

**EFFECTS OF TEACHER'S DISCOURSE ON THE ENGLISH LEARNERS'  
BEHAVIOUR IN SELECTED SECONDARY SCHOOLS IN MWINGI,  
KITUI COUNTY**

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## ABSTRACT

The study was carried out in Mwingi Kitui County, in a number of selected secondary schools. It sought to find out the effects of teacher discourse on the English Learner behavior. This topic is of great importance as the researcher found out that proper elements of teacher facilitated discourse are most influential in promoting cognitive engagement amongst the English learners. This is due to the fact that teacher discourse that left room for the learners to discover more was highly embraced in the various selected schools as that encouraged creativity. The researcher used interviewing, questionnaires and observation schedule methods as a way of collecting data. The sample population included the teachers and the learners/students. The data collected through these methods was then coded in categories for analysis. Data was then presented in tabular and pie chart which was followed by interpretation and discussion to elaborate on the findings. The researcher found out that teacher discourse was paramount in determining the English learners behavior, their discourse and cognitive. The study employed various theories such as modernism, structuralism, post modernism and the Grace's Maxims/ the study had both limitations and delimitations that affected the research in one way or the other. The researcher recommends that researchers in future on the same area should cover more public as well as private secondary schools in Mwingi, Kitui County.