

Education in an Unfamiliar Language: Impact of Teachers' Limited Language Proficiency on Pedagogy, a Situational Analysis of Upper Primary Schools in Kenya

Bernard McCoy

Abstract

This article reviews the pedagogical constraints imposed by teachers' limited language proficiency in the medium of instruction in Kenyan primary schools by examining classroom interaction and suggests how an improved understanding of the role language ability on the development of cognitive skills in learners can be accessed. Emerging from these investigations is the need for more specific research pertaining to the causal link between teacher language proficiency and teacher-led approaches in countries that have adopted foreign language policies. Finally, recommendations are made for the introduction of internationally recognized English language assessments and second language programme for Kenyan primary school educators.

Keywords: Language proficiency, Pedagogy, Upper primary schools, Kenya

Full text: <http://www.jpanafrican.org/docs/vol10no7/10.7-13-McCoy-final.pdf>