video cassette on the German spelling……em

G: The die and the der?

K: Yaa-(laughing). That alone motivated me to progress well in German. So I believe that IM at the right level and in the right way can rally assist the learner.

G: So aam….On the same note, is there any particular teacher who has motivated you and you really want to do almost a recap of what she was doing?

K: There are about one or two teachers. One is a Goan lady. Mrs. Cosby (not her real name) who taught me English in. Standard 5 and she taught me especially letter writing at that early age and she could make sure we write everything the way it should be written. And when I was training to teach English, I had wanted her to know that I am studying to teach English. Recently I met her …silence...(Sadly) she is quite old and sickly and I told her am teaching English, (laughing) and she got so excited.

We also have Mr. Scott. Mr. Scott taught me English in Std. 6 and 7, and her English lessons were so fulfilling. To date when I meet her, I am careful with the way I articulate my English words. We also had Mr. Pinto…he is since deceased… (Sadly). Mr. Pinto (not his real name) was so strict in English writing and pronunciation. He guarded it so jealously that he made us at least to be alert on the way we pronounce words. So these are the people I would love them to know that I am teaching English.

G: Ok. Now aaa Mr. King, I have heard you make a lot of reference to your primary school teachers. I have heard little of your secondary school teachers or university lecturers. So what can you say about your university training and you're teaching of English. Has your university training in any way shaped your teaching English regarding the use of IM?

K: Yes…..but ee I would say of course quite minimal. My interaction with English as I told you has been since Std 1. All through primary, I have been speaking English. In Form 1-4, I have Been scoring an A in English. It's only in KCSE that I did not score an A for whatever reasons. But my English I would say is foundational, it has come from down almost close to my native language. The length with which I spoke my native language is about 4-5 years, and after that I spoke English language throughout my primary life. So whatever we did at secondary school may have added but not as much as what we did at primary school level. At the university, may be a top up on other issues to do with educational instruction, media use, exam setting, marking etc. Otherwise my English I owe to my primary school teachers.

G: Just out of curiosity, Mr. King, where did you study at the primary school level?

K: Hill Yes. Hill School. And by then as being headed by Mr. Santos and Mrs. Santos his wife (not their real names) Mrs. Santos was my English teacher. We also have Mrs. Morgan, Mr. Andrews (not their real names) and other native speakers of English, together with the late pinto, as I had mentioned earlier, who taught me

English. Mr. Pinto was somebody who cherished English and spoke the RP………and he guarded it so jealously. He is the kind of people who motivated us.

G: OK. And that is why you make a lot of reference to your primary school teachers?

K: Yes

G: At primary school, you were exposed to the native speakers. How was it when you got to secondary school?

K:Oh. It almost got me messed up?

G: Thank you very much Mr. King for that. Now….aaa…..what about your colleagues?. Have they in any way contributed to the way you perceive IM?

K: Not really because I advise them to use instructional media in their lessons?

G: So you are the one who advises them to use IM?

K: Ya, Yes. I advise them and I was even invited for a seminar to talk to primary school teachers of English on how to improve the teaching of English…I was biased to Storytelling as a technique to help learners gain confidence in public speaking and get good command

G: What about your colleagues in other subjects?

K: Like in my school, the science teachers use IM, but when it comes to English there is a challenge: So teachers are a bit reluctant even those of History, and CRE they do not. Geography they try those who do it they…….Those who do they use them in F1 &2.

G: Ok. Thank You.

Now I want us to move to the third question of the study. I want us to look at the contextual factors that influence the use of IM in in language teaching, and probably you could tell me something about the following contextual factors and how they influence the use of IM in language teaching.

School type: Is there a relationship between the type of school, be it national, county schools, and how IM is used?

K: Ya, there is because you cannot compare a county school and an extra county school .or a National school ………..cannot be compared. There is a great difference.

G: So there is a great disparity between the ways IM is used in National, County or Extra County schools?

K: Yes. But ee.., there are even some private schools which are well equipped. They have language laboratories which we don't have in public schools.

G: Could we then say that it depends on how the institution is structured

K: Yes, may be the way the institution is structured, the rules, and regulations and policies in the school?

G: What about availability

: If you are in a national school for instance, could you say availability can make one to use IM?

K: Yes, availability can motivate one. Take a national school for instance, where IM is available. If they are available, the instructors can come and say we have this (Projectors) , why aren't you using this material ?

So one may be forced to use. But sometimes we have some areas, where we have but there is no motivation to use. Also, there are schools where they're totally unavailable.

G: Ok.

What about your workload as a teacher, can it affect the way you use IM?

K: Yes, it does. Like next term, I am supposed to have 31 lessons, I will not have time to prepare the media

G; What about interaction with colleagues?

K: May be from other schools, you scan easily benchmark to know what they are doing, but it is rare.

G: What about the syllabus, the way it is structured , does it in any way influence the way IM is used/?Does it motivate you to use IM?

K: Well, it is supposed to, it is supposed, to. (Pause) However because it is not monitored once again it becomes a challenge

G: The last question Mr, King Please comment on how the beliefs you hold on the use of IM influences the decisions you make about lesson planning, lesson development and lesson implementation. Yes, do you plan with IM in mind?

K: The decisions we make on lesson planning and development?

G: Yes, do you plan with IM in mind?

K: Yes, we do but implementation becomes a challenge.

G: So you prepared schemes of work and lesson plans?

K: Yes, we do have them but when we go to class we only go with a piece of chalk (laughing)

G: What about student teacher interaction?

K: Student teacher interaction. In a way, when you are using it as an illustration, it boosts interaction between the students and students and teachers' interaction. Student interaction comes in when there are discussions. They may use the aid to catch up with what they are learning.

G: What of content, mastery, does it boost content mastery?

K: Yes, use of IM boosts content mastery. It enhances.

G: Yes. Those beliefs that you hold on IM do they influence the way you utilize IM in the classroom.

K: Yes

G: Look at the way we evaluate our learners in P1, P2 and P3, does it emphasize the use of IM?

K: Yes, it does encourage. As I said earlier, when we use IM in F1 and F2, the students perform well. But the performance keeps going down the more we go up to upper classes. The more we stop using IM, the performance seems to go down.

G: So you believe that if we continue using up to F4 level, the performance will be good

K: Yes, if we continue using IM, students will do well. Like in areas where they use IM to teach English, language perform well.

G: Thanks:

So. Mr. King as we wind up, is there anything you would like to add t that is relevant that may not have been captured in this interview session?

K: Yes. I think the teachers must be in-serviced once more in the use of IM in language teaching. This will help them teach effectively from F1 to F4.

They must be used from the foundational level to the summative level and I am sure this will help a lot.

University trainers should re-emphasize the use of IM in teaching English

K: Schools…….the …….the HOD, the subject heads in language should ensure that IM is availed by the administration and be used by teachers.

Teachers should not just look at how they will clear the syllabus but look at the fact that they are shaping the future for someone, hence do a good job. Someone did it for us, so why don't we do it for them?

G: Thanks Mr. King. We have come to the end of the interview session. Thanks for your time. God bless.

K: Asante

G: Thanks. If need be, I will still get back to you.

APPENDIX XI: SAMPLE SCHEMES OF WORK TOE NATIONAL

SCHEMES OF WORK

LSN	TOPIC	SUB-TOPIC	OBJECTIVES	L/ACTIVITIES	L/T AIDS	REFERENCE	REMARKS
6	Grammar	Common ways of forming nouns.	By the end of the lesson, the learners should be able to; (a) Form nouns using common noun-forming suffixes. (b) Use nouns bearing the relevant suffixes in sentences.	Discuss categories of nouns in groups. Filling gaps. Listening - Writing. - Reading.	(i) Wall charts. (ii) A song. (iii) Chalkboard.	KLB English Book 3 Pages 5-8 A good English dictionary. Grammar reference books.	
7	Writing	Substitution in writing	By the end of the lesson the learners should be able to; (a) Write neatly and legibly. (b) Use a variety of sentence structures and vocabulary. (c) Substitute words for others in order to eliminate clumsiness and repetition.	- Sample passages in which substitutions is used. - Wall charts - Chalkboard. - Reading - writing - Listening - Speaking.	(i) Sample passage in which substitutions used. (ii) Wall charts (iii) Chalkboard.	KLB English Book 3 pages 8 A good English dictionary. Thesaurus.	
8	Intensive Reading	Intensive reading of Blossoms of the Savannah.	By the end of the lesson the learner should be able to; (a) Discuss the background of the novel.	- Listening - Reading. - writing. - speaking	(i) Chalkboard (ii) Audio tapes	"Blossoms of the Savannah" by Henry ole Kulet.	

APPENDIX XII: SAMPLE SCHEMES OF WORK TOE COUNTY SC1

SCHEMES OF WORK

LSN	TOPIC	SUB-TOPIC	OBJECTIVES	L/ACTIVITIES	L/T AIDS	REFERENCE	REMARKS
	MID- TERM EXAM & HALF TERM						
1	Listening & speaking	Intonation	The learners should be able to use the rising and falling intonation correctly	Students to work using notes on intonation	Diagramatic representation of intonation on manila paper.	KLB Pg 42-43	
2	Study skills	Using the Library	The learners should be able to locate books on the shelves using call numbers.	Students to explain how they would find out whether or not a library has a particular book.	A visit to the school library	KLB Pg 43-44	
3	Comprehension	World Environment Day	The learners should be able to appreciate the value of taking care of the environment.	Students to discuss Picture on environment and read the passage silently.	Picture in students book Pg 46.	KLB Pg 46	
4	Grammar	Pronouns: Number & Person	The learners should be able to identify number and person in personal and reflexive pronouns.	Students to write down notes on Pronouns. -Do the exercise at the end of the section	Flash cards on which are written different personal and reflexive prono-uns.	KLB Pg 47-50	

APPENDIX XIII: SAMPLE LESSON PLAN

LESSONS PREPARATION

DATE	SUBJECT	CLASS	TIME	DURATION	ROLL	AVERAGE AGE
24/05/18	ENGLISH	3 G	8:40-9:20	40MIN	56	17

TOPIC _INTENSIVE READING ACT 3_

SUB-TOPIC _A DOLL'S HOUSE: PLOT SUMMARY AND COMMENTARY_

OBJECTIVES (1): By the end of the lesson, the learner should

(2): be able to:

(i) Read the act and describe the plot.

(ii) Identify the characters in act (3) and describe their traits.

REFERENCE/RESOURCES _____

LEARNING/TEACHING AIDS: Guide to A Dolls House.

A Dolls House play (text). Audio tape.
character chart.

LESSONS PREPARATION

INTRODUCTION: The teacher reviewed previous lesson on A Dolls House Act two by asking question.

| TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
STEP I	
• The teacher asks question on the plot of the text.	Learners answer question
• The teacher explains the main incidences in Act 3	Learners take notes
STEP II: Summary writing The teacher asks learners to write a summary of events in Act 3	Learners discuss the plot
	Learners write a summary
The teacher Identifies Key concepts in the Act	Learners take notes
STEP 3. Character Identification and their Traits. The teacher ask learners to describe the traits of the characters in the act	Learners discuss, and write down the character List and describe their traits
Conclusion. The teacher reviews main points of the lesson.	- Learners Answer questions Learners take on assignment

B.B. PLAN

Rough work.	ENGLISH 4 G date. TOPIC: INTENSIVE READING SUB-TOPIC A Dolls House	Illustration Teaching AIDS.

REMARKS:

APPENDIX XIV: WEST POKOT COUNTY MAP SHOWING SUB-

COUNTIES AND DIVISIONAL BOUNDARIES.
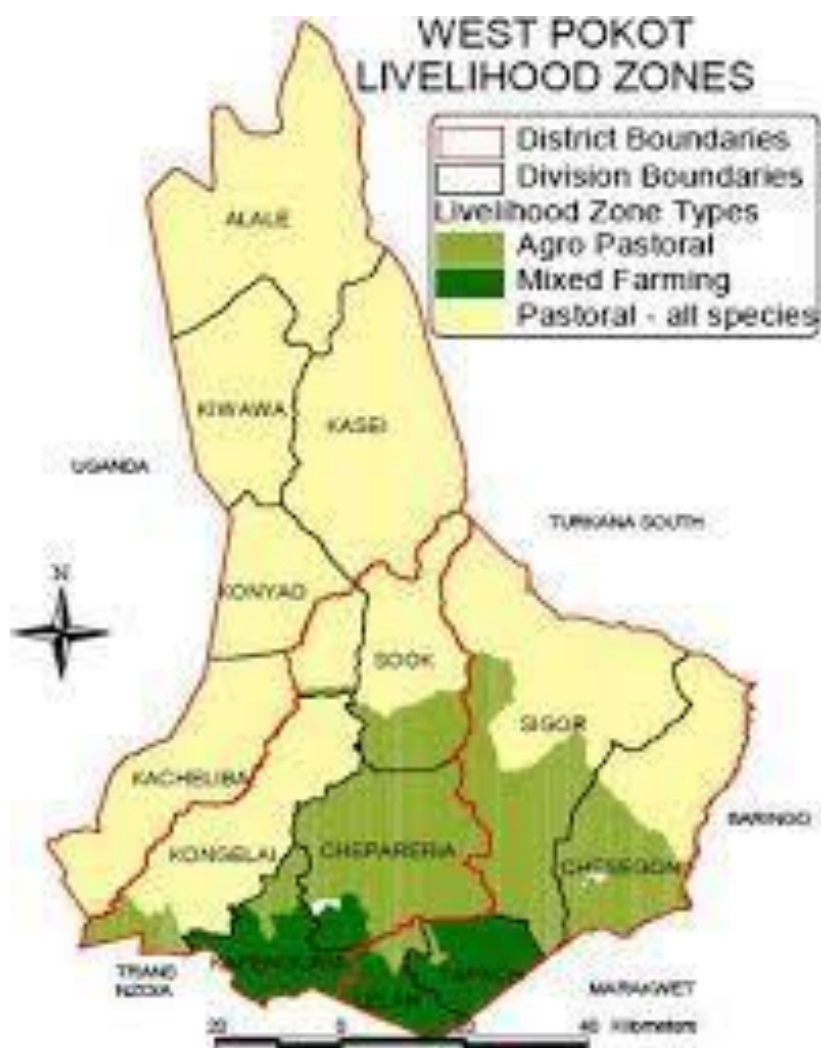
APPENDIX XV: MAP OF KENYA SHOWING LOCATION OF WEST POKOT COUNTY
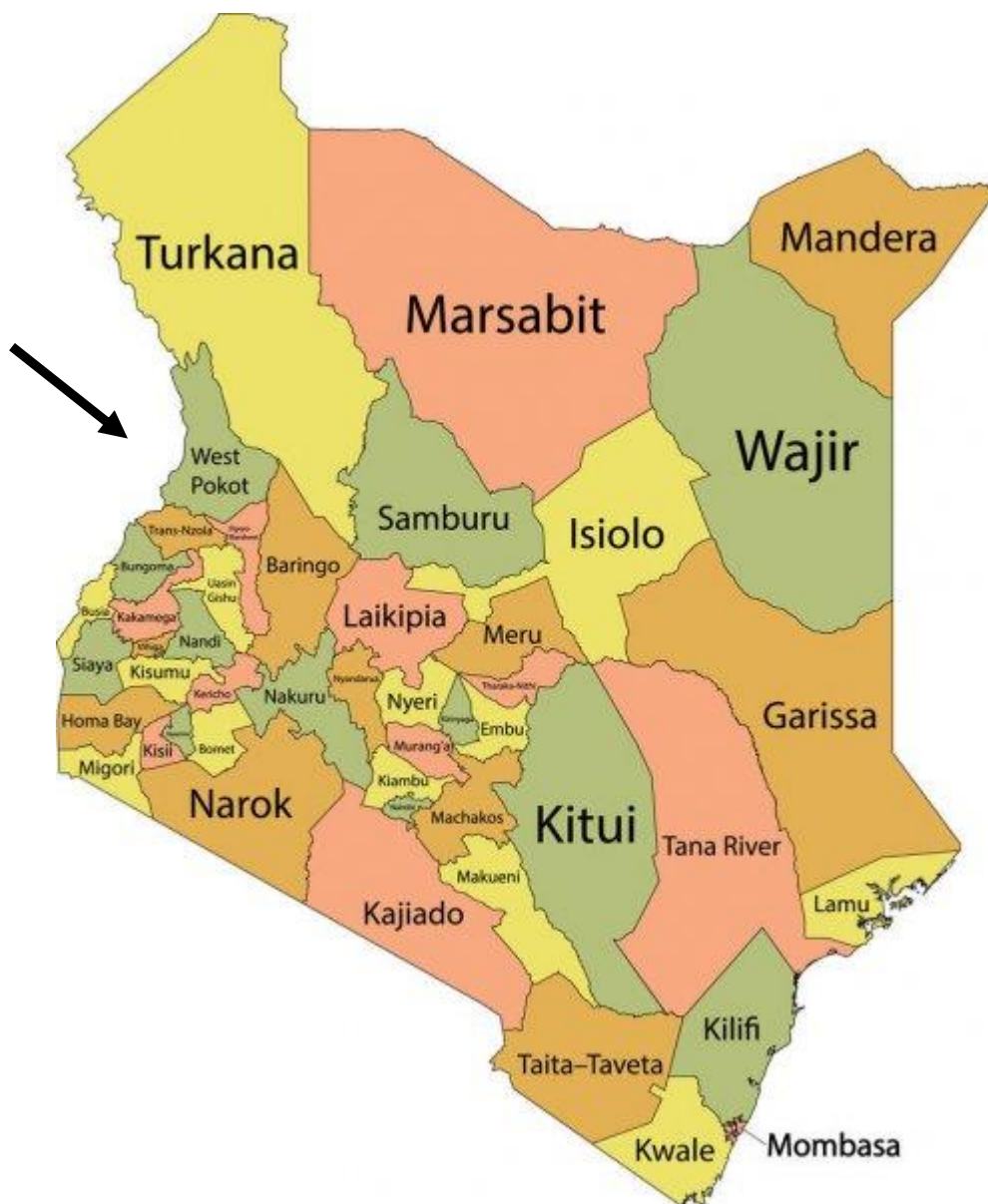
APPENDIX XVI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. GLADYS CHERKUT KEMBOI
of MOI UNIVERSITY, 2164-30100
ELDORET,has been permitted to conduct
research in *Westpokot   County*

on the topic: *TEACHER COGNITION ON*
USE OF INSTRUCTIONAL MEDIA IN
ENGLISH LANGUAGE PEDAGOGY: A
STUDY OF SECONDARY SCHOOLS IN
WEST POKOT COUNTY- KENYA.

for the period ending:
26th February,2019

Permit No : NACOSTI/P/18/91795/21500
Date Of Issue : 27th February,2018
Fee Recieved :ksh2000

....
Applicant's
Signature

........*S.P Kaletwa*...........
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research,
   research site specified period.
2. Both the Licence and any rights thereunder are
   non-transferable.
3. Upon request of the Commission, the Licensee
   shall submit a progress report.
4. The Licensee shall report to the County Director of
   Education and County Governor in the area of
   research before commencement of the research.
5. Excavation, filming and collection of specimens
   are subject to further permissions from relevant
   Government agencies.
6. This Licence does not give authority to transfer
   research materials.
7. The Licensee shall submit two (2) hard copies and
   upload a soft copy of their final report.
8. The Commission reserves the right to modify the
   conditions of this Licence including its cancellation
   without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 17702

CONDITIONS: see back page

APPENDIX XVII: RESEARCH AUTHORIZATION BY NACOSTI.

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/91795/21500**   Date: **28th February, 2018**

Gladys Cherkut Kemboi
Moi University
P.O Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"Teacher cognition on use of instructional media in English Language pedagogy: A study of secondary schools in West Pokot County- Kenya"** I am pleased to inform you that you have been authorized to undertake research in **Westpokot County** for the period ending **28th February, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Westpokot County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.
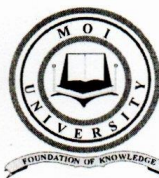
GP Kalerwa

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Westpokot County.

The County Director of Education
Westpokot County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX XVIII: RESEARCH AUTHORISATION BY MOI UNIVERSITY

MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8   P.O. Box 3900
      (053) 43555   Eldoret, Kenya
Fax: (053) 43555

REF: EDU/D.PHIL.C/1012/12   **DATE:** 16th February, 2018

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF GLADYS CHERKUT – (EDU/DPHIL.C/1012/12)**

The above named is a 2nd year Postgraduate Higher Degree (PhD) student at Moi University, School of Education, Department Curriculum, Instruction and Educational Media.

It is a requirement of her PhD Studies that she conducts research and produces a dissertation. Her research is entitled:

"Teacher Cognition on use of Instructional Media in English Language Pedagogy: A Study of Secondary Schools in West Pokot County-Kenya."

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

APPENDIX: XIVX: RESEARCH AUTHORISATION BY WEST POKOT

COUNTY DIRECTOR EDUCATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF BASIC EDUCATION

-Email: elimu|cdewest pokot @ education.go.ke
Web: www.education.go.ke
-cdewestpokot@yahoo.com.
When replying please quote date $ Ref.

SUB COUNTY EDUCATION OFFICE
WEST POKOT COUNTY
P.O. BOX 17
KAPENGURIA.

24TH May, 2018

REF: WPC/EDUC/ADM/15/20/VOL.1/69

Gladys Cherkut Kemboi
Moi University
P.O Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your authorization from the National Commission for Science, Technology and innovation you are hereby permitted to carry out research on " **Teacher cognition on use of instructional media in English Language pedagogy: A study of secondary schools in West Pokot County - Kenya.** " for a period ending **23rd February, 2019.**

Through this letter, therefore is to request you to accord him your cooperation and necessary assistance he may require.

COUNTY DIRECTOR OF EDUCATION
WEST POKOT
2 4 MAY 2018
P. O. Box 17 – 30800,
KAPENGURIA

(OBIERO J.O)
COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY.

APPENDIX XX: LETTER OF ABSENCE FROM SCHOOL
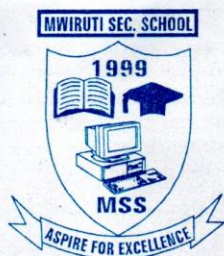
MWIRUTI SECONDARY SCHOOL
P.O. Box 2164 - 30300, ELDORET
TEL: 0723-446-371 / 0716-632-076
EMAIL: mwirutisecondary10@gmail.com

Our Ref: ....

Your Ref: ....

Date: ....23/05/2018.....

To:
The Concerned School,

Thro'
The County Director of Education,
West Pokot.

Dear Sir/Madam,

RE: GLADYS CHERKUT KEMBOI TSC NO. 407365

The above named person has been granted permission to be away from duty as from $23^{rd} - 25^{th}$ May 2018 to carry out her research as indicated on the research permit.

Thanks in advance.

Yours faithfully,

Aggrey Agessai
Principal