# PROFESSIONAL DEVELOPMENT OF TEACHERS OF ENGLISH AND ITS IMPACT ON LEARNER CENTRED CLASSROOM TEACHING STRATEGIES IN SECONDARY SCHOOLS IN KWANZA SUB COUNTY, KENYA

BY

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MOI UNIVERSITY

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**DECLARATION BY CANDIDATE:**

I declare that this thesis is my own original work, and it has not been presented before any panel for the award of a degree at any other university. No part of this thesis may be reproduced in any form for whatever reason without prior permission of the author and/or Moi university.

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# ABSTRACT

Teachers Professional Development is any training that a teacher undergoes after the initial teacher training in a bid to improve his or her working and how far it goes to make one a better teacher has been a subject of discussion for a long time. Therefore, the purpose of this study was to investigate Professional Development of teachers of English and its impact on Learner Centered classroom teaching strategies in Kwanza Sub-county, Kenya. The study was guided by the following research questions: how Professional Development Programs offered to teachers of English influence their awareness of teaching strategies? In which ways do Professional Development programs of teachers of English determine the selection of teaching strategies? How do teachers of English with Professional Development implement learner centred teaching strategies? What challenges do teachers of English with Professional Development face in implementing learner centred teaching strategies in language classrooms? The study was based on Lev Vygotsky theory of social constructivism and Jean Piaget's theory of cognitive constructivism. The theory posits that, under social constructivism, knowledge first needs to be in a social context and afterwards it is personally internalized for better learning experience. This implies that the learning of teachers of English after the initial training should be collaborative in nature. On cognitive constructivism, learning is built upon knowledge that an individual already knows. So, the initial training of the teachers is very crucial to their Professional Development since they build upon the knowledge that they already had. The study employed qualitative research design. The study population comprised of 50 secondary schools, 150 teachers of English and 45 professional development providers. The sample size comprised of 15 schools and 20 teachers of English and 10 Professional Development providers. Purposive sampling was used in selecting the schools together with the teachers of English and the Professional Development providers. Data was collected using two separate semi structured interview schedule for teachers and for Professional Development providers. In addition, a classroom lesson observation guide and document analysis schedules were also used. The instruments were pre-tested to establish their confirmability and trustworthiness. Data analysis was done using qualitative procedures through descriptive statistics and thematic analysis. The findings of the study were: Professional development determines the awareness of classroom teaching strategies, teachers of English have a positive attitude towards Professional Development that is concerned with learner centred teaching strategies, some Professional Development programs are more productive in helping teachers to use learner centred teaching strategies than others. The study concluded that Professional Development of teachers of English that is coherent, on-going, financially sustainable that is tailored to meet the demand for the new and existing teachers and the needs of the teacher will influence the use of learner centred teaching strategies. The study will be of benefit to the various stakeholders in the education sector, students who will be taught with the new skills acquired by the teacher and the teacher who will be equipped with new strategies. Quality of Professional Development of teachers will improve.

# DEDICATION

Dedicated to mum and dad, where would I be without you!

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# LIST OF ABBREVIATIONS

**INSET**     - In Service Training

**KESI**     - Kenya Educational Staff Institute

**KICD**     - Kenya Institute of Curriculum Development

**LCTs**     - Learner Centred Teaching Strategies

**MOE**     - Ministry of Education

**MOEST**     - Ministry of Education Science and Technology

**TPAD**     -Teacher Performance and Appraisal Development

**TPD**     -Teacher Professional Development

**QASO**     - Quality Assurance and Standards Officer

**UNESCO**     - United Nations Education, Scientific and cultural Organization

**CHAPTER ONE**

**INTRODUCTION TO THE STUDY**

**1.0 Introduction**

In a world that is ever changing, the teaching of students is also changing. The focus is now shifting from the teacher to the learner. The learner should be put at the centre of the learning processes and the teacher plays the role of a facilitator to the learning process. This is only possible through the adoption of learner centred teaching strategy where students become co-creators of their own education by engaging them in decisions about what, when and how they learn. In doing so, Learner centred teaching helps students not only with academic knowledge, but also with the pre-requisite skills of self-direction, curiosity, creativity and collaboration that will lead to future success. For this to be attainable, teachers need to be equipped with quality and continuous Professional Development after they have completed their initial basic teacher training. This thesis focuses attention on the role of Professional Development in changing teachers' classroom behaviors in ways that lead to Learner Centred teaching and learning. Attention is given to teachers of English from Kwanza subcounty, how they learn to learn and how the apply this new knowledge after teacher Professional Development into practice to support Learner Centred teaching and learning.

This section deals with background information to the research study by stating the problem, purpose and research questions. It also explains the scope and limitations of the study, assumptions and theoretical frameworks while describing with the aid of a diagram

the conceptual frameworks of the project. Operational definition of terms as used in the research project completes the chapter.

## 1.1 Background to the study

Professional Development is the corner stone of teacher professionalism and quality. Globally most countries such as the USA, Australia, China, Israel, Canada and Kenya are investing a lot in Professional Development to improve quality and relevance of Education. This goes ahead to help improve teacher quality, not only to fulfill society's expectations of the teaching profession, but also to meet the changing needs of students. Jusper (2006) postulates that, whether individual teacher's participation in Professional Development activities arises from an interest in lifelong learning, a sense of moral obligation, a felt need to enhance professional competence and to keep abreast of recent development in their field, government requirement, or for career advancement, Professional Development is seen to be a foundation element in teachers' development. According to him, Professional Development of teachers is something that cannot be ignored and should be put in the forefront whenever you are discussing matters to do with quality education.

According to Ball and Cohen (1999), Educational reforms movements in the United States and around the world are setting ambitious goals for students learning. Some of these goals are for a student to be self-reliant and to take part and be in charge of his or her own learning. They believe that, many factors contribute to achieving these goals. However, the changes in classroom practices demanded by the reforms visions ultimately rely on teachers. In support of their sentiments are Fullan and Miles, (1992) who said,

changes of this magnitude will require a great deal of learning on the part of teachers and will be difficult to make without support and guidance. This realization had led educational scholars and policy makers to demand Professional Development opportunities for teachers. Opportunities that will help them enhance their knowledge and develop new instructional practices.

Similarly, teaching at Risk: A call to Action," a report released by The Teaching Commission of the United States (2004) reminds that teaching is "Our nation's most valuable profession, arguing forcefully that "helping our teachers to succeed and enabling our children to learn is an investment in human potential, one that is essential to guaranteeing America's future freedom and prosperity." It is against this backdrop that learning to teach becomes a lifelong process and that a teacher has to be equipped with sufficient knowledge, skill, and awareness in order to carry out his/her job professionally.

For Springhall (1996), it is commonly held that teachers should remain involved in continuous education throughout their teaching career. Knight (2002) was also in support of Springhall but for him he talks about in-service training. According to him, In-service training aims to improve classroom teaching practice and is advisable to teachers, following their initial teacher education.   These Programs are intended primarily and exclusively to stimulate the professional competence and development of teachers, to improve classroom teaching practice and to implement educational innovations decided upon at government level. Consequently, the 21$^{st}$ Century teacher is faced with the daunting task of learners who are diverse in all senses but who have to be prepared to take up roles in a world that is constantly changing. To do this, Darling-Hammond (2006)

states that "practicing teachers need to develop appropriate skill and knowledge to prepare students to frame problems, find, integrate and synthesize information; create new solutions; learn on their own; and work cooperatively."

It is against this backdrop that, powerful teaching is increasingly gaining importance, as standards for learning are now higher than ever before. Teachers are expected to prepare all students for higher order thinking and performance skills that were previously reserved for only a few. This expectation is driven by the demand for greater knowledge and skills that meet world standards, given that the world is now a global village and one can offer their services anywhere. In addition, the teacher needs to learn the skills of teaching in ways that will develop in their learners, knowledge for success and survival. In support of Darling's sentiments, Hoban (2020) says, "so much has been documented revealing the fact that teaching is a dynamic job that requires the teacher to shun routine and to constantly deepen their knowledge of student thinking, subject matter knowledge, instructional practices and assessment procedures." This is knowledge useful for both novice and expert teachers.

On the other hand, while a demand is placed on the teacher to assist students to achieve their best in learning outcomes, no school of education can boast of being able to adequately prepare the teacher for the demands of a classroom situation. As a result, practicing teachers find themselves inadequately equipped to be "in-charge" of their domain, especially when faced with the challenges of handling 21$^{st}$ Century learners. Such learners may have issues related to their social life, language barriers or even their health, which present educational challenges that have to be handled before they are

helped to engage in academics. For the practicing teacher to do this effectively, they have to seek for knowledge by learning either from the situation that present themselves in their classrooms or, in formal in-service courses. Indeed, there is need for education stakeholders and teachers in particular, to configure teacher learning as the pre-service continuum, in what Nemser (1983) aptly describes as a continuous process starting with pre-service and going on throughout the teacher's years of service. Darling Hammond (2002) states that, it is a truism that no teacher knows everything and thus a professional teacher is one who continues to learn from and about teaching, rather than who has finished learning. It is true that when teachers admit their inability to know everything that they will be ready to seek for knowledge and improve practice.

According to Irene (2005), the 21$^{st}$ century schooling is faced with emerging issues that challenge effective practice. These includes large classes that now contain an ever-increasing diversity of learners who have to be understood, nurtured and assisted to achieve their best performance; fewer school leavers opting for the teaching profession and consequently fewer teachers against a large number of students; resources that are overstretched and therefore the need for the teacher to engage their creativity in improvisation, against financial and time constrains. She further adds, students who are either infected or affected by HIV/AIDS scourge; pressure from school administration and education officials to produce quality grades without considering individual student abilities and school contexts and the changing educational technology that the teacher has to acquaint themselves with if they have to remain relevant to the profession. This calls for Professional Development that equips the teacher adequately to engage the students in meaning learning. Although various scholars and professional bodies worldwide call for

Professional Development of teachers for various reasons, this research narrows down on Professional Development of teachers of English and it impact on learner centred classroom teaching strategies.

**1.1.1 Professional Development and Leaner centred teaching**

Nyarigoti (2013) notes that, "with the widespread use of English across the world, it has become essential to raise English language teacher's awareness and sensitivity with regard to the strategies they need to deploy in designing their activities and adjusting their teaching so as to take into consideration the current status of English as a world Language." Although many of these strategies can be learnt through teacher reflection, others such as subject knowledge matter, pedagogical expertise and understanding of curriculum and materials cannot. Professional Development should therefore go beyond individual reflection to include new trends and theories in language teaching; familiarization with development in subject matter, knowledge and critical examinations of the way the schools and languages program are organized and managed.

The Sustainable Development Goals envisioned for 2030 articulates the development of an individual into being able to engage in lifelong learning, learn new things quickly, be capable of more complex problem-solving, understand more about what they are working on, require less supervision, assume more responsibility, and as a vital tool towards these ends, a better reading, quantitative reasoning and expository skills. For these goals to be achieved, the teacher should be in the forefront to bring it to reality. The question this research begs to answer is whether the current teacher is in a position to equip the learner with the new skills to be able meet the sustainable development goals and if Professional

Development of teachers is the way to go. Two different researches done by Weimer (2013) and Vavrus (2011) on teachers and Learner centred teaching strategies, associate learner centred teaching and learning approach with the attainment of quality education, as compared to instructor-centred or teacher centred approaches, where teaching is often focused on what the teacher knows and on unilateral transmission followed by recitation and evaluation, rather than on the facilitation of learning. Sogomo (2001) says, "teaching approaches that allow students to use their hands, eyes and ears enhance effective learning and consequently student's achievements." Learner centred teaching calls for teachers not to employ a single teaching method but use different types of methods that shift the role of the instructor from givers of information to facilitators of students learning.

For the situation in Kenya, Morgan J.J and Hinze (2013) say that, "Teachers in Kenya tend to individually decide how to prepare their students to meet examination goals adopting teaching strategies that suit themselves rather than the students in their classes." Some strategies include rote learning and memorization of facts and no matter how many facts are included; never take learners and learning beyond level one (information) in the level of learner knowledge. This has resulted in learners who are not able to fit adequately in the job market and world as a social place despite scoring well in the national examination because they are used to regurgitating all that they have been told and they can rarely think of ways to solve their problems when they arise. The appropriate and maybe the only intervention here is to provide teachers with Professional Development opportunities in order to enhance their understanding of appropriate knowledge, skills and attitudes that are needed in bringing about meaningful learning.

The question is whether Kenya as a county is ready to invest in Professional Development of teachers so as to improve students learning.

In research by Darling Harmmond (2005) on Professional Development and its effectiveness in improving teacher efficacy in the USA, it was discovered that while 90% of teachers reported participating in Professional Development, most of those reported that it was totally useless. Thus, the real issue is not that teachers are not provided with Professional D<m         al offerings are ineffective at changing teacher's practice like create a shift from teacher centred learning to learner centred learning.

The major challenge has been on the policy of Professional Development of secondary school teachers which has been fragmented, incomplete and more often than not, simply nonexistence. The development of coherent, medium term, financially sustainable teacher Professional Development, tailored to meet the demand for new and existing teachers, has been widely neglected despite internationally agreed goals in education. Teachers' policy on Professional Development has been an afterthought to EFA thus receiving less attention than universal schooling. The line of authority within the Ministry of Education has not been clear and sufficiently prioritized, resources are not compatible with needs, and the responsiveness of teacher education systems to the changing environment in the field has been slow, as has engagement and contributions from the private sector and the general public. Despite that, policy documents had highlighted the need for teacher Professional Development.

The purpose of this research is to focus our attention on the classroom; specifically, on the English language teacher Professional Development that changes teacher centred strategies towards a learner centred teaching strategy.

## 1.2 Statement of the problem

Teacher Professional Development is defined as teachers' learning; how they learn and how they apply their knowledge in practice to support students' learning (May 2012). In recent years an array of research has been conducted on the subject of teacher Professional Development. Teacher Professional Development plays an important role in changing teachers' teaching methods and assisting teachers to move beyond a comprehension of the surface features of a new idea or innovation to a deeper understanding of a topic. Professional Development provides teachers with opportunities to explore new roles, develop new instructional techniques, define their practice and broaden themselves both as educators and as individuals (Komba and Nkumbi 2008). Scholars like Richardson (2005) also support Teacher Professional Development. He believes that, Teachers have different needs at different times during their career and the needs of the schools, institutions in which they work and the needs of the students who they teach also change over time. These calls for the teacher to be adequately prepared to know how to handle all the issue of Professional Development. Richard further adds that, the pressure for teachers to update their knowledge in areas like curriculum trends, second language acquisition, learning trends and teaching strategies that focus on the learner or assessment type cannot be ignored.

In a bid by the government of Kenya to fulfill the education for all goal number 6 that seeks to improve all the aspects of the quality of education in ensuring excellence of all, The Teachers Service Commission has rolled out a compulsory, self-sponsored training for all the registered teachers in Kenya. The Professional Development is geared towards re-certification and promotion of teachers. The training is meant to enhance the teachers' knowledge and skills in order to address gaps in the Teacher Performance and Appraisal Development (TPAD). The training is also aimed at keeping teachers informed, enable them improve their pedagogical skills and acquire new, relevant knowledge in their teaching areas. Even as the teachers wait for the program to begin, teacher learning after the initial teacher training in Kenya has not been well defined. There are no systematic, orderly and well-organized programs put up for the teachers.

Despite the lack of a well-organized and streamlined Professional Development Programs for Teachers in Kenya and most specifically teachers of English from Kwanza subcounty, the reality is, teachers of English have been undergoing various forms of Professional Development with each varying in content, period of training and the type. Examples of Professional Development include one day workshops, examiners training organized by Kenya National Examination Council (KNEC) that take a week, seminars and conferences that vary in length of training.  Others have advanced their schooling by going for high education like Masters degree and higher diploma courses.

On the other hand, over the years, calls have been made towards a shift from traditional teaching in to Learner Centred teaching. Traditional teaching has been criticized for relegating education to an act of depositing where teachers make deposits and students

receive, memorize and repeat to the best of their efforts and capacities (Freire 1996). Such practices have also been examined for being ineffective and leading to the acquisition of skills of a lower taxonomic level (Gauther and Dembele 2004), for undermining spontaneity and initiative among students (O'Sullivan 2004) and for inhibiting creativity and critical thinking (Freire 1996). As pressure is pilling on the teachers to improve or change their teaching methods, Rodriguez and Ponce (2013) argued that developing teaching practices that meet the learners need requires competent teachers who know how to create learning environment where learners discover, experience and construct knowledge rather than practicing skills. This calls for the teachers to be well equipped with knowledge and expertise that makes them go beyond lecturing. This implies that teachers need to be well equipped by getting efficient Professional Development to bring these learner centred teaching strategies into their classrooms. Teachers of English world over have been undergoing various forms of Professional Development. The question that remains is if the Professional Development courses they have attended translates into learner centred teaching.

Teachers of English in Kwanza subcounty have been undergoing different Professional Development trainings however there is need to establish to which extent Professional Development offered goes in changing the classroom teaching strategies. It is therefore necessary for a study to be conducted to investigate the influence of Professional Development of teachers of English on learner centred classroom teaching strategies in Kwanza Subcounty, Transnzoia County Kenya.

**1.3 Purpose of the Study**

The purpose of the study was to investigate the influence of teachers of English Professional Development on learner centered teaching strategies in Kwanza Sub-County, Trans-Nzoia County, Kenya.

**1.4 Research Objectives**

The specific objectives were: -

(i)     To find out how Professional Development programmes offered to teachers of English determine their awareness of teaching strategies in secondary schools in Kwanza subcounty

(ii)    To establish how English teachers' attitudes regarding Professional development guides their selection of Learner centred teaching strategies in secondary schools in Kwanza subcounty.

(iii)   To establish how teachers of English with Profession development implement teaching strategies within the classrooms in secondary schools in Kwanza subcounty.

(iv)    To establish the challenges faced by English teachers when implementing learner centered strategies in language classrooms in secondary schools in Kwanza subcounty.

**1.5 Research Questions**

The research questions were: -

(i)     How do Professional Development programs offered to teachers influence their awareness of teaching strategies in secondary schools in Kwanza subcounty?

(ii)    In which ways do Professional Development programmes of teachers of English determine the selection of teaching strategies in secondary schools in Kwanza subcounty?

(iii)   How do teachers of English with Professional development implement learner centered teaching strategies in secondary schools in Kwanza subcounty?

(iv)    What challenges do teachers of English with Professional development face in implementing learner centered teaching strategies in language classrooms in secondary schools in Kwanza subcounty?

## 1.6 Justification of the Study

The place of English in the world cannot be overlooked. In Kenya, English is an official language that is used in offices, court rooms, parliament and all official documents. It is also the language of instruction from primary to university. More important is that English is an examinable subject both in primary schools and secondary schools. Training and job placement require that individuals have good scores in English. Good mastery of English language also enables candidates perform well in other subjects. Therefore, any aspect that affects English language becomes a major concern for the language educators. The teachers of English have been placed with the daunting task to ensure that English as a subject is taught well to the learners. After the initial teacher training, most teachers of English undergo Professional Development. The question of

whether or not Professional Development they attend helps in improving their classroom teaching strategies is a question that this research is set out to answer.

On the other hand, despite worldwide known benefits of Professional Development of teachers in students' achievement, no known study has been undertaken that addresses Professional Development of teachers of English and its impact on learner Centred teaching strategies. The role of the teacher in the classroom cannot be underestimated. It is very crucial for education stakeholders in a country like Kenya and worldwide to empower and invest in their teachers. Teachers are the most significant influence in student's learning. To produce good students, its vital for an institute to have good teachers, those who are constantly learning and enhancing their teaching skills. Like any high performing organization, learning institutions must invest back into their resources by investing time and money in the Professional Development of their teachers. As teachers learn and enhance their skills, they are more likely to be engaged in their jobs thus leading them to be better in the classrooms.

Empowering of teachers that comes with Professional Development that is continuous is something that cannot be overlooked. Frances Bolin (2007) defined teachers' empowerment as 'investing in teachers with the right to allow them participate in the determination of schools' goals and policies and to exercise professional judgement about what and how to teach.' According to his view, "being a teacher who is empowered implies having the right information and resources and using the two to meet the needs of learners and to achieve lesson objectives." Empowered teachers are normally given the

encouragement and support necessary to take risks and engage in continuous Professional Development while collaborating with their colleagues and this process is essential to success of education. The importance of empowerment is also illustrated by its role in increasing teacher motivation, improving problem solving skills and teaching students to become empowered, all of which are vital to improving learning outcomes for every student.

In the Kenyan context, one is expected to undergo initial training before qualifying to be a teacher. According to Tan (2005), Training means, 'investing in people to enable them perform better and empower them to make the best of their natural abilities.' Therefore, employees need to be helped to do their present job correctly and effectively. Upon the attainment of the initial teacher training Professional Development is very important for the teacher. According to Greenhans (2007) and Slocum and Woodman (2009) they differentiated the concept of training and development. Training is short term in nature and is designed to permit the learner for our case teachers acquire knowledge and the skills needed for the current job while development is training of a long-term nature which is aimed at developing current and future employees for future jobs within the organization or to solve a problem. It is upon this backdrop that Professional Development of teachers of English is very important and mandatory so as to raise their standards and give them the tools to thrive in a classroom set up. Professional Development should help teachers to learn, research develop new skills and techniques. It is believed that this learning will of course be reflected in the class.

Although Professional Development of teachers has been gaining prominence over the years and it is a subject that cannot be ignored, no known study has been undertaken that addresses Professional Development of teachers of English and its impact on Learner centred teaching strategies. This study sought to make an in dept examination on the influence of Professional Development of teachers of English on Learner centred teaching strategies in order to improve the quality of teaching and learning that goes on in the classroom.

### 1.7 The Significance of the Study

The findings of this study are significant in the following ways; first, the findings, it is perceived, will assist the teachers of English in Secondary schools in Kenya to understand the importance of Professional Development towards their classroom teaching strategies. Second, the findings highlight the gaps that exists in provision of Professional Developments for teachers of English hence help in improving on the Professional Development courses offered. Third, the information from the results of this will create more knowledge and understanding on the effectiveness of teacher Professional Development programs in order to promote teaching and learning in the county of English. The Quality Assurance and Standards Officers (QASO) will also be helped to improve on quality standards of teacher Professional Development programs. In addition, findings from the study will further help in proposing workable strategies which may include improving existing Professional Development programs that will equip teachers with the necessary expertise to enhance teaching strategies. Finally, the findings

will provide useful information to Kenya Institute of Curriculum Developers (KICD) on ways to teach the English lessons.

## 1.8 Scope and Limitations of the Study

The scope of the study explains the extent to which the research area was explored in the work and specified the perimeters within which the study operated. While limitations of the study are the constraints placed on the ability to generalize from the results of the study. The study was carried out in the months of August to November 2018.

### 1.8.1 Scope of the Study

The purpose of the study was to find out how Professional Development of Teachers of English in Kwanza subcounty influences the use of learner centred teaching strategies. The study used twenty teachers of English and ten Professional Development providers. The research applied the constructivism theory to look into how teachers learn and how they translate their learning into teaching.

### 1.8.2 Limitations of the Study

A quote from Kombo and Tromp [2006] postulate that, "limitations are challenges anticipated or faced by the researcher".One of the limitations of the study was that it mainly covered only one Sub- County. Although it covered only one sub county, the use of several research instruments allowed the researcher to collect in depth data.

The findings of the study were specifically limited to Secondary schools in Kwanza Sub-county.  Therefore, they could not be applicable to other counties and secondary schools

in Kenya without putting into consideration the specific variables that may influence their interpretation. In addition, the Professional Development providers were purposively sampled thereby losing the views of any other Professional providers who might have been valuable to the study.

Finally, the study dealt with mainly the influence of Professional Development on classroom teaching, which is just one aspect of the impact of Professional Development on teachers of English. The researcher felt that the study would provide avenue to the study of other aspects by other researchers.

## 1.9 Assumptions of the Study

The study made the assumptions that:

(i)     All teachers of English language in secondary schools in Kwanza have undergone at least a form of Professional development

(ii)    All the respondents would cooperate and provide reliable responses.

## 1.10 Theoretical Framework

This study in examining Professional Development in secondary schools in Kwanza sub county, adopted the constructivism theory. There are many types of constructivism in education but the two main ones which were used in this research were Jean Piaget's cognitive constructivism(Miller 2011) and Lev Vygotsky's social constructivism (Yilmaz, 2008). Under social constructivism, Lev Vygotsky stated that the construction of knowledge first needs to be in a social context and afterward it is personally internalized for better learning experiences (Eggan & Kauchak 2004). This implies that, the Professional Development of teachers of English must be collaborative, involving a

sharing of knowledge among teachers and a focus on teachers' communities of practice, rather than on individual teachers. The development must be sustained, on-going intensive and supported by modelling, coaching and the collective solving of specific problems pertaining to practice. It is believed that once a teacher of English learns a new skill in a social context, overtime he or she will internalize that new knowledge and improve his or her skills and practice.

Cognitive constructivism theory holds that learning always builds upon knowledge that an individual already knows. This prior knowledge is called schema. Constructivism postulates that knowledge cannot exist outside our minds and that knowledge is not discovered but constructed by individuals based on experiences. (Crotty 1998, Fosnot 1996; Hendry, Frommer, and Walker 1999). Because learning is filtered through pre-existing schemata constructivists suggest that learning is more effective when a person is actively engaged in the learning process rather than attempting to receive knowledge passively. This theory is applicable to the Professional Development of Teachers of English since the teacher should be helped into guided discovery, after the initial teacher training course, that moves away from direct instruction but makes attempts to lead the teacher through questions and activities to discover, discuss, appreciate and verbalize the new knowledge. All knowledge is constructed from a base of prior knowledge and therefore the knowledge the teachers of English have before engaging in Professional Development activities should not be ignored. According to (Audrey Gray 2001) a constructivist classroom should be where learners are actively involved. This is applicable to this study where teachers should be actively involved in the trainings that

they undergo. They should have a say of the type of training they are to receive in an effort of building on what they already know. This notion is supported by Smith (2001) who said that, "teachers are indeed the key role players in the implementation of effective Professional Development and they are, unfortunately more often than not, the silent voices in the process, ignored and discounted at this stage of educational change."  Gray further adds that the learning environment should be democratic and the activities interactive and student- centred. For the purpose of this research, the environment where the learning of the teachers of English is taking place should be democratic and the activities learner centred in this case the teacher of English being the learner. The Professional Development Providers facilitate the learning process in which the teachers of English are encouraged to be responsible and autonomous.

The theory lays emphasis on working in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This theory encourages teachers of English to work in groups and go an extra mile of sharing their knowledge and expertise with others. In relation to this theory, the role of the Professional Development providers is to prompt and facilitate discussion between and among teachers of English. Their role is to cross examine the teachers on what a teacher knows, what they want to know, what they have learnt and how they know it. This concept is useful in teacher Professional Development training to know where the teacher is currently and the progress he or she is making towards his or her own Professional Development. One of the simplest ways to do this is asking open ended questions such as

"tell me about your first learning? How might this information be useful to you?". Such questions cause the teachers to thinks about how new information may relate to their own experience. Teacher responses to such questions are opportunities for experiencing the perspective of others. For these questions to be effective, it is critical that instructors focus on teaching content that is useful to the participants. The importance of using these types of strategies with adults contribute to what Bain(2004) noted as critical learning environment where instructors "embedded" the skills they are teaching in "authentic tasks that will arouse curiosity , arouse teachers to rethink assumptions and examine their mental modes of reality.

Such approaches emphasize that learning is not an "all or nothing" process but that teachers learn the new information that is presented to them by building upon knowledge that they already possess. It is therefore important that Professional Development constantly assess the knowledge the teachers have gained to make sure that the teachers' perception of the new knowledge is what the Professional Development providers had intended. Professional Development will find that since teachers build upon already existing knowledge, when they are called upon to retrieve new information, they make errors. It is known as reconstruction errors where they fill in the gaps of their own understanding with logical though incorrect thoughts. Professional Development providers need to catch and try to correct these errors during training or follow up programs thereafter, though it is inevitable that some construction errors will continue because of our innate retrieval limitations.

**1.11  Conceptual Framework**
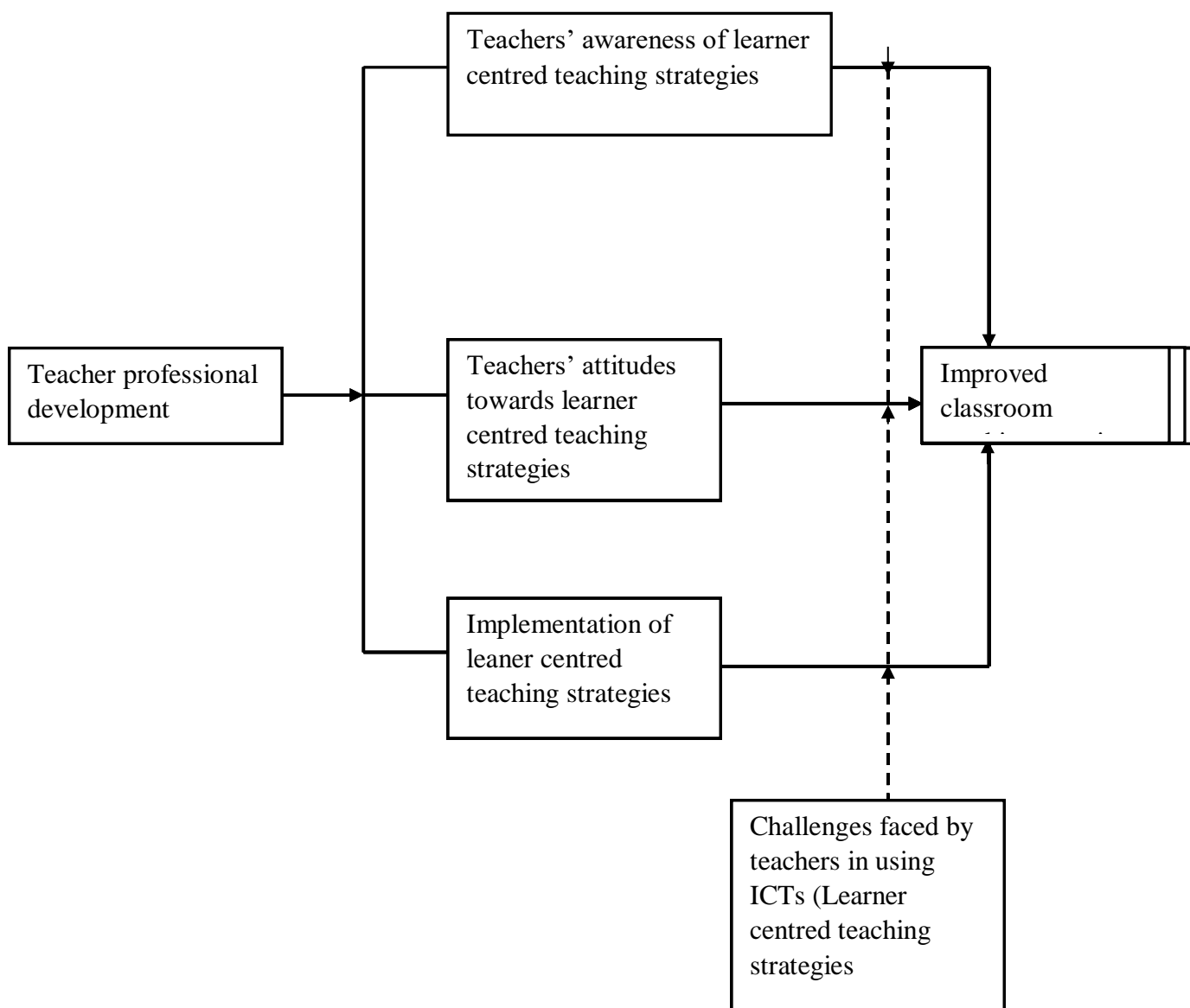


**Figure 1.1 Conceptual framework**

Figure 1.1 shows the conceptual framework, the variables and their pattern of influence on each other. In this study, English teachers Professional Development was the Independent Variable influencing Learner-Centered teaching strategies. The dependent variable was improved teaching that is learner centre. The intervening

variables were the challenges the teachers faced when implementing learner centred teaching in their classrooms.

When the teachers of English from Kwanza Sub County participate in Professional Development, their awareness of learner centred teaching is created or increased. Their attitude towards these learners centred teaching is improved as they try to implement the learner centred teaching strategies in the English lessons. With increased awareness of learner centred teaching, a positive attitude and implementation of learner centred teaching strategies in the classroom, it is expected that there will be an improvement in the classroom teaching practices. The intervening variable is the challenges teachers face when trying to use learner centred teaching strategies in their lessons.

**1.12 Operational Definition of terms**

**Beliefs-** refer to the conviction or acceptance that something exists or its true.

**Attitudes** – a set of emotions, beliefs and behavior towards a particular object, person thing or event.

**Continuing Professional Development**- this refers to a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the teaching profession. It involves a holistic commitment to structure skills enhancement and personal and professional competence for today and the future. The term was used interchangeably with teacher continuing Professional Development.

**Increased teacher knowledge**- improvement of the teachers in areas of pedagogical skills

**Improved teaching strategies**- the ability of teachers becoming better in their teaching and the strategies they use to teach.

**In-service training**- includes education and training activities engaged in by secondary school teachers following their initial professional development certification and intended mainly to improve professional knowledge, skills and attitudes in order to educate the students more effectively.

**Learner Centred teaching**- it is an approach that places the learner at the center of the learning. The learner is responsible for learning while the tutor is responsible for facilitating the learning.

**Pre-service**- refers to the initial teacher education done either in a university or college before commencing teaching.

**Teacher training-** refers to the policies, procedures and provision designed to equip teachers to be with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in classrooms, school and wider community.

**Teacher Professional Development**-any type of continuing education effort for teachers of English. It is one-way teachers improve their skills and in turn boost students' outcomes.

**Teaching strategies-**refers to ways and means of organizing and facilitating learning experiences.

**Teaching skills**-refer to different and indirect practices or behaviors adopted by teachers to enable a better learning experience for their students.

**Training-** refers to the process of bringing professional teachers to an agreed standard of proficiency through practice and instructions.

## 1.13 Chapter Summary

This chapter explained in details the background to the study, statement of the problem, the purpose of the study, research objectives and questions. It also described the scope of the study, limitations, assumptions and significance of the study. Finally, theoretical framework and diagrammatical description of the conceptual framework and operational definition of terms marked the end of the chapter. The next chapter presents the literature that informed this study.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.0 Introduction

This chapter focuses on the Professional Development of teachers of English after the completion of their initial teacher training program. Teacher Professional Development is defined as teachers' learning and how they apply this new knowledge, skills and attitudes to classroom practices to support their teaching. This chapter explores the literature reviewed on the various definitions of Professional development, need for Professional development, types of Professional development, Learner Centred teaching strategies, and teacher's attitudes towards professional development that is learner centred. It documents the current status of Professional development of teachers of English in Kenya and finally give a conclusion.

### 2.1 Professional Development Definition

Professional Development refers to the improvement of a person in his or her professional role. This means that there should be a notable difference between a teacher who has undergone Professional Development from one who has not. Fullen (1995) defines Professional Development as "continuous learning focused upon the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change." (p.265). From this definition, it is clear that Professional Development of teachers and for this case teachers of English should not be limited to taking place only in formal set up but it can take place even in informal setups.

Professional Development of a teacher improves with the experience of the teacher and the length of stay in the service. According to Glattenhorn (1987), "When a teacher gains increased experience in one's teaching role, they systematically gain increased experience in their professional growth through examination of their teaching ability." With such a definition, it implies that Professional Development should be lifelong and continuous in a bid of making the teacher move from being a novice to an expert. The definition by Glatternhorn is supported by Crowther (2000) who states that, "Professional Development and other organized in-service programs are designed to foster the growth of teachers that can be used for their development. From these two definitions, it is clear that Professional Development of teachers revolves around experience which results in better quality type of teaching. This means that the more a teacher teaches, the more he or she will get the opportunity to engage in Professional Development activities and become better.

Day (1997) defines Professional Development of teachers as, "One which consists of all-natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom.(P.29)" He further adds that, "it is the process by which alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children,

young people and colleagues through each phase of the teaching lives." With such a definition, Day believes that Professional Development of teachers is an activity that takes place in a daily basis. According to his definition it is clear that it's not a must for teachers and in this case teachers of English to attend any formal training and for those who attend, it is a plus for them. The daily activities that teachers engage in, in the process of teaching learners and interacting with colleagues is Professional Development. However, he does not belittle the fact that, improving teacher's quality through Professional development that is well organized and planned is an important strategy for improving learner centered teaching strategies.

Taking a closer look at the definition by Day, the strengths of the definition are used by the researcher to get a satisfactory meaning to what exactly is Professional Development of teachers of English and the effects it has towards learner centred classroom teaching practices. The strength point to the important aspect of collaboration that is key to any discussion of how adults, more especially teachers, learn and consequently, how learning opportunities for adults need to be structured. Secondly, it considers the outcomes of an effective Professional development opportunity as including the development of knowledge, skills and dispositions that will enable the practicing teacher to improve their quality and the quality of their practice thus leading to learner-centered classroom teaching methods. This can only happen if Professional development is viewed as a continuous process of reviewing and deepening a teacher's understanding of teaching, a factor that makes it mandatory for the teacher who seeks to be effective.

From the definitions given by Day (1997), Glattenhorn (1987) and Crowther (2000), what is unanimously agreeable is that Professional Development of teachers is an issue that cannot be overlooked. For the teacher to meet the demands of the changing world and the 21st century learner, to retreat from the traditional rote, fact-based style of instruction and adopt teaching that fosters critical thinking and problem solving among students then Professional Development of teachers needs to be upheld.

In a bid to get an exhaustive explanation and definition of what Professional Development of teachers is, career development and staff development could not be overlooked. According to Ganser (2000), he describes career development as, "the growth that occurs as the teacher moves through the professional career cycle." Glatthorn (1995) believes that staff development is broader than career development. he says that, "staff development is, "The provision of organized in-service programs designed to foster the growth of groups of teachers and it is only one of the systematic interventions that can be used for teacher development. From the point of view of Ganser and Glatthorn, career development and staff development are pre cursors to effective Professional Development because one cannot look at Professional Development without putting into consideration the content of experiences, the processes that occur and the contexts in which it will take place.

In the Kenyan context, Professional Development includes formal experiences such as attending workshops and professional meetings, mentoring and seminars and also informal experiences such as reading professional publications, watching television

documentaries related to one's academic field and listening to how teachers who have been teaching for long and learning from them. In their journal, Wanja Njagi, Muriungi and Atieno (August 2014. Vol 4,No 8), they looked at Professional Development of teachers in Kenya as being visible as either short term courses sponsored by schools or the government or other times they take place as a result of teachers' own initiative to improve their skills and education levels. Closely looking at what constitutes Professional Development of teachers from the worldwide context and the Kenyan context, what is agreeable is that it can be done in formal and informal setting. However, the born of contention has been the length of this Professional Development to qualify it to be effective. Laura (2002) suggests that, "training for improvement must be sustained over an extended time period and it should have sufficient duration so that teachers can have the time to learn and improve because Professional Development activity is not an event but a process." (P.36)   Hill (2007) also concurs that, "effective ongoing Professional Development programs usually require large time commitment." This leaves the question whether the commonly used one short workshops and seminars as Professional Development ways are effective towards changing the teacher into adopting learner centred teaching strategies.

## 2.2 Significance of Professional Development

There has recently been a significant increase in the level of interest and support that teachers throughout the world are receiving in their Professional development and the Kenyan government, being concerned about the quality of school education, is attempting to increase teacher effectiveness. Professional development can no longer just be about

exposing teachers to a concept in a one-time workshop or giving teachers basic knowledge about teaching methodology. Instead, Professional development in an era or accountability requires fundamental change in a teacher's practice that leads to increase in student learning in the classroom.

The current teaching model, which assumes a twenty-five-year commitment to stand and deliver instruction in self-contained classrooms, is no longer educationally sound or economically viable. To meet the needs of 21$^{st}$ Century, teachers and students, need to restructure the educational workforce by transforming our schools from teaching organizations to learning organizations (Governor's Commission on Quality teaching 2008). This simply implies that the teacher of English can no longer be the final say in a language class instead, through Professional Development, the teacher should adopt learner centered teaching strategies where the child/learner is actively involved in the process by learning. This can only be achieved by providing English language teachers with quality Professional Development that will make them be at the center of their own learning in order to improve themselves.

## 2.3 How Teachers learn

### 2.3.1 Learning through collaboration

Fullan (1993) and Hargreaves (1998) state that professional learning arises from building partnerships with other teachers in the form of collaboration, reflection, enquiry, partnership and participating in building professional communities creating greater interactive professionalism among communities of teachers. This hypothesis

emphasized the fact that for effective Professional Development to take the place the teachers should collaborate with each other and they should be willing to see Professional Development as a continuum. Stewart and Prebble (1993), Hill and Sewell (2010) support quality learning circles as a way of responding to the difficult challenges facing every organisation as observing each other's practice on a regular basis, discussing this in a supportive way, sharing thoughts and emotions through a sharing circle builds responsive and reciprocal relationships with students, which lays the basis for shared learning. Joyce and Showers (1985) encourage peer coaching to connect with one another and engage in focussed study through shared language and common understandings and help teachers gain new skills and strategies which involves teachers coaching each other with observations, feedback and meetings.

From a socio-cultural perspective, learning is a joint process in which teachers and children participate together in a learning community—both "contributing support and direction in shared endeavors" (Rogoff, Matusov, & White, 1996, p. 389) which also favours Bishop (2001), McNeight (1998), and Wink (2000) suggestion that we need to have a classroom environment that engages in reciprocal learning. They believe that the teacher needs to listen to the students for their opinions and ideas. Bishop (2001) emphasizes "student voice" and "power sharing".

### 2.3.2 Learning through Technology

Gilbert (2007) talks about the "new and different ways of thinking" (p. 10) that are now important in the 21st century. Prestige (2010) found use of tools and technology as learning instruments such as online forums and networks, blogs could lead to learning

and gaining knowledge in a community. Different types of Professional Development can be gained from courses/workshops, education conferences or seminars, qualification programme, observation visits to other schools, participation in a network of teachers, individual or collaborative research and mentoring and/or peer observation and coaching (OECD, 2009) which is a medium involving collaborative conversations and critiquing each other constructively to enhance our learning. This can be achieved by teachers utilizing their time to read and gain knowledge through the different open mediums available to them. Also engaging in online study and distance learning for teachers is a great way to develop their skills and knowledge.

### 2.3.3 Teacher's learning in school

Action research by Tiller (2006) speaks of a new wave of teacher learning and the teacher's ability to learn and thus be metacognitive. According to Tiller, this self-learning should take place in the day-to-day teaching. The experiences gained must be processed and thus lead to development of new and deeper knowledge, which in the next instance will contribute to developing once own performance in the job. Tiller states that, teachers must not become caught up in the experiences, but must include them in the current situation and planning of future practice. Thus, teachers can learn from their own experiences by being exploratory, and in this way, they will have a meta-perspective on their own teaching practice (Postholm and Jacobson 2011; Postholm and Moen 2009). From this definition, learning of teachers is a continuous process and it is one that takes place on a daily basis with the teacher being in charge of the learning and the learning outcomes.

**2.4 Types of Professional Development**

This section review models of Professional Development of teachers including other learning experiences that enhance teachers' practices and Professionalism throughout their lives.

Because Teachers Professional Development is changing so rapidly and so frequently all around the world, even the most recent literature may already present models or experiences that are no longer being implemented. Therefore, the purpose of presenting the types of Professional development is to illustrate options that have been developed to promote teachers' Professional Development rather than to describe how the process is being realized. There are a number of models that have been developed and implemented in different countries to promote and support teachers' Professional Development from the beginning of their careers until they retire. It is important to point out that the models are described separately for clarity and distinction but that most Professional Development initiatives use a combination of models simultaneously, and the combination vary from setting to setting.

The models have been divided into two broad categories;

**2.4.1 Organizational/ Inter-Institutional Partnership**

**2.4.1.1 Professional Development schools**

The Professional development schools (PDS) involve partnership between teachers, administrators and university faculty members created in order to improve teaching and learning on the part of their respective students and to unite educational theory and practice. According to Chance(2000), "The impetus for creation of PDS originated from a

desire to bridge the long standing gap that exists between universities and schools." Educators pointed to the lack of fit between professional preparation and the real world of schools. University educators believed that teacher education needed to be informed by practice. The PDS aim was to provide intensive preparation to teachers for them to teach for understanding. For this to be achieved, educators realized that this would require different kind of teaching and a new approach to teacher preparation. Churins (1999) believes that, "professional teachers needed to be well prepared in their subject's areas but they also need a push to reinforce the desired dimensions practice." (P.71) This included knowledge- based decision making, work with colleagues, an orientation to problem solving and inquiry and accountability for enhanced leaning outcomes." It is against these arguments that PDS as a form inter-institutional partnership Professional Development is emphasized.

Although the model varies from one setting to another, they all share the common goal of providing Professional Development experiences for both pre-service and in-service teachers in school settings. Koehnecke (2001) postulates that, "it is one of the models that do work to provide opportunities for a teacher's Professional Development from the beginning to the end of teacher's career." The evaluation of PDS has been very positive since the experienced teachers keep themselves informed of the latest research and theories because of their connection with the universities.

**2.4.1.2 University School Partnerships**

Across Australia and around the world, school-university partnerships have been advocated by researchers and policy makers as means of bridging the perceived theory-practice divide for which teacher education programs and Professional Development of teachers have been criticized. These partnerships are like networks in that they connect practitioners who share common interest and concerns about education and are found in schools and in institutions of higher learning (Miller 2001). School-University Partnerships have been successful in promoting teachers' Professional Development. In most cases the schools and universities that have partnership are located in the same geographical area but there are some that cut across national borders. There has been a growing perception of need for a robust school-university partnership to improve the quality of teacher education and Professional Development of teacher to promote learning outcomes for school students.

**2.4.1.3 Inter- institutional collaboration**

There are inter-institutional collaborations whereby in a variety of countries around the world, many programs of in-service education and Professional Development for teacher exist as a result of collaboration between different institutions furthering the work of university school partnership. Barron (2000) says, "In most of the countries, the universities are working together with the ministries of education and local school districts in order to deliver regularized ongoing workshops focusing on curriculum implementation." in some cases, Penny and Harley( 1995) observe that, " pre-service teachers from the universities can be sent into different industrial, commercial and social

enterprises as part of their course." This familiarizes the teacher with the kind of skills required in those settings so that they would learn which aspects they need to develop in their own student. Other forms of inter-institutional collaboration are those between schools and other professional organizations outside the formal system of education. Those involved are expected to learn from each other and at the end the teacher benefits.

### 2.4.1.4 Teacher Networks

Teacher network has emerged as a potential mechanism to support Teacher Professional learning and supplement other types of Professional Development available for teachers. Network organization can take any forms but in general they support teachers and their instructional practice by providing access to instructional materials providing training and support in the use of instructional resources and strategies and enabling teachers to connect with a network of other teachers to support instructional improvements. This form of Professional Development has been supported by several scholars like Baker Doyle and Yoon (2010) who opine that, "teachers benefit as active contributors to their own professional learning rather than as passive recipients of training." Of similar opinion is Killion (2014) who postulates that, "teachers may develop more confidence and expertise in their practice through collaboration and knowledge sharing in collegial interactions with other teachers."

According to Vescio, Ross and Adams (2008), "successful teacher collaboration may encourage teachers to share, reflect and take risks necessary to change their practice." Further, Cerron (2015) believe that collaboration and collegial environments may help sustain teachers' Professional Development sessions. Previous researches by Cohen

(2015) and Wei (2009) have found that, "teachers can benefit from learning from each other through mentoring and coaching." In addition, Leiberman (1999) says that, "teacher's networks bring them together to address the problems that they experience in their work and thus promote their work and thus promote their own Professional Development as individuals and as a group." The network can be created either relatively informally through regular meetings between teachers, or formally by institutionalizing the relationship, communication and dialogue.

### 2.4.1.5 Distance education

Different countries have implemented distance education programs to support teachers' Professional Development using a variety of means such as radio, television, written and recorded materials and electronic communication. Zhang and Huang (2002)postulate that, "distance education relies on self-study guides and reading and the use of radios, television." The use of the radios as an instrument of distance education has been mostly proposed in developing countries to satisfy the need to reach vast majority of teachers who were unprepared/ unqualified and help them receive some form of training at a lower cost than most other forms of technology.

### 2.5 Small scale/ Small Group or Individual Models

The models involve individuals or small groups of teachers and they can be grouped into a number of categories

### 2.5.1 Classroom supervision

Classroom supervision is a mode of Professional Development whereby a teacher is observed in class as they teach. In its traditional format, the process is typically

completed by an administrator who comes into the classroom and takes notes or checks according to a list of criteria whether the teacher is achieving the entire requirement and then leaves the classroom giving no feedback to the teacher. Based on the brief evaluation, the teacher may receive or be denied promotion, tenure, or even a renewed contract for the following year. According to Wilson (1994), "The effects of these evaluation on a teacher's Professional Development has been negative as they offer no feedback or support to the teacher's preparation and planning, thinking process, interest, motivation and communication with parents and community activities." This method has been used in Kenya and most teachers did not like it because Onyango (2009) "The education officials harass and threaten teachers rather than providing Professional Development." Recently. This practice has been improved to allow for a teacher to get feedback immediately after the lesson and his or her performance during the lesson does not determine promotion or demotion. Instead the teacher is helped on how to improve his or her classroom teaching practices.

**2.5.2 Clinical Supervision**

Clinical supervision is a process by which a teacher receives individualized support to enhance their instruction in order to improve education for all students. According to Adams and Glickman (1984), Clinical supervision is meant for fostering teacher development through discussions, observations and analysis of teaching in the classroom. This model is perceived as an effective model of professional growth and development as it is one of the most common elements of initial teacher education. One of the commonest ways of implementing clinical supervision was by including a pre-observation

conference, an observation of classroom practice, and analysis of the data collected during the observation and a post observation conference.

### 2.5.3 Performance assessment of students

This involves the use of student assessment as a form of teacher professional learning and development and the creation of new evaluation systems, which would contribute significantly to the quality of teaching. In this system quality assurance is merged with Professional Development. Falk (2001) identifies three types of assessment initiatives that impact on teacher learning. The first is teachers assessing students learning by observing, documenting and collecting students work over time with classroom-based assessment framework. The second is teachers scoring students responses according to externally administered standard based performance test follow this; thirdly the teachers do examine and validate their own practices by participating in national boards of Professional teaching standards certification process.

### 2.5.4 Case-based Professional Development

Barnet (1999) "The Case-Based professional development model involves using carefully chosen, real world examples of teaching to serve as a spring board for discussion among small groups of teachers." These Cases help teachers to discover ambiguity, conflict and complexity within deceptively simple looking teaching situation. The case method according to Hanningtn (1995) is based on "the conception that knowledge is constructed, built on prior knowledge, coupled with experience, transformation evolving and consequential and thereby provide students with insights into alternative solutions rather than correct answers." Using cases of teacher Professional Development must be

an ongoing process where teachers have the opportunity to reflect on each aspect of the situation and frequently meet with the same group of colleagues to discuss any issue raised.

### 2.5.5. Self-directed Professional Development

Self-directed Professional Development model according to Shimahara (1995) involves, "teachers identifying one goal, which they consider to be of importance to them both individually or in small groups and list the activities that they would implement to reach that goal, the resources needed and the ways in which their progress and accomplishment would be assessed." Teachers take responsibility of their own development and the roles of the administrators and supervisors are to facilitate, guide and support that development, objective feedback is needed if this model is to be effective. Self-directed Professional Development opens learning possibilities for educators in any place and at any time. It allows educators acquire a wide variety of skills and gain access to training outside the class at their own pace.

### 2.5.6 Collegial Development

It is a process by which a small team of teachers work together using a variety of methods and structures for their own professional growth. In the Collegial Development model known as the cooperative model Wilson (1994) says, "The teachers develop their own plans for the Professional Development in small groups." This kind of cooperative model makes teachers as a group in each school continuously responsible for teacher quality.

### 2.5.7 Observation of Excellent Practices

Observation of Excellent Practices offers the teachers the opportunity to observe colleagues who have been recognized for their expertise and excellence in teaching. In this way, teachers have the opportunity to learn and reflect on the knowledge, skills and attitudes that excellent teachers implement in the classroom. The observations constitute part of the larger Professional Development efforts, whereas in others they represent the core of the Professional Development opportunity. The model based on increasing teachers' participation in New Roles was based on the research done by Conley (1991) on the idea that, "The Professional Development of teachers was improved by increasing the participation of teachers in and their influence on, activities such as management, organization, support and monitoring. This was further related to the skill development model by Baker and Smith (1999) which was designed to develop new teaching techniques and skill such as higher order questioning, inquiry teaching and group work. The model could be more effective when significant amount of time off the job was provided.

### 2.5.8 Reflective Model

The Reflective Model helps the teacher to build on personal classroom experiences. It requires that the teacher pay attention to daily routine and the events of regular day and to reflect on their meaning and effectiveness. (Potter and Badiah 2001; Glazier et.al 2000; Clarke 1995). This model requires the teacher to have a professional obligation to continue improving one's practical knowledge. This could be combined with the Project-based Model the goal of developing the teachers' capacity to work independently and collaboratively as a reflective professional (Villegas Reimer 2003). The two models

prepare teachers for leadership roles in the classroom and it generally improves the general quality of their Professional Development.

The primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other specific benefits noted in current literature include the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice. Freidus (1997) describes a case study of one teacher/graduate student struggling to make sense of her beliefs and practices about what constitutes good teaching. Her initial pedagogy for teaching was based on the traditions and practices of direct teaching. Her traditional socialization into teaching made it difficult for her to understand that her views of good teaching were being challenged in her practice. But the opportunity for exploration through reflective portfolio work enabled her to acknowledge and validate what she was learning. Research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection, and continuous professional growth (Harris 1998). Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in the classroom.

### 2.5.9 Portfolio

A portfolio is a collection of items gathered over a certain time to Illustrate different aspect of a person's work, professional growth and abilities. According to  Riggs and

Sandlin, (2000), A portfolio in teaching is a tool used to engage teachers and students in discussion about a topic related to teaching and learning." There are three types of portfolios used in education; employment; assessment and learning portfolios (Dietz 1999). Teaching portfolios can accomplish formative assessment, summative assessment and self- assessment. Portfolios support teachers' Professional Development as they provide an opportunity for teachers to reflect on their work, goals and activities in and outside the classroom.

### 2.5.10 Action Research model

The Action Research Model involves a process of investigation, reflection and action that deliberately aims at improving or making an impact on the quality of the real situation that forms the focus of the investigation. It involves self-evaluation, critical awareness and contributes to existing knowledge of the educational community (O'Hanlon 1996)

### 2.5.11 Generative Model

The Generative Model also known as the Cascade Model or Training of Trainers Model involve a first generation of teachers trained or educated in a particular topic or aspect of teaching or subject matter and after a certain amount of time, they become the educators of second-generation teachers. Griffin (1999) opines that, "Careful attention must be paid to the planning of such programs and processes and to the selection of the first generation". In Kenya, the MOE has been using the Cascade Model to train teachers in various aspects such as HIV/AIDS education and improvement of Science subjects through SMASSE projects. Such initiatives have never been applied to the teachers of English in Kwanza Sub County.

**2.5.12 Coaching model**

Coaching/Mentoring Model involves a colleague who is a critical listener, observer, asks questions, makes observations and offers suggestions that help a teacher grow and reflect and produce different decisions. Villegas-Reimer (2003) believes that, "This process provides opportunities and structures for teacher Professional Development." On the other hand, mentoring is a form of coaching that tends to be short-term for beginning teachers or somebody new to school or system. Other forms of coaching could be ongoing and longer. Coaching is a learned skill; therefore, coaches and mentors need training. The mentors provide the newcomer with support, guidance, feedback, problem solving guidance and a network of colleagues who share resources, insight, practices and materials. Mentoring affects both the new and the experienced teacher. Mentoring has become one of the most common responses by school leaders to the needs of new teachers and the model is popular with both mentors and beginning teachers.

The models presented above are important to this study in that they provide an insight to the types of Professional Development programs available to teachers of English. Taking a closer view of the types of Professional Development that Kenya teachers undergo, it is very clear that the county has not adopted some models when it comes to training of their teachers because some modes look superfluous and unattainable. Some of these models include and not limited to Professional Development Schools, portfolio, and generative models. It is also clear that some models are very common and in fact over used when it comes to the Professional Development of teachers of English in Kenya.

Professional Development types like workshops, seminars, conferences which are considered to be traditional in nature are commonly used in the Professional Development of teachers of English in Kenya. Major criticisms have been leveled against these forms of Professional Development. This according to Jesness (2000) is because, "Most of the workshops and seminars are "One shot" experiences, completely unrelated to the needs of teachers and providing no follow ups." However, Zeegers (1995) Cutler and Ruop (1999) believe that "when they are combined with other types of Professional Development opportunities, they can be quite successful."

## 2.6 Leaner Centred teaching

The gains of learner centred teaching strategies are claimed to be largely dependent on the way teachers perceive and implement it especially that it is portrayed not to belittle the teachers' roles but rather, to multiply it (Ilieva Wallace 2019) Weimer (2002) defines Leaner Centered strategies as, "activities that focus on students' needs, what and how they are learning and the conditions that contribute to their learning." It is an instruction that focuses on what learners are doing; thus, resulting in the building of responsibility in learning. Lambert and McCombs (1998) are in agreement with Weimer since they believe that the approach is particularly appropriate to the learner of the 21st Century. Lambert (1998) further observes that, "This approach values the affective side of education, which focuses on quality interpersonal relationships and fosters student's competence and sense of well-being." From the definition of McCombs and Whistler (1997 pg. 67), they define Learner Cetred teaching strategies as "the perspective that

couples a focus on individual learners with a focus on learning." From their definition, emphasis is on an individual learner and how the leaning process occurs to this learner.

Susan Sheerin (2001) bring in a new dimension to Learner Centred Teaching strategies as "an approach not a methodology, not a step by step guide but rather a way of teaching based on a set of principles and attitudes. Due to its innovative principles, Learner Centred teaching creates new roles for both the teachers and the students, thus changing the relationship between them." From her definition, it is clear that Leaner Centred teaching should be looked at as a long time process since it takes time for one to develop principles and attitudes and it is therefore the role of the teacher to identify areas to work on in order to achieve this form of teaching.

Over the years and worldwide, Learner Centred form of teaching and learning has gain prominence and this is evident from A task force of the American Psychological Association (2000) that supports the implementation of leaner Centred approaches instead of instructor centred approaches. This is because in their study they found out that, the benefits of Leaner Centred education include increased motivation for learning and greater satisfaction with school; both of these outcomes lead to greater achievement. Johnson(1991) Maxwell (1998)Slavin( 1990) are also in agreement with the findings of the previous research since they also found out that, " learning that is geared towards Learner Centred teaching leads to Personal involvement, intrinsic motivation, personal commitment, confidence in one's abilities to succeed, and a perception of control over learning lead to more learning and higher achievement in school."

Various scholars have done in-depth analyses in making comparisons on the methods of teaching and learning. Learner Centred teaching strategies are gaining prominence because they emphasize on theories of learning which highlights the roles of active engagement and social interaction in the students' own construction of knowledge.

Learning is considered as a social process and in addition to this, Lamber (2000) postulates that "many environmental factors including how the instructor teaches, and how actively engaged the student is in the learning process positively or negatively influences how much and what students learn." In comparison studies by Springer, Stanne and Donovn (1999) between students in lecture and active learning courses, there are significantly more learning in the active learning courses compared to those where the teacher is the center of the learning processes.

Learner Centred teaching strategies help students take responsibility for their learning, emphasize high level thinking, focus on intrinsic rather than extrinsic motivation, and help the students remember important information. Learner Centred Teaching such as cooperative learning and inquiry approach produce higher learning achievement and higher motivation. According to Schweisforth (2011), "Learner Centred teaching is a solution to a myriad of problems including; a narrow examination focused orientation in teaching, the need for inclusion of all learners, the need for a democratic political culture, need to solve problem of poverty and elitism."

**2.7 Learner Centred Teaching strategies for English teaching**

Teachers when using Learner centred teaching strategies, guide learners in acquiring new knowledge and skills. This calls for the teacher to select activities appropriately. Consequently, students will be able to practice decision making skills and be flexible in choosing methods that will make the learning experience more relevant and meaningful. The Learner Centred Teaching strategies used by teachers of English include but not limited these discussed below;

**2.7.1 Cooperative Learning**

The idea of cooperative learning has been around for decades. According to Cohen and Manion (1994), "Cooperative learning is a Learner Centred activity which promotes learning, higher level thinking, pro social behavior and greater understanding of students with diverse learning and social adjustment needs." Cooperative learning is similar to group work or group discussions but more focused and structural. Gillies and Ashman (2003) argue that, "tasks are completed more easily in a group than individually." In doing an activity, group members provide each other with information, prompts and reminders as well as encouragement. As a result of this, learners have opportunities to model their thinking, reasoning and problem-solving skills and receive feedback, which will help them in constructing new understanding, knowledge and skills. This model may be used by a teacher of English for integrated thematic instruction and episodic teaching of literary texts by breaking a classroom of students into small groups so that they can discover a new concept together and help each other to learn.

**2.7.2 Use of Visuals and Pictures in learning English**

The proverb a picture is more than a   thousand words applies more than ever to the 21st century learners. Visuals and pictures involve activities including watching movies, interpreting images, puzzles or games. Canning-Wilson (1996) observes that, "visuals are very important not only in learning but also in examination." These visuals can include various forms of illustrations, pictures and figures. Canning (1996) further states that, "visuals enhance the clarity of any given meaning by creating joint links; they can help learners draw out language from their own knowledge or personal experiences. This will then allow learners to organize knowledge into semantic or associative clusters." In agreement to Canning is Prensky (2001 pg. 9) who supports the notion that, "visual tools such as pictures and videos in any available format can be used for a wide range of activities in an English lesson from speaking and writing to enhancing student's vocabulary and grammar skills because the simultaneous visual and auditory input provided by visual tools facilitates both teaching and learning."  Visuals are vital in a classroom as research has shown that imagery facilitates learning significantly. When coupled with texts, visuals encourage learners to think about the process of the language more fully as they help individuals to make sense of surroundings in daily life. Therefore, all visuals provide room for prediction, inference and deduction of information from a variety of sources.

Canning- Wilson (1996) further observes that it is through visual aids that learners are able to generate opinions, manipulate situations as well as expand and interpret the given images. In addition, pictures can help to bring the outside world into classroom, can create a social setting and as a result, the learner is immersed in learning. Visuals can also

make situations appear more authentic and this helps learners to use appropriate language and structures in their descriptions. Lin (2003) also notes, "the effectiveness of using television, multiple media and dramatic activities as instructional tools in language classroom learning cannot be ignored." The communicative arts-reading, writing and speaking exist as integrated elements and the visual arts and are therefore very helpful in making learning meaningful. For students, television can be an effective tool in literacy instruction when it is incorporated into reading instruction. Visual aids provide the teacher of English with the opportunity to express their creativity in preparing new teaching methods.

### 2.7.3 Role Playing and Simulation in English teaching

Role playing and simulations are forms of experiential learning that allow students to explore concepts, practice skills, relate to others, see multiple perspectives and engage in various modes of learning in the classroom. Schenko (1996) suggests that, "Role playing, simulation and games are Learner Centred Teaching strategies that can be used in achieving learning. "To implement approaches such as simulation and role play Steven (2015) says, "Collaborative activities should be structured so that every student is able to fully participate and create meaning.

### 2.7.4 Drama in English teaching

There are a number of ways in which drama can be defined. Hubbard (1986) defines it as, "a wide range of oral activities that have an element of creativity present." (p.317) Susan (1982) takes drama to mean, any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation. "In other words,

drama is concerned with the world of "let's pretend."(p.1) The students may do this on themselves or with one or more fellow students; they may act either in a controlled way in accordance to the linguistic guidelines established by the teacher. In language class the students interact with other students and react to what they do and say as the learning process goes on. Alan Maley and Alan Duff (1984) make the point that, "dramatic activities are not the performance of plays before a passive audience." (p.6) This comment means all participants in our case the students should participate actively. Drama activities could probably be used in any or all the stages of the typical five-stage lesson to the focus away from the teacher and put it on students to allow them the maximum amount of talking time.

Susan Holden (1982) suggests the following five-point plan for integrating drama activities in the lesson. First, teacher presents the idea, theme or problem tot the students, organizing any preliminary work and making sure that the students know precisely what to do. Then the students discuss in groups what they are going to do and exactly how they are going to do this. Third, the students experiment in groups with various interpretations until they are satisfied with one. A possible fourth stage would consist of students showing their interpretation or solution to another group or to the rest of the class. Finally, the students may discuss their solution in groups or with the rest of the class. This discussion can serve as a form of assessment for the students.

**2.7.5 Games and Debates in teaching English**

A debate is a competition in which two opposing teams make speeches on a particular topic and motion to support their arguments and contradict the members of the other team. A debating session in an English language class can be based on specific topic that has recently been taught and therefore strengthening language skills and vocabulary but also critical thinking on the part of the students. In a debate session, the teacher should play the role of the coordinator while allowing students to feel independent, comfortable with the process and responsible for learning.

Langion and Purcell (1994) believe that "games and debates can be adapted to secondary language learners." They argue that using games to support language learning is vital as learners get a real chance to speak and be creative. Games involve using a variety of communication skills to convey feelings, attitudes and expressions. It is also observed that language games encourage repetition which is very important in language learning. Langran (1994) further explains that, "games can be used as ways of creating situations in the classroom which gives learners opportunities to use the language, they have already acquired with maximum possible free expression in order to fulfill a simple task, solve a problem or communicate a piece of information." There are a variety of games which can be used by both teachers and learners to emphasize certain issues such as guessing games, memory games, simulations and icebreakers. All these games can be used to provide motivation in language learning and teaching. They can either be used collectively or individually depending on the aspect of language being taught.

Games enable learners to practice the structure or vocabulary in language, this leads to using communicative games to aid conversational skills such as listening, speaking, reading and writing.

### 2.7.8 Song, Music and dances

Music dance and song are considered to be Learner Centred teaching strategies that can be used in an English language class set up for teaching and learning. Music has always been a vast part in people's lives. It is ubiquitous, it surrounds us everywhere, and it is broadly accepted all around the world. Regardless of the extent to which the capacity and sensitivity to music are programmed in the human brain or are the byproducts of other authorities and tendencies in the culture of music, without a doubt it plays a fully central and fundamental role. According to Dictionary.com, music has been defined as, "an art of sound in time that expresses ideas and emotions in significant forms through the element of rhythm, melody, harmony and color." This definition emphasizes that music's role is to describe emotions and there are four essential features which characterize music.

Very often, music is the main source of English outside the classroom. Thus, using it in a lesson is a brilliant idea. Domke (1991) observes that, "music can be used as a challenging language learning activity which can assist in making a creative classroom where activities move beyond reliance on textbooks." Algozzine and Douville (2001) support Domke's school of thought that songs and music are useful for developing students' oral skills, and songs strengthen not only students' oral language development but also their reading skills. Lerns (2001) on the other hand mentions how music can be used in various scenarios. It can create a learning environment. It can build listening,

comprehension, speaking, reading and writing skills. I t can be used to increase vocabulary; and it can be used to expand cultural knowledge. In support of this, Eken (1996:46) enumerates eight reasons for the use of song in a language classroom.

> Firstly, a song may be used to present a topic, new vocabulary or a language point. Then it may also be    used as a practice of lexis. Beyond question, song can be used as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learner errors in a more direct way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in small groups what happened in the song and then share their opinions with the rest of the students. Additionally, songs many arrange a relaxed classroom atmosphere and contribute to variety in language teaching. Finally, songs may be used to encourage the use of imagination and creativity during foreign language lessons.

In addition to Lerns, and Eken thoughts, Schoepp (2001) says, "songs also give a chance to develop atomicity which is the main cognitive reason for using songs in the classroom." (pg.45)

## 2.7.9 Graphic designs

Graphic design is a craft where professionals create visual content to communicate messages.

Schrenko (1996) suggests "the use of different graphic design strategies such as webs, Venn diagrams, matrices and pyramids. Even though these are mathematical concepts, they can be used to show connections and interrelationships in language." students can also use them to show their understanding of what they are learning.

## 2.8 English teachers' attitude towards Professional Development and Learner centred teaching Strategies

Teachers' attitudes are rarely addressed in their Professional Development. yet numerous research studies indicate that attitudes are closely related to teachers' knowledge

acquisition and classroom practice (Chen &Cheng , 2006a; Vatuli, 2005;Wilkins, 2008). Attitudes affect teachers' thinking, motivation, and behavior as well as mediate the process of skill development and classroom implementation (pajares, 1996; Richardson 1996) it is an aspect of teacher Professional Development that cannot be ignored especially in an area where the teacher should be concerned about the Professional Development training that they are receiving and if it has an impact on learner centred teaching strategies.

Attitude is a concept, which arises from the attempt to account for the observed regularities in the behavior of individual persons. Kind, Jones and Barnby (2007) viewed attitude as "having different components which includes cognitive, affective and behavioral aspects." Crano and Prislin (2006) however contend that, "the attitude one has towards an object makes one have a judgment as to whether the object is good or bad, harmful or beneficial, pleasant or unpleasant, important or unimportant." Taking a closer look at teachers of English it is clear that they undergo various forms of Professional Development but their main objective to attend is not to change their attitude in using learner Centred teaching strategies in their classrooms. Wambui and Nyacombe (2006) noted that teacher' attitude towards Learner Centred Teaching strategies was generally neutral. Their study although concentrated on the science teacher attitudes it can still be applied to the teachers of English. This reveals that Teachers are not keen in using these strategies in their classrooms but if they get the right training and guidance maybe their attitudes towards Professional Development that is geared towards learner centred teaching strategies may be positive. Moseti (2007) in his study on teaching strategies on Integrated English in Manga Division found that Learner Centred methods are rarely used

in Kenya. This was attributed to several factors like large class population, wide syllabus, and teacher factor where the teacher has not been well equipped with the right skills and knowledge to teach using the learner Centred teaching strategies. May be the only hope for the teachers of English

No known study has been done on English language teachers' attitudes towards Learner Centred teaching strategies after Professional Development which this research intends to fill that gap.

English teachers' attitude towards Professional development in general has always been positive with most teachers enjoying Professional Development activities. This implies that Professional Development activities are good learning experiences that certainly help teachers to improve their own practice and sort out challenges they experience in teaching. According to research done by Wanja, Kabiru and Atieno (2014) on effectiveness of Professional Development on English and Literature teachers in selected schools in Tharaka-Nithi and Meru County, Kenya, they found out that, "Professional Development helps to develop teachers who are all round in teaching skills of English; meaning that the pre service programs cannot provide the extensive range of learning experiences necessary to become effective teachers." In support of their findings, Nunan (2001) posits that, "teaching is a career that needs constant development particularly where new changes like a shift from teacher centred strategies to learner centred strategies are introduced in an education system." Thus, effective Professional Development is critical to ensure that teachers continue to strengthen their practice as professionals.

Most if not all Professional Development attended by English teachers focuses on content knowledge areas and no known research has looked at Professional Development of language teachers of English that focuses on teaching strategies and specifically Learner Centred teaching strategies. Therefore, this research aims to find out if any of the Professional Development offered to teachers of English considers teaching strategies that are Learner Centred and what is the attitude of teachers of English towards it. This is critical since Kenya's vision 2030 articulates the development of an individual into being able to engage in lifelong learning, learn new things quickly, be capable of more complex problem-solving, understand more about what they are working on, require less supervision, assume more responsibility, and as a vital tool towards these ends, a better reading, quantitative, reasoning and expository skills (MOE, 2012 & Orodho 2013). This new demand on Education calls for Professional development of teachers.

## 2.8 Chapter summary

This Chapter has dealt with several scholarly definition of Professional Development of teachers and what several studies have shown about what constitutes quality Professional Development of teachers of English. It has also looked at various models of Professional Development available for teachers, Learner Centred teaching strategies and the attitudes of teachers of English towards Professional development and Learner Centred teaching However, the literature analyzed does not give any insights on Professional Development of teachers of English that centers on Learner Centred teaching strategies. Furthermore, the literature reviewed does not address the attitude of teachers of English in Kwanza Sub County towards Professional Development that entails teaching strategies and their

attitude towards Learner Centred teaching strategies. This is the gap this study sought to fill. Therefore, the subsequent chapter discusses the methodology to be followed in carrying out the current study on teachers of English Professional Development and its impact on learner-centered teaching strategies in Secondary schools in Kwanza sub county, Transnzoia

## CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

**3.0 Introduction**

This chapter discusses in details the methodological orientation that was used in the study. The chapter explains the following: Introduction, research design, study locale, target population, sample and sampling procedures, research instruments, piloting of research instruments, confirmability and trustworthiness of instruments, data collection procedures, data analysis and the chapter conclusion.

**3.1 Research Design**

Research design is the conceptual structure within which research will be conducted. Several scholars have put down their definitions of a research design. Seim, Boit and Wanyama (2013) postulate that, "A research design briefly describes the methodological approach as a method that research will adopt, that is, plan, strategy, blueprint or framework for conducting a study." Orodho (2003) defines a research design as, "A structure, outline or specific plan for studying the research problem and is used to generate answers to research problems." (pg. 56)

This study, being qualitative research, adopted a phenomenology research procedure. Phenomenological research procedure is postulated by Moustaka (1994) he says, "phenomenology is the way in which human beings come to understand the world through different experiences." Phenomenology is concerned with the study of experience from the perspective of the individual. This means that phenomenological

approaches are based on a paradigm of personal knowledge and subjectivity and emphasize the importance of personal perspective and interpretation. This makes phenomenological research powerful for this research since it led to understanding of subjective experience, gaining insights into peoples' motivation and actions and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. This research aimed at describing rather than explaining. The respondents used for the purpose of this study were teachers who had undergone various forms of Professional Development and Professional Development providers who had organized various forms of Professional Development for teachers. Phenomenological research procedure was used by the researcher because the study was interested in capturing the opinions held, processes that are ongoing and knowledge of the influence of Professional Development of teachers of English on Learner Centered classroom teaching strategies in Kwanza Sub-county.

## 3.2  The Study Area

The study was carried out in selected Secondary schools in Kwanza Sub-county in the larger Trans-Nzoia County.  (See Appendix VI).  The Sub-county borders the following sub-counties: Cherangani to the East, Saboti Sub-county to the South, Endebess Sub-county to the West.  The Sub- County covered an area of $466.9km^2$.  It has a heterogenous population of 166,524 according to the County Planning Office (2018). The Sub- County had 50 secondary schools of which two are Extra County, twenty are County schools whereas 28 are Sub- County schools.

The researcher chose the region because Professional Development of teachers of English has been going on for decades in Kwanza subcounty but its influence of classroom teaching strategies is yet to be established. Further, the other reason why researcher settled for Kwanza Sub- County is because of its accessibility and the fact that the researcher had been working in the region for the last nine years.  According to Singleton (1993), "the ideal setting for any study should be easily accessible to the researcher." (P. 21) It was also easy to locate schools, contact and arrange for the research exercise with the head teachers and teachers of English. Another reason why the researcher opted for Kwanza Sub County is because of the nature of the research. Quantitative research, according to Jwan and Ong'ondo (2011) believe that it has implications for the relationship the researcher fosters with participants in the research. People are unlikely to allow total strangers into their private and confidential gatherings or to tell them their innermost thoughts and secrets without certain guarantees. They must be backed by certain trust in the researcher reflected in the rapport traditionally developed between the researcher and participants." (P.12) The researcher had a mutual relationship with most of the teachers of English from Kwanza Subcounty together with the Professional Development providers since they had met in various seminars and workshops and friendship and relationships had been formed, it was therefore easy for them to open up about their experiences and thoughts concerning the subject of study.

## 3.3   Study Population

The target population consisted of all the 250 teachers of English language and all the 15 Professional Development providers in Kwanza Sub-county.  The teachers who teach in the secondary schools in the Sub-county tend to be exposed to various forms of

Professional Development at various points in their teaching career. The Professional Development providers were pooled from various institutions and organizations that organize for the Professional Development of teachers. These Professional Development providers came with different expertise and experience in training of teachers.

## 3.4 Study Sample and Sampling Techniques

Mugenda and Mugenda [2003] define a sample as "A small group from the accessible population." (P.34). It is from this small group that the researcher came up with the findings of the study. To further on the definition by Mugenda, Orodho [2009] gives a definition on sampling as, "The process of selecting a subject of cases in order to draw conclusions about the entire set." This subject of the population is a sample that represents the characteristics of the entire group under investigation. The study being a qualitative one, purposive sampling was used.

Purposive sampling techniques is a technique used to recruit participants who can provide in-depth and detailed information about a phenomenon under investigation. It is highly subjective and determined by the qualitative researcher generating the qualifying criteria each participant must meet to be considered for the research study. For this research, the researcher began with investigating the specific perspectives under study. In the picking of the teachers who were used in the study, the first criterion for one to fulfill was, she or he had to be a teacher of English who has undergone and completed the initial teacher training course in a certified institution. This meant that no untrained or teacher on teaching practice was considered during the study. Second criterion was, only teachers of English who were conversant with Learner Centred teaching strategies and had attended

at least one form of Professional Development were selected for the study. Purposive sampling was also used to get the Professional Development providers. This involved the identification and selection of individuals who are proficient and well informed with matters dealing in Professional Development of teachers of English. In addition, to the wealth of knowledge and experience that they had, all of them were available and willing to participate. They were able to communicate in an articulate, expressive and reflective manner.

Kwanza subcounty has schools categorized in three clusters namely, the extra county schools which are only two, county schools which are seventeen and subcounty schools with are twenty-five. Out of the 20 respondents that were used in this study,10 Professional Development providers were picked from the extra county schools. This was because the extra county schools are well established and they have adequate resources to support Learner Centered classroom teaching strategies. They also have many members of staff who are seasoned teachers of English and have undergone numerous forms of Professional Development compared to the county and sub county schools. 5 teachers were picked form the county schools and 5 from the subcounty schools with the heads of department or the subject heads being given the first priority. Of the 20 teachers selected purposively for the study, 1 was a principal, 3 were deputy principals, 6 were either heads of subject or heads of departments while the remaining 10 were teacher of English with no other administrative duties related to this research. It was crucial for the researcher to know the roles that some of these teachers of English have since it had a relationship with the type of Professional Development that they attended.

All the teachers of English responded to the research questions (i) (ii) and (iii). These examined the extent to which teachers adopt Learner centred teaching strategies in their classrooms as a result of Professional Development. Professional Development providers were expected to provide data on objective and research questions (iii) and (iv) to determine the usefulness of Professional Development in implementing Learner Centered classroom teaching strategies. As indicated earlier, The Professional Development providers were selected through purposive sampling. Cohen, Marion and Morrison (2006) define purposive sampling as "sampling for a specific purpose and picking a group of participants who fit a profile." (P.41). Therefore, a sample of the study was 20 teachers of English and 10 Professional Development providers.

## 3.5 Data collection Instruments

Research instruments are tools by which data is collected. Mutai (2006) says, "That the instruments ought to be related to the problem." (p.18) The purpose of any instrument should be to gather data so as to answer questions raised in the statement of the problem. The study utilized interviews, observation and document analysis as a way of collecting data. In choosing to use various forms of data collecting instruments, triangulation was considered. Triangulation according to Patton (1997) refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (p.57) the type of triangulation used for this research was method triangulation which according to Polit and Beck (2012) say it involves the use of multiple methods of data collection about the same phenomena. It was prudent for the researcher to use triangulation in this research in an effort of ensuring accurate results. The data collecting instruments worked in tandem with each other.

### 3.5.1 Interview Schedule

The use of interviews in research marks a move away from seeing human as subjects as simple and easy to manipulate. It also views data as external to individuals and towards regarding knowledge as generated between humans, often through conversation. (Cohen 2000).

Interview involves the gathering of data through direct and verbal interaction between individuals. Interviews allow for greater depth of data collection and have a higher response rate. Semi structured interview was used because of the range and depth of information that was to be captured. This allowed for probing of interesting issues and it assisted in gathering more detailed information related to this study.

### 3.5.1.1 Interview Schedule for Teachers

The first interview schedule was for teachers of English to ascertain if the Professional Development offered to them is biased towards Learner Centered classroom teaching strategies and whether they have an impact on their classroom teaching. In Particular, the interview schedules were set to establish how Professional Development helps in determining awareness of teaching strategies, to find out if teachers of English attitude regarding professional development guides their selection of learner centered classroom teaching strategies, to investigate the implementation of teaching strategies within the classroom and the challenges faced by teachers of English when implementing learner centered classroom teaching strategies in the language classrooms.

**3.5.1.2 Interview Schedule for Professional Development Providers**

The second interview schedule was for Professional Development providers and sought to find out how Professional Development determines awareness of teaching strategies, the English teachers attitudes regarding Professional Development that guides their selection of learner centered teaching strategies, the implementation of teaching strategies within the classroom and lastly the challenges faced by teachers of English when implementing learner centered teaching strategies in language classrooms.

**3.5.2 Observation Schedule**

The researcher also used observation as one of the data collection methods. Enon (1998) describes observation as "A process that relies on the researcher seeing, hearing, testing and smelling things." In this study the researcher was very keen to observe everything and anything that happened in the classrooms. In qualitative research, Creswell (2005) "observation is the process of gathering open-ended firsthand information by observing activities in the site" in addition to that, Best and Kahn (2006) say that, "Observation usually consists of a detailed notation of behaviors, events and the context surrounding the events and behavior." (p. 45) in this study is was also important for the researcher not only to observe what was happening in the classroom but to also pay keen attention on what was happening outside the class.

The researcher used a structured observation schedule for teachers of English which guided the collection of information regarding the types of Learner Centered teaching strategies and how conversant the teacher was in using them in the classroom during a

lesson. The observation schedule was used to record the learner's reaction towards learner centered teaching strategies, their involvement in the lesson, the teaching strategies used in class, the attitude of the teacher with regard to selection of Learner Centered teaching strategies after Professional Development and finally how learner centered teaching is implemented within the classroom. The researcher also observed the surrounding environment to check if the learning environment supported learner centred teaching and learning. A total of 18 out of 20 teachers were observed. The two teachers who were not observed fell ill on the day of the observation and it became impossible to reschedule for another observation. The researcher observed a total of 18 lessons out of the expected 20 lessons.

### 3.5.3 Document Analysis

The researcher also considered the teachers of English documents. According to Hopefl (1997), "analysis of documents could be invaluable to qualitative researchers." The documents analyzed for this study were schemes of work and lesson plans. However, Hopefl believes that, "a teacher's portfolio includes but not limited to the following: lesson plans, students assessment information, schemes of work, official records, newspaper accounts, diaries and reports" (p. 67).

The major questions addressed using document analysis were how teacher's pedagogical decision-making during planning, implementation and evaluation of instructional practices were informed by learner centered teaching strategies. The impact of this Teacher Professional Development is centred on Learner centred teaching strategies. The sub themes of the document analysis scheduled examined; the number of lessons taught

in a week using learner centered teaching strategies, the teaching strategies that are Learner Centered and how they are used mostly and which aspect of the English subject are mostly taught using Learner Centered teaching strategies.

The study utilized the lesson plan, to establish if the teacher of English had one and if the teaching methods were tailored towards Learner Centred teaching, the various teaching strategies employed in a single lesson, the types of Learners Centered teaching strategies that were being used and at which level or stage of the lesson did the teacher employ the Learner Centred teaching strategies. A total of 20 out of 20 schemes of work were analyzed whereas the lesson plans analyzed were only 18 out of 20. The data collected using the schemes of work and lesson plan was represented in form of narratives.

## 3.6 Trustworthiness in Research Instruments

This was purely qualitative research and consequently set out to establish the credibility and trustworthiness of the tools.

### 3.6.1 Credibility of Research Instruments.

The study adopted research methods that were well established. According to Jwan and Ong'ondo (2011), "credibility is the extent to which the study actually investigates what it claims to investigate and reports what actually occurred in the field." (p. 132) Specific procedures were employed such as the line of questioning pursued in the data gathering sessions and the methods of data analysis used were those that have been successfully utilized in previous comparable projects. Preliminary visits to the schools where teachers of English were to be interviewed and observed were made to familiarize them with the questions to be asked, the documents to be analyzed and what to be observed was done.

The same preliminary visit was meant to gain an adequate understanding of an institution and to establish a relationship of trust between the parties.  The importance of using simple random sampling was emphasized although it was not possible in all cases.  For the cases where simple random sampling was used, the procedures provided the greatest assurance that those selected were a representation of the large group.  Triangulation was used to collect data.  This is where different methods like interviews, document analysis and observation were the major data collection strategies.

Several scholars have advocated for the use of triangulation in qualitative research. According to Jwan and Ong'ondo (2011) "triangulation is the use of multiple approaches, methods, techniques and or sources of data and is noted as a way of strengthening the trustworthiness of a study, while facilitating a researcher to gain a deeper understanding of the phenomenon under study." (p.133) Another form of triangulation that was used was by having a wide range of informants.  For this study, individual viewpoints and experiences were verified against others and ultimately, a rich picture of the attitudes, opinions, believes and behavior of the teachers and Professional Development providers were constructed based on the contributions of each one of them. Several tactics were used to help ensure honesty of informants when giving data.  Each person who was approached was given the opportunity to decide if they were ready to participate in the research so as to ensure that the data collection sessions involved only those who were genuinely willing to take part and prepared to offer data freely.  Participants were encouraged to be frank from the outset of each session, with the researcher aiming to establish a rapport in the opening moments and indicating that there are no right answers

to the questions that were asked. The independent status of the researcher was also emphasized. Participants were therefore able to contribute ideas and talk of their experiences without fear of losing credibility in the eyes of the school and or administration. It was also made clear to the participants that they had the right to withdraw from the study at any point and they did not even be required to disclose an explanation to the researcher. Such an unconditional right for subjects to withdraw was a requirement that was accepted by the researcher when seeking approval for the work.

Iterative questions were used to uncover deliberate misinformation or inaccurate data. These included the use of probes to elicit detailed data and iterative questioning. Iterative questioning refers to a scenario where the researcher returns to matters previously raised by an informant and extracts related data through rephrased questions. In cases where contradictions emerged, falsehood was detected and the researcher decided to discard the data. The questions and observations made enabled the researcher to refine her methods and develop a greater explanation of the research design and strengthened her arguments in the light of the comments made.

### 3.6.2 Transferability

The researcher used transferability whose concern lies in demonstrating that the results of the work at hand can be applied to a wider population. The researcher closely examined the transferability of responses gotten from the respective interview schedule if they could be applicable to other situations and populations. The issue of transferability has gotten many scholars arguing about its applicability to all situations. Erlandson (2000) argues that, "it is impossible to demonstrate that the findings and conditions are

applicable to other situations and populations." He further adds that, "in practice, even conventional generalizability is never possible as all observations are defined by the specific context in which they occur." (p.17) A contrasting view is offered by Stake (1981) and Denscombe (1999) who suggest that, "although each case maybe unique, it is also an example within a broader group and as a result, the prospect of transferability should not be rejected. Nevertheless, the researcher pursued the transferability approach but with caution on the extent to which the results could be transferable.

### 3.6.3 Dependability

The data collecting tools used by the researcher ensured dependability. Jwan and Ongo'ndo (2011) define dependability "as the extent to which a researcher provides sufficient details and clarity of the research entire process in a way that would make it feasible for a reader to visualize and appreciate and for a researcher to replicate the study, if necessary." (p. 142) This was done by the employment of overlapping methods of data collection that is the interview schedule for the teachers of English, document analysis and the use of lesson observations.

### 3.6.4 Confirmability

Confirmability was achieved by ensuring that the research findings were the results of the experiences and ideas of the informants, rather that the characteristics and preference of the researcher. Confirmability means, according to Jwan and Ong'ondo (2011) "the extent to which the findings of a study are free of both internal and external influences either of the researcher(s), participants or institution(s) (where applicable) (p.144) The

role of triangulation in promoting such confirmability was emphasized to reduce the effects of researcher's bias.

### 3.7 Pilot Study

A pilot study was carried out before the main study.  A Pilot study according to Kombo and Tromp (2006) is considered to be "a small-scale preliminary study carried out prior to the main study."  This helps to test the feasibility of study techniques and to perfect the questions.

Mugenda and Mugenda (2003) point out that, "the purpose of pre-testing the instruments is to ensure that items in the instruments are stated clearly and have the same meaning to all the respondents." (p.58) They further observe that, "the respondents on which the instruments is pre-tested should not be part of the selected sample." (p.59) Pilot study was carried out in Trans-Nzoia West sub-county neighboring the study location.  Two schools one for boys and another for girls were purposively selected.  These two schools share similar characteristics with the sample schools of the study in terms of school type and also their teachers attended almost the same forms of Professional Development course like those from Kwanza since some courses had been organized for all the teachers of English in transnzoia county.

The sample included all the available teachers of English in the two schools and professional development providers available.  This was done for the purpose of getting detailed information from different respondents.  A total of 6 teachers and 5 Professional Development providers were available.  All the data collection tools were used during the

pilot study. They were; interview schedules for teachers of English and Professional Development providers, observation schedule to examine classroom practices used by teachers of English and document analysis for teachers of English. The documents that were analyzed were Schemes of Work and Lesson Plans. This was to supplement the information received from the interview schedule and observation schedule which are suitable and reliable for obtaining the needed information from the participants. The results of the pilot study were analyzed by the researcher using narratives. Information was analyzed qualitatively into themes based on objectives. Data was analyzed in order to verify the trustworthiness of the research instruments.

### 3.7.1 Results of the Pilot Study

The pilot study revealed that the researcher tools could measure what they were intended to measure. However, a few changes needed to be made in the teacher's interview schedule. Like a question that was initially there in part one was omitted. The question asked about the level of education of teachers. This question was deemed irrelevant since all the teachers were purposively picked for the research and one criterion that they had to meet was that, they had to at least been through with their initial teacher training course. A question on the level of education attained after the initial teacher training was added to see how active the teachers of English were towards their own Professional Development. This question paid attention to courses like a Masters degree or a PHD. Still on part 1, a question on the length of time in service was added since it was crucial to see if length of service was equivalent to attending more Teacher Professional Development and if it translates to Learner centred teaching and learning.

From the interview schedule administered to Professional Development providers, it was noted that some questions elicited similar responses. Those that were related were combined and those that were repetitive were discarded. Example in case, the questions on "whether a teacher of English requires further training after the initial training" and another question on, "if it is important for teachers of English to attend Teacher Professional Development after the initial teacher training" were considered the same since they elicited the same answer were combined into one question that said, "what type of training does the teacher of English require after graduation to enhance the skills of teaching English?" The results of the pilot study also prompted the researcher to alter some interview questions because they lacked clarity. During the pilot study, the respondents were interviewed independently to avoid influence of one another on their responses. Initially, the interview schedule for Professional Development providers was to take 15 minutes for each respondent. The pilot study showed that 15 minutes were not sufficient for the respondents to exhaustively answer the questions. So, 45 minutes were considered appropriate to allow for sufficient probing. No alternative changes were made to the observation and document analysis schedules since they addressed the demands of what the researcher wanted to find out.

## 3.8 Data Collection Procedures

Data collection procedures refers to the protocol followed to ensure that data collection tools are applied correctly and efficiently Mugenda and Mugenda (2003). In this regard, the researcher obtained authority to conduct the study from the National Council of

Science and Technology [NCST] who issued a permit to that effect. A copy of the permit and an introductory letter was sent to the County Commissioner, County director of Education, TSC County Director Trans-Nzoia and Sub-County Director of Education Kwanza Sub-county. The researcher then visited the participating schools accompanied with an introductory letter. Through their principal's, the researcher contacted the English subject teachers in the sample so as to set up dates for the interviews and observation. The subject teachers and subject heads or Heads of Departments gave the researcher dates of their convenience for the interviews. The teachers also cooperatively organized their classes and documents to be analyzed before the beginning of the lessons to be observed. The Professional Development providers also gave their preferred dates for the interviews. After the data collection, the researcher embarked on data analysis.

### 3.9 Data Analysis

The data collected by this study was qualitative. In qualitative study, data collection and analysis should go hand in hand. After data had been collected, the interview schedules were transcribed and discussed qualitatively through analysis of emerging themes. Data was first organized and processed by identifying and correcting errors. Unusable data for example, where answers were ambiguous and contradicting, were eliminated. Coding was done based on the samples of the collected data. the researcher referred to the first teacher respondent as number1 and coded her observed lessons together with document analyzed as 1. This method was used for all of the other respondents. Thereafter thematic analysis was used where themes, topics or major subjects that came up were analyzed categorically. Some of the themes used, derived from the research questions were, Professional Development provides and objectives of their trainings, types of

Professional Development attended just to mention but a few. A report in details was made identifying major themes and associations between them.

### 3.9.1 Interview Data

The questions and responses of the interview schedule prepared for teachers of English were organized and coded according to the schools and their respondents. The responses were analyzed in terms of similarities and differences. The results were presented qualitatively through inferences, explanations and narratives. The same was done for the interview schedule for Professional Development providers.

### 3.9.2 Observation Data

The observed lessons of teachers of English and how they used different teaching strategies were coded according to the schools and their respondents. What was observed was categorized according to patterns and connections made. The responses were organized in themes and the same time the researcher identified the relationships between the themes and an attempt was made to find explanations from the data. The data was interpreted and findings explained.

### 3.9.3 Document Analysis Data

The documents analyzed were Schemes of Work and Lesson Plans. The researcher started by assessing the authenticity of documents. This was done by making sure that all the assessed documents are duly filled and up-to-date signed and approved by the heads of departments or deputy principals in charge of academics. The information gathered was coded in order to elicit meaning and gain understanding on the topic of research.

**3.10 Ethical Considerations**

Boit (2003) refers to ethical issues as, "the measures taken to maintain human dignity while gaining knowledge from research." (P.34) To realize these, the researcher acknowledged the importance of confidentiality, anonymity and privacy of the informants as crucial to this effect.

The right of the teachers and professional development providers to participate voluntarily and the right to withdraw at any time was granted. Protecting their privacy by ensuring that the information they conveyed was confidential was communicated to them. Their particulars such as names and roles were disassociated from the responses during the coding and recording process.

The findings of the study were subjected to vigorous and objective criticism, review and approved by School of Education – Moi and the approval of the supervisors was sought and obtained.

**3.11 Chapter Summary**

Chapter three has outlined the research procedures followed to obtain and analyze data on the on the influence of Professional Development of teachers of English on learner centered teaching strategies. It has also described the sampling units, sampling frame, data collection tools and the trustworthiness of these instruments. Data collection procedures, data analysis techniques and ethical considerations in research are the concluding section.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS, INTERPRETATION AND   DISCUSSION

## 4.0 Introduction

This chapter presents the data, its analysis, interpretation and discussion with regard to the research questions.  The purpose of the study was to investigate Professional Development of teachers of English and its impact on Learner Centered classroom teaching strategies in Secondary schools in Kwanza sub-county, Trans-Nzoia County. The research questions were: -

i.    How do Professional Development programmes offered to teachers of English influence their awareness of teaching strategies?

ii.   In which ways do teachers of English attitudes regarding Professional Development determine the selection of teaching strategies?

iii.  How do teachers of English with Professional Development implement learner centered teaching strategies?

iv.   What challenges do teachers of English with Professional Development face in implementing learner centered teaching strategies in language classrooms?

## 4.1  Demographic Data Presentation

The demographic data was meant to establish the length of teaching and teaching experiences.  The type of school in which the teacher taught in was also considered.  The demographic data also examined the frequency in which teachers attend Professional Development trainings.

### 4.1.1 Teaching Experience

The respondents differed in terms of their years of teaching. Four teachers had a teaching experience of less than four years, seven teachers had taught between 5 to 9 years, six teachers had taught for not more than 14 years but not less than 10 years while 3 teachers, had taught for 15 years or more. This data was important to the researcher since it showed that the respondents had diverse teaching experiences. This data was very important in finding out if these teachers' experience had an impact on the Learner Centred teaching strategies.

### 4.1.2 Type of School

From the information collected, 9 teachers taught in extra county schools.  While 7 teachers of English taught in county schools while another 7 teachers taught in sub-county schools.

### 4.1.3 Attendance of Professional Development Training

 Data collected revealed that all the teachers interviewed had attended at least a form of Professional Development. This was distributed as follows: two have attended at least between 1 – 5 times:    six teachers have attended Professional Development training between 6 to 10 times: while seven have attended between 11-14 times.  Five teachers attended at least more than 15 times.   The number of times a teacher attended Professional Development training was considered by the number of certificates the teacher presented as evidence of the said training. Trainings that occurred without certificates being issued to the participants were not taken into consideration.   The

certificates enabled the researcher to find out the type of Professional Development courses that the respondents had undergone and areas covered. It was important for the researcher to get this information since it was to determine if the number of times a teacher attended Professional Development has a direct relationship to the teacher using learner centred teaching strategies.

### 4.2.4 Summary of Demographic Data Presentation

From the demographic data information given, the research established that the respondents were all qualified teachers of English given that all of them were trained to teach English. Majority of teachers had taught for 5 years and above and therefore, it was safe to say that they have adequate experience in the teaching of English. From such experience, and the attendance of Professional Development, the teachers of English were expected to have knowledge on Learner Centered teaching strategies. The type of school a teacher taught had a direct relationship to the increase in number of Professional Development courses one attended. It was discovered that teachers from extra county schools attended more Professional Development courses compared to their counter parts in county and sub county schools. This was because some Professional Development courses offered by some organizations were very expensive and some schools which are relatively small could not afford to sponsor their teachers for the trainings.

In addition, to this, it was discovered that County and Extra County schools were better equipped compared to sub county schools in terms of resources and facilities needed to facilitate the use of learner centered classroom teaching strategies.

Results showed that a good number of teachers of English have attended Professional Development. This demonstrates that at least there is an opportunity for Professional Development.  In addition, results show that teachers have the need to expand their content knowledge as well as pedagogical knowledge in the teaching of English. From the data, it was also observed that the higher the number of years of teaching experiences the higher the number of times of attendance of Professional Development.  This means that teachers who have been in service for long have gotten more opportunities to attend Professional Development than those who have not taught for long. Data gathered also showed that male teachers participate in more Professional Development courses compared to their female counter parts.  Some of the female counter parts cited that Professional Development programs conflicted with their schedules as family women. They felt that family responsibilities were too demanding to allow one to participate in any form of Professional Development.

A teacher 020 commented that;*" Some Professional Development courses are so taxing so I better concentrate on family issues.  After all, I know how to teach."   (Teacher 020)*

Another teacher 006 said;

> *"You arrive in the school only for the principal to alert you that you are expected to attend a seminar, which is miles away from your school and you might have to spend there and because a woman has to be psychologically prepared in advance, you request for a colleague probably a male one to go in your place."*(Teacher 006)

For the male counter parts, they felt that being given an opportunity to attend any form of Professional Development was good. Teacher 002 had this to say;

*"I have attended so many planned and unplanned Professional Development courses. The moment I am told that there is an opportunity to go, I wake up and go. Also with the employer, TSC, who pegs promotion on the certificates acquired after the initial teacher training, I believe by attending Professional Development I increase my chances of getting promoted."*(Teacher 002)

Teacher 004 said*, "Opportunities knock only once. The moment I get a chance to attend any training to improve myself, I do not have to think twice about it. I do not mind the venue."* (Teacher 004)

## 4.2 Responses from the Semi Structured Interviews

The interview schedule for teachers and Professional Development providers were to elicit information from the two parties about Professional Development in determining awareness of teaching strategies.

### 4.2.1 Professional Development in Determining Awareness of Teaching Strategies

The first research question of the study was to find out how Professional Development programs offered to teachers of English influence their awareness of teaching strategies. To achieve this, the researcher used interviews schedules for teachers of English and Professional Development providers. The items in the interview schedule for teachers sought to find out if teachers of English have attended any training after the initial teacher training program, the type of training, number of times and the aspects learned during training that the teacher has taken on board in their teaching.

The item on the interview schedule for Professional Development providers sought to find out the suitable person to offer training to teachers of English to improve on their teaching strategies, the kind of training needed to achieve Learner Centered teaching

strategies, the skills offered to the teacher during training and the usefulness of Learner Centered teaching strategies in a language classroom.

### 4.2.1.1 Attendance of Professional Development Training

All the 20 respondents confirmed that they have at least attended some Professional Development training. Some respondents said that, most of these trainings were unknown to them and they only became aware of them a day or so to the training and this was mostly for workshops and seminars. Other forms of Professional Development like education conferences, mentoring and peer observation and school university partnership, the teachers became aware of them at least a month to. It was also reported that whoever organized the trainings determined the number of teachers who would attend. Professional Development trainings that were organized by well-known educational bodies like Kenya National Examination Council and Ministry of Education were well attended compared to those that are less known like NES

Teacher 001 had this to say;

> *"I do not just attend any Professional Development training. I have to be selective. I want to build my career and this can only be done if I get the best form of training by a recognized bodies* (Teacher 001)

In addition to that, teacher 008 said;

> "*I want to get a certificate that will propel me to higher career advancement so I need to take charge of the training that I receive.* (Teacher 008*)*

In contrast, a small number of teachers especially those who were relatively new in the profession were not picky on the type of Professional Development they attended. Teacher 016 commented;

> *"Training is just training. I can go to any Professional Development training available.* (Teacher 016)

It was also discovered that the financial implications that come with these trainings determines the number of teachers who will attend. Trainings that were offered for free were highly attended whereas trainings that required money to be paid in form of registration fees and facilitation fees had fewer numbers. It was also discovered that some schools pay for their teachers to attend Professional Development programs while others let the teachers sponsor themselves. Teacher 007 reported;

> *"My principal paid for me Kshs.10,500/- to attend the Kenya National Examination Council Examiners Training. (*Teacher 007)

Teacher 011 who was of a contrary opinion stated that,

> *"My principal only cares for Professional Development that is free and very minimal costs incurred and because some are very expensive and I lack the financial muscle to attend, I just let go as I wait for the free or cheaper ones.* (Teacher 011)

It was also observed that the administrations of the extra county schools were more willing to pay for their teachers to attend most of these Professional Development programs because they have the financial capacity compared to their counter parts in county and sub county schools. Teacher 010 reported,

> *"In a big school (extra county school) money is visible so chances of attending trainings are high and the administration is always willing to support."* (Teacher 010)

Teacher 015, from a sub county school remarked;

> *"Asking for financial support to attend Professional Development here is unheard of since you will always be reminded of other financially pressing issues.* (Teacher 015)

It was also discovered that the higher the number of teaching experiences the higher the number of times of attendance of Professional Development.  This implies that teachers who have been in service for long have attended many Professional Development programs than their counter parts who have not taught for long.  Teacher 003, said;

> *"Since I started my teaching career, 15 years ago, I have been attending several Professional Development programs at least four times in a year"*  (Teacher 003)

### 4.2.1.2 Teachers' feelings about attending Professional Development trainings

This question from the interview schedule elicited different reaction from the teachers of English together with the Professional Development providers. The researcher noted that, the teachers who had been in the teaching profession for more than ten years were not very enthusiastic about the trainings unlike those who were new in the profession.

Teacher 016 who had less than 5 years in the teaching profession said this

> *"I am always looking forward to attend any form of Professional Development because I normally feel they help me improve on my classroom practices. The trainings that I have undergone have really helped me to love my teaching job even more. I was attached to a mentor and he has really worked and walked with me through the journey of becoming a better teacher."* (Teacher 016)

In support of him was also teacher 020 who felt that,

*"I am always enthusiastic to attend any form of Professional Development because it helps me to become a better teacher. I also get to learn about the best practices from those who have been teachers for a long time and it has always helped me to improve myself."   (*Teacher 020)

Teacher 010 who is a principal had mixed feeling towards attending training. He said.

> *"When I was newly employed, I used to be very excited whenever an opportunity to attend any form of professional Development came. I learnt a lot from these trainings but over time I became very intentional about the types of training that I attend. At my level, I will not be very enthusiastic about attending a 1–2-day workshop but I will look forward to attending a one week's seminar. I also look forward to attending trainings that I have paid for unlike the free ones.*  (Teacher 010)

Teacher 003, who has been teaching for more than 15 years said,

*"At my age, I rarely attend most of these Professional Development trainings. I used to attend them during my formative years. Most of the things taught are normally repetitive. So, I allow the young teachers to attend them so that they can also learn. What I enjoy doing and take pride for is to mentor the young and new teachers to become like me or even better than me."*(Teacher 003)

The Professional Development providers felt that teachers show enthusiasm to attend trainings because of the large number of teachers who attend. Most teachers call prior to the star of the training to seek clarifications an even to confirm on venue and even the length of the training despite the fact communication being given. Some teachers are also more than willing to make advance payments and early bookings so that they do not miss out. These on our part shows enthusiasm.

### 4.2.1.3 Type of Professional Development Training Attended

It was discovered that teachers have attended several Professional Development trainings with a good number of them going to a different type each time. One teacher has attended School University Partnership form of Professional Development.  This small number is attributed to financial implication because it is very expensive and consumes lot of time. Furthermore, for a school to partner with a university, it requires good networking between the school and the university.  School networking had sixteen teachers attending. This large number is attributed to the fact that most schools and even teachers like to network and they find it instrumental towards career progression.  It is also relatively cheap and the hands-on experiences cannot be ignored

On the same, teacher 014 said;

*"I really like to know what my colleagues are doing in other schools in terms of teaching methodologies since we teach the same syllabus, we have almost the same caliber of students but they still do better than us in joint examinations. I find networking as a form of Professional Development to be important because you also get to know what other teachers are doing. It's not like you are in an island alone."* (Teacher 014) teacher 018, who was of a similar opinion stated;

"*Yes, I have attended school network type of Professional Development and I liked it. Teachers got to interact with those who have been in this profession for long and learn from one another. No one has the monopoly of knowledge and neither is someone a know it all."* (Teacher 018)

From the data, two teachers have done their masters. This low number is attributed to the financial implications because masters degrees are very expensive costing above Kshs.400,000/-. The two teachers sponsored themselves. The lack of time as a factor also discouraged teachers from enrolling for master's degree. Teacher 007 who took a master's degree in English education reported that;

"*I have really learnt a lot in terms of teaching methods that I as a teacher can employ in a lesson so as to take keen interest on the learning of the child. I also learnt several theories on how learning occurs and most of these theories like the cognitive learning theory and behaviorism learning theory are geared towards learner centred type of teaching."* (Teacher 007)

The second teacher who had a Masters Degree was in a field totally unrelated to this research. Majority of the teachers interviewed; nineteen teachers have attended workshops. The high numbers were attributed to the short time they take like just about 1 – 2 days. No teacher reported of a workshop that took more than 2 days. They were also inexpensive and most principals were willing to sponsor their teachers to attend. Some of the topics handled in these workshops included but not limited to teaching and testing paper 1,2 and 3, demystifying poetry and how to handle episodic teaching in teaching of the literary texts., stages of interpretation of literature set books at class level with learners and appropriate interpretation and teaching of poetry in secondary school.

Thirteen teachers have attended seminars and just like workshops, the large number of attendances is attributed to the short time they take ranging between 1 day to 1 week. Those that were inexpensive were highly attended than the ones that cost a lot.

Educational conferences were reported to have been attended by nine teachers. This was because most were free of charge and some were compulsory because they had been organized by the Ministry of Education in collaboration with the teachers' employer – Teachers Service Commission. Most of the conferences were highly attended; majority of teachers interviewed appreciated them. Teacher 007commented;

> "*Although some of the things taught in the conferences some, I was familiar with, I learnt a lot on how to prepare the learner to answering adequately to KSCE questions paying close attention to the current examination setting trends*." (Teacher 007)

Teacher 013 with a similar view said: -

> "*Whenever I attend these educational seminars, at least I get new knowledge on matters related to my teaching. Example in case is the episodic teaching of the literary texts something that is relatively new to me and I am certain to other teachers too.* (Teacher 013)

Teacher 005 who is relatively new in the teaching profession had a supporting view. She reported:

> *"I find the educational conferences very useful. They have equipped me with skills that I did not have at the time I was finishing my university training. I am really looking forward to attending more. Some of these skills are effective marking of test items test, emerging issues in KSCE examination and marking and emerging trends in the setting and marking of English paper 1,2 and 3. [Teacher 005]*

Mentoring and Peer Observation was attended by fourteen teachers. Nine of the teachers in this Category were the mentor teachers while five were the mentees and theirs was to learn from the mentors. Most of the mentor teachers were experienced teachers who have been in the service for more than 10 years. In this type of Professional Development,

colleagues learn from each other in a school or staffroom setup. It is a cheap method of Professional Development and neither is it time consuming since it is done in the confines of a school. In schools where this type of Professional Development is used and sustained over a period of time, changes in teaching normally occurs. The mentorship programs majored on various issues from code of ethics and conduct of teachers Diploma courses after the initial teacher training was attended by five teachers and they were all in the administrative position. The number was attributed to the long length of training that took a minimum of 1 year. The teachers who attended this type of training reported that they financed themselves to a tune of above Kshs.100,000/-. From the results above, it is very clear that majority of teachers of English attend workshops, educational conferences and seminars. It was also noted that Professional Development that required a lot of financial support from the administration was majorly attended by teachers of English from big schools. In this case, big schools being extra county schools and two of the county schools which have been in existence for more than 10 years. It was discovered that the type of Professional Development attended by a teacher of English is directly related to the level of school and years of teaching experience. Teachers in extra county schools who have taught for long have attended more enhanced Professional Development courses compared to their counter parts in county and sub-county schools.

### 4.2.1.4 Professional Development type and areas of skills training

During the data collection period, it was discovered that teacher attend various Professional Development trainings that vary in length and the area of skills they were trained on. The findings are presented in table 4.1

*Table 4.1 Professional Development type areas and duration of training*

| Professional Development Type | Duration of Training | Area of Skill Training |
|---|---|---|
| Schools University Partnership | 1 – 3 months | • Pedagogy<br>• Content knowledge |
| Schools network | 1 – 2 days | • Pedagogy<br>• Challenges they face<br>• Content area<br>• Teachers' code of conduct<br>• Career progression |
| Workshops | 1 – 2 days | • Content knowledge<br>• Examination setting trends<br>• Pedagogy<br>• Challenges teachers face during teaching |
| Seminars | 1 – 5 days | • Content knowledge<br>• Examination setting trends<br>• Pedagogy<br>• TSC code of conduct<br>• Professionalism |
| Educational Conferences | 1 – 5 days | • Content knowledge<br>• Examination setting trends<br>• Pedagogy<br>• Managerial skills<br>• Leadership skills |
| Mentoring and Peer Observation | 1 day – 3 months | • Mentorship<br>• Content knowledge<br>• Pedagogical knowledge<br>• Exam setting trends<br>• TSC code of conduct<br>• Career progression. |

**4.2.1.4.1 School university Partnership form of Professional Development**

From table 4.1, School University Partnerships took a duration of between 1 – 3 months.

The area of skill training was on pedagogy and content knowledge.  The one teacher who

attended this type of Professional Development said

> "I learnt a lot during the 2 ½ months that I visited the university.  I learnt so much especially on pedagogical skills.  Their teaching was purely learner centered and the teacher only played the role of a facilitator.  Their classes were relatively small with about twenty students so it was easy for a teacher to use the learner teaching methods like class room discussions which was mostly used I also observed a combination of teaching methods where the teacher started with using lecture method in introducing the topic then later on moving to now giving group work." (Teacher 008)

**4.2.1.4.2 School Network as Professional Development**

School Network as a type of Professional Development run for a period of between 1 – 2

days.  This involved teachers of one school or several schools coming together to form a

network to address the problems that they experience in their work as teachers of English.

Although it was discovered that they meet for one or two days, they normally form

groups on WhatsApp or other social media platforms where they keep on interacting with

each other over a long period of time.  The areas that school network addresses are

content delivery, pedagogical methods, how to progress in the career, teacher's code of

conduct and the challenges teachers face in the process of doing their work and how they

overcome these challenges.

Teacher 016 who attended school network as a type of professional development said:

> *"I have taken part in several school network meetings and I am still a member of some groups that were established.  The lessons in relation to subject areas were invaluable and the same time my mentor encouraged me on using method like debating to teach a skill like listening and speaking. At first it looked impossible but overtime I got the hang of it."* (Teacher 016)

Teacher 009 who was of a similar opinion stated:

"The associations that are created by interacting with teachers from other schools are very good. I have learnt a lot especially pedagogical methods that one can use in teaching various aspects of the English language for example I used to imagine that the music and dance were a preserve of the festivals but now, I can comfortably use them to teach a topic like songs and oral poetry in oral literature. Furthermore, many teachers are always willing to share the materials they have with others. The formation of WhatsApp group walls after the initial meetings makes it very easy to share a problem or idea with colleagues from other schools who could come in handy. An example in case is when my mentor took a video recording student using debating in a literature class where the students were to argue for or against the choices various characters make in the play, 'A doll's House' by Henrik Ibsen. The lesson was so interactive and I leant how to incorporate various teaching methods that are learner friendly to my lessons" (Teacher 009)

### 4.2.1.4.3 Workshops as a form of Professional Development

Workshops as forms of Professional Development took a period of between 1 – 2 days. The area of skill training included the content knowledge, national examination setting trends, the pedagogical methods and the challenges faced by teachers during their teaching and how they can overcome these challenges. Teacher 012who had attended several workshops had this to say

"I have attended several workshops and I can personally say that most are normally well organized although a bit time bound. From the ones that I have attended, the topics covered normally range from the knowledge of the subject to teaching methodologies, examination setting trends and challenges teachers face during teaching. On the topic of teaching methods, the trainers just normally make the effort of mentioning to the teachers the various Learner Centred teaching methods available at their disposal but the action practical lessons on how they can be applied in an English lesson is left to the teacher to work it out by himself or herself. (Teacher 012)

Most of the respondents felt that Workshops were good but they should be structured in such a way that the teachers are not left yearning for more. They felt that practical lessons and also follow ups should be made to allow them benefit more from them since workshops were the most popular form of Professional Development.

**4.2.1.4.4 Seminars as a form of Professional Development**

Seminars run for between 1 – 5 days. The scopes of most seminars were much broader compared to the workshop ones. Seminars addressed issues to do with content knowledge, examination setting trends, marking of national exams, pedagogical knowledge and professionalism. Although the topics addressed in seminars are almost the same as those addressed in workshops, it was discovered that seminars addressed these topics exhaustively compared to the 1 – 2-day workshop.

A teacher who attended a one-week seminar organized by The Kenya National Examination Council had this to say,

> "The seminar that I attended was very thorough. The areas covered during the training were but not limited to measurements, effective marking of test item test, conveyor Belt system in marking, integrity and emerging issues in marking and ICT related marking activities. From the topic on emerging issues, it was very evident that teachers should focus their teaching on equipping the learner to be self-reliant. Upon this backdrop, Learner Centred teaching sufficed. (Teacher 002)

Teacher 013 who is a head of department attended a seminar organized by the Kenya Institute on Curriculum Development on digital content, also was in much praise of it as a form of Professional Development.

> "One thing that was emphasized was, the current 21st century learner cannot be taught the way his or her teacher was taught. The current learner is very curious and gets bored easily with rote learning and so the teacher needs to come up with techniques to attract and maintain and sustain his/her attention during the lesson. I was taught on ways to use digital content in lesson delivery since I am now working with techno savvy students. The use of digital content in teaching entails using sites like the Kenya Education cloud offered by KICD to show students various videos and from them watching such, they can make their own discoveries rather than the teacher explaining everything to them. However, other areas of skill training that were mentioned on the seminar included content knowledge, professionalism and exam setting trends." (Teacher 013)

The other teachers of English who attended Seminars also felt that more opportunities should be made available for all teachers to attend and it should not be a preserve of the heads of subject or Heads of Department.

### 4.2.1.4.5 Educational Conferences as a form of Professional Development

Educational conferences just like seminars lasted between 1 – 5 days. A number of issues were addressed in these conferences including content knowledge, national examination setting trends and the marking of the national exam, managerial skills and leadership skills. The teachers who reported to have attended these conferences said they it was evident that the conferences were a preserve of the Head of subjects and Heads of Department. Teacher 019 who attended an educational conference organized by the Ministry of Education in partnership with Transnzoia County, the educational conference was sponsored by the Kenya Secondary Schools Heads Association, had these to say,

> *"The topics that were covered during the conference were the teaching and testing English paper 1, 2 and 3, poetry and Oral literature, interpretation of the 2018-2022 English literature set books, leadership and managerial skills and teaching methods. The topic on teaching methods was taught in theory and the teachers were encouraged to apply then during their lesson*s." (Teacher 019)

### 4.2.1.4.6 Mentoring and Peer Observation

Mentoring and Peer Observation as a form of Professional Development lasted for between one day to three months and some went for more than 3 months depending on area of skill training and the agreement between the mentee and mentor. For areas dealing with mentorship, it took more time since the mentor and mentee had to meet over a certain period of time depending on the need at hand. Most peer observation took a day but some had follow-up activities. The areas of skill training included content

knowledge, pedagogical knowledge, and exam setting trend, career progression and code of code for teachers. A teacher 011 who teaches in a county school was so much in support of mentoring and peer observation as a form of Professional Development said:

> "From the time I entered into the teaching profession, I was assigned a mentor who has been in the teaching field for a while now in fact she was the Head of Department. She has taught me a lot and even allowed me to observe some of her lessons. Through observation of excellent practices, I got to learn firsthand how to use learner Centred classroom teaching strategies which had been taught to me initially through theory. In one of her lessons in a form two English class a topic on 'Types of adjectives and order of adjectives,' the teacher used graphic designs to introduce the topic. She displayed various shapes in different colors from a projector as the students mentioned the quality, quantity size and material. I found this quit interesting and the lesson was very interactive. (Teacher 011)

Teacher 010 who was a Mentor to two of the newly employed teachers of English said,

> "I have always been tasked with the opportunity of mentoring newly employed teaches in my subject areas. My roles as a mentor are diverse and range from offering professional, career guidance and personal development of a mentee teacher. I like doing my mentorship using the hands-on approach, I always create time to observe them as they teach and thereafter, I discuss with them areas for improvement. They also get to observe my lessons as they learn the ways of approaching various topics and they also correct me since every day is a learning process for everyone. In my school which is an extra county school, we take mentorship activities seriously since we always thrive to maintain quality and standards in our teaching at the same time developing a teacher's growth while inculcating the school's traditions the new member of staff. I have always encouraged the teachers to use the reflective mode of Professional Development where the teacher pays attention to daily routine and the events of regular day to reflect on their teaching and effectiveness. (Teacher 010*)*

Teacher 020 said,

> When I started my teaching career, I was attached to a mentor teacher who was my guide during a period of 1 year. It was referred to as clinical supervision. She helped me to settle well and quicky into my new station. She also taught me on teaching strategies apart from the lecture method that I had seen my teachers using and I also intended to use mostly. She introduced to me new teaching methods that were learner friendly like collaborative teaching and learning. I believe I am getting better with each passing day."(Teacher 020)

From the above results, it is clear that although there were various Professional Development courses attended by various teachers, areas of skills training were near the same. It was discovered that all Professional Development training catered for pedagogy and content areas. Other forms catered for other areas like setting of exams, managerial and leadership skills, career progression and teachers code of conduct which were not the scope of the research paper

**4.2.1.5 Professional Development Providers and Objectives of their Training**

*Table 4.2: Objectives and area of training of Professional Development*

| Providers of PD | Duration of Training | Conditions attached | Areas of Skills Training | Objectives |
|---|---|---|---|---|
| Oxford Education Publishers | 1 – 2 days | Teaching the subject | - Content knowledge<br>-Pedagogical knowledge | - To impact an adequate knowledge of the subject matter<br>- Equipping the prospective teachers with necessary pedagogical skills. |
| The National Educational Services | 1 day | Teaching the subject | - Content knowledge<br>- New trends in teaching the 21$^{st}$ century learner | - To equip teachers with current knowledge on teaching.<br>- To acquaint teachers with knowledge on current set books. |
| The Kenya National Examination Council | 1 – 2 weeks | Taught the subject for at least 3 years | - Marking skills<br>- Exam setting skills<br>- Teaching skills | - To train teachers on how to assess learning achievements.<br>- To encourage teachers to use learner centered teaching approaches and train them on exam setting skills that advocate for high order thinking like application, analysis, evaluation and |

| | | | | synthesis. |
|---|---|---|---|---|
| Ministry of Education | 1 – 2 days | All teachers employed by TSC | - Professionalism<br>- Teaching skills | - To improve the general quality of the life of a teacher through career development and progression<br>- To equip teachers with up to date skills on pedagogy.<br>- To equip teachers with important information on teacher's code of conduct. |
| Jomo Kenyatta Foundation | 1 – 2 days | Teachers of English who have taught for at least 1 year | - Pedagogical skills<br>- Exam setting trends<br>- Content knowledge | - To equip teachers with knowledge on current setting trends<br>- To equip teachers with ways of teaching the 21st century learners. |
| KEMI (Diploma) | 2 years | Any teacher employed by TSC | - Managerial skills<br>- Teaching methods<br>- Evaluation and assessment | - To be aware of the concept of curriculum.<br>- Demonstrate competence in curriculum implementation<br>- Promote intervention for learners<br>- Appreciate the roles of education managers, bodies and institutions. |
| Peer Teachers (schools) | Everyday | - No condition | - Teaching methods | - To equip teachers with relevant |

| | | | | |
|---|---|---|---|---|
| | | - Teachers who teach same subject | - Content areas.<br>- Examination setting<br>- Code of conduct | teaching methods<br>- Mentor teachers into being equipped for the job<br>- How to carry themselves as teachers. |
| Kenya School of Government | 4 weeks | - Managerial course | - Managerial skills<br>- Leadership skills<br>- financial accounting | - To equip one with proper managerial and leadership skills<br>- To equip one with financial accounting skills |

From table 4.2, Professional Development providers from Oxford Education Publishers trained teachers for a duration of between 1 – 2 days.  The only condition for the training was a teacher to be teaching the subject.  The objectives of their training were to impact adequate knowledge of the subject matter and equipping the teachers with up-to-date skills on teaching methods.

Teacher 017 who attended a training session organized by Oxford Education Publishers said:

"The organization mentioned the objectives of the training which were to impact knowledge of the subject matter and equipping the prospective teachers with necessary pedagogical skills. In teaching and they really set out to achieve these objectives although within a very short time frame. These objectives were achieved by teachers being taught on how the various learner centred classroom teaching strategies like discussion, group work. Debates, drama and graphics can be used in an English lesson. We were also taught how to merge various teaching method to make our lessons interactive and to put the learner at the centre of the learning process this was done through demonstrations and simulations during the training. Having watched the demonstrations, it made me believe that applying learner centred teaching strategies in my lesson is very practical and possible. Above all, the objectives were achieved and I gained a lot in terms of teaching methods and how I can progress my career as a teacher." (Teacher 017)

Professional provider 002 from Oxford Education Publishers commented that, "the objectives we set were in line with the changing needs of the 21$^{st}$ century learner and we teach teachers how to manage their teaching in classrooms. We normally do this by creating real classroom scenarios where the teachers are put in small groups and under the guidance of a trainer, they simulate or dramatize what actually goes on in their lessons during the trainings so that the teachers can have the feel of what they can do during the actual lesson. Good practices that encourage learners to be at the center of learning are encouraged. These practices include discussions, group presentation and project work are normally encouraged while outdated ones are discouraged. These ones are like the lecture method all throughout the lesson.    (PD Provider 002)

The National Educational Services (NES) organized a one-day workshop for teachers of English.  The condition for training was, one had to be a teacher of the subject.  The workshop centered on content knowledge and the new trends in teaching the 21$^{st}$ century learner.  The objectives of the workshop were to equip teachers with current knowledge on teaching.  They also focused on equipping teachers with knowledge on the current set books and National Examination setting trends.

Teacher 017 stated that she had attended so many workshops organized by the National Educational Services and they have never felt short on delivery.

"I always leave there with information that I always try to apply in my day-to-day teaching and I find them helpful in improving the quality of my teaching and that of my students.  They normally achieve the objectives they set out to achieve at the end of the training. One great thing that I learned from the training is how to

teach poetry through drama and simulation. Most of my form three students have always had a negative attitude towards poetry. During the training, while using the poem 'I met a thief' by Austin Bukenya several lines of the poem were acted out by the trainer and the teachers were called upon to dramatize some lines and the whole concept looked very easy." (Teacher 017)

Professional provider 007 attached to the National Educational Service said:

Our goal is to empower the teachers with the best methods to teach the current learners and to empower the teachers on how to tackle the current set books. We normally try our level best to teach the teachers how to teach using learner centred teaching method by showing them practically by using real classroom example I believe our efforts are bearing fruits if the increased number of attendants to our workshops is anything to go by." (PD Provider 007)

Professional Development Provider 003 also attached to the National Education Service

said,

"We try to bring the real classrooms into our workshops so that we do not only teach theories but also practical. The only issue we have is the constraints of time but we normally make sure the objectives of the training are met and achiev*ed* fully." PD Provider 003)

The Kenya National Examinational Council offered Professional Development ran between One (1) to two (2) weeks. The condition attached for the training was, one had to have taught the subject for this case being English for at least 3 years. They should also be employed by The Teachers' Service Commission. The areas of skill training were marking skills, exam setting skills and teaching skills in line with the current exam setting trends. The objectives of their training were equipping teachers on how to assess learner's achievement through proper setting and marking of national exams and also to encourage teachers to use hands-on learner centered teaching approaches that will make learners apply the skills learnt in class.

Teacher 005, who attended such training, stated that,

*"The course was very instrumental in changing my perception on teaching that leads to productive learning and also on how to set examinations that not only centered on recall but also majored on higher order skills like application, analysis, education and synthesis". He further added that, "For students to apply higher order skills, learner centered teaching is the way to go." (Teacher 005)*

*Out of the 20 teachers of English who were interviewed, 7 had attended Professional Development organized by the Kenya National Examination council and they were in agreement with the sentiments made by teacher 005. Teacher 004 has this to add;*

*"The marking of dummies during the training was so invaluable because you got to understand how you will change your teaching so as to allow for higher order thinking skills that is the new trend in the examining of candidates." (Teacher 004)*

*Teacher 003 who attended the 5-day Kenya National Examination training in 2017 said,*

"During the training (English paper2), we got to use the KCSE examination paper that had been done the previous year. In the process of coordination of the marking scheme, I got to really understand what is expected of me as a teacher whenever I am in class with my students. I came to appreciate the importance of guiding my students to discover issues on their own but of course with my guidance as a teacher. From the training I realized that the role of learner centered teaching strategies in improved performance could not be taken for granted. The questions set and the answer expected needed a student who could think outside the box and apply knowledge learnt from interacting with fellow students to excel in that examination. Like example in case was the question 2 (excerpt) which was set from the text "The River and the Source," where the student had to apply his or her knowledge of the outside world to relate to the happenings in the text. For a student to exhaustively respond to this question they needed to apply higher order thinking skills which can be well achieved if they are used to making discoveries on their own and not being spoon fed by the teachers at all times, something which honestly speaking I was guilty of, (Teacher 003)

*Professional development provider 005 attached to KNEC said:*

"We are focused on empowering the class room teachers in my case the teacher of English to teach students not just to pass examinations but to be efficient and self-reliant in the years to come. For a teacher to be efficient in teaching the current learner, it calls for him or her adopting to new ways of teaching and learning. In our trainings we usually encourage teachers to choose strategies according to the topic, the level of expertise of the learner and the stage in the learning journey. Like collaborative learning that involves symposiums can work well with form four students who are considered to be experts in the language and *the fact that*

*they have competed the syllabus rather than the form one student who are novices in the subject."  (PD Provider 005)*

*Professional Development provider 001 said;*

> In the process of training the examiners in preparation for marking, our main aim is also to equip them with adequate skills that will make them to change their teaching when they go back to their schools. The current examiner does not just test recall questions but questions that call for application, synthesis, analysis and evaluation. For a learner to satisfactorily respond to these questions it calls for the teacher to make the learner be in charge of his or her own learning and one way to do this is by the teacher using Learner Centred classroom teaching strategies in his or her lesson. The elements of learner centred teaching that results to Learner centred learning entails a community driven environment. One which supports student empowerment, conversations, critical thinking skills, independence and problem-solving techniques. The students should be involved in the overall planning process, implementation and assessments. (PD Provider *001)*

For the purpose of this research, it is important to note that all the Professional Development Providers attached to the Kenya National Examination Council are teachers of English who have been teaching for a period of not less than10 years and they have been elevated to positions of Assistant chief examiners and or team leaders as a result of their commendable work when it comes to marking.

Ministry of Education in collaboration with the Teachers Service Commission also organizes workshops that ran between 1 – 2 days.  For one to attend, these workshops they must be newly employed by the Teachers Service Commission.  The areas of skill training include but not limited to professionalism, a teacher is reminded on the teachers' code of conduct and how they are expected to perform their duties and their roles in school.  On teaching skills, they are taught on the various teaching methods and when where and how they can apply these methods in their lessons and the suitability of each method.  The objectives of such workshops are to improve the quality of the life of a

teacher through career progression and development.  To equip teachers with up-to-date

important information on teacher's code of conduct.

A newly employed teacher 016 said:

"When I left college, I thought I knew everything but this training has been an eye opener.  It has equipped me with knowledge on how I can progress in my career.  The training also emphasized on why you should make the learner the center of your lesson by using methods that are learner centred. Teaching should not just be about the teacher but the learner who should benefit majorly. One thing that I learned during the training was how to incorporate learner centred teaching in the lessons. Of course, it's near impossible to use only learner centred type of teaching but I was trained on how to plan my lesson and lay out what activities should be done and at what stage of the lesson and the interventions that I need to make as a teacher as the lesson progresses

Professional Development provider 004 noted:

"It's important especially for teachers who are new in the service to be inducted.  Many leave colleges without the pre-requisite information about career progression and development.  We are put to task to ensure we advise them accordingly.  We also train them on always putting the needs of the learners first and not to be motivated by the salary that comes at the end of the month."   One of the areas of specialty that we deal in is content knowledge, under this topic, we examine closely the English syllabus visa vi the KNEC syllabus since there are some topics that appear in the syllabus but obviously with the current setting trends of the examination they cannot be set in the national exam. Example of such topics are sending and receiving of fax messages and telegrams and so teachers should not waste too much time on them. In addition to this, we also guide the teachers on how they are supposed to balance all the aspects of teaching. We noticed that some teachers prefer other topics and they give them so much attention at the expense of other topics. Example being, some teachers did not give much time in developing writing skill and yet 40% of the entire English exam revolves around writing. So in such trainings we train teachers on content that they teach in class and how to well deliver this content (PD Provider 004)

 Jomo Kenyatta Foundation also offers Professional Development to teachers of English.

The duration of the training is between one and two days.  The condition attached for

training is that one should have taught the subject (English) for at least a year.  The areas

of skill training are on pedagogical skills, national examination setting trends and content

knowledge.  The objectives of the training are to equip teachers with knowledge on the

current setting trends and to equip teachers with new ways of teaching the 21$^{st}$ century learners.

Teacher 014 who has attended workshop organized by the Jomo Kenyatta Foundation severally said

> "The training was okay and issues to do with content knowledge and pedagogy was given an upper hand. They are the publishers of the Integrated English course books from form one to four and they used this opportunity to market their books. They used stories, poems, comprehension passages and grammar exercises derived from the books to explain to us on content and how their books have clearly outlined how these contents are important to the current generation of leaners since they are current and meaningful to them. The teacher's guide for the same publishers were very invaluable since they gave the teachers a step-by-step guidance on how to teach various topics by using learner centred teaching strategies. The teacher's guide has sample lesson plans when written out and even the type of teaching methods he/she could use at any stage of lesson development

(Teacher014) Teacher 006 opinion was,

> "The training was good but the only challenge was the limited time so we had to be taken through the objectives of the training quite fast. I wish some things could have been demonstrated like how to use the simulations, drama and song in a typical English lesson. Anyway, from the theoretical teaching that was used I got to understand as a teacher I need to be well versed with the KNEC examination setting trends because it is out of these trends that the national examination is set." She added further, "I also got to understand that my teaching should not be examination oriented instead I should purpose to teach a child so that they can be self-sufficient after leaving school like I should teach the functional writings like minute writing, report writing, curriculum vitae, memorandum, application letters well because the students will need these skills in their lives after school. (Teacher 006)

Professional provider 009 said:

> "I have been offering Professional Development to teachers for a long time but I have noticed that some of the teachers especially those who have been in the service for long are not really keen on what we teach them or the new information we try to impact on them. Upon probing them, I found out that most prefer to stick to their old traditional ways of teaching and one confessed to still be using

his yellow notes (old notes) to teach his lessons since they think that using learner centred teaching methods involve a lot of work. So as to make these teachers interested in our Professional Development programs, we try to practically show them how to plan for learner centred teaching right from planning of the lesson-to-lesson delivery. An example in case, a topic on writing and how to use learner centred teaching. The topic was a discursive essay on "The internet as a necessary evil." We grouped the teachers in two (proposers and opposers). And we planned for a debating session. From the debate, some of the adamant teachers warmed up to using such activities in their lessons. As trainers we also learned that we should show, demonstrate, simulate, dramatize to the teachers what they are actually supposed to do in the lessons and not just giving them theoretically. Because with theory some tend to think that it's a very difficult task to perform when it's not the truth. The only problem is time. We are normally given just two days at most and we normally have a lot to cover within those days. (PD Provider 009)

The Kenya Management Institute (KEMI) also offers a diploma course to willing teachers employed by the Teachers Service Commission. Initially the training by KEMI was a preserve for deputy principals and principals and it was compulsory and they were sponsored by the schools where they taught. But over the years due to the career progression guidelines introduced by the TSC in 2018, they made it open for any willing teacher to attend the training as long as they could sponsor themselves. The course runs for 2 years. Their areas of skill training are on managerial skills, teaching methods, evaluation and assessment and on the competence-based curriculum. The objectives of the training were to be aware of the concept of curriculum, demonstrate competence in curriculum implementation and to appreciate the roles of education managers in institutions. Although the course is meant for any willing teacher, the teachers of English who attended the course had this to say in relation to their using learner centered teaching strategies. Teacher 017 said:

I got a chance to attend the two-year course organized by KEMI. Their training ranged from matters to do with education, law and policy reforms, transformation educational management, guidance and counselling, science and technology and innovation just to mention but a few. The modules that dealt with the actual teaching and learning that goes on in the classroom were curriculum management,

ICT Integration and child friendly schools. Under the curriculum management I got to learn about using **ASEI-PDSI** in teaching of English. The **A** part of ASEI focuses on the benefits of active learner involvement in the teaching and the learning process. Teachers were encouraged to effectively use varieties of activities (minds and hands on) for effective lesson delivery. We were also reminded that such activities should be in line with the lesson objectives. Activity of ASEI means to "bridge" between practical activities and the topic concept. The **S** part of ASEI calls for a shift from the common teacher centred methods to student focused activities. Learners need to be involved in the teaching and learning process having opportunities to manipulate express opinions and explain ideas based on their prior experiences. The E part emphasizes a shift from demonstration type to investigative and hands-on experiments. The **I** part encourages the practice of improvisation/ innovativeness on the part of the teacher. Under the PDSI the **DO** deals with implementing the planned lesson activities and is focused on lesson delivery in the teaching and learning process. Introduction should allow interactive and innovative options such as games, role playing, storytelling and skits. The training was important for me because it helped me change and or improve my classroom teaching practices." (Teacher 017)

Another teacher who attended the same training offered by KEMI said,

"Though not so much in terms of learner centered teaching strategies was said or taught, but as teachers we were encouraged to make our classes and lessons learner friendly by putting the learners at the center of the learning processes. Hands on learning for the students was highly encouraged. (Techer 009)

A Professional Development provider from KEMI felt the need of teachers to develop

child friendly school in a bid to improve the learning outcomes.

Professional provider 006, said:

*"It's imperative for the teachers to create child friendly schools and one of the ways they could do this is by making their lessons to be learner centered by using learner centered teaching strategies."* (PD Provider 006)

Another way in which teachers from Kwanza subcounty get Professional Development is

through Peer teachers and teaching. Peer teachers are teachers who have been in the

service for long and are more knowledgeable. They take time to teach their fellow

colleagues on various areas but not limited to teaching methods, content areas,

examination setting trends and code of conduct for teachers. The objectives of peer teaching organized in schools are to equip teachers with relevant teaching methods, mentorships and career advancement. Almost all teachers who were interviewed have undergone this kind of Professional Development and they have so much praises for it.

Teacher 008 said,

> "It is very good to be offered guidance in whatever you do. It made it easy for me to transition so well from the life of a student to that of a teacher." (Teacher 008)

Teacher 012 reported:

> "What you are taught in the university and what you are expected to do on the ground are totally different things. When I started teaching, I was attached to a more experienced teacher and he was very instrumental in helping me to improve on my teaching methods since I was initially teaching the way I was taught back in high school and campus. Peer teaching is good. The peer teacher taught me on how to organize my lesson so that I could use several teaching strategies. I learnt that as a teacher that I should consider the learner's background and experiences in relation to the topic and also consider how instructional activities will enable learners to understand concepts appreciate or value what is being learnt and how to apply what is learnt in real life contexts." (Teacher 012)

Teacher 011 commented:

> "I got an opportunity to observe a lesson taught by a senior teacher and that is where I learned how to in cooperate learner centered teaching in an English lesson. Initially I thought it was impossible. I observed that a lesson's introduction, should allow interactive and innovation options like debates, discussions, roleplaying and dramatization. In lesson development the instructional design should have sufficient, varied and interesting learner activities to motivate learners' engagement and facilitate meaningful learning experiences like reporting, asking and answering questions and process skill like observing. Such strategies help to enhance understanding of content and also to cultivate creativity and innovation, critical thinking and problem-solving skills necessary for the 21$^{st}$ century." (Teacher 011)

One teacher of English who is also a principal reported to have attended a four-week Senior Management Course at the Kenya School of Government. The areas of skill

training were on managerial skills, leadership skills, financial accounting just to mention but a few.  The objectives of the training were to equip an individual with proper managerial and leadership skills.  This type of Professional Development did not have any impact on this study. This is what he had to say, teacher 010.

> I attended a senior management course organized by the Kenya School of Government. Nothing on Learner Centred teaching and learning was covered but I cannot fail to mention that I have attended workshops, seminars and conferences in my formative years of employment where this topic was exhaustively covered. I remember a 2-day workshop that I attended organized by the Kenya Literature Bureau. One of the topics they taught was on how to teach poetry and they were using examples from one of the books they have published entitled, "Joy of poetry." The teaching of this topic was as a result of a phobia for poetry and the fact that some teachers usually feel insufficient to handle this genre and I was one of them, then. Their training was so exemplary and simplified and they used methods like simulation, debates singing and music to explain concepts in poetry and from the active participation of the learners during the lessons I believe they usually enjoy it.   (Teacher 010)

From Table 4.7, it is clear that teachers of English from Kwanza Sub-county have been exposed to several Professional Development opportunities and Professional Development Providers.  It is also evident that most of these Professional Development courses center on impacting teachers with pedagogical and content knowledge. It was also the feeling of majority who were interviewed that the duration of most of these trainings should be increased.

It should also be noted that, although the teachers of English from Kwanza have attended diverse forms of Professional Development, majority of these courses did not take place in the locality. Some of them happened within the larger transnzoia county and within the region. Also, trainings offered by KNEC was done in Nairobi but attended by teachers of English from Kwanza.

From the interview schedules with the Professional Development providers, they unanimously agreed that those organizations or institutions offering Professional Development to teachers should have authorization from the Ministry of Education and the Teachers' Service Commission should act as a regulator to the content that they are passing across to the teachers of English.

Professional Development Provider 010 said.

> *"All the teacher Professional Development should be organized by the teachers' employer (TSC) or by an accredited service provider. Their teaching should be based on the Kenya Professional Teaching Standards (KePTS)* (PD Provider 010)

Professional Development Provider 002 from Oxford university Press said,

> *"The ultimate goal for the Professional Developments of the teachers of English should be students' achievement. All the activities that we do is centred on deep content knowledge, equipping teachers with different models of instructional strategies and assessment practices. We also try to improve the teacher's ability to model effective instructional and assessment practice."* (PD Provider 002)

Professional Development provider 005 from the KNEC, said,

> "As we train teachers to be good and perfect markers, we also teach them on the content delivery. It is as a result of a teacher delivering the content well that results to good performance. This content delivery can be delivered through the teacher being equipped with suitable strategies to teach the type of learners that she or he has. We encourage the teachers to let the learners to be in charge of their own learning. This can be made possible by teachers using strategies like discussions, projects, simulations and many others." (PD Provider 005)

Professional Development 009 from the Jomo Kenyatta foundation said,

> *"Our training is geared towards making the teacher of English adopt learner centred teaching. We go the extra mile to demonstrate some of the lessons during the training so that the teachers of English can see first-hand some of the things they can do while in class."* (PD Provider 009)

On the usefulness of Learner Centred teaching strategies in a language classroom, the

Professional Development providers felt it is very important and it cannot be overlooked.

Professional Development provider 004 from the Ministry of Education said,

> "*Learner centred teaching encourages the creation and negotiation of meaning by the learners themselves. This is considered a good thing since it leads to lifelong learning. It also stimulates the*m and helps them to develop communication skills in English."  (PD Provider 004)

## 4.4    English Teachers Attitudes Regarding Professional Development that guides their Selection of    Lerner Centered teaching strategies

The second research question was how Professional Development programs of teachers

of English determine the selection of teaching strategies. The researcher wanted to find

out if the trainings the teachers have undergone have changed their teaching methods,

their perception towards the training and the selection of learner centered teaching

strategies after training.  The researcher was guided by the following questions:

(a) In which ways has the training you have had changed your teaching methods?

(b) How has the training influenced your perception of learner's participation in the language classroom?

(c) What guides you when you are selecting or dealing with a learner centered teaching strategy to use and when to use them?

The researcher used interview schedule for both the teachers of English and the

Professional Development providers.  The teacher's documents were analyzed and their

lessons also observed to establish if their selection of learner centered teaching strategies

were pegged on the training and their attitudes towards Professional Development that is

concerned with learner centered teaching strategies.

Majority of the Professional Development providers stated that their training normally covers a lot of areas but most focus is put in content delivery. This is because content delivery is important in teaching.

### 4.4.1 Training of Teachers of English and change in teaching methods

Teachers of English were interviewed and their documents analyzed. Lesson observations were also conducted by the researcher to find out if the various Professional Development trainings had any significant impact in their teaching methods.

Majority of the teachers interviewed responded that training has helped them in adopting learner centred teaching.

Teacher 013 reported that,

> *"I have attended roughly seven Professional Development courses this year and there are some that have opened my eyes to diverse teaching. I have learnt that as a teacher, I am not the custodian of knowledge. The students can also have something new to tell me. So, I can comfortably and reliably state that, some Professional Development programs have an impact on leaner centred teaching."*
> (Teacher 013)

Upon scrutiny of his professional documents like schemes of work, lesson plans and record of work books, it was observed that the teacher tried to in cooperate learner centred teaching strategies in the planning. For example, he used debating session in lesson 2 week 6. From what was observed, the students had been given the topic prior to the lesson and they had already done the research on the topics that they were to discuss about. The rules of the debate had already been set to ensure order is maintained in the classroom and the discussion remains within the topic and the stipulated time. The debate was carried out successfully and in the end the teacher used question and answer session

to find out what had been learnt. He also used the lecture method to explain some of the concept raised and to clarify information.

Teacher 018 had this to say,

> "*There are some trainings that can really change your teaching like the one organized by KNEC. As for me, I adopted a fully learner centred classroom teaching approach after the training and I find my lessons very interactive.* (Teacher 018)

The documents analyzed and lesson observation showed that the teacher indeed adopted learner centred classroom teaching strategies but she did also use teacher centred methods of teaching. From the lesson observed on the topic on writing an investigative report in form three class, the teacher started by asking the students some of the things they have ever investigated and if they were successful in their investigations. She asked them to discuss for about 5 minutes with their desk mates thereafter she picked on some students to respond to what they had discussed by giving their experiences. From there, in the lesson development, the teacher lectured on how one is supposed to write an investigative report, the components of the report and the format. She concluded the topic by summarizing what had been taught and answered some of the questions asked by students and then she gave an assignment that marked the end of the lesson.

Teacher 004 commented that,

> "*There are some Professional Development courses that can make one change their teaching methods but others cannot.*" (Teacher 004)

Teacher 002 who has taught for over 15 years and was about to retire commented that,

> "*I have been teaching for over 20 years using the lecture method and my students have always passed. Training or no training, I will continue teaching how I have always taught.*" (Teacher 002)

The said teacher never provided professional document to be analyzed. His lesson that was observed was purely teacher centred.

> Teacher 005, "I have attended Professional Development courses and I have learnt a lot about learner centred teaching. I have tried to change my teaching styles but the problem is the type of learners that I have. I blame my teacher centred teaching method on the 100% transition. It's difficult for some of us who are teaching in Constituency development fund mushrooming schools. My learners are not motivated to learn. Majority are in school as a result of the government's directive to have them in school. They will give you a blank stare whenever you call upon them to participate in class. Only one or two may volunteer to participate and even when they do, they prefer to use Kiswahili to give their comments and or answers. It becomes very difficult to hold debates because their English language competence is wanting. In addition to this, whenever you group them for discussion purposes, they use Kiswahili to discuss and in other cases they use their mother tongues. Therefore, when it comes to teaching topics that border on listening and speaking skis it becomes very difficult. Also, mother tongue interference largely affects their participation in the classroom. Some feel intimidated because of it and end up opting to be quiet. As a teacher, you try your level best to teach but you find yourself demotivated and you revert back to teacher centred methods." (Teacher 005)

The documents analyzed by the researcher showed the teacher planned to use learner centred teaching methods like discussions and role playing but the contrary was observed during the actual lesson observation. In the lesson that was observed by the researcher on the topic on pronunciation, sub topic the consonant sound, lesson 3-week 6 form one class, the teacher had made a chart with various consonantal sounds. She asked the students to read them out loud and because of mother tongue influence, they could not pronounce some of the words well. With guidance, she directed them to their dictionaries and requested them to work in pairs and during this time it was noted that the students spoke in Swahili. They were to try to pronounce those words according to the transcriptions. After about 7 minutes of working in pairs, she wrote some words on the board. Some of these words were;

**Hair, honor, hour, house, heir, heart, hurt**

She asked the students to read them out loud and when it became difficult for majority of them to differentiate the words with the silent "h" the teacher read them out to them and asked them to repeat after her.

Teacher 009 who was in support of the training said,

> "I really appreciate the fact that I have attended Professional Development programs that have made me want to totally change my teaching styles. The only challenge that I had is the wide English syllabus. During my lesson planning I have factored in the learner centred teaching methods but during the actual classroom lesson, I find myself explaining everything since I want to complete the syllabus on time. Learner centred teaching is good and I highly support it but the question is, where is the time to implement it?"   (Teacher 009)

From the lesson document analyzed, the teacher had really planned out his lesson to sue several Learner centred teaching strategies ranging from role playing, discussion and dramatization. The topic was on telephone etiquette. At the beginning of the lesson, the teacher started with question and answering session where he asked the students to mention the various instances where they interacted with rude persons. This took about 6 minutes. Thereafter, the teacher introduced the day's topic. He appointed several students to act out some telephone conversation that was in their secondary English book 1 as the other students listened in and pointed out the problems noted. This exercise took a long time and by the time they were through, it was just about 4 minutes left to the end of the lesson. The teacher hurriedly went through the remaining part of the topic explaining what telephone etiquette is and he did not have sufficient time to respond to students' questions. He promised to continue in the next lesson.

Teacher 019 said,

> "*I was already aware about learner centred teaching strategies. I have always used it and the trainings that I have attended have only taught me how to in cooperate them more in my lessons.*" (Teacher 019)

The documents analyzed by the researcher showed that the teacher planned his lesson with the learner centred teaching approaches in mind. The lesson observed used both learner centred and teacher centred teaching strategies. it was noted that the teacher was very conversant with both the strategies right from the documents analyzed to the actual classroom teaching. The lesson observed was form one topic. Lesson 3 of week 5 on Nouns subtopic types of nouns. The teacher started by asking the students to mention anything found in the class room. To allow for full participation, he moved from desk to desk to allow each student an opportunity to respond to the question asked. after that, he asked them to discuss in pairs the characteristics of the things they had mentioned. After a few minutes, he picked on some few students to report on their findings. When this was done, he used the lecture method to explain to them on what nouns are and their characteristics based on the responses they gave. From there he requested for some students to volunteer and move to the front to act out some of the words that he wrote on the board like **Love, hungry, emotional, sad, sick, hate** from there, through a question-and-answer session he asked for the characteristic of the words written on the board. Some students easily discovered the concept of abstract and concrete nouns but for those who could not, he explained the concept bringing out the difference between concrete and abstract nouns. He then gave then an exercise to be done in their exercise books. He moved around and marked a few books. While marking, he addressed areas where the

student had challenges. He summarized the lesson by clarifying important facts then gave

an assignment and the lesson came to an end.

learner centred.

Teacher 016,

> "After attending Professional Development, where I got the motivation to start using learner centred teaching strategies, I was very enthusiastic but my bubble was burst when the principal told me the school was unable to purchase some of the facilities needed for this. I remember I requested the principal for a radio cassette to allow my learners to listen to pronunciation of the vowel sounds and because the school could not afford it, I resorted to using my mobile phone but unfortunately the sound was not loud enough for the whole class to listen in. I borrowed dictionaries from the library for the students to check out the transcriptions but they were only 4 dictionaries and my class has 63 students. So, I was left with no option other than to write the vowel sounds on the chalk board. And because writing on the board is something they are used too on a daily basis, I felt they were not very enthusiastic with learning the sounds. I really wised to have used the radio cassette. So, I reverted to my old teaching methods". (Teacher 016)

The documents analyzed showed an enthusiastic teacher who was very ready to use

learner centred classroom teaching strategies but the lesson observed was purely teacher

centred. The lesson that was observed was lesson 4 week 7, listening and speaking skills,

the vowel sounds, a form one topic. From the documents analyzed, the teacher had

purposed to use music which the students were to listen from a tape recorder or radio,

discussion and group work and this could be possible with the availability of adequate

resources like dictionaries. Since these facilities were not available the teacher resolved

to write the vowel sounds on the board. She asked the students to read aloud and in areas

where they made wrong pronunciation, she corrected them and moved on to the next

word. Because there were no sufficient dictionaries for students to make reference to. The

students had to take in what the teacher was telling them as the gospel truth and it was

difficult for them to make discoveries on how various vowels are combined to form certain sounds.

From Professional Development providers, it was clear that apart from others skills that they teach during training, one major issue that was addressed by almost all providers was pedagogical methods.

Professional Development provider 005 said,

> "our training focuses on the teaching methods because we want the current teacher to put the 21$^{st}$ century learner at the center of the learning process. When these teachers come for training, it is obvious they are aware of learner centred teaching strategies but what we do as trainers we try to use some topics to guide them on how to go about it when they are in the classrooms. what we do is just bring theory into practice. example in case, most teachers admitted to use discussions in most of their lessons while some admitting that whenever they have not adequately prepared for the lesson, they resolve to putting the students to work in groups, such practices were discouraged and teachers were encouraged to have planned discussions with their students. In addition, it was discovered that the teacher preferred using some learner centred teaching strategies more than others. The ones that were mostly preferred were discussion, group work, debates while role playing, simulations, games, graphic design, song, music, and dance were not very common. Teachers felt that some teaching strategies like games. Music, dance and simulation consumed a lot of time and that is why they avoided them. Teachers also reported that, some strategies like graphic designs and use of visuals and pictures were avoided because some schools did not have the adequate facilities to be used like overhead projectors and computers. In addition to this, some teachers felt they were not techno savvy and thus they kept off from these strategies."      (PD Provider 005)

> Professional Development 008, "All the teachers who come for training are always knowledgeable about the learner centred teaching strategies. We get to know this information when we ask them questions on the same. So as trainers, we try now to teach them on ways they can use these learner centred teaching strategies in their classrooms. we realize from the interaction we have with the teachers that; they avoid some learner centred teaching strategies like simulation because they do not know areas to apply them. So, what we do we tell them the topics where simulation can be applicable like, it can be used when teaching topics on listening and speaking like turn taking, negotiation skills and telephone

etiquette just to mention but a few. And in cases where time allows, we practically come up with a lesson plan and enact these instances during the training. We also realized that some teachers are not aware of good internet site like CALIBRI or KICD CLOUD where they can get resource materials that they can use for visuals, pictures and graphic designs and so our work is to inform them of such sites. As professional Development providers. We want to let the learners be in charge of their own learning. We want them to be at the steering wheel, how well can we do this if we do not equip the teachers with learner centred teaching strategies." (Teacher 008)

The Professional Development providers reported to have indeed trained the teacher on learner centred teaching strategies. All trainings these days have an inbuilt component of evaluation. They further reported that they have not managed to get feedback from most of them but they were glad to report at least from the teachers who provided feedback that they normally use the learner centred teaching strategies. They further noted that, from the increased number of teachers who keep on coming anytime they have trainings on teaching strategies is an indication of how committed the teachers are to change their ways of teaching.

Professional Development provider 004,

> *"I have interacted with a teacher of English after the workshop and he was very optimistic about using learner centred classroom teaching strategies. Since he had been taken through practically a learner centred lesson. I hope it went well with him." (*PD provider 004)

> Professional Development provider 007, "*After our training sessions we normally give the participants questionnaires to fill about the course and looking at their responses, I can gladly and accurately say, training them on learner centred teaching strategies is a good thing and most of them normally look forward to trying them once they go back to their stations. (PD Provider 007)*

> *Professional Development provider 002, who appeared a bit pessimistic said, once the conference ends its difficult to keep in touch with the teachers so it's impossible to know the impact of the training on their teaching methods. But we also ensure we give them the best in terms of training. The best being, using*

*topics that they teach, planning and doing the actual teaching using the learner centred teaching strategies. The teachers get to participate in these lessons and get the feel of how their learners feel.  (PD Provider 002)*

*Professional Development provider 009 felt that, "by virtue that most teachers keep on coming every year for the courses and they are very attentive, it's an indication that they are coming back for more. I know transformation is taking place in their classrooms."  (PD Provider 009)*

Professional Development provider 010, who offered peer observation as a form of

Professional Development said,

*Because we normally have follow- up programs, we have realized that majority of our teachers normally go back to exercise what they have been taught. So, I can say, Professional Development has an impact on teaching methods.  (PD Provider 010)*

## 4.4.2 Teachers perception on learner's participation after teachers training

Sixteen out of twenty teachers of English interviewed felt that their learners responded

well to learner centred classroom teaching strategies which were introduced to them after

the teachers had undergone some various forms of Professional Development training.

The teachers also observed that during their lessons, learners tend to be more active than

before and they always wanted to participate and be part of the on goings of the lesson.

Teacher 012 remarked,

"*Upon introduction of learner centred teaching strategies in my teaching, my learners are very active and they are involved a lot in the lesson. Interacting with each other during a lesson makes the lesson enjoyable, fun and interesting."* (Teacher 012)

From the observation made of the lesson by teacher 012, the lesson was on the topic

"Regular and irregular verbs." the class was active, the group discussions were controlled

and participation was all by all the learners. The teacher guided the learners well and she acted as a facilitator and only offered help where the students seemed stuck.

Teacher 006 said,

> "*I have come to appreciate that when inside a class, it's not all about me and my prowess but it's about this student who wants to gain knowledge from me. So, as a teacher, I should only guide the learning processes but not spoon feed the student.*" (Teacher 006)

Teacher 020 in the lesson on reading of the short story, "Window seat" form the Anthology of short stories "Memories we lost and other stories," the students after being guided by the teacher, dramatized some of the scenes in the story of how corruption takes place in our roads, how public vehicles are normally overcrowded and sometimes causing a menace. By enacting these scenes, the attention of the entire learners is captured. Their participation was active from the way they freely volunteered to respond to questions asked.

In addition, teacher 015 said,

> "Leaners tend to retain a higher percentage of what they discover on their own or what they learn from one another. So as, teacher if I get to offer direction then the students work out on their own, good for me, good for them. I noticed this high retention rate whenever I do a recap of the previous lesson, they always tend to remember what was taught and most especially the things they discovered on their own or what they practically did. Like in lessons where I sued role playing, simulations and cooperative learning the retention rate is high. Also, I have noticed improved performance in their exams from the time I started using learner centred teaching. (Teacher 015)

The lesson observed by the researcher was on "Attributive and Predicative adjectives." Lesson 7 of week 6. The teacher introduced the lesson by doing a recap of the previous lesson on the types of adjectives and the order of adjectives which are all form 2 topics.

The students could easily recall what they have been taught previously because they answered all the questions presented to them correctly.

Teacher 007 said,

> "*Initially when I started using learner centred teaching strategies in my class, some introverted learners were left behind. They found it very difficult to participate in calls discussions but over a period of time with guidance from the teacher (me) they warmed up to my new teaching styles".* ((Teacher 007)

The researcher observed the fifth and sixth lesson, week six for teacher 007 on episodic teaching of the literary text, "Blossoms of the Savannah" it was a double lesson. Some learners were very active and very talkative during the lesson and they were ever ready to volunteer whenever a question was asked or dramatization needed. Like on page 42 and 43 of the novel. The teacher gave the students the tune of the song and asked volunteers to sing it loud to the rest of the class and it was noted that almost the same students who had participated in other activities were the same ones who wanted to perform the song. The teacher tried to encourage the introvert students to participate by choosing them.

From the lessons observed by the researcher, it was seen that most teachers especially those who had less than 5 years teaching experience were not conversant with the learner centred teaching strategies but upon using them overtime, they mastered the art. It was also observed that majority of the classes where the teacher adopted learner centred teaching strategies, the learners were very active save for a few who could not get the grip of it at first. It was also noted that some teachers found it very hard to let go by allowing the students to take charge and the teacher only to be there as a facilitator. Class control was an issue that came up. Some teachers found it hard to control their students

especially during discussion times or get an opportunity to interact with all the groups since some classes are very big. Having a population of 70 students. With such huge classes, it was difficult for the teacher to pay attention to all the students. When classroom control became difficult, most teachers went back to the lecture method of teaching. Lesson observed that were conducted in extra county schools using learner centred classroom teaching strategies were seen to be more orderly and effective since there was adequate space in class, the schools have adequate facilities like projectors to facilitate the learning process and the students' good command of the English language made it easy compared to the county and extra county schools.

## 4.4.3 Teachers' selection of learner centered teaching strategies in the language classroom

Majority of the language teachers stated that their selection of learner centred classroom teaching strategies was guided by the nature of topic to be taught, students' English language abilities, class size, availability of adequate resources and time. A few teachers also mentioned the type of Professional Developments they attended guided their selection of learner centred classroom teaching strategies.

### 4.4.3.1 The Topic to be taught

The teachers felt there are some topics in the English syllabus were easily taught using leaner centred teaching strategies. These topics include but not limited to etiquette, listening, comprehension, oral skills and speaking and some grammar aspects. When it

came to in depth analysis of the literature texts and poetry teachers felt that, the teacher

centred teaching approach was the best.

Teacher 017 stated,

> *"There are some topics in the English syllabus that are best explained by the teacher. Like the topic on Gerunds a form four lesson, its near impossible to use learner centred teaching strategies and also its easier for me to explain and manage to finish the topic within a lesson. But most topics dealing with aspects of listening and speaking like negotiation skills turn, turn taking, telephone etiquette and table manners are best taught using simulations, role playing, drama and games. The students get to act out some of these scenarios and in the process learning occurs."* (Teacher 017)

Teacher 009 who also had a similar opinion stated that,

> *"The current leaners are not avid readers of texts. So, you tend to teach using the lecture method during literature lessons. If you say you are waiting on them to discuss, you will be in for a rude shock."* (Teacher 009)

Also with a similar opinion was teacher 006 who said,

> *"As a teacher, I always find it easy to use learner centred types of teaching in my lesson but at times I face challenges when dealing with some topics. Because of the complex nature of the topic, I normally prefer to do the whole explanation myself. An example of topics where I find hard to use Learner Centred teaching include but not limited to phrasal verbs, participles and participle phrases and the infinitives."* (Teacher 006)

> Teacher 010, was of a contrary opinion. He said,

> "*English is one subject that all topics can be taught using learner centred teaching strategies very comfortably especially with aspects such as listening and speaking the only reason why I don't fully embrace learner centred teaching strategies is because its time consuming and the English syllabus is very wide."* (Teacher 010)

### 4.4.3.2 Student's Abilities

On the issue of students' abilities in terms of their prowess in English really determined

the use of learner centred teaching strategies. Teachers of County and Sub County

schools felt their students were not really competent in the language and thus it was

difficult for them to hold meaningful discussions during the lessons. This forced their teachers to stick to teacher centred teaching methods.  Because of their poor mastery of the language, some students opted to use Kiswahili during the lesson to express themselves and others totally remained quiet for fear of being ridiculed.

Teacher 011 had this to say,

> "I teach in a sub county school, most of my students come from the villages around where the language of communication is their mother tongue and Kiswahili. So when you start introducing learner centred teaching strategies like discussions or role playing, they will contribute mainly using Kiswahili and when you insist otherwise, you end up talking to yourself. So, what option do you have, the lecture method instead." (Teacher 011)

> Teacher 015 said, "Majority of my students performed poorly in the primary exams. They were forced to join high school. They attend school as a ticket to just get the KCSE certificate and they do not care what is in the certificate. To them school is a rite of passage. Now tell me, what do I do other than just go to class teach and go home." (Teacher 015)

> Teacher 020, said, "being a day school, some of our students come from far. Others are already married. They have other responsibilities outside the classroom and when you try to use learner centred teaching strategies which also requires students to do a lot of research, they avoid school like plague. So, as a teacher I do not become frustrated, I opt to teach using teacher centred methods, I finish the syllabus and I am happy."  (Teacher 020)

> Teacher 007 from an Extra County school was of a contrary case. He stated that, "I have good students who have very good command of English. They can effectively communicate in English with each other and drive a point home. So, it's easy for me as their teacher to use any type of learner centred teaching strategies during my lesson because they can easily grasp what they are supposed to do."  (Teacher 007)

> Teacher 018 said "using learner centred strategies during the English lesson is just the best. My lessons are normally active and interactive. I think I achieve all my objective satisfactorily. My only challenge is the introvert students who sometimes do not participate actively and at times I have to choose them to respond to questions asked students thus making them fear giving any meaningful contribution."  (Teacher 018)

### 4.4.3.3 Availability of resources

During the period of carrying out this research, it was discovered that teachers who taught in Extra County schools and a few from county school had adequate or near adequate resources that enabled them to comfortably use learner centred teaching strategies in their lesson compared to their counter parts in the sub county schools. On looking at the resources, the researcher considered equipment like language laboratories, computers, speakers, projectors, well equipped libraries and internet installation.

The researcher observed that it was easy for a teacher in an Extra County school to use any leaner centred teaching since they were spoilt for choice unlike the other teachers Teacher 007 said,

> "before my lessons, I normally give my students some questions for them to go and research from the library or the computer lab so during the actual lesson they present their findings as I guide them through. At times I only have to project the lesson as they tell me their thoughts and findings. The availability of facilities has really made my teaching easy." (Teacher 007)

> Of a different view was teacher 011 who said, I would gladly embrace learner centred teaching strategies in my lessons and if I had the necessary equipment and resources. The school only has two computer and they are meant for administrative purposes. My students have never seen a projector and neither does the school have an internet access. Our library is poorly equipped, so I am left to be the custodian of knowledge. What option do I have other than to teach using the lecture method? (Teacher 011)

### 4.4.3.4 Type of Professional Development attended

All the teachers were in agreement that they always had the desire to practice or rather try out what they were taught during training. If someone was taught of leaner centred teaching strategies like discussion, that is what she or he wanted to practice out once they went back to their stations.

*Teacher 004, said*

> "I have attended several forms of Professional Development organized by different institutions. I learnt a lot on matters learner centred teaching strategies. Like in one of the workshops I attended, the use of debates, cooperative learning, simulation and role playing were taught and even demonstration of the same were done. I have always found myself using these same strategies in teaching. (Teacher 004)

> Teacher 001 stated, "had it not been that I was lacking in resources and time I would have confidently and comfortably practiced what was taught in these seminars that I attended just to make my teaching interesting." (Teacher 001)

> Teacher 009 said, "I think the type of Professional Development one attends has an impact in the learner centred teaching strategies one may decide to sue. From the seminars, workshops, school networking and the conferences that I have attended I always find myself coming to put into practice the strategies that I was taught. I am always reluctant to use the ones not mentioned in these trainings." (Teacher 009)

## 4.4.3.5 Teachers' preference

During the lesson observations and an analysis of the teachers' professional documents, it was evident that most teachers preferred using learner centred teaching strategies that they were conversant with and very common. It was observed that most teachers used discussions, role playing and debates. Other forms of leaner centred teaching strategies like drama, music, use of graphic design was not used as much.

Teacher 018, said,

> *"since time immemorial I have been using discussion so it's easy for me to use in all my lessons.it is easy for me to prepare for a discussion, its inexpensive and does not consume plenty of time during the lesson."* (Teacher 018)

Teacher 020 also said,

> *"I need to be confident during my lessons. So, I tend to use teaching strategies that I like and I am conversant with. I don't want to be the subject of mockery and ridicule. Imagine you set out to use a projector and then it fails or there is a power outage. To save myself from such embarrassing moments I prefer to use discussions, dramatization and role playing." (Teacher 020)*

Teacher 004 who was also in agreement noted,

> "*At times when you attend Professional Development trainings, you are taught on these learner centred teaching strategies and at that time, they look so easy to practice but now it even becomes very difficult when you try to plan for how you would use it during the lesson. Like using cooperative leaning is easier said than done*." *(*Teacher 004)

> Teacher 007 who was of a contrary opinion said*, "I like trying out new things. I have attempted to use almost all the leaner centred teaching strategies taught to me. Initially there are those that backfired but now I am conversant with all of them."* (Teacher 007)

## 4.5 Implementation of learner centred teaching strategies within the classrooms

The third research question was to determine how the teachers of English who have undergone Professional Development implement the learner centred teaching strategies during their lessons. The researcher was guided by the following questions;

a) How have you implemented learner centred teaching strategies in your planning and instruction of English in the classroom?

b) In which way would you say the training has contributed to your leaner's language leaning?

c) How did you infuse training that is learner centred into the language classroom?

d) How did you utilize learner centred teaching approaches learnt during training?

The researcher used interview schedule for both the teachers of English and the Professional Development providers. The teachers' documents were analyzed and their

lessons observed to determine how they implement learner centred teaching strategies within the classrooms

### 4.5.1 Implementation of leaner centred teaching strategies in planning and teaching of English.

From the document analyses that were carried out, it was very clear that most of the teachers planned to use learner centred teaching strategies. Right from the introduction stage to the lesson development stage that most teachers used teacher centred teaching strategies to give conclusion and summarize the lessons.

Teacher 002 said,

> *"It's easy for me to include learner centred teaching strategies in the planning of my lessons. It makes my teaching seamless since I get to know at what point in my lesson and what I will be doing. Prior planning makes me very confident. Like if I am to use debates, I get to plan on the time I will allocate for each team to present their points. This planning helps me to achieve all of the lesson objectives within the stipulated time."* (Teacher 002)

Documents analyzed from teacher 006 showed that he planned to use teacher centred teaching strategies in the beginning and at the end of the lesson but during the lesson development he applied learner centred teaching strategies. The topic that was to be taught was on report writing, investigative report. The teacher planned to start by using discussion and group work then shift to teacher centred during the lesson development to allow him explain what is an investigative report and the components of the report. Then finally shift to learner centred strategies where he would use cooperative learning.

From most of the documents analyzed, it was very evident that most teachers integrated both the learner centred and teacher centred teaching strategies. From the lesson observed, only one teacher used learner centred teaching strategies exhaustively.

A few of the teachers planned to use learner centred teaching but during the actual teaching, they only used lecture method which is teacher centred when asked about it, this what they had to say.

Teacher 008,

> its true by looking at my professional documents like schemes of work and lesson plans, I always intend to use leaner centred strategies but on going to class you find that those strategies really take a lot of time and because I am in a hurry to complete the syllabus on time, I go teacher centred. (Teacher 008)

> Teacher 004 added, planning and actual classroom teaching are two very different things. You can plan effectively but when you get to the classroom you find other challenges and factors that make you not adhere to your original plan so because you have to teach, you go the lecture method which is teacher centred. (Teacher 004)

> Teacher 009 further added," I normally prepare the professional documents not necessarily to use them in class. I do it because the administration expects that for me. What is in those documents is almost the exact opposite of what I do in class but all I know is that it is good as a teacher to involve your learners during the lesson." (Teacher 009)

Teacher 016 said

> "Planning for a lesson is very important. It makes you feel confident as you stand before the students. As a teacher, you are sure of the stages you are going to use to execute the lesson so it makes it easy for me. Personally, I do a lot of research during the planning process and I am always ready to respond to any eventuality that may occur during the lesson. (Teacher 016)

Teacher 013 said,

> "I normally prepare my professional documents as I think of the learner centred teaching strategies that I could use. Like if I intend to use debates, I research on suitable topics which are within the scope of the learner so that when they are discussing and presenting their points, they are things that they can easily identify with. If I am to use role playing or drama, I normally have the students who can

enact or dramatize very well already in my mind. This makes it easy for me to choose fast without wasting time during the lesson.   (Teacher 013)

Although most teachers who were interviewed by the researcher and their documents analyzed and lessons observed prepared their lessons to use both learner centred teaching strategies and teacher centred strategies, there is a small percentage of teachers who purposed to use the learner centred teaching strategies from the documents analyzed but during the actual lesson, the methods they used were geared towards teacher centred strategies. Upon class lesson observation it was noted that some teachers did not make any reference to the professional document that they had prepared and neither did some use the strategies indicated there.

On the side of Professional Development providers, it was discovered that through the various follow up programs that they have a number of teachers normally implement the learner centred teaching strategies. It was also discovered that in cases where teachers did not implement the strategies there was poor training or insufficient training period. It was also discovered that at times some teachers totally did not use the learner centred teaching strategies because insufficient resources and there are teachers who had a negative attitude towards learner centred teaching strategies especially those who have taught for more than 15 years. They felt learner centred teaching strategies was too much work.

Professional Providers 006 said,

> "when teachers come for training, we do all our best to impact knowledge and we are glad that a good number normally take this new knowledge and try to use it in their classrooms. This makes us to continue doing what we like to do with zeal. (PD Provider 006)

> Professional Development provider 003 noted that, "yes we do teach learner centred teaching strategies the only challenge is the short time that we have for training. This short time normally limits our productivity but we always try our level best."  (PD Provider 003)

> Professional Development provider 001 commented that, "We do our best but at times these teachers do not implement what we teach them because they dislike this new teaching and at times it's beyond the teacher's control not to use the learner centred teaching strategies. When a teacher lacks the necessary resources, they are forced to ignore what we have taught them and they continue using the old methods or they keep on using the same learner centred teaching without diversifying.  (PD Provider 001)

### 4.5.2 Ways training has contributed to learner's language learning

The answer to this question was answered through the interview schedules, document analysis and lesson observation.

Majority said that during one of the Professional Developments programs they have attended really had an impact in their teaching especially when it came to the use of leaner centred teaching strategies.

Teacher 010 said.

> *"During one of the Professional Development trainings organized by the Kenya National Examination Counsel I learnt about how to infuse these learner centred teaching strategies in to my lessons. I was taught, it is important to use both the learner centred and teacher centred strategies because at the end of the day you cannot leave the students do everything on their own. For the teacher centred strategies, I normally use inquiry based learning and direct instructions as I also merge with learner centred ones like role playing, discussions and simulations and I have seen it work seamlessly. It was not a smooth sailing at first but I got a hang of it over time.*"  (Teacher 010)

From the lesson observed the teacher used learner centred teaching methods combined with the teacher centred ones. The introduction of the topic on "How to write a book Review" was done through a short lecture and this was followed by debates and peer teaching.

Teacher 014 commented that,

> "I think my students understand concepts well and easily when they teach each other and learn from each other and when they do things practically. English is a subject where skills like speaking, listening, writing and reading are emphasized. I find using learner centred methods allow for the students to improve in all the four skills since various activities are carried out in the classroom. I really appreciate learner centred teaching strategies since, upon implementation of what I was taught in training, teaching has become enjoyable." (Teacher 014)

From the lesson observed, the learners actively participated in the lesson. This active participation was through answering of questions, volunteering to dramatize or role play. The teacher was also keen to pick learners who were not willing to raise their hands. At the end of the lesson the researcher noticed that almost all the students had participated in the lesson and the objectives were achieved.

Teacher 013 said,

> *"upon completion of training organized by the Kenya Institute of Curriculum Development, I learnt that a friendly environment is very crucial for improved class performance. I further learnt that the responsibility of creating this friendly environment squarely lies on me as the teacher. So, I embarked on using learner centred teaching strategies. Some of the strategies that I used were peer review, "think pair and share" where the students ponder the answer to a question and then share their thoughts with a neighbor"* (Teacher 013) Teacher 014 who was of a contrary opinion stated that,

> *"I have been using learner centred teaching strategies way before I attended a training that addressed the same, so I don't think any training that I have gone to has contributed in anyways to my learners learning." (Teacher 014)*

Teacher 001added,

>  *"I go to those trainings to earn certificates that will help me go to the next job group so, I am not really keen to know whether after training if I have become a better teacher.* (Teacher 001)

## 4.5.3 Infusion of training that is learner centred in nature into the language classroom

Half of the sample population interviewed noted that it was not very difficult to infuse training into the language classroom. The other half were of the contrary opinion. The researcher noted that the teachers who had no problem infusing training into practice had been in service for more than 5years. It was also established that majority teach in well-established schools (Extra County schools) and because of frequent mentoring and peer observation, it was easy to infuse theory into practice.

> Teacher 012, who had no difficulties in infusing training into his language class stated that,

> *"once I was equipped with the basic knowledge on learner centred teaching strategies, it was up to me as a teacher to be creative. I learnt that I can infuse different strategies at different developmental stages of the lesson. There is nothing hard." (Teacher 012)*
> Teacher 005 who infused training easily into his lesson commented that. *"I adopt several learner centred teaching strategies in my lesson and that makes it easy for me. For example, I start my lessons with a question-and-answer sessions which advances to a discussion and at times I use graphics just to drive the point home." (Teacher 005)*

> Teacher 006 who infused learner centred teaching strategies gradually into her lesson stated, *Because I have been using lecture methods in most of my lessons, I had to go slow with the learner centred teaching strategies. I started by giving small group assignments to my students. I also guided them in doing class presentations and even debates. Within no time, the students were used to the learner centred teaching strategies." (Teacher 06)*

On the other hand, some teachers found it a bit difficult to infuse training into practice after a number of reasons. Some said, the training they attended were lacking, some were too short to properly prepare them for using learner centred teaching strategies.

Teacher 020 said,

> *"Some trainings were superficial. The training did not take the teacher through all the stages of preparation and finally delivery using learner centred teaching strategies leaving me in a sought of dilemma. So, I cannot use what I was not taught well how to use."* (Teacher 020)

In support of teacher 020 was teacher 017 said,

> *"No sooner had the training on learner centred teaching strategies started than it was over. I did not grasp a thing since the speaker was in a hurry to finish what she was saying. So, I am aware of these strategies but I have no idea how to in cooperate them in my lesson."* (Teacher 017)

> Teacher 011 said, *"The training left me yeaning form more, it was quite short although the issue of learner centred teaching strategies was mentioned. Due to inadequate time, we did not get an opportunity to simulate a normal English lesson but I still use some of the learner centred teaching strategies that are common like group work, role playing and debates. So I can say I have not fully infused the training that I have undergone into my language class (*Teacher 016)

> Teacher 006 said, *"I really wish someone could take me through and thoroughly the learner centred teaching strategies and how I could use them in my class. It seems my learners are getting bored and more so as the teacher, I can't get the grip of it."* *(Teacher 011)*

From the interviews done, it was very clear that the teachers were in praise of trainings that took longer since they were helped to understand how to infuse trainings into practice compared to the short trainings.

Another reason that made it difficult for teachers to infuse training into class is lack of resources. Teacher 016 from a county school had this to say,

> *"In the school that I teach, getting a projector to use during my lessons is a pipe dream yet, I have sufficient knowledge on learner centred teaching strategies but using them in lessons is impossible."* (Teacher 016)

From what was observed the teacher was not very enthusiastic during the lesson despite using the learner centred teaching methods. The students also were not very active from the way they participated in the discussion groups because just a few students spoke and others didn't seem interested on contributing since they kept on writing and the others were reading form their text and exercise books.

### 4.5.4 Utilization of learner centred teaching approaches

Most teachers found learner centred teaching strategies useful and they adopted to using them in their lessons. Majority tried to use them effectively in a practical manner.

> Teacher 013 said, "*the learner centred strategies that I used during my lessons I used them effectively and the objectives of my lessons were achieved. I try to use several strategies so as to capture and sustain the attention of the students"* (Teacher 013)

> Teacher 014 who was also in agreement said, *"I planned to use learner centred teaching strategies even just by looking at my lesson plans and schemes of work and it has worked so well for me. The objectives of the lesson were achieved. I utilize these strategies by using them exhaustively in my lessons"* (Teacher 014)

It was also observed by the researcher during the lesson observation that most of the teachers effectively used the learner centred teaching strategies to enhance their lessons and make them more interesting and because language is a skill which needs acquisition, perfection and practice, the use of Learner Centred teaching strategies was the best.

**4.5.6 In cooperation of learner centred teaching strategies in teacher training**

Through the interviews, 9 out of the 10 Professional Development providers agreed to the fact that they have in cooperated learner centred teaching strategies in their training to help teachers understand the teaching strategies well so that they can use them effectively in their lessons. 8 out of 10 Professional Development providers said they do it by teaching the language teachers on the various ways they can use the learner centred teaching strategies and they also guide them on how they can change from teacher centred teaching. The Professional Development providers stated further that they try to show them practically how to use learner centred teaching strategies in their lessons.

Professional development provider 001 said,

> *"I teach the teachers on mastery of content then I also teach them how to deliver the content to the learners. I take them step by step. From how they can prepare a lesson using learner centred teaching strategies and the final delivery of the lesson in a classroom set up. I also use the same teacher to simulate, role play, dramatize so that they get the feeling of what happens in an English lesson."* (*PD provider 001)*

Professional development provider 004 said,

> *"During the training, we teach the teachers using learner centred teaching strategies. We make them to discuss, role play, have debates and in the process, they get to interact with learner centred teaching strategies. We know that most teachers tend to teach the way they were taught. So, if they are taught using learner centred teaching strategies then they will automatically teach using the same." (PD Provider 004)*

Professional Development Provider 006 stated that,

> *"We normally take teachers through the various learner centred teaching strategies and we believe they grasp the concepts well. The teachers tell us that the problem normally occurs when they get back to their schools. Sometimes the things which they found easy during training are no longer easy during the actual practice."* (PD provider 006)

Professional development 008said,

> *"I have offered Professional Development to teachers for years now. Sometimes back, we never really cared how the learners were taught but in the last 5years we are concerned with how teaching goes on in the classroom. This forced us, and me as an individual to start teaching teachers how to teach the 21s century learners. I did this by in cooperated learner centred teaching strategies in the training by explaining to teachers what they were and the importance of adopting this new teaching methods and how they can employ in their teaching.it was not easy at first but it's getting easier with each passing day.* (PD Provider 008)

### 4.5.7. Evaluation on the use of learner centred teaching strategies by teachers.

Six Professional Development providers said they have ways of evaluating how teachers use learner centred strategies in their lessons but the remaining four said evaluating the teachers on the use of learner centred teaching strategies has been a very difficult task for them.

Professional Development providers who train in conferences, seminars and workshops that lasted a day or two said, they find it very difficult to evaluate on the use of learner centred teaching strategies by teachers in the classroom because of the large number of teachers who attend their sessions. They also noted that their training sessions are sometimes too short for them to evaluate how effective it has been. In their attempt to correct this, they visited schools offering resource materials to teachers and advising them during the training of the alternative means in scenarios where getting resources was difficult. so that they can use in their lessons. Like the training offered by NES, the teachers were encouraged to print some photos in cases where they did not project. This strategy was found to be very effective because the learners could still see what they were meant to see and even if there was a blackout the lesson still continued since the photos

could have been printed before the lesson. Also, the teacher could preserve the printed photos and use them in other lessons.

Some Professional Development providers also select institutions which they can closely work with the teachers.

It was also discovered that Professional Development providers who dealt with mentoring and peer observation had an easy time to evaluate on the use of learner centred teaching strategies by teachers after training since they had adequate time and a teacher was taken through the process systematically.

### 4.5.8. Follow-up programs by Professional Development providers.

All the Professional Development providers agreed to having follow-up programs to ensure that teachers are using the knowledge they have acquired during training in teaching of the English syllabus.

Professional provider 005 said,

> *"We normally have feedback forms that we request the teachers to fill after the training. These forms give us important information on how to improve our trainings and because we also deal in publication of books. In our books we guide the teachers on learner centred teaching strategies that can be applied and in which topic."* (PD provider 005)

Professional development provider 002 said,

> *"We normally visit several institutions and try to guide teachers especially in areas they may say they are having difficulties while using learner centred teaching strategies. Although it's an expensive approach, me thinks it is worth it."* (PD provider 002

On the contrary Professional Development provider 008 stated that,

*"As an organization, we normally feel compelled to offer follow up programs but the challenge is, we normally have a very large number of teachers attending our programs so following up on them is impossible.* (PD provider 008)

## 4.6. Challenges faced by teachers of English when implementing learner centred teaching strategies in language classrooms.

The fourth research question was to investigate the challenges faced by teachers of English in the process of implementing learner centred teaching strategies and how they have tried to address these challenges. The researcher was guided by the following questions

a) What types of challenges do teachers face when implementing learner centred teaching strategies in language classrooms?

b) In what ways they can overcome these challenges?

c) How can training be improved to help overcome these challenges?

All the teachers agreed that they have been faced with challenges either in the process of infusing training into the classrooms or having inhabiting factors to the full use of Learner centred teaching strategies in their classrooms. The Professional Development providers also noted that the teachers were affected by numerous challenges that they encounter once they went back to their institutions. Professional Development provider 006 said,

"Teachers of English leave the trainings with a lot of zeal but unfortunately once an obstacle comes their way, they revert to their old teaching methods and as a Professional development provider, I have come up with ways to sustain Learner centred teaching by always making up follow up programs and coming in to assist a teacher whenever a need arises. One way in which I make follow up is I give my contacts to the teachers and I encourage them to call whenever they face challenges. Secondly as an organization, after the training, we normally form Whatsapp groups where the trained teachers are encouraged to join and learning

continues happening from there. Teachers are normally encouraged to post their questions, worries and concerns on the wall as other teachers and also Professional Development providers respond. At times short video clips are attached to aid in responding to what had been asked." *(PD provider 006)*

The factors mentioned by teachers to be inhibiting the implementation of learner centred teaching strategies are mentioned below.

### 4.6.1   Factors inhibiting the use and implementation of Learner centred teaching strategies

Teachers interviewed reported to be having different challenges in the use of Learner centred teaching.  The first challenge was the issue of resources.

### 4.6.1.1 Sufficiency of resources

From the interviews carried out and lesson observations, it was found out that, fourteen out of the twenty teachers of English considered lack of resources as a challenge in using Learner centred teaching strategies in their language classes.  While six had no challenge. They had the required resources. The resources lacking included lack of electricity, computer laboratories and even computers and projectors.  The researcher further observed that most Extra County and County schools were well equipped compared to Sub-County and CDF schools.

The researcher observed the availability or lack of resources influenced the teacher's choice of learner centred teaching strategies.  Like a case where a teacher had to ask the students to use their own imagination since the school did not have electricity to allow for the use of a projector to see the visual aids but the teacher had indicated that he would use

Learner centred teaching strategies from his documents that is the schemes of work and lesson plan.

This observation points out that learning is theoretical in most of our schools despite the teachers having competence in using Learner centred teaching strategies. Bishop (1993) observes that proper use of resources can extend education beyond the four walls of the school and embrace a wide spectrum of people.

### 4.6.1.2 Limited time

Eighteen teachers of English who were interviewed said that using learner centred teaching strategies in their lessons was a great thing but the time allocated for each lesson was not sufficient to meet all the objectives. Some also felt learner centred teaching strategies were time consuming and thus most resolved to go back to the old traditional teaching methods despite knowing about the strategies.

two of the teachers, felt they have sufficient time to employ learner cemtred teaching strategies in their lessons. Some even went ahead to use extra-time available on Saturdays and Sundays. Some made good use of the remedial lessons. It was rather interesting to find out that a few teachers employed learner centred teaching strategies and did just what they could do in the allocated time.

### 4.6.1.3. Class population

twelve teachers of English reported to teaching in schools where the classes were overcrowded. Most of these classes have seventy plus students. This large number of students make it difficult for the teacher to use learner centred teaching strategies and to achieve the lesson objectives. It is also difficult for the teacher to monitor the learning process and to cater for the individual differences and needs of the learners. The

researcher also noted that class control was not very easy especially in scenarios where discussions were being used. The twelve teachers who had manageable class sizes with a maximum of 50 students said it was very easy for them to control the lesson and almost all the students got a chance to participate.

### 4.6.1.4 Wide syllabus

All the teachers interviewed said that the English syllabus is too wide also by the fact that it is integrated with literature does not make it any better. Despite the subject being allocated eight and six lesson per week respectively in the senior and junior classes. Thus, it becomes very difficult to adopt learner centred teaching strategies in all the lessons.

The wide English syllabus has been a topic of discussion for a long time. Teachers have been complaining about the wide syllabus especially after the integration of English and Literature. At the time of collecting this data, nothing had been done to address the issue.

Teacher 008 said,

> "Learner centred teaching strategies are the best in the teaching and learning of English but the syllabus is too wide and because I target to complete the stipulated syllabus by the end of every academic year, I am left with no choice other than to use teacher centered methods like the lecture method." (Teacher 008)
> Teacher 012 commented that,

> "I rarely miss any lesson and I always try to make use of any exra teaching time like remedial lessons but still completing the syllabus on time is not easy so I wonder what will happen if I decided to fully adopt the learner centred teaching strategies, it will be a pipe dream to ever finish the syllabus and I will end up in trouble with my boss. So, let me just use the teacher centred mode of teaching." (Teacher 012)

> In support of the teacher's sentiment were the Professional Development providers.
> Professional development provider 001 said,

"The issue of avery wide syllabus coverage has been a bone of contention. Teachers want to do their best to make learning interactive and interesting but then again, the demands of the syllabus are too high and most teachers believe they will have to finish the syllabus by hook or crook. The only way they can do it is by using the lecture method, flipped classrooms, kinesthetic learning, inquiry-based learning, expeditionary learning and many others. At the end of the day, the end justifies the means." (PD Provider 001)

## 4.6.1.5 Negative perception

Another challenge that teachers face is the old belief by parents and even the administration that it's the teacher to impact knowledge. According to them the teacher is the source of all information and thus some stakeholders don't embrace the idea of teachers asking students to search for information on their own.

Teacher 003 noted,
"After Professional Development that was learner centred based, I was very eager to practice what I had learnt only for me to be summoned by the principal who had received complaints from students, that I give them too much work for them to discuss. I gave up and reverted to my old teaching methods." (Teacher 003)

Teacher 008 also said,

"The 21$^{st}$ century learners are very lazy and they want everything to be done for them and some of their parents are not any better because they question everything that happens in the classroom. Most parents do not understand the need for peer teaching and some go the extend of coming to school to report based on what their children have reported home. So, teaching using learner centred teaching strategies is a struggle." (Teacher 008)

## 4.6.2  Overcoming the challenges

Despite the challenges faced by the teachers, the same teachers have come up with possible solutions.

**4.6.2.1 Strategies for managing the challenge of time**

Teachers have tried to adopt a number of ways to ensure that they have sufficient time to meet all the objectives of the lessons.

**4.6.2.1.1 Extra teaching Hours**

The strategies that was employed by teachers to manage the challenges of limited time was to find time outside the normal classroom lessons. Extra teaching in the evenings, early mornings, weekends and holidays were used by seventeen of the teachers interviewed. It was also discovered that a teacher teaching in boarding school had more contact hours than those in day schools.

Some teachers solved the issues of time by letting learners to discuss easy content on their own and using class time to discuss difficult content only. Others encouraged the students to read in advance. It was also interesting to find out that a few teachers did not employ any strategy and they did just what they could in the allocated time.

From the findings, this strategy was found to be very useful. From the observations made by the researcher, issuing of hand-outs was the mostly used strategy and by the time of the next lesson the learners were very familiar with what they were to learn so conducting a debate was easy. The researcher realized that some of the strategies used to address the issue of insufficient time encouraged learner centred strategies.

Teacher 007 said,

"I was late in syllabus completion and I had not finished the analysis of chapter 19 of the compulsory novel "Blossoms of the Savannah" I told my students to read in groups of four at their own free time and each group was assigned a task to be presented in class. The students read on their own and the presentations made were very good and I finished what I was to finish within the stipulated time. I did this by organizing a one-hour lesson in which all the groups got to present their work. (Teacher 007)

Teacher 005 who was also in agreement with teacher 007 said,

"I discovered that at times insufficient time leads to the usage of learned centred teaching strategies. The examination for the form threes was fast approaching and I had not covered two types of functional skills that were likely to be set. The functional writings were Curriculum Vitae and Application Letter. I therefore encouraged my students to read ahead of the teacher. I also gave them handouts which had questions at the end. The students really went out of the way to find more information about the two functional writing and I believe these strategies encouraged discovery learning. (Teacher 005)

### 4.6.2.2 Strategies for addressing insufficient resources

Teachers who have no or insufficient resources to support learner centered teaching have resolved to be creative.

Like a case observed by the researcher, because the school did not have an overhead projector, the teacher 011, used his phone to show some beautiful scenery which he used to explain descriptive writing. Although it took a lot of time for the mobile phone to passed around the classroom for all to see. It was also observed that some teachers improvised by deciding to use chart which they displayed in front of their classrooms.

In another instance, teacher 015 decided to ignore the Learner centred teaching strategies that required expensive resources instead she resolved to use those that were inexpensive like debates that only requires the learners and group discussions. The government is also

in the process of ensuring that all schools have electricity and well-equipped computer labs to enable easy learning.

Teacher 019 who was very optimistic had this to say,

> *"I teach in a village school but the school is being installed with electricity and I believe with the availability of electricity we can have computers to help us in the teaching."* (Teacher 019)

The government through the Ministry of Education since the year 2018 has started the initiative of providing textbooks to all learners in all secondary schools in Kenya. This is a very good initiative that will support learner centred teaching strategies since learners have reference materials to comfortably hold a discussion or read in advance.

Teacher 020 who was in support of the government's decision to supply students with textbooks said,

> *"The government's decision to supply textbooks to all learners is very welcome. With leaners having the textbooks, it's easy for the teachers to offer guidance then leave the students to discover on their own using the textbooks as reference materials.*" (Teacher 020)

### 4.6.2.1.3 The wide syllabus

The Kenya Institute of Curriculum development has done nothing to reduce the wide syllabus of the English language, instead its in the process of changing the curriculum. So, the teachers have to create their own time and ways to cover the syllabus. The teachers felt that the curriculum developers should try and scrap off some topics or separate the English grammar from Literature.

Teacher 012 noted that,

> "Its high time the English syllabus got to be reviewed. There are some topics that should be left and maybe be covered by those who want to study the subject at higher levels. Examples of the topics that I feel should be studied at high levels are, "The Participle Phrases, The Gerunds, and oral literature Field work"

Furthermore, most of the things we teach are no longer being examined but you cannot risk not teaching less you end up disadvantaging your leaners some of these topics are, "Writing a telegram, writing Reminders and Recipe Writing" (Teacher 012)

### 4.6.3 Suggestions for improvement of Professional Development training that favors learner centred teaching.

Teachers suggested ways in which Professional Development providers would improve so as to ensure that the training given to teachers effectively address the issues of learner centered teaching strategies. Views from the teachers were collected using interviews.

Most teachers felt that Professional Development of teachers of English should be improved so that it can have an impact in their teaching practices. This improvement includes organizing seminars and workshops that aim at changing the teachers' classroom practices. The teachers of English should have a say in what they should be taught about as they attend various forms of Professional Development. Also, the Professional Development providers should carry out a needs assessment to find out the gaps the teachers of English have so that they may fashion their training towards addressing the same.

Teacher 003 said,

> "I want to feel different after Professional Development. I want to do different things after training. This can be done by Professional Development providers trying to attend to the needs of the teachers during the training. I don't want to be taught about content when all I want to learn is on methodology because at the end of the day the content is still the same." (Teacher 003)

Teacher 020 said,

> "I would wish that Professional Development in not hurried. I also need time to learn and master some concept. A one-day workshop does not have an impact on me." (Teacher 020)

Teacher 013 felt,

> "I feel that the needs of the teachers should be taken into consideration before the training begins. The teacher should be asked what their expectations are. It's not proper to bomber a grownup with that she or he is not interested in learning." (Teacher 013)

Teacher 018 stated,

> "After completion of training, the Professional Development providers should have organized follow up programs that allows them to make a follow up on teachers so that they can also know areas to improve in their future trainings." (Teacher 018)

Lastly, some teachers proposed that not so many restrictions should be given for one to attend some types of Professional Development. They felt that Professional Development should be open to everyone who is willing to attend.

## 4.7    Discussion of findings

The interview schedules for the teachers of English and professional development providers elicited critical information.  The documents analyzed together with the observation schedules gave in-depths information towards the purpose of the study which was to investigate Professional Development of teachers of English and its impact on learner centered classroom teaching strategies in secondary schools in Kwanza Sub-County, Trans-Nzoia County.

The findings were categorized in accordance to the research questions

### 4.7.1   Professional Development in determining awareness of teaching strategies.

All the teachers interviewed, 20(100%), agreed that they have attended at least a form of Professional Development. But the type attended differed depending on various factors. Monetary factors determined the type of Professional Development attended by teachers

of English in Kwanza subcounty. Masters and diploma courses were attended by a small percentage of the teachers because of the cost implications. Trainings offered by Kenya National Examination Council which were costly were also attended mostly by teachers from extra county schools since such schools have the financial muscle to sponsor their teachers for such courses. For those not from extra county schools but have attended training from the institutions like KNEC sponsored themselves. In addition. It was also observed that majority of teachers attended Professional Development that are cheap or even free.

The length of time it takes for the training to occur also affected attendance. Professional Development training that took long like masters degree and diploma courses were poorly enrolled for despite some teachers having the capacity to enroll for such programs. Short courses like workshops, seminars and conferences that took a day or two or even less than a week were popular with all the teachers. most of them felt that they were less demanding and very convenient although they also felt they were lacking in terms of what was being taught due to the limited time available for training. They were in agreement of various forms of Professional Development to be combined for a teacher to be well equipped. This finding agrees with Zeegers (1995) Cutler and Ruop (1999) remarks that when professional Development trainings are combined with other types of Professional Development opportunities, they can be quite successful.

Teachers' responses on the type of Professional Development that they have attended showed that majority preferred workshops, school networks and conferences and seminars with a very small number attending school university partnership.

The study revealed that although teachers have undergone different trainings at different times organized by different bodies and different topics covered what was consistent in all these trainings was on content delivery. Fullan (1992) agrees with Professional Development of teachers especially in matters pedagogy. He postulates that, 'The changes in classroom practices demanded by the education reform movement vision ultimately rely on teachers." He further adds that, "changes of this magnitude will require a great deal of learning on the part of teachers." (pg.19) It was noted that teachers of English were aware of the different teaching and learning strategies at their disposal but through Professional Development, awareness of teaching strategies that are learner centred were enhanced. It was also revealed that the more one attends or participates in Professional Development the better they become at using the learner centred teaching strategies.

Although most teachers were in favor of the short trainings, they felt that it should not be a one-day affair rather it should have other follow up programs to see if the training has had an impact on their classroom teachings. They felt that trainings should be done in bits but over a certain period of time. This emphasized on the usefulness of having continuous Professional Development and not just a one-day affair training. This is supported by Day (1997) who postulates that Professional Development should be a continuous process

which a teacher should engage in throughout their careers. According to the research theory, Gillian (2003), argues that learners should take part in directing their own learning. This was evident from the interviews carried out since some teachers did not just attend any form of Professional Development. they were keen to know beforehand what was to be offered and how it would help them to advance in their classroom teaching practices.

From the findings. On the question on teachers' feeling towards attending Professional Development courses, it was realized that, the teachers of English who had not taught for long were enthusiastic about attending any form of trainings unlike their counter parts who were not very eager to come for the training. The teachers with less than 5 years in the teaching profession felt the training were very crucial towards making them effective and better teachers. This finding agrees with Feimans-Nemser (2003) finding that, "the first two years of teaching is essential for effective teacher development." These sentiments are agreed also by Bubb (2007) who state that, "the first year is the most formative period in a teachers' career and support is crucial if they are to develop the competencies, confidence and attitudes that will keep them happy and successful in the job (pg.1)

From the findings, its true to say that Professional Development of teachers helps in determining their awareness on teaching strategies.

**4.7.2   Teachers of English attitude regarding professional development that guides their selection of learner centered teaching strategies**

The study revealed that teachers have a positive attitude towards professional development that is concerned with learner centered teaching strategies. The findings showed that after Professional Development, most teachers attempted to use teaching strategies that are learner centered to allow for active participation of students. And for even those who did not adopt the learner centred teaching strategies, it was discovered that it was because of other underlying factors like the type of students one had.

The findings also showed that some types of Professional Development are more productive in terms of helping teachers to learn more about learner centred teaching strategies, compared to others. The type of Professional Development that teachers were in praise of were peer observation, mentoring, observation visits to other schools and school networks. The teachers felt that these four forms of Professional Developments were thorough and the teacher was guided appropriately on how to go about adopting learner centred teaching strategies in the English classroom. Mentoring was highly preferred form of Professional Development with the teachers who had undergone it saying it has really helped them to become better teachers both in and outside class. Effective mentoring of beginning teachers has a positive effect on the retention of teachers, the quality of teaching and learning and the achievement of students. (Hosbon, Ashby, Malderez &Tomlison, 2009; Ingersol, 2001; Lind, Franks & Prebble, 2005).

It was also found out that, it was not only the mentee who benefits but also the mentor teacher. When a teacher serves as a mentor, it gives them an opportunity to also reflect on their own teaching, knowledge, beliefs and practices and broaden their professional knowledge. (Mitchell, Murray &Dobbins 1997). Mentors can also develop new skills because supporting other teachers to develop expertise requires them to develop new skills sets and teachers are energized by leaning new skills (Ingersoll &Smith, 2004) On the other hand, workshops, seminars and educational conference although they had a high attendance rate, the teachers felt shortchanged since it was done over a short period of time and some of the questions raised by teachers were not satisfactorily responded to and the teachers felt they were not very effective in changing their classroom practices but they helped to a small extent.

Darling Hammond (2012) on his research on Professional Development and its effectiveness in the USA said, "90% of teachers reported participating in professional development but most said that it was totally useless". Thus, the real issue is not that teachers are not provided with professional development, but that the typical offerings are ineffective and inadequate at changing teachers practice like shift from teacher centred learning to learner centred learning.

Ball and Cohen (1999) argued that professional development for teachers need to be taken seriously. According to them, changes of these magnitude require a great deal of learning on the part of the teachers and it would be difficult to make without support and guidance. Upon this realization, educational scholars and policy makers in Kenya have

demanded for professional development opportunities for teachers. Opportunities that will help them enhance their knowledge and develop new instructional practices. The good news is that many of these opportunities are available for teachers but some of them do not meet the threshold that will enable teachers to change their classroom practices.

According to Shepherd Knowles ideology (1968) on adult learning, most adults and for our case teachers of English reach a point in which they see the value of education and are ready  effective Professional Development for teachers should inculcate curiosity, motivation and new ways of thinking. It becomes more influential when it is adopted on continuous bases with well-planned training. Most adults and for our case teachers reach a point in which they see the value of education and are ready to be serious about it and focus on learning. As a result, the teachers are normally very receptive on matters Professional Development especially if it would lead to improvement in their teaching.

From the documents analyzed, the teachers planned to use learner centred teaching strategies. From the lessons observed, most of the teachers used learner centred teaching strategies but some reverted back to teacher centred teaching despite planning to use learner centred teaching. This was due to other factors like the unavailability of resources, type of learners and lesson topic. It was also realized that, most teachers choose the learner centred teaching strategies to use in the lessons depending on how conversant they were with the learner centred teaching strategy, lesson topic, availability of resources and type of learners. The type of learners in this case meant their form one entry behavior. It was easy for a teacher to use learner centred teaching strategies on

learners who scored highly in their KCPE exam since they could easily discuss and take charge of their own learning and also a good number have good command of the English language.

The teachers also noted that upon completion of training that was majorly on teaching strategies, on coming back to their classrooms and using the learner centred teaching strategies, they noticed a change in learners' participation. Most of the lessons that were formally teacher centred with very minimal interaction became very interactive in nature and the learners were in charge of their own learning. This observation agrees with Sogomo (2001) who states that, "teaching approaches that allow students to use their hands, eyes and ears enhance effective learning and consequently students' achievement." (Pg.89)

### 4.7.3   Implementation of teaching strategies within the classroom

It was discovered that out of the twenty teachers who were interviewed, twelve of them use learner centred teaching strategies right from their lesson planning to the actual classroom teaching. The other six teachers had different methods. two used a combination of methods that is learner centred and teacher centred method while the remaining 2 used purely teacher centred mostly the lecture method. It was discovered that the teachers who used the learner centred teaching methods after the training had a teaching experience of 14 or less years in the teaching field. It was also noted that most teachers who teach in extra county and county schools are the ones who adopted learner centred teaching mostly.

For the teachers who did not use learner centred teaching, it was discovered that most had been in the profession for more than 15 years and the teachers were almost retiring. It was also realized that most teachers from subcounty schools were willing to try out learner centred teaching strategies but the challenges they faced made them not to. From the findings, it was established that teachers implement the use of learner centred strategies differently during the planning and actual teaching the documents analyzed showed that most teachers preferred using teacher centred teaching strategies during the introduction and conclusion of lessons and they infused learner centred  teaching strategies for lesson development where they assigned tasks in groups for discussion or sed debates, role playing, dramatization, songs, music and dance. From the lessons observed it was discovered that indeed the teachers used learner centred teaching strategies but in cases where the students got stranded the teacher came in to help and at times turned the lesson to a teacher centred one. All the teachers save for two were in agreement that Professional Development training that focused on learner centred teaching strategies immensely contributed to learners' language learning and the students are active participants in the learning process. The teachers were equipped with skills on how to go about learner centred teaching and to let the lesson to be steered by the students. Darling-Hammond (1999) agrees with these when he states, "practicing teachers need to develop appropriate skill and knowledge to prepare students to frame problems, find, integrate and synthesize information; create new solutions; learn on their own; and work cooperatively. With the teacher as a facilitator, it was observed that the students were in charge of their own learning.

The findings from the Professional Development providers showed that 8 out of the 10 of the organization interviewed incorporated learner centred teaching strategies in teacher training to equip the teachers with adequate skills that they would use in the classrooms. The findings also showed that once a teacher is equipped with the right teaching strategies then his or her quality of teaching improves. Quality teaching results to quality educational outcomes. This finding is supported by Weimer (2013) and Vavrus (2011) assertion on teacher and learner centred teaching. They associate learner centred teaching and learning approach with the attainment of quality education as compared with instructor centred, where teaching is often focused on what the teacher knows and on unilateral transmission followed by recitation and evaluation rather than on the facilitation of learning.

6 out of the 10 Professional Development providers had put up mechanisms in place to evaluate on the use of learner centred teaching strategies by teachers after the end of the training. They were glad to note that up to 75% of the teachers they had trained adopted the new teaching method. Mentoring, peer observation, teacher collaboration and teacher networks as a type of Professional Development proved to be the easiest to evaluate because of their one-on-one interaction between the teacher and the Professional Development providers and also the close proximity of the two. This finding agrees with Vescio, Ross and Adams (2008) that successful teacher collaboration may encourage teachers to share, reflect and take risks necessary to change their practice. It also agrees with Cohen (2015) and Wei's(2009) sentiments that teachers can benefit from learning

from each other through mentoring and coaching. All the 10 (100%) Professional Development providers commented that they have follow up programs just to ensure teachers practice on what they have been taught. All agreed to be using questionnaire which are given to teachers at the end of training. They use the feedback to improve on the quality of their trainings in future.

## 4.7.4 Challenges faced by English teachers when implementing Learner centred teaching strategies in language classrooms.

The study revealed that teachers experience some challenges in the process of implementing Learner centred teaching strategies in language classrooms. Some of these challenges that were mentioned were; first, the issue of insufficient resources like electricity, projectors, computers and libraries. The teachers who were faced with this challenge tried to overcome them by being innovating and improvised. Other teachers decided to use learner centred teaching strategies that did not require some of these resources. These strategies are like simulation, music, debates and discussions. Second was insufficient time. Learner centred teaching requires plenty of time and the teachers reverted to use different ways to engage the students outside the normal lesson times. They use extra teaching times like the remedial lessons and weekend classes. They also issued handouts to students as they encourage them to read in advance. Some teachers prepared topical questions for the students to discuss before the topics are taught to them. The issue of the wide English syllabus was not tackled since it is not the mandate of teachers to choose what should be included or not. The teachers were also faced with the issue of large class sizes because of the 100% transition of students from primary to secondary. They were not in a position to address this problem since it an administrative

issue. The findings also revealed that the teachers wanted a very great improvement in terms of the professional development they attend and also professional development providers. They felt that professional development of teachers of English should be well structured and planned for and not like what is being provided. Their sentiments agree with Darling Hammond (2012) who said, "Professional Development of secondary school teachers has been fragmented, incomplete and more often than not, simply nonexistent." He further adds that, "the development of coherent medium term, financially sustainable teacher Professional Development tailored to meet the demand for new and existing teachers, has been widely neglected despite internationally agreed goals in education.

## 4.8 Discussion based on Theoretical framework

The research study was constructivism theory which was postulated by Jean Piaget

The study established that learning of teachers should be centred on solving problems instead of memorizing content. This should provide a basis for training since adult learning should be done through practical exercises, peer teaching, observation, demonstration and experiments. The constructivism theory is considered to be a theory of learning and not a theory of teaching (Fosnot 1996; Richardson 2003). With this, the Professional Development providers for teachers are expected to understand the education theory behind a given instructional framework to gain success in reform efforts which for the purpose of this research was to build on the teachers' knowledge to create new knowledge and awareness.

**4.8.1 Professional Development in determining awareness of teaching strategies**

During the study, it was found out that some Professional Development Providers started their training from the point of departure of asking the teachers of English what they already knew. This question, according to Crotty (1998) is very crucial since in the constructivism theory, all knowledge is constructed from a base of prior knowledge. This question was commonly asked among the teachers who attended mentoring and peer observation forms of Professional Development. From the responses gotten from this question, it was easy for the Professional Development provider to know the knowledge and skills that a teacher had before the start of training. It was found out that most of the teachers were aware of the learner centred teaching strategies. Most even said how they have used it in their classroom English lesson. Others said they had heard of the learner centred teaching strategies but they were yet to use them in their classroom teaching. Some also said that some of the learner centred classroom teaching strategies were unheard of and they came to learn about them during training.

From there, the next question was what they wanted to know or expectation of the Professional Development training. Different respondents had different answers to this but all of them expected to learn something new that would lead to change in behavior, attitudes and improvement of their practices. This could happen since the teachers were expected to learn the new information presented to them by building upon knowledge that they already had. Like most teachers already knew what learner centred teaching strategies are but most of them did not know how to infuse them in their lessons. Through Professional Development, most of them learnt how to use them effectively in class. The

constructivism theory lays emphasis on working in groups and learning and acquiring of new knowledge as being interactive and dynamic. The theory puts a great focus on social and communication skills, as well as collaboration and exchange of ideas. In most of the Professional Development it was reported that the teachers were given an opportunity to simulate, dramatize, peer teach and even hold discussion and through these practices, the teachers learnt from each other while the role of the Professional Development providers was to prompt and facilitate discussions during the trainings.

After completion of the training. The Professional Development providers wanted to know what the teachers of English had learnt. This was in a bid to find out if the training had achieved its purpose and if follow up programs need to be put in place. It was found out that, most teachers of English had learnt a lot in terms of new skills in the teaching of English Language in the classroom set up. The teachers reported to have made meaning and knowledge construction during the trainings. This finding agrees with the research theory where individuals are assured to construct their own meaning and understandings during the learning process. This is believed to involve interplay between existing knowledge and beliefs and new knowledge and experiences (Richardson 1997, 2003; Schunk 2004)

## 4.8.2 Teachers of English attitudes regarding Professional Development that guides their selection of learner centred teaching strategies

The teachers of English were very positive towards Professional Development that centred on teaching strategies that guided their selection and use of learner centred strategies.

According to the cognitive constructivism theory that is attributed to Jean Piaget, he articulated the mechanisms by which knowledge is internalized by the learners and for the case in this research it's the teachers of English through the process of assimilation and accommodation. While assimilation integrates new information with existing knowledge, accommodation modifies or transforms existing cognitive structures in response to a new situation (Gillani 2003). Teachers of English assimilated the new knowledge acquired during training. It was found out that, all the teachers were aware of the learner centred teaching strategies before the starting of the training but during and after the training, they integrated the new information to their prior knowledge. An example being a teacher was aware of simulation as a learner centred teaching strategy but he has never used it in teaching. So, after the training that had several demonstrations, he was in a position to use simulation in his teaching comfortably. This example is a clear case of assimilation. Some teachers of English were aware of the learner centred teaching strategies but they did not know the areas where these strategies could be applicable in their language classes. Some teachers felt strategies like roleplaying, music and dance were the preserve of the drama festivals but upon training this assumption was cleared because they got to learn how they could use music and dance in teaching some topics

under oral poetry and songs. With effective Professional Development, that endeared to improve on the teachers' initial knowledge, it determined their selection of teaching strategies.

It was also found out that teachers of English develop positive attitudes towards learner centred teaching basing from how their initial knowledge was assimilated to the current knowledge during training. According to Warford (2011), teacher trainers cannot promote the learning of teachers without awakening their previous knowledge and experiences during the learning process. If this is done well during training, teachers tend to adopt the new skills taught.

### 4.8.3 Implementation of teaching strategies within the classroom

It was discovered that upon successful completion Professional Development training, teachers of English normally looked forward to implementing the learner centred classroom teaching strategies. It was also discovered that teachers always wanted to work with strategies they were interested in based on their practical experience during Professional Development training and they also want to stipulate their own learning goals. They also want to cooperate and reflect upon practice with colleagues, to change and develop their thinking. Most teachers found this practice meaningful. The researcher also found out that the importance of practice should be emphasized. The teacher of English should be assisted to implement Learner centered teaching strategies within the classroom and should not be left on his or her on. This agrees with Vygotsy's statement (1978) that expert teachers or other resource persons namely more competent others must

be invited to assist the teacher so that new knowledge is added and learning promoted. It is therefore crucial for these persons (Professional Development provider) to be well equipped with adequate knowledge to assist the teachers. This also is in agreement with the findings by (starkey,2009) who believes that, substantial requirements should be placed on the competence of such people and thus on the quality of the support given. This will go towards proper implementation of learner centred teaching strategies at the classroom level.

### 4.8.4 Challenges faced by English teachers when implementing Learner centred teaching strategies in language classrooms.

The Professional Development of teachers of English in Kenya has been fragmented and teachers have been left to grapple with this issue on their own. There is no streamlined curriculum put out for teachers to encourage them attend any form of Professional Development. In addition to this, none of the Professional Development courses is mandatory for the teachers. This finding is also shared with Bakkenens (2010) who believes that teacher learning is not systematically organized and supported, teachers are continuously learning by attending seminars and workshops and even learning through reflecting on discussion and sharing their everyday classroom practices and activities but how effective these practices go towards changing their teaching is not known.

Effective Professional Development must provide teachers with a way to apply that which they have learnt directly to their teaching. (Zakaria 2009, p.225) this is far from what the researcher found out since after training the teachers of English faced challenges

in relation to implementing the learner centred teaching strategies in their classrooms. Some of the challenges included limited time, unavailability of resources and also lack of support from their principal. Such challenges watered down the new knowledge that they had acquired. This resulted to some teachers reverting back to their old teaching methods of using teacher centred teaching strategies. Thus moving away from Darling-Hammond and Mc Laughlin's (1995) thought that, even after training, Professional Development should be sustained, on-going and intensive supported by modelling, coaching and the collective solving of specific problems pertaining to practice. (p.597). it was discovered that even after training some teachers do not get the adequate platform to put knowledge into practice.

## 4.9    Chapter summary

Chapter four has dwelt into data presentation which was done through narration.  The chapter has further analyzed the data to ascertain from the findings if Professional Development of teachers of English has an impact on learner centered classroom teaching strategies.  The interpretation of the data collected was done.  Discussion of findings and discussion based on theoretical framework marks the end of this chapter.

## CHAPTER FIVE

## SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

### 5.0    Introduction

This chapter discusses the summary of the findings of the study, conclusions and recommendations. This was done with reference to the research questions of comparing the results with the findings of other researchers who had done similar studies, divergence and conclusions were drawn from the same. Conclusions, recommendation and suggestion for further research were then made. The findings were reported according to the research objectives.

### 5.1    Summary of findings

The first research question of the study was to find out how Professional Development programmes offered to teachers of English influence their awareness of teaching **strategies.** The interview schedule for teachers of English showed that through Professional Development the English teachers' awareness on learner centred teaching strategies were created and for some teachers it was improved. A majority of the teachers were aware of some of the learner centred teaching strategies like discussions, project work, simulation and role playing. Some other strategies which are learner centred like cooperative learning, music and dance were not familiar to most teachers. In addition to this, it was also found out that although teachers were aware of some of these strategies, they did not know how to use them effectively during their lessons. The teachers also got to know the various ways through which several learner centred strategies can be applied

in a lesson to enhance learning. The teachers who were relatively new in teaching were very receptive to Professional Development training unlike their counterparts who had been teaching for long periods of time. For the teachers who have worked for long, it was noted that they were very categorical and intentional towards the type of Professional Development courses that they attended. They knew exactly what they wanted to learn and the new skill and knowledge that they wanted to be taught. Among the same teachers, their motivation to attend training was to acquire certificates that they would use when applying for promotions or other jobs. Despite the motivation behind the attendance of Professional Development training, all teachers agreed to the fact that they had acquired something new not only in the content area but also in the pedagogical area of teaching. For the teachers who had been in the teaching profession for long, it was noted that Professional Development training helped them to become expert teachers and better mentees to teachers who were joining the profession. It was also found out that some teachers were in favor of Professional Development that took place over a long period of time compared to the short ones that took less time. They felt that the longer ones had a lot to offer in terms of the content that they were taught. For the teachers who were in favor of the short courses felt that they should be structured in such a way to allow more on pedagogy to be taught and they should not be a one-day affair type of trainings.

From the Professional Development providers, it was found out that most teachers at the time of coming for training, they already have an idea of what learner centred teaching strategies are so it was then the role of the Professional Development provider to build on

the existing teachers' knowledge to bring in new knowledge. It was established that they fashion their programs to respond to pedagogical issues although they also impact knowledge about other different issues.

The second research question of the study was to establish how teachers of English attitudes regarding Professional Development guides their selection of learner centred teaching strategies. It was established that teachers have a positive attitude towards Professional Developments that focus on learner centred teaching strategies. The teachers were very receptive from the way they conducted themselves during and even after the training. Their positive attitude was also noted by Professional Development providers from the feedback they gave after every training session. Some teachers also mentioned other areas on teaching strategies that should be considered come the next training. The teacher felt that not all types of Professional Development can lead to awareness of teaching strategies. Most teachers were in praise of peer observation and mentoring as good forms of Professional that really helped them towards changing and adopting to using learner centred teaching strategies. They were further in favor of Professional Development that took a long period of time and not a one-day type in making them aware of different teaching strategies but they also noted that the one-day forms of Professional Development could not be ignored either since they learnt something from them.

It was also noted that despite the positive attitude that the teachers had during training and the willingness to practice what they had been taught, other factors hindered their plans. These factors included the type of learners, topic, availability of resources and

time. It was discovered that upon encounter of such challenges, some teachers reverted to their old teaching methods despite being enthusiastic, optimistic and positive about Professional Development. it was found out that, in Professional Development trainings where learner centred teaching strategies we taught and teachers were shown how to use these strategies in classroom context. The teachers of English were eager to go and practice them in their lessons.

The third research question was to establish how teachers of English with Professional Development implement teaching strategies within the classrooms. it was established that teachers indeed implemented learner centred teaching strategies in their lessons. From the documents analyzed, most planned to use these strategies right from the lesson introduction, lesson development and conclusion. Other teachers use both a mixture of learner centred teaching strategies and teacher centred strategies. It was noted that teachers from extra county and county schools implemented learner centred teaching strategies due to the availability of resources to support this kind of learning unlike their counter parts from sub county schools who complained about insufficient facilities, inadequate time since their schools are day schools and the nature of learners they have.

It was also discovered that teachers who have been in service for a long time are the ones who have attended the greatest number of Professional Development but interestingly enough, they were the ones who used learner centred teaching strategies the least. They attributed this too much work involved in lesson preparation considering the fact that some of them were occupying administrative positions and the fact that they have been

producing quality results by using teacher centred strategies. It was realized that, most teachers had some difficult time initially, when trying to use the learner centred teaching strategies in their lessons. Some found it difficult to structure their lesson to fit the 40-minute period, some teachers had issues with class control since some strategies like discussions produced so much noise, others felt it was difficult to ensure participation from all the students. but after using the strategies for some time they became conversant in using them From the side of Professional Development providers, it was established that they try their level best to equip teachers with the technical know-how on how to go about learner centred teaching strategies. They always make an attempt to demonstrate what the teachers should do while in class and they also use the same teachers during the training to demonstrate some of the things they should do and use in their English lessons. Some Professional Development Providers also    always try to make a follow up to ensure what they teach is put into practice.

The fourth research question was to establish the challenges faced by teachers of English when implementing learner centred teaching strategies in the language classrooms. The study revealed that teachers experience some challenges in the process of implementing learner centre teaching strategies. The challenges that were mentioned were, insufficient resources, inadequate time, large class sizes, wide syllabus and negative perception by parents and the school administration. It was discovered that some challenges of time and resources could be addressed by an individual teacher or even by the school administrator but some challenges were beyond both the teacher and the administration like the challenge of overcrowded classes which was attributed to 100% transition and the

challenge of a wide syllabus. The teachers also felt if they received proper and training towards teaching learner centred teaching strategies then some of these challenges will be an issue of the past.

## 5.2    Conclusion

From the information obtained and analyzed, a number of conclusions were drawn about the topic of the study. This was in line with the research questions. The following conclusions were made:

Teachers of English from Kwanza subcounty attended various forms of Professional Development courses. The more a teacher has been in service the more the Professional Development courses attended. It was noted that it is from these courses that their knowledge on learner centred teaching strategies were enhanced because all the teachers knew about learner centred teaching strategies from their initial teacher training. The teachers were in support of Professional Development that took longer since they were exhaustively taught on these strategies and given time to practice with colleagues. The teachers also noted that not all types of Professional Development leads to the use of learner centred teaching strategies.

It was established that teachers have a positive attitude towards Professional Development that is focused on Learner centred teaching strategies and they were looking forward to putting theory into practice once they went back to their classes. It was noted also that although the teachers were more than willing and ready to implement what they had been taught some factors hindered their plans and unfortunately once some

of the teachers faced any of the challenges, they reverted back to their old teaching styles that are teacher centred.

It was established that each teacher had his or her own way of implementing learner centred teaching strategies within the classroom. It was very evident that most considered using learner centred teaching strategies right from their lesson planning. Other teachers used both a mixture of learner centred teaching strategies and teacher centred teaching strategies in their lessons. The use of learner centred teaching strategies, the type of learner centred teaching strategies and how a teacher implemented in the classroom was determined by factors like the type of learners and the type of resources available in school. It was discovered that the teachers who have been long in the service and attended many and various forms of Professional Development were mostly using teacher centred teaching strategies and they attributed this to the too much work that it takes to prepare to use the learner centred teaching strategies and most were also administrators. Teachers who were new in the service and those who had been in service for less that 14 years mostly used the learner centred teaching strategies.

It was finally established that teachers face a number of challenges when implementing learner centred teaching strategies in the language classrooms. some of the challenges included insufficient resources, inadequate time, large class sizes, wide syllabus and negative perception by parents on learner centred teaching. Of the challenges mentioned, there are some that the teachers tried to overcome like the challenge of inadequate time, the teachers tried to create more time but some of them were beyond their abilities to

address them like the wide English syllabus. Upon which, most were forced to go back to their old teaching ways.

## 5.3    Recommendations

From the information obtained and analyzed in this study, the researcher made the following recommendations on ways to improve the Professional Development of teachers of English as one of the aspects towards learner centred teaching strategies in the Kenyan secondary schools

- Teachers' Professional Development is integral in the adoption and usage of learner centered teaching strategies in the classroom.  Efforts should therefore be made by the government through the Ministry of Education to ensure that teachers get exposed to compulsory, continuous and well spelt out Professional Development after the initial teacher training so as to equip them with the skills and knowledge on learner centred teaching strategies. The courses should be intensively and extensively covered. Some of the things to be included in the courses should be theories of teacher learning, what entails effective Professional Development and how far it goes to improve classroom teaching and learners' achievement and even how to teach the 21$^{st}$ century learner.

- The Ministry of Education in partnership with institutions that offer Professional Development should revise the teacher education syllabus. This means that teacher education should not end after the initial teacher training but be well streamlined but different programs should be established that cater for the teachers up to the time of retirement. Teachers at different levels of their teaching

careers have different challenges and needs. For example, a teacher new in the field might be concerned with learner centred teaching strategies unlike a teacher who has less than six months to retire. A one fit all Professional Development programs should be abolished and instead different programs should be established according to different levels in career a teacher is in.

- The government should liaise with curriculum developers to re-structure the wide English syllabus for it is too wide to allow flexibility in terms of the use of learner centred teaching strategies. English should be separated from Literature and some topics like writing a telegram, gerunds, using a fax machine should be done away with.

- Professional Development should not be left in the hands of private organization but the Ministry of Education should intervene, regulate and partner with private organizations instead. Furthermore, the syllabus used for Professional Development for teachers across the country should be streamlined so that teachers gain the same knowledge during training which will be useful towards improving their classroom teaching practices. Example is, a teacher attending Professional Development in Kwanza and another attending in Mombasa should learn the same skills.

- Teachers of English should be introduced to interactive approaches of Professional Development that are long term and sustained that will expose them to new and modern trends of teaching rather than the universal known seminars and workshops.

## 5.4    Suggestion for Further Investigation

From the insight that the researcher got from the field, the following issues need to be investigated further:

1. A study should be carried out to determine the impact of Professional Development of teachers on learners' performance and achievements

2. An investigation should be carried out to find out the impact of Professional Development on a teacher's career progression.

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## APPENDIXICES

### Appendix I Interview Schedule for Teachers of English

**PART ONE: WHAT IS YOUR TEACHING EXPERIENCE?**

(i)  0 – 4

(ii) 5 – 9

(iii)10 – 14

(iv)15 years and above

**PART TWO:  PROFESSIONAL DEVELOPMENT IN DETERMINING**

**AWARENESS OF TEACHING STRATEGIES**

(a) What kind of training(s) have you been involved in since graduation, that you can say has/have helped you to improve your work as a teacher?

(b) Where you enthusiastic about attending the training?

(c) Have you attended any training to improve your teaching skills as a teacher of English?

(d) How many times have you participated in such training?

(e) Who provided it and what were its objectives?

(f)  What aspects of the English language teaching did the training address?

(g) Which of this aspect have you taken on board in your teaching?

**PART THREE:  TEACHERS OF ENGLISH'S ATTITUDES REGARDING PROFESSIONAL DEVELOPMENT THAT GUIDES THEIR SELECTION OF LCT STRATEGIES**

(a) In which ways has the training you have had changed your teaching methods?

(b) How has the training influenced your perception of learners participation in the language classroom?

(c) What guides you when you are selecting or dealing with LCT to use and when to use them?

(d)

**PART FOUR:  IMPLEMENTATION OF TEACHING STRATEGIES WITHIN THE CLASSROOM**

(a) How have you implemented LCT strategies in your planning and instruction of English in the classroom?

(b) In which way would you say the training has contributed to your learners language learning?

(c) How did you infuse training that is LC into the language classroom?

(d) How did you utilize Learner Centered teaching approaches learnt during training?

**PART FIVE: CHALLENGES FACED BY ENGLISH TEACHERS WHEN IMPLEMENTING LCTs IN LANGUAGE CLASSROOMS.**

(a) What are some of the factors you would say inhibit the full use of learner centered teaching strategies in your classroom?

(b) What kind of problems have your experienced in infusing training into the classroom?

(c) How have you addressed/tried to come up with solution of some of the issues you have raised above?

(d) What proposals can you offer to those providing training so as to ensure that the training given to teacher effectively addresses the issue of learner centered strategies?

(e) In what ways can teachers of English acquire the strategies on the use of LCT in the absence of in-service training?

**APPENDIX II: Interview Schedule for Professional Development Providers**

**PART ONE:  PROFESSIONAL DEVELOPMENT IN DETERMINING**

**AWARENESS OF TEACHING STRATEGIES**

(a) Who in your view should provide in-service training to teachers to improve their learner centered classroom teaching strategies?

(b) What type of training does the teacher of English require after graduation to enhance the skills of teaching English?

(c) What type of skills does the training offer teacher of English?

(d) What competence does a teacher of English need to be able to support LCT?

(e) Does a teacher of English require further training?

(f) In your view, how useful is learner centered strategies in a language classroom?

(g)  What improvements in your opinion can be made in offering training so as to equip teachers of English with LCT strategies?

**PART TWO:  ENGLISH TEACHERS' ATTITUDES REGARDING**

**PROFESSIONAL DEVELOPMENT THAT GUIDES THEIR SELECTION ON**

**LCT STRATEGIES**

(a) What does the training your organization offers address?

(b) How do the teachers you train respond to the training?

(c) What has been the teacher's attitude towards training that has focused on LCT strategies?

## PART THREE:  IMPLEMENTATION OF TEACHING STRATEGIES WITHIN THE CLASSROOM

(a) How have you in-cooperated LCT strategies in the training of teachers of English?

(b) In which ways do you evaluate the use of LCT strategies by teachers in their language classroom?

(c) Do you have follow up programs to ensure that teachers are using the knowledge they have acquired during training in teaching of the English syllabus?

## PART FOUR:  CHALLENGES FACED BY TEACHERS WHEN IMPLEMENTING LCT STRATEGIES IN LANGUAGE CLASSROOMS.

(a) Do teachers share the nature of challenges they face?

(b) What kind of solutions have you tried to offer?

## Appendix III: Observation Schedule

Lesson No:………………………………  Date:…………………

The observed class:……………………  Time:…………………..

Participant number:……………………………………………

### PART ONE:  TEACHING STRATEGIES USED.

| No | Teaching strategies used | Type | Comment |
|---|---|---|---|
| 1 | Which aspect of the English syllabus was being taught? | | |
| 2 | Does the teacher use LCT strategies? | | |
| 3 | Which types of LCTs are used? | | |
| 4 | Does the teacher seem conversant with LCT strategies they employ? | | |

### *PART TWO:  ATTITUDES REGARDING PD GUIDES SELECTION OF LCTs*

| No | | Comment |
|---|---|---|
| 1 | How comfortable is the teacher while using any of the Learner Centred Teaching strategies | |
| 2 | Does the teacher seem to prefer one Learner Centred Teaching strategies to others? | |
| 3 | How were the many different Learner Centred Teaching strategies used during the lesson? | |
| 4 | What was the reaction of the learners towards Learner Centred Teaching strategies | |

*PART THREE:  IMPLEMENTATION OF LCTs WITHIN THE CLASSROOMS*

| No | | Comment |
|---|---|---|
| 1 | At what stage of teaching/lesson was LCT employed? | |
| 2 | Were the students actively involved in the learning process? | |
| 3 | Were the lesson objectives achieved? | |
| 4 | Does the teacher in-cooperate other teaching methods? | |

**APPENDIX IV: DOCUMENT ANALYSIS SCHEDULE**

Participant number:……………………………………………….

*PART ONE:  SCHEMES OF WORK*

| No | Teaching strategies used | Comment |
|----|--------------------------|---------|
| 1 | How many lessons in a week are to be taught using any LCT strategies? | |
| 2 | Which LCT strategies are to be used mostly? | |
| 3 | Which aspect of the English subject are mostly taught using LCTs | |

*PART TWO:  LESSON PLAN*

| No | Strategy | Comment |
|----|----------|---------|
| 1 | Does the teacher have a lesson plan? | |
| 2 | Are the teaching methods tailored towards teaching that is learner centered? | |
| 3 | How many leaner centered teaching strategies does the teacher intend to use in a single lesson | |
| 4 | Which type of LCTs  are to be used? | |
| 5 | At what level of lesson development does the teacher use the LCTs | |

Any other strategy observed during teaching:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
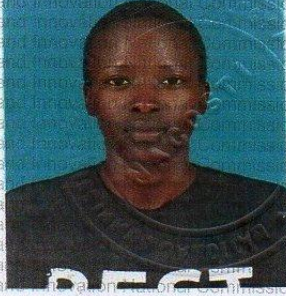………………………………………………………………………………………………

**APPENDIX V:** MAP OF KWANZA SUB COUNTY

## APPENDIX VI: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**
*MS. JOYHILDAH OKONJI KHAYUNDI*
**of MOI UNIVERSITY, 2448-30200**
**KITALE,has been permitted to conduct**
**research in** *Transnzoia   County*

**on the topic:**  *PROFESSIONAL*
*DEVELOPMENT OF TEACHERS OF*
*ENGLISH AND ITS IMPACT ON LEARNER*
*CENTRED CLASSROOM TEACHING*
*STRATEGIES*

**for the period ending:**
*24th  July,2019*

**Permit No   : NACOSTI/P/18/95109/23997**
**Date Of Issue : 24th  July,2018**
**Fee Recieved :Ksh 1000**

...........................
*Applicant's*
*Signature*

...........................
*Director General*
*National Commission for Science,*
*Technology & Innovation*