

Embedding ICT in English Second Language Teacher Professional Development: Challenges and Prospects for Kenya

Maryslessor Anusu Omondi, Prof. Peter L. Barasa, and Dr. Carolyn A. Omulando

Abstract:

In this age of globalization, the use of technology is advancing at an exponential rate and is taking root within many fields including education. The changed face of education predisposes pressure to the modern teacher due to a sense of knowledge and skills inadequacy. Apart from content and pedagogical knowledge, today's teacher requires knowledge, skills and expertise in the use of information communication technology (ICT) in order to enhance the instructional process. This calls for a deliberate paradigm shift in the manner in which the teacher is prepared and taken through various teacher professional development (TPD) programmes. Professional growth of a teacher is a life-long process of development beginning with pre-service training and climaxing in retirement. Theories of TPD show that teachers exhibit needs at different times in their professional lives. An analysis of these needs prompts a differentiated approach to their professional development. The teacher has to contend with various changes and therefore needs education in addition to initial preservice training, thus the need for revitalized TPD programmes. Educationalist at all levels of learning must acknowledge and realize that the adoption, utilization and infusion of ICT in education is fundamental to effective teaching and consequently, successful learning. Teacher education as a component of education therefore requires to be revolutionized to suit the trends and needs of the modern society through the nature of training and professional development the teacher trainees and already practicing teachers are exposed to respectively. It is from this perspective that we do in this paper argue for the infusion of ICT into English language TPD processes, both at personal and institutional levels. This will enable the teachers of English in Kenya to operate within new and modern educational trends thus modelling life-long learning strategies that are closely linked to facets within facets of TPD. We do believe that the infusion of ICT into TPD will enable the skills and knowledge of the older teachers of English to evolve into a rich tapestry of knowledge that can only serve to create inclusive, richer and innovative teaching styles that will ultimately promote language learning among student.

Keywords: English Second Language, teacher professional development, Information Communication and Technology.

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