

The Knowledge Base of Language Teacher Education in Kenya

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Abstract: The aim of teacher education (TE) is to produce quality teachers who can facilitate the acquisition of knowledge, skills and attitudes by the students. TE embraces a wider perspective of continued learning within the teaching process and the teacher is an essential facilitator in the implementation process of the curriculum. In education therefore, the importance of the teacher takes second place only after that of the learners so that the quality of the teacher is of great concern to the education system. Like any other professional domain, teaching is based on a wide base of specialized knowledge and it is important to note that the generation, dissemination and application of new knowledge is critical in economic growth. The Kenya vision 2030 envisages a knowledge based economy which has the capacity to compete in the global market. An expert understanding of the subject knowledge and effective teaching may be less direct where second language instruction is concerned. Therefore to foster understanding among their students, language teachers and language teacher educators need to know among other things ways of representing the knowledge and skills so that the students are more likely to grasp it. This paper aims at illustrating what language teacher educators need to know about English language and pedagogical issues in order to inspire their students to learn the language, to be effective teachers, improve the quality of teaching and develop professionally. In order to contextualize these ideas, this paper bases its major arguments on language education theories from linguistics, curriculum studies, philosophy, sociology and psychology.

Key Words: Teacher Education, Teachers of English Language, English Language Teaching, English Language Teacher Educators, Knowledge Base, Professional Development.

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I. Introduction.

In a rapidly changing world, where knowledge, concepts, technology, philosophies, in fact almost everything, is swiftly altering, education has been exposed to some fundamental changes. It is no longer confined to considering human needs and the requirements of the present but it is to address, to reflect on the human skills and capacities, and the necessities of the future. The world being a global village is currently shaped by a tremendous progress of knowledge and skills which lead to an explosion in teaching and learning which requires the language teacher at the level of renewed information, to maintain a continuous and sustained professional development (Day, 1999; Hismanoglu and Hismanoglu, 2010 ;Wallace, 1991). Despite this realization, the concerns have increased over the years in Kenya regarding the falling standards of education, professionalism, teacher effectiveness and students' low achievement scores in many school subjects in general and English in particular (Cheserek, 2013; KNEC, 2011, 2013; Republic of Kenya, 2013).

II. Meaning Of Teacher Education.

In 1906-1956, the programme of teacher preparation was called *training*. It prepared teachers as mechanics or technicians. It had a narrow focus being only on skill training. The perspective of teacher education was very narrow and limited in scope (NCTE, 2010). Research in TE has gradually shifted in focus since the 1960s. Before 1970s, the research in TE was mainly concerned with what has been referred to as *process-product designs* which examined teaching in terms of the learning outcomes it produced and its aim was to understand how teacher's actions led or did not lead to student learning and it was generally believed that learning to teach involved mastering separately the specific content to teach and the methodologies for teaching the content to the learners (Freeman, 2002 ; Ong'ondo and Jwan, 2009, NCTE, 2010). From the mid- 1970s to the 1980s, Ong'ondo and Jwan (ibid) state that questions began being raised about the efficacy of the process-product approach to research in TE considering the recognition that teaching is a complex phenomenon (see also Borg, 2003, 2006; Freeman, 2002). Borg (2006) argues for a shift from the process-product approach towards the recognition that teachers are active, thinking decision-makers who play a central role in shaping classroom events. Thus, the mid 1980s through to the 1990s saw research in TE shift from the process-product paradigm to investigation of teacher's knowledge, thinking, reasoning, perceptions, beliefs, etc (Ong'ondo and Jwan,

2009) which have been termed as teacher cognitions (Borg, 2006); pedagogical reasoning (Richards, 1998) and the hidden side of teaching (Freeman, 2002).

Teacher education (TE) is a programme of education, research and training of persons to teach from pre-primary to high education levels. It is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein (NCTE, 2010). TE means all the formal and informal activities and experiences that help to qualify a person to assume responsibilities of a member of the education profession or to discharge his/her responsibilities more effectively.

The next sub-section briefly highlights the components of teacher education.

III. Components of Teacher Education.

Teacher education encompasses teaching skills, professional skills and a sound pedagogical theory.

I) *Teaching skills* which include providing training and practice in different techniques, approaches and strategies that would help the teacher plan and impart instruction, provide appropriate reinforcement and conduct effective assessment; effective classroom management; preparation and use of instructional materials and communication skills.

II) *Professional skills* which include the techniques, strategies and approaches that would help teachers grow in the profession and also work towards the growth of the profession. It includes counseling, information retrieving, management, soft and life-long learning skills.

III) *Pedagogical theory* which includes the philosophical, sociological and psychological consideration that would enable the teacher to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage. An amalgamation of teaching skills, professional skills and pedagogical theory would serve to create the right skills, attitudes and knowledge in teachers, thus promoting holistic development (National Council of Teacher Education (NCTE), 1998).

The next sub-section briefly mentions the aspects TE is concerned with.

Aspects of teacher education (TE)

TE is concerned with the aspects such as who (teacher educator), whom (student teacher), what (content) and how (teaching strategy). TE is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher preparation programmes and their effective utilisation for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the TE programme. TE, thus, first deals with the preparation of effective teacher educators (NCTE, 1998, 2010). Recruiting quality teacher trainees who are the best cream of performance in high school helps in knowledge economy and high pupils' attainment. In the world different states recruit teachers differently. For instance, a study in South Korea showed that teachers are recruited from the top 5% of the Form Four graduate cohort, in Finland from the 10% , in Hong Kong and Singapore from 30% and in the USA, teachers are recruited from the bottom third of high school students going to college (House of Commons, 2010). In Kenya, the situation is like that of the USA for students who are recruited to train as teachers in the universities. The best performing students are taken to medicine followed by engineering and information sciences. Also, in Kenya and England best graduates from the best universities do not opt for post graduate diploma in education in order to become teachers. Those who are not lucky to secure employment thus opt for teaching as a source of livelihood instead of being a calling. Kafu (2011) laments that this has resulted to teaching profession being seen as a dumping ground for failures in academics, life and those who are not able to pursue other careers. Consequently, the profession is not attractive and competitive. This state of affairs means that many countries in general and Kenya in particular should endeavour to undertake urgent and bold steps to improve the quality of TE by increasing the mean grade of prospective teacher trainees, making teaching profession more attractive through improving teachers' remuneration and ensuring that teaching is fully professionalized.

The sub-section below looks at the nature of teacher education.

Nature of teacher education (TE)

According to NCTE (1998, 2010), TE has the following characteristics: it is a continuous process and its pre-service and in-service components are complementary to each other; it is based on the theory that 'teachers are made not born in contrast to the assumption that teachers are born, not made.' because teaching is both an art and a science where the teacher has to acquire not only the knowledge but also the skills that are called the 'tricks of the trade'; it is broad and comprehensive; is ever-evolving and dynamic; the crux of the entire process of TE lies in its curriculum, design, structure, organization and transaction modes as well as the extent of its appropriateness; it is a system that involves an interdependence of its inputs, processes and outputs;

it is differentiated in stage specific programmes and like any other professional education programmes, the TE curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful conceptual blending of theoretical understanding available in several cognate disciplines and the knowledge base is adequately specialized and diversified across stages. The sub-section below deals with second language teacher education.

Second language teacher education

Second language teacher education was a term originally coined by Richards (1990) to cover the preparations, training and education of L2 teachers. As Richards (1990:15 in Wright, 2010) declares, 'the intent of second language education must be to provide opportunities for the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use'. We would like to define second language teacher education as the a process of continuous learning for second language pre-service (student) teachers, in-service teachers and teacher educators that help to enhance their acquisition of a wide knowledge base, pedagogical reasoning skills, attitudes, values and change of their cognitions about the teaching -learning process and how they can adapt to new technological developments in English as a world language due to globalisation. In this respect, ToEL should stay abreast of the rapidly evolving field of ELT in terms of the recent novel innovations and changes. Open University (2011) argue that for one to choose teaching as career are factors which English teacher trainees must consider for instance the of type teaching one want to do, where one wants to practice and where one lives. A student considering to be an English teacher must have the following qualities: appreciate the role of education to individuals and the society at large, have a desire to understand and work with children and young people and must be flexible to change so that as education evolves during their career they are able to adopt and be campaigners of change.

The aim of this paper is to present a review of literature on the knowledge base of language teacher educators (LTEs) and making some suggestions for its improvement. The next section presents the actual review of literature on the knowledge base of LTEs.

IV. The Knowledge Base of Language Teacher Education.

Teacher education reaches teachers at all levels of education, namely pre-primary, primary and tertiary/university. The needs and requirements of the students and education at each level varies, hence level and stage specific teacher preparation is essential. Construction of relevant knowledge base of each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage (NCTE, 1998). This involves selection of theoretical knowledge from disciplines cognate to education, namely sociology, philosophy, psychology, linguistics and converting into forms suitable for teacher education. These disciplines provide the base for better understanding and application of teacher education. Like any other professional domain, teaching is based on a wide base of specialized knowledge. In principle, knowledge and information from such disciplines as linguistics, second language acquisition and research methods provide the theoretical basis for the practical components of language teacher education programmes. Language teaching has achieved a sense of autonomy with its own knowledge base, paradigms and research agenda (Richards and Nunan, 1990). An expert understanding of the subject alone is insufficient to be able to teach successfully, in fact, as Borg (2006) contends, the link between subject knowledge and effective teaching may be less direct where L2 instruction is concerned. To foster understanding in their students, teachers need to know among other things, way of representing the knowledge so that the students are likely to grasp it. English language teachers who wish to become teacher educators should know the different components of knowledge in order to help student teachers to acquire this knowledge and become effective teachers within the practicum and during their in-service period. The sub-section below highlights the knowledge and skills needed by TOEL and ELTEs:

Subject matter knowledge which involves knowledge of the subject being taught. In case of L2 learners, this includes the teacher's or educator's proficiency in the target language, such as its grammar, the culture of L2 language community as well as an understanding of applied linguistics and curriculum development. Darling-Hammond et al. (2017) state that effective teacher professional development focuses on teaching strategies associated with specific curriculum content and supports teacher learning within teachers' classroom contexts. This element includes an intentional focus on discipline specific curriculum development

General pedagogical knowledge involves knowledge of pedagogical principles and skills in using techniques and strategies that are not subject-specific, including aspects of classroom management and discipline. These skills will help ELTEs to support student teachers or novice teachers to acquire the basic classroom skills to present and navigate their lessons. Teaching from this perspective is an act of performance, and for a teacher to be able to carry himself through the lesson, he has to have a repertoire of techniques and routines at his finger- tips. These include: opening the lesson, introducing and explaining tasks, setting up learning arrangements, checking students' understanding, guiding students' practice, monitoring students' progress, making transitions from one task to another and ending the lesson (Richards, 2011).

Pedagogical content knowledge refers to knowledge that provides a basis for language teaching: it is the knowledge drawn from the language itself and which can be applied in different ways to the solution of practical issues in language teaching. Mohamed (2006) states that: "it is the specific knowledge of how to teach a particular topic or content area in a particular subject domain." English language teacher educators (ELTEs) should help the student teachers to develop pedagogical knowledge and skills that will enable them use that expertise to encourage their learners to develop critical thinking and problem solving skills. This knowledge could include course work in areas such as curriculum planning, assessment, reflective teaching, classroom management, teaching children, teaching the four skills and so on (Richards, 2011).

Disciplinary knowledge refers to a circumscribed body of knowledge that is considered by the language teaching profession to be essential to gaining membership to the profession. Such knowledge is acquired by special training, and possessing this kind of knowledge leads to professional recognition and status. It is part of professional education and doesn't translate into practical skills. It encompasses a broad range of content: history of language, teaching methods, second language acquisition, sociolinguistics, phonology and syntax, discourse analysis, theories of language, critical applied linguistics, and so on.

Knowledge of educational aims, goals and purposes. Each country has got its own goals of education. Kenya, for example, has eight goals of education. Republic of Kenya (2013) states that the Ministry of education shall retain the eight National Goals of Education and Training by Ominde (1964) and subsequent reports. These are: foster nationalism, patriotism and promote national unity; promote the socio-economic, technological and industrial skills for the country's development; promote individual development and self fulfilment; promote sound moral and religious values; promote social equality and responsibility; promote respect for and development of Kenya's rich and varied cultures; promote international consciousness and foster positive attitudes towards other nations and promote positive attitude towards good health and environmental protection. In addition to the goals of education, to be internationally competitive and economically viable, the Republic of Kenya requires an education system that will produce citizens who are able to engage in life-long learning, learn new things quickly, perform more non-routine tasks, capable of more complex problem-solving, take more decisions, understand more on what they are working on, require less supervision, assume more responsibility, and as vital tools to these ends, have better reading, quantitative, reasoning and expository skills (ibid:24).

Curriculum knowledge refers to knowledge about the particular materials used by the teacher. Often changes in curricula, such as new textbooks call for the re-orientation of teacher's thinking. Teacher educators should be knowledgeable on how to develop instructional plans on learner needs, curriculum goals and models, subject matter and society.

Knowledge of learners. Student teachers (educatees), teachers and teacher educators need to develop an awareness about and familiarity with one's own students, their learning strategies, problems and needs in learning in order to know how to cater for all learners' differences. If the goal of teaching is to promote learning, teachers need to be aware of the centrality of learners and how teacher behaviour will affect individual learners (Randall and Thornton, 2001; Lucas et al., 2008).

Knowledge of learning. Is the theoretical knowledge of learning, including an understanding of the physical, social, psychological and cognitive developments of students. Freeman (2001) states that this is an area that has been often neglected in L2 teacher education where the knowledge of the subject matter appears to have been central. This knowledge of learners and learning-the child and adolescent development knowledge can be applied to educator preparation and education policy.

Knowledge of teacher cognitions. An important component of current conceptualisations of SLTE is a focus on teacher cognition. This encompasses the mental lives of teachers, how these are formed, what they consist of, and how teachers' beliefs, thoughts and thinking processes shape their understanding of teaching and their classroom practices (Borg, 2006). Richards (2011) argues that a central aspect to teacher cognition is the role of the teacher's pedagogical reasoning skills, the specialised kind of thinking that teachers possess and make use of in planning and conducting their lessons. Golombek (2009) states that constructs such as teacher's practical knowledge, pedagogical content knowledge, and personal theories of teaching are now established components of our understanding of teacher cognition. The teacher educators must have knowledge of developing student teachers' / teachers' awareness of learners' cognitive, social, physical and emotional development with the objective of creating learning opportunities that will help English language learners' academic development.

We would like to state that the manner in which a teacher of English chooses to go about the instructional process will be guided and founded on the theoretical and pedagogical orientations they have towards English as a language, the manner in which it is learnt, the way they view and regard their learners, the structure of the classrooms among other things. This means that the teachers of English who wish to become English language educators should have knowledge of the philosophy shaping what they do (planning), what they teach (content), when they do it and how to do it (methodology). This will help them to be effective educators to student teachers and in-service language teachers.

Information, media and technology skills. These skills include: i) information literacy-teacher educators need the skills of accessing and evaluating the information critically and competently; manage the flow of information from a variety of sources ii) media literacy-teachers need to understand how and why media messages are constructed ; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions, iii) information, communication and technology(ICT) literacy-ELTEds should have the skills of using technology as tools to do research, organise, evaluate and communicate information in English language teaching.

Technological pedagogical content knowledge(TPCK) is a framework to understand and describe the kinds of knowledge needed by a teacher for effective integration of technology for teaching specific content of subject matter and requires understanding and negotiating the relationships between these three components: technology, pedagogy and content (AACTE, 2008). Hughes (2004) argues that technology learning should be closely connected to teacher's professional knowledge, that which directs their professional activities. The explicitness of the connection cannot be underestimated, for it is crucial in enabling teachers to understand conceptually the potential of technology in their daily professional lives. Mukwa (2015) argues that while integrating educational technology in teaching we should not only focus on computers but also on other education media such as real things, still pictures, motion pictures, audio media, video and television and written words and symbols such as text books, magazines, newspapers and so on. A contemporary perspective emphasises the need for teachers to learn about technology in the context of their subject matter and pedagogy as opposed to a decontextualised technology tool. In Kenya presently, most colleges and departments of Education in universities offer some educational technology courses within teacher preparation programmes to prepare future teachers and to renew in-service teachers who go back for further studies. Despite increased emphasis on the use of technology, there are scarce resources and many teachers, whether pre-service or in-service, currently feel ill-prepared to use technological tools and resources for the teaching of content. Three factors may be contributing to teachers' struggles with integrating technology into their teaching in innovative and effective ways. One, the Ministry of Education, Science and Technology, school/faculty heads call for technology integration without actually defining their vision for integration. Two, opportunities to learn technology are developed without a theoretical framework to guide that nature of technology in teacher learning. Three, many schools, colleges and universities (faculty of education) lack enough ICT resources to cope with the large number of student teachers and in-service teachers respectively. In-service teachers, for example, in secondary schools who benefit from technology integration programmes are mathematics and sciences teachers through the strengthening of mathematics and sciences teachers in secondary schools (SMASSE) project. Teachers of other subjects and languages do not benefit from this project! This trend should be immediately checked. The schools and the government should roll out similar programmes like those of SMASSE to teachers of other subjects in general and languages in particular so that these teachers are ICT compliant. The laptop (tablets) project in primary schools in Kenya is in the right direction.

Learning and innovation skills. These are the skills most often cited when referring to 21st century skills. The American Association of Colleges of Teacher education (AACTE)(2010) argue that learning and innovation skills are increasingly being recognized as attributes that separate students who are prepared for a more and more complex life and work environment in the 21st century from those who are not. These skills include: i) critical thinking and problem solving. These skills will help teacher educators to effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways ,ii) communication skills. These will help teacher educators to help language student teachers and language learners develop skills of articulating their thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts, iii) collaboration skills. ELTEds need collaborative skills in order to help student teachers and teachers of English to demonstrate the ability to work effectively and respectfully with diverse teams, iv) creativity and innovation skills. ELTEds should have these skills in order to help student teachers to use a wide range of idea creation techniques to create new and worthwhile ideas.

Mentoring, leadership skills and knowledge. Mentoring is increasingly being used in both pre-service and in-service teacher education programmes. ToEL and ELTEds should acquire both mentoring skills and knowledge so that they can assist student teachers of English to be more effective in their teaching. Mentoring is a long standing form of training, learning, guidance, encouragement, support and development and an increasingly popular tool for supporting personal growth and development. The knowledge, skills and attitudes acquired are especially important when the mentee goes through difficult and challenging situations or periods in life (Ministry of Education, 2013:201). Darling-Hammond et al. (2017) state that teacher educators should identify and develop expert teachers as mentors and coaches to support learning in their area(s) of expertise for other educators. Currently, mentoring as practised in Kenya has often been equated with concepts such as Guidance and counseling, moulding and coaching. Moulding plays a significant role in character development and good leadership through techniques employed by a mentor in making the mentee adhere to the teachings

and coaching. In the mentoring process, coaching refers to facilitating the acquisition and improvement of a skill through teaching, demonstrating and role playing the mentor. On the other hand, there is observation and participation from the mentee. Coaching is thus, both theory and practice. Otunga et al (2011) contend that there is a problem of mentorship in teacher education in Kenya. This is because teachers are trained using the same curriculum but once they have been employed the contexts in which they operate are different. Consequently, ToEL interpret the curriculum differently depending on the school culture, learners' entry behaviour and the beliefs the teacher holds as a learner and as a ToEL. With the support of a mentor, a student teacher on practicum can learn to perform beyond his/her independent performance level. However, in Kenya, as Otunga et al (ibid) argue, this is left to the co-operating teachers who often overload the student teachers on practicum until no meaningful mentorship takes place because the co-operating teachers have just gotten 'the beast of burden to carry it all'. We would like to agree with the Ministry of Education (2013) which recommends that the Ministry of Education in Kenya should work closely with the Teachers Service Commission (TSC) and training institutions to ensure that every learning institution has trained guidance, counseling and mentoring teachers in sufficient numbers; the Ministry of Education and the TSC to develop structured peer support initiatives in education and training institutions for service providers; career guidance should be structured and strengthened as part of the mentoring programme and mentoring should be strengthened at all levels and should target new teachers as well as parents in Basic Education (p.206).

Life and career skills. AACTE (2010:10) argue that: "today's life and work environments require far more than thinking skills and content knowledge." Cultivating the ability to navigate the complex life and work environments require teachers as well as learners to pay vigorous attention to developing adequate life and career skills. These skills include: 1) the ability of ToEL or ELTEd to be flexible and to adapt to change. For example, being able to understand, negotiate and balance diverse views and beliefs to reach workable solutions especially in multi-cultural environments, and adapting to varied roles, job responsibilities, schedules and contexts (see also Open university, 2011) ; 2) productivity and accountability skills: the ToEL or LTEd should demonstrate the ability to present oneself professionally, collaborate and co-operate effectively with teams , set and meet goals and produce good results.3) leadership and responsibility skills. This is where the LTEd is able to guide and lead others, use problem solving skills to influence others towards the goal, inspiring his/her student teachers to reach their best and being a person of integrity and who acts as a good role model and responsibly for the good of all; 4) being initiative and self-directed through setting goals and achieving them, utilizing time well and managing work load efficiently, working with less supervision, reflecting critically on his/her practice and striving to acquire more knowledge and skills through life-long learning in order to grow professionally and 5) social and cross- cultural skills which enables LTEds to conduct themselves professionally, interact effectively with colleagues, student teachers among others and being able to work effectively in diverse teams to do research, and improve the quality of teacher education.

Knowledge on how to incorporate research in teaching. Teacher educators and mentors have a key role to play in encouraging trainees to think positively about the values and the relevance of research for their teaching and learning (Kelly et al, 2004:76). Jones (2004) reports on his experience as an Australian undergraduate SLTE programme course in which student teachers (STs) engaged with the 'teacher as a research' role. They came to realise through the process that there were many benefits from engaging in teacher research, such as engagement in developing cultures of group work, from which they develop new skills. Issues hitherto regarded as theoretical become relevant through working in classrooms with learners, who can also engage student teachers in critical reflection about their projects. Student teachers also have the opportunity to display the results of their research and by so doing, realise the impact they have made on the context through their work. Day (1997) states that research needs to be used much more as a means of informing teacher's judgements about the contexts; purposes, craft, science and art of their profession and their teaching; and alongside this, as a means of assisting them in revisiting these at different times across the span of their careers. One problem that teacher educators in Kenya face is the heavy workload. The large number of student teachers to be taught and the assignments and examinations to mark leaves them with very little room to engage in research yet this is a core element in TE and a requirement for teacher educators. Therefore, the government should solve this problem by employing more lecturers so that they get some time to engage in research, offer quality education and develop professionally.

Reflective skills. Many teacher education programmes world-wide tout the ability to reflect as one of the hallmarks of an effective educator. ELTEds should develop reflective skills. These will help them in training student teachers to reflect critically on their teaching. The teacher needs to think about his or her own teaching. After each lesson is over take some time to reflect. Was the lesson effective? Richards (1996) views critical reflection as a vital first step to identifying teacher's personal beliefs and theories. Freeman (2002) emphasises that reflection must be a central pillar in teacher development. Richards and Farrell (2005) have suggested that reflecting on critical incidents in a formal manner, language teachers can uncover new understandings of taken for granted perceptions of the teaching/learning process. Farrell (2008) argues that reflecting critically on

teaching is a process of recognizing and analyzing assumptions that underlie teachers' thoughts and actions. This form of critical reflection can be accomplished by encouraging trainee teachers to describe critical incidents (both positive and negative) that occur during teaching practice. Darling-Hammond et al. (2017) argue that high-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback which in turn help teachers to thoughtfully move toward the expert visions of the practice.

It can be argued that there is a paucity of research on reflection in many countries in general and Kenya in particular. Language teachers and language teacher educators in Kenya should endeavour to explore the role of some elements of reflection like scaffolding, critical reflections, shared reflections as a means of professional development.

Supervisory skills. ELTEds should develop supervisory skills. Vieira and Marques (2002) argue that if we accept that teacher education should aim at transformation that is empowering for both teachers and learners, then teacher educators should supervise the quality of their own practices in order to understand and improve them. ELTEds should develop the skills, experience and awareness of being supervisors of pre-service teachers in training. Most TESL programmes, especially those at the post-graduate level, should strive to offer a balance between a broad theoretical and pedagogical foundation and opportunities for practical experiences. For these programmes, a recurrent theme is the need for focused and well supported practical activities that prepare teachers for the classroom (Grandall, 2000; Johnson, 1996). Typically, the core of the practicum is a guided teaching experience, but it may also include observations, analysis of video-taped classes, reflective journals, and periodic meetings with mentoring teachers and/or university supervisors. Ong'ondo and Jwan (2009) state there have been investigations on the value of supervision on teacher learning during the practicum. For example, Fayne (2007) revealed that student teachers regarded supervisors as playing very important roles in their learning: managing the process of teaching practice; serving as people they could trust with confidential information, and giving comments on their teaching that usually contributed to improvement of their performance. Hastings (2008) contends that there is a need to support supervisors on how to deal with their emotions as well as those of student teachers which often arise during the practicum in order to address both the personal and professional demands of change while navigating through the complex and often competing discourses that make up the work of a teacher. Teacher education programmes have found creative ways of expanding student teachers' practical experiences beyond student teaching. Some have established partnerships with schools, most of them at primary level, in which pre-service teachers make occasional classroom visits and participate in tutoring programmes or other kinds of service learning. In fact, partnerships between university programmes and schools or community groups for example in Canada are an essential element of teacher education (Christopher, 2005; Williams, 2007). For the Kenyan case, currently, apart from teaching practice (TP) for student teachers, there are minimal partnerships between universities and schools or community groups. Also, the language teacher educators are critical of the management of the TP. There is lack of enough money to provide for proper ratio of supervisors to student teachers. Lecturers have also complained that there is lack of enough facilities and proper management to implement micro-teaching and teaching practice respectively. Moreover, there is evidence that English language students on TP do not get to be supervised by language specialists. Science lecturers, those teaching mathematics and other subjects see many language students on practicum (Barasa, 2005). We would like to suggest that this trend has to be checked. Language student teachers should be supervised and supported by language teacher educators in order to improve on their effectiveness; there should be proper co-ordination between universities and schools (and sometimes policy makers) in order to avoid conflicting views on guidance of student teachers. We would also like to agree with Ong'ondo and Jwan (2009) and Republic of Kenya (2013) who state that there should be a proper link between course work at university and curriculum in schools to help reduce practice shock during TP and that universities should develop their curricula and programmes based on the curricula offered at Basic Education Cycle respectively. Currently, in Kenyan universities for example, there is a minimal link between university course work and secondary school curriculum.

Discourse skills. Becoming a language teacher educator involves learning to 'talk-the-talk', that is, acquiring the specialized discourse that we use among ourselves as teachers and that helps to define the subject matter of our profession. This means becoming familiar with several hundred specialized terms such as learner-centredness, learner autonomy, self-access, alternative assessment, blended learning, task based instruction, phoneme and so on, that we use on daily basis in talking about our teaching. Being able to use the appropriate discourse and understanding what they mean is the criteria for membership in the language teaching profession (AACTE, 2010). Discourse skills will help ELTEds to support student teachers to provide maximum opportunities for language learning to their students. These discourse skills relate to the following dimensions of teaching: to monitor one's language use in order to provide suitable learning input, to avoid unnecessary colloquialism and idiomatic expressions, to provide a model of spoken English appropriate to students' learning English as an international language and to provide language input at an appropriate level for learners.

Life-long learning skills. English language teacher educators need to pursue continuous learning opportunities and embrace career-long learning as a professional ethic (AACTE, 2008; 2010). Forty years ago, becoming a language teacher educator (LTeD) commonly came about in recognition of classroom teaching expertise. Good teachers thus progressed to become teacher educators, as models of good practice. In many public education systems, this resulted in transfer to the tertiary sector- to a training institution- and a concomitant change in status and role for the person involved from teacher to 'lecturer' (or similar) becoming a teacher educator did not at this juncture require any specific formal preparation for the role (Wright, 2010; Wright and Bolitho, 2007). More recently, however, the idea has grown that teacher educators' work is sufficiently different from teachers' to require some form of professional development-formal and/or informal- to enable them to perform their roles effectively and also to continue learning. According to Wright, *trainer development* refers to the formal process of language teacher educators' professional development. The term also captures the developmental process of constantly 'becoming' a language teacher educator, with or without the assistance of a trainer. Teacher education can also, in less formal ways mean teachers undertaking their own development (Russell and Korthagen, 1995). Wright (ibid) states that there are three levels in professional activity in language teacher education: 1. Language teaching, 2. Language teacher education (initial or continuing PD for language teachers) and 3. Trainer development (initial or continuing PD for LTeDs).

V. Conclusion.

No nation develops beyond the quality of its education system; which is highly dependent on the quality of its teachers. The quality of our prospective teachers also depends largely on the professional competence of teacher educators. Actually, TE begins at this level. If Kenya is to achieve vision 2030, then it is imperative that teacher trainers/educators, in-service teachers and student teachers should be provided with the most appropriate tools during and after their training. They need to acquire a wide base of knowledge and skills in order to stay abreast of the rapidly evolving field of ELT in terms of the novel innovations, changes and research; professionalise teaching and be able to compete favourably in the global market. In this paper, we have sought to identify the knowledge base needed by LTeDs in order to work effectively and professionally in diverse environments in the 21st century. They need to stay abreast of the rapidly evolving field of ELT through reflecting on their practice and desiring to be life-long learners in order to develop professionally. Also, more reforms are needed in teacher education to transform it to be more effective in serving the society that is facing many challenges today and it is therefore the responsibility of teacher educators to connect our own particular interests to those of the society.

Consequently, the following issues would be of concern:

1. How can we improve the quality of teaching and the compromised status of the teaching profession?
2. What approaches should be used by teacher educators in general and LTeDs in particular to acquire a wide base of knowledge they need in the 21st century?
3. What kind of LTeDs are needed to support language teacher education and vision 2030 in Kenya?
4. What are the roles and accountabilities of LTeDs and researchers in contributing to educational policy and continuous professional development (CPD) in Kenya?

Up to this end, we believe that collaborative supervisory practices within and without institutions should be employed by LTeDs and ToEL in order to acquire the knowledge and skills in ELT and develop professionally.

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