

Perceptions of English Language Teachers and Learners about an Effective English Language Teacher (Eelt) in Kenyan Secondary Schools

Napwora Jesse, Edwin Masibo and Sarah Likoko

Abstract:

Between January, 2013 and March, 2013, an investigation of the perceptions of teachers and learners of English about an effective English language teacher was carried out. The research involved 10 teachers of English and 50 Form Three students of English in Kimilili-Bungoma district, Bungoma County, Kenya. Specific objectives of the study were to: investigate English language teachers' perceptions about the qualities of an effective English language teacher (ELT); to investigate English language learners' (ELLs) perceptions about the qualities of an effective ELT and to investigate the factors that promoted and/or impeded effective English language teaching in Kenyan secondary schools. The study adopted a qualitative research approach, constructivist-interpretative philosophical paradigm and descriptive design based on neuro-linguistic programming, cognitivist, constructivist and transformational theories of adult learning. Stratified, simple random and purposive sampling techniques were used to get the sample. In- depth interview and Focus group discussions (group interview) were used to collect data from the teachers and learners respectively. Data was analyzed using descriptive statistics. From the analysis and the interpretation of data, it can be deduced from the findings that most of the teachers perceived possessing academic, professional and pedagogical knowledge; reflective teaching and inspiring students to learn the language as the most important characteristics of an EELT while most of the students perceived teacher's pedagogical skills and personality as the most important characteristics of an EELT. Most teachers perceived heavy work load and lack of motivation while students perceived lack of enough teaching and learning resources and scarcity of ELTs as the most important factors that impeded effective English language teaching. Consequently, it is recommended that English language teachers (ELTs) should inspire their students to learn the language ;should be motivated by their schools and the government; should individually and collaboratively engage in continued professional development ; and schools and the government should support them in this endeavor in order to bring about desired learning of the language among the students.

Keywords: English Language Teachers (ELTs); English Language Learners (ELLs); an Effective English Language Teacher (EELT); Perceptions. Board of Management (BOM)

Full text: https://www.ijssrit.com/uploaded_all_files/2399848106_m10.pdf