

Teacher Training and Implementation of Integrated English Curriculum in Public Secondary Schools in Nandi East Sub County, Kenya

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Abstract:

The aim of this paper was to investigate the influence that teacher training had on implementation of integrated English curriculum in public secondary schools in Kenya. The study adopted a descriptive survey design. The target population was twenty four public secondary schools, 24 head teachers, 24 HODs, 48 teachers of English and 3000 students from Nandi East Sub County, Nandi County, Kenya. The sample size was 12 head teachers, 12 HODs, 24 teachers of English and 300 students. Data were collected using questionnaires and interview guides. Data were analyzed using descriptive statistics. The study found out that 50.0% of teachers taught English as integrated whereas 50.0% taught English and literature as separate subjects. With regard to preservice training on teaching Integrated English Curriculum (IEC), 50.0% said that it was inadequate whereas only 3.75% felt that the training received was adequate. In regard to attendance of in-service training on IEC, 79.2% had attended and 12.5% did not attend. The paper concludes that despite teachers supporting the need for pre-service and in-service training, the programme failed to adequately address the instructional demands brought by IEC in public secondary schools in Nandi East Sub County, Kenya. The paper recommends that pre-service training of teachers should be tailor made to ensure that English and Literature are taught as an integrated course by the teacher education colleges and universities in Kenya.

Keywords: integrated English curriculum, training, English

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