The Influence of Contextual Factors on Teachers' Cognitions on Use of Instructional Media in English Language Pedagogy in Secondary Schools in Kenya

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Abstract:
Teachers' cognitions, that are knowledge, beliefs and thoughts, shape their pedagogical activities. This paper examined the influence of contextual factors on teachers' cognitions on instructional media use in English language pedagogy among secondary school teachers of English in Kenya. Schools were categorized as National, Extra-County, County and Sub-county. Simple random sampling was utilized to obtain the fifteen schools that participated in the study. Fifteen (15) heads of department were purposefully selected and interviewed, while thirty (30) teachers of English were randomly selected, interviewed and observed in class. The study was guided by Vygotsky social learning theory. Qualitative approach and Multiple Case study method were utilized in line with interpretivist-constructivist paradigm. Data was analyzed thematically and presented in narrative form. The findings of the study revealed that teachers' cognitions on instructional media are influenced by contextual factors such as school type, institutional support, colleagues, the syllabus, learners and the mode of evaluation.

Keywords: *Teacher cognition, English language pedagogy, contextual factors, instructional media*

1. Introduction

English language plays a significant role in the secondary school curriculum in Kenya. Besides being an official language, it is a subject of examination and it serves as a medium through which other subjects are taught. This role, coupled with it being a language of globalization, makes its instruction of paramount significance. Teacher's activities in the classroom should be such that meet the educational needs of the country. One way in which the teaching of English language can be enhanced is by the use of instructional media. Instructional media provide the sound basis on which concepts and ideas can be concretized and hence make them easy for learners to grasp. Teacher education curriculum in Kenya provides language teachers with knowledge about implementation of secondary school language curriculum, in line with the national goals of education of teaching the subject. Student teachers are also taken through educational media and micro-teaching where they are taught how to design and use instructional media (Manyasi, 2013). Although this is the case, it is evident that most teachers do not utilize instructional media in their lessons. The current study looked at the contextual factors that influence teachers' cognitions on instructional media use in English language Pedagogy.

Instructional media refers to the instructional resources that can be used to achieve the set objectives be it affective, cognitive or psychomotor. Syomwene (2017) outlines the importance of instructional/technology which include, improving the degree of mastery of content, making instruction more interesting and exciting, and creating motivation among learners.

Instructional resources can be made by both the teacher and the learner or commercially designed but adopted by the teacher to the specific content. Azikiwe(2007) states that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well as newer materials such as CD-ROMs, the internet, and interactive video conferencing. The current study sought to establish how the contexts, in which teachers operate, impact on their thoughts, knowledge and beliefs on instructional media use.

1.1. Study Objective

The main objective of this study was to establish how contextual factors influence teachers' cognitions on use of instruction media in English language pedagogy in secondary schools in Kenya.

1.2. Theoretical Framework

The study was guided by Vygotsky's (1978) social learning theory**.** Vygotsky's theory stresses on the fundamental role of social interaction in the development of cognition as he believed strongly that community plays a central role in the process of 'making meaning'. According to this theory, social learning tends to precede development. The main principles of Vygotsky's work are the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD). The MKO refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. According toVygotsky, the concept of ZPD is defined asthe space between the actual development level as regulated by independent problem-solving and the level of development as determined though problem solving under adult guidance.

The theory is applicable to the current study in the sense that teachers operate in a social context where they are regulated by their colleagues, their teachers in primary and secondary school, and their lecturers/tutors in teacher Education institutions. Most teachers in the study explained how their current perceptions on IM and the way they handle their lessons are traceable to what they saw their teachers/lecturers do. The notion of object regulation explains how the environment, in this case, contextual factors such as the school type, administrative support, availability of IM, the syllabus and mode of evaluation inform the teachers' cognitions on IM use. Teachers, especially the novice teachers, have to work with what the specific contexts offer. Vygotsky's concept of mediated learning also explains the importance of IM in language learning.

2. Literature Review

Here, literature on the influence of contextual factors on teachers' cognition on use of instructional media is discussed.

2.1. Contextual Factors and Teacher Cognitionon Instructional Media Use

The contexts in which teachers work, both psychological and environmental, influence what they do. Borg (1998 C), referring to several studies in educational literature, asserts that teachers' practices are shaped by social, psychological and environmental realities of the school and classroom. Factors such as parents, principals' requirements, the school, society, curriculum mandates, classroom and school layout, school policies, colleagues, standardized tests and availability of resources play a critical role in modelling teachers' cognitions. He further opines that such factors may deter language teachers from adopting the beliefs they hold regarding their instructional procedures. Although teachers may be trained in the same institutions, Spada and Massey (1992) suggest that the differences they portray in their classroom practices may be attributed to the contextual factors of the school in which different teachers work.

Contextual realities may also reduce learners' enthusiasm in the classroom and this may, by extension, influence the way teachers perceive and carry out instruction. Teachers may also diverge from methods of teaching they learnt in teacher education programs and this could be engendered by large classes, unmotivated students, examination pressures, a set syllabus, pressure to conform from more experienced teachers, students' limited proficiency in English, students resistance to new ways of learning and heavy workloads (Richard and Pennington, 1998).

Crookes (2003) argues that teachers need to have awareness of the contextual factors beyond their institutions. This is very necessary, especially in the work of language teachers who work with materials in which values, beliefs, cultures or philosophies may disagree or conflict. Pedagogy takes place within a given society which has governments with laws and policies that should be observed strictly (Grant and Gillette, 2006). Other scholars who emphasize on the role of socio-cultural contexts in shaping teachers learning include:Imig and Imig, 2006; Borg, 2006;Maldarez and wedell, 2007. Studies on the teacher cognition contend that the context in which teachers work both psychological and environment influence what they do. Borg (2003), in his analysis of several studies on TC, asserts that teachers' practices are shaped by the psychological realities of the school and the classroom. Such factors include: parents or principals' requirements, school policies, colleagues testing and availability of resources.

2.2. Contextual Factors and Instructional Media Use in English Language Pedagogy

The way teachers view the role of media in classroom teaching will, to a large extent, determine the level and degree of its usage. A teacher forms an impression which is favourable or otherwise, depending on specific traits he/she attributes to media. Teacher perception of media is predicated upon what they feel media can do in teaching-learning process. Over the years, many research studies have pointed out various external deterrents for the utilization of audio-visual media which include: budget difficulty in obtaining materials, lack of audio-visual classroom facilities and lack of trained audio-visual personnel (Higgins & Moseley, 2001; Richardson, 1996; Windschitl&Sahl, 2002). Perception can be influenced by the personality characteristics of the perceiver. It can also be influenced by the features of the object perceived. The level of integration of technology into lessons depends on the skill levels of teachers in the use of technology. Teachers with higher skill levels integrated technology in their classes more frequently. A study by TOJET (The Turkish Online Journal of Educational Training) demonstrated that the novice teachers, who had been trained on computers, were less comfortable in their utilization than the more experienced teachers who had not received any formal training with computers but had a richclassroom experience. (Meskill, *et.al*, 2002)

Other researchers have noted that some teachers perceive media as threatening and perhapsin human. Lewis' (1990) study revealed that some teachers' perceive formal training in the area of audio-visual instruction as being unnecessary.Similarly, Okari (2011) conducted a research on the use of micro-teaching skills by practicing secondary school teachers in UasinGishu County of Kenya and her study revealed that teachers did not adequately utilize the skills learnt during micro-teaching in their language lessons. Among these skills is the use of instructional media. She noted that

despite the emphasis laid on instructional media use during Teacher Education and practicum, teachers hardly maintain this culture when they get into regular teaching.Barasa (2005) citingTaylor and Richards (1986) argues that the teachers' perceptions of what was intended by the curriculum developers and teachers' ability to facilitate achievement add to the difficulties in realizing the objectives and aims of the curriculum. Thus, both curriculum and teacher training are key elements in the delivery of education. In the development of language curricula pedagogical context determines the success of any educational programme.

Sammons (1994) observed that teachers, who already have too much class work and school responsibilities, may find that instructional technologies require additional time to learn and to prepare for using them in the classroom. They may feel that they have no extra time to spare to facilitate their use of technology. Lack of incentives is also noted. Research has shown that minimal or lack of incentives for the teachers, who sacrifice their time to integrate technology in their classes, contributes significantly to teachers' unwillingness to use technology.

3. Methodology

3.1. Research Philosophical Paradigm
The study adopted the interpretivist-constructivist paradigm. To begin witha research paradigm is defined as a way of looking at the world and interpreting what is studied. It involves how research is carried out, and the level of involvement and interpretation (Rubin and Robin, 2005). A research paradigm explains researcher's ontological and epistemological inclination. Ontology is the nature of reality, while Epistemology refers to the way reality is studied. It is 'the nature of evidence and knowledge, the rules and principles by which we decide how knowledge can be demonstrated or a phenomenon known' (Mason 2002:16). The current study being a survey of teachers' cognitions and use of IM, in ELP, is based on the fact that language teaching is an interactive endeavour between students, teachers and the environment each influencing the learning process in one way or another. Teachers are also active participants in the teaching-learning process who have beliefs and thoughts about their work and their philosophical orientations shape their classroom pedagogical practices. A constructive understanding of their world view is best done through the qualitative-constructivist paradigm.

3.2. The Qualitative Research Approach
The study adopted the qualitative approach. A qualitative research is a study, which is conducted in a natural setting where the researcher, as an instrument of data collection, gathers words or pictures, analyzes them inductively and describes the process in a persuasive and expressive manner (Nsubuga and Katamba, 2013;Donyei, 2007). The researcher collected data from the natural setting, specifically schools where participants experience the problem under study. The purpose of using qualitative approach in this study was to gather in-depth knowledge on teacher cognition and use of IM in ELP.

3.3. Case Study Method
This study employed Case Study method, particularly the 'multiple case study'. Case Study is'an exploration of a bounded system or multiple cases over time through a detailed in depth data collection usingseveral sources of information that are rich in context' (Cresswell, 1998 in Nsubuga and Katamba, 2013:46).This study investigated language teachers from fifteen selected schools thus a multiple case study. Case study allowed an in-depth understanding of the school contexts, teaching learning process and teachers' perceptions on the use of instructional media.

3.4. Data Generation Instruments
The instruments employed for data generation were: interview, observation, and document analysis. Jwan & Ong'ondo (2011) points out that the relativist-interpretivist paradigm works well with qualitative approach, case study method and data generation process via the above instruments. Participants were interviewed and observed in their natural contexts. Professional documents, such as schemes of work and lesson plans, were analyzed and English language lessons observed. Data from the three sources was coded and organized thematically.

3.5. Sample and Sampling Procedures
The sample consisted of 45 participants - fifteen of them were heads of department (languages) and thirty of themwere teachers of English from the selected secondary schools. The heads of department (HODs) were selected purposively, while teachers of English were selected using simple random as well as convenient sampling. This was done to ensure that relevant information is obtained. The information sought was on teacher beliefs, knowledge and how these influence their use of IM.

3.6. *Data Analysis Procedure*
With regard to the paradigm adopted in this study that is relativist-interpretivist/constructivist paradigm, data was analyzed qualitatively. This includes giving descriptions and interpretations of the data generated through interviews, observation and selected documents. The interview sessions were audio recorded and transcribed. The data from interview transcripts, lesson observation notes and document analysis were coded first,and then organized thematically. Thematic analysis is the search for themes relevant to the research topic where large amounts of data from different sources, such as observation interviews and documents, are organized (Hammersely*et al.* 2001).

4. Findings of the Study

The objective of this study was to establish the influence of contextual factors on teachers' cognitions on instructional media use in English language pedagogy among secondary school teachers of English in Kenya. Data was generated qualitatively using interviews, lesson observation and document analysis then presented thematically. The interview sessions were recorded first, and then transcribed. The information from teachers of English and heads of department interview transcripts were coded,and then presented thematically in narrative form. In some cases, the words of the participants were presented verbatim. The study revealed that the context, in which teachers' works, plays a critical role in shaping the way they execute their professional responsibilities. In this study, contextual factors were conceptualized to mean all the social and administrative factors within and without the school that influence pedagogical processes. These include: school type, institutional support, and availability of IM, learner interest, colleagues' workload, and the mode of evaluation.

4.1. School Type

School type referred to the category of schools namely National, Extra County, County, and sub-County. Both the teachers of English and the Heads of department attested that school type influences teachers' cognitions on the use of instructional media. The interviews revealed that there is a pronounced disparity between National, County, and Extra county schools on the way instructional media is used. They argue that National schools and Private schools, which are endowed with facilities such as language labs, will find it easy to plan and utilize them. On the contrary, schools, which are not well-endowed, will not encourage a teacher to use IM. According to one respondent who teaches in a Sub-county school, the use of IM, especially the modern technology, is a challenge because 'you may find in a school one computer or none and although you may plan for it, you may end up not using it because it may notbe available at the time you want to use it'.

The same is echoed by a teacher of a county school who commented that indeed the type of school has an influence on the way teachers view and utilize IM. To him, in National and Extra county schools, the facilities are readily available and the students are also bright. In such schools there is competition among students and teachers alike work hard and will do all they can to attain their goals. Additionally, in national and extra county schools there is a high level of motivation from both the learner and the administration and this makes it easier for the teacher to effect the use of instructional media. This is seen in the submission of an HOD as indicated below:

> Yeah, I think the school type has an influence in the use of IM. You see, you cannot compare a national school with a sub county school in terms of facilities and also order. So, in a national school, instructional materials are readily available and the learners are also so enthusiastic that you can create a variety by incorporating IM. They can also manipulate the IM such as projectors and this makes even easier for the teachers. There is a very high motivation from the administration because they are endowed with funds and they can avail whatever you request. But in a small cadre school, you may request for a given material and you are told the government has not send funds, so you keep waiting till your interest wanes. HODC2

A teacher from a county school, who had earlier taught in an Extra County school, indicated that National schools and Extra County schools 'have sharp students who can even assist you in using electronic media.For such, using a manila paper is a waste of time'. In the National schools, she says, 'the administration may procure IM and even tell you they are available and they ask you to use them. This is contrary to the 'poor' schools which may, sometimes, require you to use your pocket to purchase some of the necessary instructional media.' She adds that high flying-schools have put up systems that necessitate teachers to teach using media and therefore the type or level of institution determines how teachers use IM. The respondents also argued that selection of students into a given school is based on students' ability; hence a good school picks good students. Due to this, the schools cannot, thus, be compared in terms of students and resources. Good schools will procure modern facilities and this will force teachers to use them since the students can easily grasp the content. The enthusiastic learners, who are good in IT, may be a source of motivation to the teacher since they can encourage one 'infuse' instructional media in the lesson. 'Such students, especially the bright ones, can even persuade you to go to class with electronic media if they are available.' They further asserted that highly motivated learners 'will force a teacher to go an extra mile but those, who are less enthusiastic, will make a teacher dull and less innovative'. Those, who are inquisitive, and those, who want to learn more, 'may really force a teacher to look for better ways of passing knowledge, and one way could be the use of instructional media'. They added that learners, who know how to use the projector for example, will help the teacher mount it very fast and it makes it easy to use it in the classroom.

Although the general consensus among the respondents was that school type has a significant influence on the use of instructional media, there are those who had a contrary opinion. This set of respondents said that teacher beliefs on the use of instructional media and the utilization of the same are not anchored on the type of school. They argue that a teacher, who is passionate about teaching, will always ensure that he utilizes variety of teaching aids in the classroom. Likewise, the one, who is less enthusiastic, may not see its value even when readily availed. The following submission by an HOD from a national school summarizes this assertion:

> To me, No, I don't think the type of school will affect how I use IM in my lessons. The teachers own initiative and whether you are in a county or National school, I don't think this can affect you. Well, if it is a school policy, I am sure a teacher will not have any option but to use IM even when they are availed. Especially in the modern technology, most teachers tend to have phobia for technology. I strongly believe much has to do with the individual teacher and not the type of school. The type of school perhaps may only assist the enthusiastic teacher to do better what he likes doing. But to the one, who has no interest, little may be done. HODC3

4.2. Institutional Support

From the interview sessions, there was a general consensus among the respondents that support by the institution is crucial in carrying out all the instructional procedures in schools. An institution that supports her teachers will ensure that all instructional tools are available. They add that when teachers are given support, it boosts their morale and they give their best. In words of one respondent, 'an institution with well-defined rules and strategies will keep teachers on their toes as far as instructional media utilization is concerned.' They also indicated that the national and extra county school teachers get a lot of support from the administration and this makes them use a variety of resources and techniques. The level of supervision in the well to do schools is always very high, and as one respondent puts it, the heads of department and principals of such schools ensure that quality work is done by giving 'a little push to the teachers'. The paragraph below gives the remarks of one teacher who testifies to this claim:

> Having worked in many schools, I noticed a great disparity between schools which give support to their teachers, particularly, on the use of IM, see better results in English. He says National school cannot be compared to a sub county school like this one. In a National school the resources are there and there is encouragement to utilize them as opposed to a small school where the resources are lacking and hence no emphasis on their utilization. (TOEC1)In most of the sub county schools, there is very little emphasis on the use of IM as long as teaching is going on. In these schools, it is quite difficult even to get a manila paper and this may discourage teachers from going an extra mile.

One teacher from a sub county school said that there was no support at all from the administration.As long as teaching is going on and the results are not poor, it is okay. To her the use of teaching aids is a teacher's own initiative. Although it was the view of most respondents that support by the institution plays a great role in the utilization of instructional media, there was a contrary opinion from the head of department of an Extra county school who specified that although the administration had given support to the department by providing IM, there are teachers who still go to class with only a piece of chalk and the text book.

4.3. Workload

Workload here refers to the number of lessons a teacher teaches a week and other school responsibilities assigned to the teacher. From the interview guide, the respondents attested that indeed the workload of a teacher influences the way he or she uses instructional media. Although teachers believed that IM is essential in English language pedagogy (ELP), they decried the heavy workload which does not allow them to use IM effectively. Most respondents said that they teach up to 28 lessons and their main concern is to attend all the lessons and not necessarily the use of IM. They said there was limited time to prepare IM given the changeover from one class to the next. The excerpt below from an HOD from county school represents the views of mostof the participants across the board:

> Being the HOD (languages), I have a host of other responsibilities, yet I have to teach 28 lessons in a week. This greatly affects the use of IM in my school. The workload affects the way a teacher uses IM. I have 28 lessons, and you see if I have to use, let's say a projector, where do I get the time to prepare or if you have one projector, how will you keep moving from class to class? You will waste a lot of time. Again you may want to use it and another teacher is using it for another lesson so it does affect the use of IM greatly. HODSC4

The respondents further noted that language teaching is not just about teaching but there is a lot to be done in order to ensure that learners attain competence. For instance, there are a lot of exercises to be given and marked and this may hamper the preparation of IM. This claim is clearly depicted in the words of one TOE from an extra county school who stated that:

> Yes, it does. When the workload is heavy, the teacher lacks time to prepare instructional media. You see in language teaching lessons have a lot of exercise which the teacher has to mark, so all these have to be dealt with and it may hamper the preparation of IM. In my school, for instance, we have at least 24 lessons each per week, so you can imagine the work you need to do in terms of preparation marking and many other assignments. (TEEC)

The responses above clearly indicate that teachers' workload indeed influences how they execute their pedagogical process with regard to instructional media use.

4.4. Interaction with Colleagues

Participants consented that Colleagues play a pivotal role in shaping one's philosophy. As one interacts with colleagues, there is something one copies and the use of IM is not an exception. Staying around a teacher, who is technology oriented, encourages one to do the same. Colleagues may influence one positively or negatively as indicated by one of the respondents, a TOE from a county, who had this to say:

> Interaction with colleagues may be positive or negative. As you interact with colleagues, there are those who don't use IM and their subjects do well and they don't see the need why one should take the pain, so they may discourage you. But then there are those who have made the use of technology their lifestyle and they select use of IM with ease, sitting with such people may encourage you. As said earlier, the science and mathematics teachers can really make one enthused to use IM, especially the modern technology. But rarely do the English language colleagues motivate one, may be those who come in as examiners. TOEC2

Again the respondents argued that much of the influence they get is from colleagues in the sciences and technical subjects as fellow Language teachers are not that aggressive in using IM. The paragraph below gives the experience of an HOD with his science colleague:

Emm yeah, colleagues, who are passionate about the use of IM, may, sometimes, encourage you to do the same. Like in my school, we have a young man teaching chemistry and biology, and he really enjoys using the computer. he is also quite innovative and often times he goes to class with a projector and a laptop, his lessons are always captivating and students always yearn for his lessons so, of course, sitting around such a person also makes you feel you should try the same and sometimes I even ask him to assist me prepare the slides and mount them on the projector. I, thus, find it easy to use it. On the other hand, there are those colleagues who are old school. When they see you preparing a chart, for instance, they ask you if you are on teaching practice.So, if you are chicken hearted, you may end up going to class just with a piece of chalk. So, in the essence colleagues can either influence positively or negatively. HODC 2

4. 5. The Syllabus

The syllabus refers to the content to be covered and the objectives to be attained at the end of a given course of study. In the current study, it is what is to be covered by the end of the four years of secondary education. The syllabus rolls out the topics to be covered under the four language skills: Listening, speaking, reading and writing.On this sub theme, the respondents were asked to comment on whether the syllabus, as it was, influences their use of IM. Here, divergent opinions were fronted by the respondents as regards the role played by the syllabus in shaping teachers' cognitions on the use of IM. There are those respondents who argued that the syllabus has a positive influence on the use of IM. They commented that the syllabus gives a clue on what IM should be used in a given topic. For instance, the teaching of the set texts may require teachers to use audio-visual aids in order to watch the actions of the characters and also asses their speeches as they converse with one another. This will create immediacy as the learners see the behavior of characters in real life situations. The oral skills will also require teachers to use the taped /recorded speeches and model pronunciations so that learners can listen to and acquire the Received Pronunciation (RP). The excerpt below from an HOD of a sub county school represents the views of most of the respondents who were of similar opinion.

The syllabus does affect the use of IM.You see, the syllabus of English is quite wide and sometimes since teachers are trying to catch up with the syllabus, teachers in many schools may fail to use IM. A language teacher has to teach writing skills, oral skills, grammar and literature. And, therefore, to use IM may be difficult, especially when you also have a heavy workload. (HODEC1)

Although the respondents believed that the syllabus really ought to influence the use of IM, they note that it fails to do so since it is not closely monitored. Others felt that the syllabus is too wide and this, in itself, demotivates teachers to plan for and use IM in their lessons. It also emerged that a good number of teachers is not keen on the syllabus and they use the text books to prepare their schemes of work and lessons notes. The extract below drawn from the responses of an HOD attests to this fact

4.6. Evaluation and Teacher Cognition

Evaluation here means both the classroom testing and end of course exams that are the formative and the summative evaluation respectively. On this sub theme, the views held by the respondents were varied. Although some respondents attested that evaluation plays a big role on the use of IM, still a great deal of them did not see any relationship between the use of IM and evaluation procedures. Those, who said that the mode of evaluation influences the use of IM, argue that the way some sections of the language syllabus are tested,it is demanded that one should have used IM. They note that learners' performance in English language is quite good at the lower forms (Form and two) where teachers make use of IM. But as we move to the upper classes (Form three and four), 'the performance goes down since the teaching is now geared towards exams and teachers have little time for IM.'

They also argue that the literature section tests the learners' ability to comprehend, analyze, synthesize and apply what is learnt to real life situations. The use of audio-visual aids, thus, comes in handy in helping learners comprehend issues. As one respondent puts it, 'literature is emotional and the use of IM can help learners identify with the feelings of the characters on stage and thus understand concepts better.' Generally, these respondents indicated that students' performance is highly linked to the mode of teaching including the use of IM.Those with contrary opinion argued that there is no substantial relationship between evaluation and the use of IM. The mode of evaluation does not necessarily stipulate to the teacher what IM to use. They argue that it is only in oral skills where a learner may be required to give the correct pronunciation that a teacher may consider the use of audio-visual aids.

4.7. Summary of Findings

The study revealed that school type (National, Extra-county County or Sub-county) is one contextual factor that greatly impacted of teacher practices. The National and extra county schools, which have well laid down policies structures and gifted students sharply contrasted with the county and sub-county schools with limited resources and average students. The nature of the school and all that goes on in there influenced the way teachers used IM. In the well to do schools, teachers were given support and this encourages them to use IM. Evaluation mode is also an important element of the context. The study revealed that evaluation of the language syllabus is geared towards excelling in exams and teachers aligned their teaching to this. As a result, the use of IM was not really emphasized. The workload, nature of the syllabus and colleagues also influence the way teachers carried out their instructional procedures.

4.8. Discussion of Findings

As mentioned earlier, language teachers do not work in a vacuum. What goes on around them that is expectation of the administration, the learners and fellow colleagues all influence the decisions they make regarding their pedagogical

processes. Spada and Massey (1992) note that although teachers may be trained in the same institutions, the differences they portray in their classroom practices may be attributed to the contextual factors of the schools in which different teachers work. The same is reiterated by Borg (2003;94) who points out that teachers may diverge from the methods of teaching learnt in Teacher Education programs because of the contextual realities such as large classes, examination pressure, unmotivated learners, pressure from the syllabus, students' limited proficiency and pressure to conform from more experienced colleagues. These observations are in tandem with the current study as seen in the submissions of the participants. One contextual factor that greatly influenced teachers' instructional decisions is the school type. Here, school type refers to the category of schools - national, Extra County, county and sub-county.

The study revealed a sharp disparity between the three categories of schools in the way teachers used IM. The National school and some extra-county schools have a number of advantages that promote the use of IM. Such schools are endowed with facilities, gifted learners and structures are put in place to ensure utilization of available resources. In these schools, again, there is high level of motivation from the administration, the learners and sometimes the parents. In the 'good' schools also, the use of modern technology is not a challenge because even learners themselves are so informed and they can assist the teacher in organization of IM for the lessons.

The under-privileged schools, on the other hand, have a myriad of challenges when it comes to the use of instructional media. This ranges from inadequacy of resources, lack of support from the administration and sometimes unmotivated learners. From, the submission of the respondents, it was noted that there are schools, which had no single computer, and in cases where there was one, it was only being used for administrative purposes. Some schools lacked power and in situations where a teacher would wish to use IM, such disappointments reduced them to text book, chalk and blackboard teachers. (This is my own definition of a teacher who goes to class with a text book and a piece of chalk only). This disparity among the schools further explains the good performance posted by National and extra county schools in English language as opposed to their county and sub-county counter parts.

It also emerged that schools, which give full support to their teachers, allow them to exercise their mandate as teachers. In schools where there are well-defined strategies and level of supervision is high, teachers are motivated to give their best. Such have the opportunity to reflect on their teaching and make decisions on how best they can deliver the content. Teachers, who had had the opportunity to teach a national and a sub-county school, intimated that effective utilization of IM depended largely on the type of school one was teaching in, and this, in turn, influenced teachers' cognitions. These findings confirm Richards (1998) position that a number of institutional-contextual factors that need to be put into consideration while dealing with studies on cognition. Among them are- school type, administrative policies, parents, school culture.

Teacher's workload is another contextual factor that teachers have to grapple with as they go about their pedagogical practices. For most of the respondents, especially in the county and sub-county schools, they taught up to 29 lessons and this limited them in preparation of IM. As a matter of fact, there were teachers who were the only teachers of English in their schools and they moved from class to class. This greatly affected their utilization of IM and hence their cognition about the same. The workload was not viewed as the number of lessons to be taught perse, it also involved other responsibilities assigned to the teachers by the administration. As a result, the long serving teachers, who shoulder a lot of responsibilities in the schools, were greatly affected.

The learner is at the core of any educational program and their enthusiasm in learning determines the success of the learning process. In the well-to-do schools, where learners are highly enthusiastic, the teachers were motivated to use instructional media, especially the modern technology. This is because the learners themselves were quite at home with technology. This observation is in agreement with Richards and Pennington (1995) and Borg (2003) who postulate that students' limited proficiency in English language, their resistance to new ways of learning or lack of motivation can deter teachers from using the skills they acquired in teacher education programs. Malderez and Wedell (2007) adding to this debate suggest that teachers need to be familiar with the general characteristics of their learners and their individual differences as they are likely to carry this into the classroom.

Ong'ondo and Juan (2010) citing Darling-Hammond (2006a) point out that teacher education programs should facilitate the student teacher to acquire pedagogical learner knowledge.Darling-Hammond (ibid) further remarks that teachers understanding of who they are as teachers, understanding who they are teaching and how these students learn empowers the teachers to organize their teaching around the pursuit of learning rather than just covering the curriculum or getting through the book (p-85). The same is echoed by Kumaravadivelu (2006a) who argues that there is need to engage student teachers in thinking about contextual issues at the level of cultural practices, types of institutions, resources available and people involved.

Colleagues also play a critical role in shaping the context in which teachers work. The study established that although teachers have their own philosophies, the same may be changed either negatively or positively depending on what their peers do. In most cases interviewed, respondents stated that schools, where teachers are passionate about the use of IM, encourage them to do the same. It was generally noted that the young teachers were more at home with the use of technology and sitting around them would motivate one do the same. It was also evident that the use of IM was common among the science teachers as opposed to language teachers. The long serving teachers rarely used IM and they discouraged others from doing so. When one's colleagues see him /her preparing instructional aids, they ridicule him/herand brand him/heras a teaching practice fellow (TPF).

From these submissions it is evident that teachers' cognitions on IM use and English Language teaching generally are dynamic and not static, depending on the contextual realities of the work place. This is supported by Li (2017a) who views TC as a process of social construction and negotiation which is displayed in social interaction in teachers' professional contexts, and is cognitive in interaction. He adds that TC is a multi-faceted and multi-dimensional concept

which plays a critical role in teachers' professional lives. In a same vein Kubanyiova and Feryok (2015) examine TC from a bottom up approach by taking into account the situation and contexts where teachers interact with themselves and others. This supports the fact that interaction with colleagues plays a critical role in shaping TC.They continue to say that it is only by reviewing teacher cognition through alternative lens embracing the socio-cultural turn in the field.Can the relationship between teachers' cognition practices and students learning be rightly examined? (L1, 2020)

The syllabus is another component of the context whose significance in shaping teachers' cognitions cannot be over-emphasized. The syllabus dictates the content to be taught and the objectives to be attained at the end of the course. The study revealed that teachers follow the demands of the syllabus as they carry out instruction. Both the TOE and HODs decried the wide syllabus of English Language in secondary schools. Although they believed that IM is essential in ELT, they said that the wide syllabus sometimes deter them from preparing and utilizing IM. This is in agreement with Borg (2003) who suggests that contextual factors, such as curriculum mandate, principals' requirement, and school policies, should be put into consideration in teacher education programs.

5. Conclusion

The study concludesthat teacher's cognitions are shaped by the contextual factors within and/ or without their working space. In the current study, factors such as the school type, learners' aptitudes, colleagues, school policies, institutional support, syllabi, evaluation and learners' interests strongly impacted on teachers' cognition on IM and consequently, utilization of the same by the language teachers. The language teachers' workload was quite extensive and they (language teachers) grapple with timely completion of the syllabus and preparation of IM is deemed an unnecessary burden. Utilization of IM was quite limited across the spectrum (cadres of schools selected.) The expectation (from interviews) was that there would be a great difference in the way IM was utilized by teachers in the endowed schools as opposed to those in less-privileged schools. However from the classroom observation, there was no significant difference noted. The little difference observed happened due to support offered by the former, and also the strict supervision of the learning process in these endowed schools. Otherwise, the use of IM was not popular among the English language teachers generally. Even the endowed schools, where IM was available, colleagues became a stumbling block.What teachers do in the classroom was shown to be greatly influenced by their colleagues in the various schools teachers worked in. In the current study, the use of IM was seen as a preserve for novice teachers and the teachers, who turned to embrace media in their teaching, were disparagingly said to be degenerating to teaching practice. Again this mindset, coupled with the demands of the syllabus and responsibilities, shouldered by teachers in the schools could be the reason why teachers paid little attention to the use of IM in their lessons.

5.1. Recommendations

The school administrations should re-emphasize on the use of IM in ELP in their respective schools as it is a powerful tool for mediating learning. Both pre-service and in- service training programs should be organized for teachers to re-equip them with skills on the preparation and utilization of IM.This can be done in conjunction with education stakeholders at the county and sub-county levels.School based Workshops and seminars, that specifically address the use of IM, should be organized.There is need for formal mentoring programs in schools for the teachers entering the service, to equip them with skills and strategies that will enable them to cope with the complexities of the work place.

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