PRE-SCHOOL TEACHERS' USE OF ORAL INSTRUCTIONAL STRATEGIES IN TEACHING ENGLISH: A STUDY IN KASARANI DIVISION, NAIROBI PROVINCE, KENYA

BY

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DECLARATION

This thesis is my original work and has not been presented for a Masters degree in any other university.

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DEDICATION

This thesis is dedicated to my dear mother Milkah Wambui, my children Pius, Keith, Vinci and Vickie without whose support I would not have had the motivation to finish. May God bless them.
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The completion of this thesis would not have been possible without the assistance and cooperation of many people to whom I am indebted. I am particularly thankful to both my supervisors Dr. B.G. Koech and Dr. L. Vikiru for their intellectual guidance, patience, prayers and encouragement given throughout the writing of this thesis.

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ABSTRACT

Language is a means of communication through which people express their desires, ideas, excitements, amusements, disappointments and exchange information. Language has been found to be an important tool for thinking and concept development in children. Children think and talk in a language that is familiar to them. Early childhood curriculum internationally and in Kenya emphasizes the use of mother tongue or the language of the catchments area in the instructional strategies for teaching preschool children. This is important because young children come to school when they are fluent in their mother tongue or in a language spoken in their home environment. Studies have found that majority of preschool teachers instruct young children in English and it is not their first language. There are no studies done in Kenya that focuses on English as a medium of instruction and the instructional strategies at Early Childhood Development (ECD) level. The problem of poor performance in English and in other subjects at primary school and other levels may lie in the use of English as a medium of instruction at the pre-school level and the instructional strategies that pre-school teachers use at this level of education. Research has shown that teacher's factors such as teacher training, teaching experience, and education qualification impact on the choice of instructional strategies that teachers use. Research has identified some appropriate instructional strategies to enhance academic performance. The purpose of this study was to identify the instructional strategies that preschool teachers use when teaching in English and the factors that influence their use of these instructional strategies in selected preschools in Kasarani Division of Nairobi Province. The theories of first and second language learning and acquisition that were selected for discussion in this study include: Interactionist Approach as discussed by Ellis; Ellis’s Theory of Instructed Second Language Acquisition and Krashen’s Monitor Model. These theories have tried to guide, explain and predict the outcome of the study. They have clearly indicated the important role of the teacher in teaching a second language and the strategies that are used when instructing in a second language. The ex-post facto research design was used in this study. Questionnaires and observation schedules were used to collect data. Twenty (20) preschool teachers were sampled for observation. The main descriptive methods used were tabulation of frequencies and percentages. Pearson Product Moment Correlation Coefficient and Students T-test were the inferential statistic used to test the null hypotheses at alpha level of 0.05 using Statistical Package for Social Science (SPSS). The main findings of the study indicate that the instructional strategies most used by preschool teachers were giving directions, asking questions, code switching and repeating words and phrases. Expanding on children’s utterances, giving
explanations, substituting words with real items, giving examples and contrasting meanings were the least used instructional strategies used when teaching in English. The study also revealed that the length and type of training of teachers, academic qualifications and teaching experience were not related to the instructional strategies of preschool teachers in their classroom teaching in ECD centers. Since the predominant instructional strategies used by pre-school teachers are less than half of the recommended instructional strategies the study recommends that the training curriculum for pre-school teacher should be revised to include the required instructional strategies discussed in this research study. Preschool teachers should be adequately trained in the use of appropriate instructional strategies for teaching young children. In addition the language policy in education should be strengthened to facilitate clear guidelines of teaching young children in English language, which is a second or third language to many preschool children in Kasarani Division.
ABBREVIATIONS AND ACRONYMS

Abbreviations

CPE - Certificate of Primary Education
ECD - Early Childhood Development
GoK - Government of Kenya
L1 - First Language
L2 - Second Language
KCSE - Kenya Certificate of Secondary Education
KIIA - Kindergarten Headmistresses Association
KIE - Kenya Institute of Education
SLA - Second Language Acquisition
SLAL - Second Language Acquisition and Learning
SPSS - Statistical Package for Social Science
MoEST - Ministry of Education Science and Technology
MOEHRD - Ministry of Education Human Recources and Development
UNICEF - United Nation Children Education Fund

Acronyms

DICECE - District Center for Early Childhood Education
NACECE - National Center for Early Childhood Education
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CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Language is a means of communication through which people express their desires, ideas, excitements, amusements, disappointments and exchange information (Gok, 2000; Copper, 1978). In addition, children as well as adults use language to talk to each other, to share their interests and ideas related to their immediate surroundings. Language has been found to be an important tool for thinking and concept development in children (Kiminyo, 1992; Wadsworth, 1978). These studies indicate that children think and talk in a language that is familiar to them. In most cultures, this language is usually their mother tongue.

Early childhood curriculum internationally and in Kenya emphasizes the use of mother tongue or the language of the catchments area in the instructional strategies for teaching preschool children (GoK, 2000; Jackman, 1997; Merrit, 1987 and Koech, 1999). This is important because young children come to school when they are fluent in their mother tongue or in a language spoken in their home environment.

Research done in Kenya on teaching of various activity areas (Mbugua, 2004; GoK, 1999) at the ECD level found that parents and school sponsors demand the teaching of activity areas in preschool to be done in English. They believe that
this will logically translate to better performance of children at higher levels of education. However, this has created a gap in teaching because English language is not usually the first language that children speak when they join preschool. In addition, the language policy in education states that English language should only be used as medium of instruction in the fourth year of primary education (Kocoh, 1999). Developmentally appropriate teaching practices support the idea that it is on the basis of a first language that young children can move on to using a second language (Hendrick, 1980; Jackman, 1997).

Research has identified appropriate strategies to enhance academic performance (West, Denton and Germino-Hauskin, 2000; Rosenbusch, 1995). Studies by Richards and Rodgers (1995); Mitchell, (1988); Fillmore, (1985) and Gaies (1979) found some appropriate instructional strategies such as repeating, giving contrasting words and phrases, substituting words and phrases with learning materials, giving examples, expanding on what children have said, explaining words and phrases, asking questions, code-switching and giving directions to be appropriate for teaching in a second language at the pre-school level.

Inadequate use of instructional strategies such as repeating words and phrases, asking questions, substituting words with real objects, giving contrasting words, explaining words and phrases, expanding on children’s sentences, giving
examples, code-switching and directing children to do things may hinder concept development contrary to the parents’ expectations. This can be both an educational and a social loss from the investment in education by the society.

Although poor performance in English at the primary level has been identified by the Ministry of Education, Science and Technology (MOEST) (Nyambala, 2001) as a factor influencing acquisition of skills and knowledge in other subject areas, poor performance in other subjects continues to persist year after year. Research investigating the poor performances has focused primarily on primary and secondary levels (Njiru, 1998; Oduor, 1997; Gathumbi, 1998). However, Barnett, (1995) and Frede, (1995) suggest that learning in the second language in early childhood center can have long-lasting, positive consequences for children’s success in school and in later life. The problem of poor academic performance at higher levels of education could therefore begin in preschool levels and may involve teachers’ instructional strategies in teaching in English to children whose first language is not English.

Various factors may contribute to the teacher’s use of instructional strategies and some of these include teacher’s academic qualifications, teacher’s teaching experience, and teacher’s type of training and length of training (Fillmore and Snow, 2000; Ratcliff, Cruz and McCarthy, 1999; Barnett, 1995 and Frede, 1995).
However, there are other factors that may be within the child that may influence the teacher's use of instructional strategies such as the child's age and the linguistic background (Ellis, 1990). This study therefore intended to find out the factors that influence the preschool teachers' use of instructional strategies when teaching in English. The study also intended to find out the instructional strategies that are most used and those that are least used by the preschool teachers.

1.2 Statement of the Problem

In Kenya, English is the official language and both the print and instructional medium in the education system since independence. In recognizing the central role of English as the language in which curriculum content areas are taught at higher levels of education, parents demand that preschool children should be taught in English. However, English is not usually the first language of the majority of preschool children. The use of developmentally inappropriate language in teaching subject content and concepts to young children could impact negatively on intellectual and social competence in children at later years of study in education. This can result in a loss to the society from investment in education with inadequate returns.
Inconsistency in the use of appropriate instructional strategies could only be understood through a study on the instructional strategies that pre-school teachers use in teaching activity areas in English. Studies on the use of English in teaching have focused on primary and secondary levels of education. The extent to which Kenyan preschool teachers use these instructional strategies when teaching in English at the preschool level has not been investigated and appears significant since their use impacts on performance not only in preschool level but also in subsequent levels. This study is intended to fill the gap since long-term use of English as a medium of communication can impacts not only English performance but also all other subjects that use English as the medium of instruction.

1.3 **Purpose of the Study**

The purpose of the study was to explore the instructional strategies that preschool teachers used in instructing preschool children in English. The study also tried to establish whether there was any significant relationship between the preschool teachers’ use of each instructional strategy and their length of training, type of training, teaching experience and their academic qualifications in Kasarani Division.
1.4 Research Objectives

The study had the following objectives:

1. To identify how often pre-school teachers use each of the instructional strategies such as repeating, giving contrasting meaning, substituting words with items, giving explanations, expanding on children’s words and sentences, giving examples, asking questions, code switching and giving directions when instructing pre-school children in English.

2. To determine whether pre-school teachers trained with District Center for Early Childhood Education (DICECE) use the same instructional strategies as those trained with Montessori or Kindergarten Headmistresses Association (KHA).

3. To establish the relationship between the pre-school teachers’ use of each instructional strategy and their length of training.

4. To establish the relationship between the pre-school teachers’ use of each instructional strategies and their teaching experience.

1.5 Research Hypotheses

The following are the research hypotheses that were tested in this study.

Ho1. Pattern of use of each instructional strategy is not related to the type of training of pre-school teachers.
Ho2. Pattern of use of each instructional strategy is not related to the length of training of pre-school teachers.

Ho3. Pattern of use of each instructional strategy is not related to the teaching experience of pre-school teachers.

1.6 Significance of the Study

The findings of this study would be useful to the following:

Policy Makers at Ministry of Education (MoEST): The findings of this study would be useful to the policy makers at the MoEST in developing the language policy to include the language to be used as a medium of instruction at the preschool.

Curriculum Developers: The findings of the study would be used by staff at Kenya Institute of Education (KIE) in developing a preschool curriculum that clearly states the instructional strategies that preschool teachers are required to use in teaching in English to preschool children. This would ensure that the children become more competent in using English in their examinations at other levels of education.

Teacher Trainers: The study findings would be used to improve training of preschool teachers. Trainers will create more awareness on the importance of using appropriate instructional strategies when teaching preschool children who do not speak English as their first language. This will ensure that trained
preschool teachers have the right training and appropriate strategies for teaching in English.

**Preschool Teachers:** The findings in this study would be useful in providing the preschool teachers with the knowledge and skills required when teaching children who are non-English-speakers. The preschool teachers will understand the importance of using appropriate instructional strategies and hopefully use them accordingly when teaching children who do not speak English as their first language.

1.7 **Scope and Delimitation of the Study**

This research was limited in scope to a study of private preschools in Kasarani Division of Nairobi City Council. Since the study was limited to only one administrative area in Kenya, the significance of the findings claims immediate application only to that area or other areas with similar populations. The instructional strategies observed are only those identified in specific studies reviewed but there may be others in other studies not reviewed.

1.8 **The Conceptual Framework**

Poor performance in English language at all levels of education has continued to be reflected in national examination results despite numerous efforts made to address the problem. The acquisition of oral language skills at ECD level is very
important since it forms the basis for learning English and other subject areas. It therefore, requires a teacher who is a good language model for children to imitate language from and one who uses appropriate instructional strategies. The reviewed theories suggested that children usually learn a second language through practical activities and explanation of words and concepts by the language model that is usually the pre-school teacher (explicit learning) or through interacting with the Second Language (L2) speakers where they learn the language unconsciously (implicit learning). An effective preschool teacher should therefore set the environment for both implicit and explicit learning of the second language. Studies have proposed that the teacher should use instructional strategies such as substituting words with items, explaining words and concepts, giving examples, giving contrasting meanings, expanding on what children have said, repeating words and phrases, code-switching, giving directions and asking questions. The teacher’s use of the above instructional strategies may be influenced by many factors such as: the type of teacher training, the length of training, academic qualification, teaching experience, teacher’s age, factors within the child or within the school, working conditions, to mention but a few. However, this study has focused only on teacher factors: the type of teacher training, the length of training and teaching experience of pre-school teachers.
Fig. 1.1 Factors that Influence How Children Learn in a Second Language

**Improved Academic Performance**

**Enhanced Learning in English**

**Explicit Learning**
- Discussions
- Pretend play
- News telling

**Implicit Learning**
- Explaining concepts
- Asking questions
- Code-switching

**Instructional Strategies**
- Repeating words and phrases
- Giving contrasting meaning
- Code-switching
- Giving examples
- Expanding on words and phrases
- Substituting words with real objects
- Asking questions
- Giving direction
- Explaining words and phrases

**Factors within the school**
- Learning environment
- School policy
- Administration style

**Teachers Factors**
- Academic qualification
- Teaching experience
- Type of training
- Length of training

**Factors within the Child**
- Age
- Children's linguistic background

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1.9 Definition of Operational Terms

**Trained Teacher**- A pre-school teacher who has trained for more than 9 weeks over a period of one year and those who have graduated from ECD training, that is, District Center for Early Childhood Education (DICECE), Montessori and Kindergarten Headmistresses Association (KHA).

**Instructional Strategies** - These are the teacher’s teaching behaviors such as repeating words and phrases, substituting words with items, explaining words and concepts, giving examples, code switching, expanding on children’s words and sentences, giving contrasting meaning, asking questions, and giving directions.

**Repetition** - The teacher’s phrases or words made several times for children to say after him or her.

**Substitution** - The teacher’s use of concrete materials to stand for words or phrases.

**Examples** - The teacher’s statements meant for illustration, instances, concept or a word.

**Contrasts** - The teacher’s statements that provide opposite meaning to words, phrases or concepts.

**Explanation** - The teacher’s statements that give a clarification of a word, phrase or concept.
Expansion - The teacher’s statements that add more words to what the child has already said.

Code switching - The teacher’s statements made in both English and Swahili language.

Questioning - The teacher’s statements that ask for the child’s opinion.

Directing - The teacher’s statements that require the child’s action.

Length of training - The number of weeks spent in preschool teacher training course.

District Centers for Early Childhood Education (DICECE) – The national training programme for preschool teachers at the districts including Nairobi and municipalities.

Experience - The number of years one has taught in preschool.

Academic Qualification - The highest academic certificate attained such as Certificate of Primary Education (CPE), Kenya Certificate of Secondary Education (KCSE) or Degree in Early Childhood Development (ECD).

Other Types of Training - Refers to KHA and Montessori training programmes.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter contains a detailed review of the literature related to this study. This is presented in two major sections: theoretical rationale and empirical studies.

2.1 Theoretical Rationale

To understand how children acquire proficiency in language, various theories of first language learning and second language learning have been reviewed. In this study the theories that have been considered for discussion are: the Interactionist Approach Theory, the Instructed Second Language Acquisition Theory and the Monitor Model Theory. These theories have been considered for discussion in this study because they try to explain and predict how children are able to learn new concepts and ideas presented in a second the second language. The theories also have suggested the important role of the teacher who teaches preschool children in English and the appropriate instructional strategies that they should use when teaching.

2.1.1 Interactionist Approach Theory

According to Ellis (1985), the Interactionist Approach treats the acquisition of language as the result of an interaction between the learner's mental abilities and the linguistic environment. Here, the learners processing mechanisms both
determine and are determined by the nature of the input. The input is the learning activity provided by the teacher. Similarly, the quality of the input affects and is affected by the developmental level and readiness of the child. This means that, activities provided by the teacher should be appropriate for the age group. The interaction between the input from the teacher and the learner’s ability to perceive and give meaning is demonstrated in the actual verbal interactions in which the learner and the teacher participate. In addition, Hildebrand (1976) reports that the language teacher must establish a comfortably relaxed atmosphere that stimulates the child to talk freely with someone.

It follows from this Interactionist view of language acquisition that the important data are not just the utterances produced by the learner, but the activities that learner and the teacher jointly construct. These activities that the teacher provides must be presented repeatedly to the children so that they can master them. The pre-school teacher should provide opportunities for the children to practice the language skills through repeating the target language after the teacher, expanding on what the child has said, asking children some questions and by directing children to do activities that require careful listening. This theory supports the idea that there must be an interaction between the children and the teacher. In this interaction, the teacher uses a language that children can understand; this means that she may use the language of the catchments area,
there is also asking questions and directing children on what is to do. Ellis’s theory that was proposed in 1990 is discussed below further supports these ideas.

### 2.1.2 Ellis’s Theory of Second Language Acquisition

The second theory that focuses on Second Language Acquisition (SLA) in this study is a theory of Instructed Second Language Acquisition that was proposed by Ellis (1990). This theory attempts to explain how instructed learners develop the ability to use their linguistic and pragmatic knowledge in the production of correct and appropriate second language. In Kenya, we have both naturalistic acquisition of English from fellow Second Language (L2) speakers (rarely native speakers) and instructed second language acquisition in the school setting. Ellis’s theory is, therefore, relevant to our situation with regard to the teaching and learning of English.

The following are the main sections of the theory.

1. Input in a classroom setting
2. Types of Second Language (L2) knowledge
3. Changing input to knowledge
4. Automatizing Second Language (L2) knowledge
5. The role of other knowledge
6. Second language performance
I. Input in a Classroom Setting

The characteristics of input in a classroom setting depend on the type of instructions presented by the teacher. The pre-school teacher should prepare these learning activities for the children to do. The language item that the teacher wants to present to the children is artificially made frequent in the language activity for a period of time devoted to it.

The second type of instruction can be termed “communicative”. This is instruction aimed at providing learners with opportunities to communicate naturally e.g. Role-plays, dramatization and storytelling. Input in this type of instruction may not easily be manipulated to focus on specific items. However it is argued that the teacher can shape the language activities through modification of his or her utterances by substituting, explaining and by giving examples of situations that are familiar to the children.

II. Types of Second Language (L2) Knowledge

The theory further states that, children are able to learn a second language either explicitly or implicitly. Explicit acquisition of language refers to those skills of language that are transmitted directly by adults to children or those skills of language that children gain through observation and imitation of language role models. However, children also learn language intuitively as they interact with the environment. This way of acquiring language is referred to as implicit
learning and describes language skills that are not defined and which the learner is not usually aware that he/she is involved in the learning process. However, these skills are also important in influencing the general skills of language of learners. For the children to acquire both implicit and explicit knowledge the preschool teacher should prepare activities such as discussions, stories, pretend play and the like.

III. Changing Input into Knowledge
The learner plays an active role in converting input into stored knowledge. The explicit and implicit knowledge can be learned and converted into stored knowledge referred to as intake. This is done by memorizing the responses as instructed by the teacher through repetition of the targeted words and sentences and by providing problem-solving situations. Implicit knowledge is when children interact freely with each other and with the teacher in natural and meaningful settings. It has been noted that both the teacher and the learner have got a part to play in language acquisition. The teacher has to provide input consisting of both implicit and explicit knowledge. He has to adopt strategies such as repeating, substituting, comparisons and the like. The learner has then to actively engage in these activities to aid his interlanguage development.
IV. Automatizing Second Language (L2) Knowledge

Both implicit and explicit knowledge become intake through practice. The nature of practice is however different for the two. Implicit knowledge requires opportunities for using the language in natural communicative situations such as telling a story or holding a discussion. Explicit knowledge can be automatized through “controlled” grammar practice in the classroom.

Automatization is of crucial importance in L2 acquisition because it leads to improved L2 performance and enables learners to release attention and effort for controlled processing of new L2 forms.

V. The Role of Other Knowledge

Ellis, (1990) distinguishes two forms of other knowledge: World knowledge and learner’s first language (L1). World knowledge relates to ones experience, preference and tendencies which influence how we view and interpret new information.

The learner’s L1 is significant in that it can be a source of negative or positive transfer. It is viewed as negative when it courses proactive inhibition, but positive when it enhances learning. For example, in some situations, a child may decide not talk at all when confronted in a language other than the mother tongue.
while other children may decide to respond in the mother tongue after they are talked to in English.

VI. Second Language Performance

L2 production or output is said to contribute to acquisition in two principle ways: pushed output and auto input. Pushed output is a term used to refer to output that is precise and sociolinguistically acceptable. Pushed output encourages learners to use language correctly and appropriately. This can be made possible by having children to repeat what the teacher has said, explaining concepts and words to children and similar strategies. Auto input is the language that children acquire automatically from the environment. Auto input is similar to implicit knowledge discussed previously.

Ellis's theory of instructed second language is interactive. It takes into account a large number of variables that have been found to influence L2 development. It is also relevant to language development in that it addresses the role of explicit knowledge and seeks to account for how learners develop the ability to use their knowledge in actual communication. This theory is relevant in this study as it helps analyse the process of language development with its interacting variables such as explaining words and concepts, repeating words and phrases, questioning, code-switching and the like.
2.1.3 Krashen’s Monitor Model

Krashen’s Monitor Model (1982) was chosen for this study because it has tried to explain how a second language is acquired and learned in both the classroom and naturalistic environment. This theory has five central hypotheses that are summarized below:

The first hypothesis proposes that there is a distinction between language acquisition and language learning. Krashen (1982) states that acquisition occurs subconsciously during meaningful communication in a natural setting. Ellis (1990) refers to this as implicit learning. On the other hand, learning occurs consciously by studying the formal properties of the target language. Ellis (1990) refers to this as explicit learning. According to this hypothesis the preschool teacher should organize time for meaningful classroom activities where children are able to learn a second language implicitly and explicitly.

The Natural Order Hypothesis Krashen’s second hypothesis that proposes that the order of acquisition of language rules is predictable and that some rules tend to come earlier than others. Crookes (1992), in his interpretation of this hypothesis sees learning as a ladder where, step-by-step, a learner accumulates elements that are sequentially arranged in a series of prerequisites. Pre-school teachers should introduce English language sequentially, moving from simple to
complex and from known to unknown. This hypothesis is relevant because as teachers choose activities for the children, they should find out whether these children are ready to acquire the language concepts.

The Monitor Hypothesis is the third of Krashen’s five hypotheses. The hypothesis stipulates that learners have a device called a monitor, which they use to edit their language performance. Krashen argues that the monitor uses the learnt knowledge to edit or modify the output of the acquired knowledge before or after one speaks. The hypothesis also claims that acquisition helps to develop the speaker’s utterances and is responsible for accuracy. The hypothesis has three conditions for its use; namely, that enough time is needed, that the learner should focus on form rather than meaning and lastly the learner should know the rules at a conscious level. This theory suggests that the teacher should give enough time for children to master what they have learnt. This can be done through activities such as repeating, substituting words with real objects and use of illustrations.

Fourth is the Input Hypothesis that Krashen sees as the central hypothesis in his Monitor Model. This hypothesis states that learners acquire language in one way: by understanding messages or by receiving comprehensible input. The language that is read or heard must be understood in order for it to be termed...
comprehensible to the learner. This reveals that the preschool teacher can use the children’s first language or any other language that the child understands before using the English language. However, children who have an English language background will have the advantage of progressing quickly in developing English language skills.

The last hypothesis in the Monitor Model is the Affective Filter Hypothesis. This hypothesis emanated from Dulay and Burt (1977) and it explains how the affective factors like motivation, self-confidence, attitude and anxiety relate to Second Language Acquisition (SLA). Krashen claims that the affective filter sieves what input the learner comes into contact with and how much of that input is converted into intake. Learners with less anxiety, high motivation and self-confidence are said to have low filters which enable them to get more input. Learners with anxiety, low motivation and low self-confidence are said to have high filters, and consequently they get little input and even less intake. This means that children learn language better when they are less anxious, highly motivated and confident. When teaching language to children, preschool teachers should create learning environments that encourage less anxiety, high motivation and self-confidence in children. This is determined to a great extent by the level of participation of children in learning, which also depends on the level of language used by the preschool teacher in encouraging children to learn in
English language. The communication between the preschool teacher and children should be in the language that is easy for the children to understand and consequently encourage their participation in talking and sharing ideas.

Krashen’s Monitor Model therefore proposes that learning should occur both consciously and subconsciously and that the learning environment should be free from anxious situations that may hinder learning. The theory has further suggested that the teacher should use a language that is comprehensible; she should also give children enough time to master the concepts and ideas. Finally the theory proposes that learning another language should occur sequentially in a systematic way. Krashen’s theory is relevant to this study because it has tried to explain that in order for the learner to learn a second language some concepts and ideas must be explained to the children in a language that they understand. Children must also be given time to master these concepts and this can be done by repeating the activities several times. The teacher should also substitute the concepts with real objects or pictures in order for them to understand.

The study also reviewed several researches that have been done on the second-language teaching strategies. The findings of these research studies are discussed below.
2.2 Second Language Teaching Strategies

According to research (Barnett, 1995; and Frede, 1995) learning a second language at early childhood education programs can have long-lasting, positive consequences for children's success in school and in later life. However, McLaughlin (1992) found that it could be a challenge to teachers who are instructing children who have limited skills in the English language. Other studies have cited several factors that make Second Language Acquisition and Learning (SLAL) a success to the learners. Those that are relevant to this study are summarized below.

2.2.1 The Role of the First Language

Nthiga (2003) in his studies found that the first language plays an important role in second language acquisition. Genesse (1987) has argued that, the use of the home language, which is usually, the first language in bilingual classrooms, enables the child to avoid falling behind in schoolwork. It also provides a mutually reinforcing bond between the home and the school. Genesse (1987) also found that the home language acts as a bridge for children, enabling them to participate more effectively in school activities while they are learning English. The pre-school teacher should not ignore this important role of the first language; she should use both the first and the second language when instructing...
preschool children. Ellis (1990) proposed that the learner’s first language is significant since it can be a source of positive transfer.

2.2.2 Teacher Communication Strategies

Although there are no definite guidelines for helping children learn a second language, some strategies can be helpful in this process (Garcia, 1997). Mitchell (1988) in her study of elementary French teaching has drawn attention to the critical importance of the teacher as the central classroom resource. Mitchell has outlined several teacher communication strategies that facilitate teaching in a Second Language (L2). They include:

Repetition - The teacher simply repeats the language item. For example making children repeat phrases or words such as cup, book, desk, chair and others.

Substitution - The teacher uses concrete materials such as flash cards, chalkboard, real objects and others material for some words.

Explanation - The teacher explains the meaning of the language item. For example the teacher may use verbal illustrations to clarify a word, a phrase or a concept.

Contrast - The teacher contrasts the problematic item with others. For example providing opposite meaning to words, phrases and concepts.

Exemplification - The teacher exemplifies the language item. For example, family members refer to father, mother, brother, sister and baby.
**Code-switching** - The teacher speaks bilingually, repeating messages in the First Language (L1) that was first said in the Second Language (L2). For example, the teacher may repeat a word or a phrase in English, Kiswahili or the child's first language.

Gains and Redman (1990) studied how the learners discover meaning, and like Mitchell (1988) they found that the teacher should use visual techniques, such as flash cards, blackboard drawings, wall charts and real objects (substitution). She should also use verbal techniques such as illustrative situations (explanation), examples to clarify meaning (exemplification), contrasts and opposites, use of translations (code-switching), and questions.

In his studies on teacher talk, Gaies (1977, 1979) noted interactional devices in teachers' speech such as repeating, prompting, substituting, and expansions. These instructional strategies will also assist the teacher to interact with the child who is learning a second language and at the same time make the activity being learnt comprehensible and interesting to the learner.

Fillmore (1985) recommended a number of steps that teachers could use to engage their students who are learning a second language. Some of these steps include: presenting new information in the context of known information, paraphrasing often, using simple structures, repeating the same sentence patterns.
and routines. Richards and Rodgers (1995) in their study on second language learning have clearly defined the roles of a teacher. To them, the teacher serves as a model, setting up situations for learning a second language and then models the new structure for the learners to repeat. Then, the teacher becomes the skillful conductor of the lesson activities and finally, the teacher is required to be a skillful manipulator using questions, commands and other cues to elicit correct sentences from the learners. This means that the preschool teacher plays a significant role of the model in the learning of a second language.

In summary based on the review given above, various teaching strategies of second language teaching and learning were identified and are indicated in Table 2.1.

Table 2.1 Summaries of Most Appropriate Instructional Strategies from the Researchers

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeating</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>4</td>
</tr>
<tr>
<td>Substituting</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>3</td>
</tr>
<tr>
<td>Examples</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>2</td>
</tr>
<tr>
<td>Contrasts</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>2</td>
</tr>
<tr>
<td>Expanding</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>1</td>
</tr>
<tr>
<td>Code switching</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>2</td>
</tr>
<tr>
<td>Questioning</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>2</td>
</tr>
<tr>
<td>Explaining</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>3</td>
</tr>
<tr>
<td>Directing</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>27</td>
</tr>
</tbody>
</table>
It can be concluded from this table that the most recommended instructional strategies are repeating words and phrases, substituting words with real items and explaining words and phrases. Mitchell (1988) and Gains and Redman (1990) have recommended at least six instructional strategies. The other three studies have recommended three instructional strategies.

2.3 Factors That Influence Teacher’s Use of Instructional Strategies

Teacher’s use of appropriate instructional strategies has been shown to be influenced by a number of factors such as teacher training, teacher’s academic qualification, and teaching experience among others. These factors are discussed below.

2.3.1 Teacher Training

As more and more children enter school from families in which English is not the language of the home, teachers face the daunting challenge of instructing children who have limited skills in English language (McLaughlin, 1992). This suggests that the preschool teacher should undergo appropriate training so that they are equipped with thorough knowledge about child development and how children develop language and literacy skills among others (Fillmore and Snow 2000).
The pre-school teachers are entrusted with the responsibility of helping children to grow physically, mentally, emotionally and socially (Munyeki, 1997). Training of teachers should ensure the provision, expansion and improvement of quality and relevant education. During training the teacher should develop professional attitudes, skills and knowledge to adapt to the teaching and learning environment.

Pennington (1990) relates the issue of teacher qualities to the whole concept of professionalism, and argues that teachers require both a repertoire of skills and judgment to apply these skills. Hilderbrand (1976) observed that special preparation for the pre-school teacher is required. This is because teaching of young children has serious professional responsibilities, since it influences the lives of children from their most formative years and this influence continues during their academic and later lives. During training the teachers are supposed to acquire a range of knowledge and skills that help them to handle children. They are also taught how to teach and how their interaction with the children can affect learning (Gakuru, 1979).

Other studies that have been done in Kenya show the extent of the training of preschool teachers. These are summarized in Table 2.2
Table 2.2 Training of Preschool Teachers in Some District in Kenya

<table>
<thead>
<tr>
<th>Researcher Area</th>
<th>Study</th>
<th>Trained</th>
<th>On training</th>
<th>Untrained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndegwa (2005)</td>
<td>Langata</td>
<td>45%</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>Gumo (2003)</td>
<td>Kilifi</td>
<td>68%</td>
<td>21.57%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Makoti (2005)</td>
<td>Kwale</td>
<td>77%</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>Ng’asike (2004)</td>
<td>Kasarani</td>
<td>89%</td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

These studies indicate that, the number of trained pre-school teachers is bigger than that of both the untrained and the on training especially in urban areas such as Kasarani Division. Pre-school teachers are therefore expected to use better skills in teaching in English language since the majority of them have received some training.

In Kenya, preschool teachers are trained every year by the Government and by private institutions. Training preschool teachers has been a major component of the Government/World Bank ECD Project (MOEHRD/UNICEF, 1999). The table below indicates the number of trained and untrained preschool teachers in sampled years between the years 1990 and 2004.
Table 2.3 Comparison of Trained and Untrained Pre-school Teachers in sampled years between the year 1990 and 2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Trained</th>
<th>Untrained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>6,213</td>
<td>14,831</td>
<td>21,044</td>
</tr>
<tr>
<td>1995</td>
<td>11,877</td>
<td>17,374</td>
<td>29,251</td>
</tr>
<tr>
<td>2000</td>
<td>19,408</td>
<td>23,201</td>
<td>42,609</td>
</tr>
<tr>
<td>2004</td>
<td>28,899</td>
<td>37,771</td>
<td>66,670</td>
</tr>
</tbody>
</table>


The commitment of the Government and World Bank in training preschool teachers is expected to bring forth quality learning in preschool centers. It should reflect better use of instructional strategies by teachers. The strategies teachers use in teaching in English to children in ECD can influence children’s future learning skills in English and other languages as children need good role models of language which they can imitate as they continue developing language skills. Thus, it is important to understand whether training is related to teachers’ use of instructional strategies in teaching in English.

2.3.2 Teaching Experience

Preschool teachers’ experience is critical in enhancing the skills of teaching of language. However, according to Ng’asike (2004) and Ndegwa (2005) most experienced preschool teachers in Nairobi were no longer teaching in Early Childhood Development (ECD) centers. Ngome (2002) in his study found that the attrition rates were high (40%) due to unpredictability of terms of employment of preschool teachers and teachers keep moving to other
employment opportunities. Teaching experiences of preschool teachers in some districts in Kenya have been summarized in Table 2.4 below.

Table 2.4 Teaching Experiences of Preschool Teachers in Some Districts in Kenya.

<table>
<thead>
<tr>
<th>Researcher Area</th>
<th>Study</th>
<th>0-4 years</th>
<th>5-10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndegwa (2005)</td>
<td>Langata</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Gumo (2003)</td>
<td>Kilifi</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>Makoti (2005)</td>
<td>Kwale</td>
<td>35.1%</td>
<td>64.9%</td>
</tr>
<tr>
<td>Ng’asike (2004)</td>
<td>Kasarani</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Muriu (2005)</td>
<td>Nakuru</td>
<td>41.6%</td>
<td>57.4%</td>
</tr>
</tbody>
</table>

The table indicate that 72% of the preschool teachers in Langata-Nairobi have less than five years of teaching experience. This means that most teachers quite the job before five years is over. Majority of the teachers in the rural areas have more than five years of teaching experience. This is likely to mean that teachers in the rural areas remain in their teaching career more than those in the urban areas.

2.3.3 Teacher’s Academic Qualification

Fillmore and Snow (2000) suggested in their study that the teachers of young children should be educated. They should be generalists in their knowledge of the world and also have extended vocabulary, curiosity and skills to find out what they want to know. However, they noted that early childhood programs are often staffed with teachers with minimum qualifications.
Table 2.5 is a summary of academic qualification of preschool teachers in some districts in Kenya.

**Table 2.5 Preschool Teachers Academic Qualification**

<table>
<thead>
<tr>
<th>Researcher</th>
<th>KCPE</th>
<th>KCSE</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndegwa (2005)</td>
<td>-</td>
<td>84.6%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Gumo (2003)</td>
<td>32%</td>
<td>68%</td>
<td>-</td>
</tr>
<tr>
<td>Ng’asike (2004)</td>
<td>-</td>
<td>83%</td>
<td>17%</td>
</tr>
</tbody>
</table>

The table indicates that majority of preschool teachers in the three sampled locations had form four level of education. This may mean that they are able to read and interpret the preschool guidelines.

In Kenya, candidates with a minimum of D+ in KCSE still qualify to train at certificate level in both private and Government ECD training colleges. This suggests that preschool teachers are recruited with very low levels of academic qualification. Studies by Moyles and Adams (2000) emphasized the importance of sufficient academic qualification in enhancing the intellectual and personal moral strength in articulating ideas and concepts of ECD in teaching in preschools. However, a study by Ng’asike (2004) in Kasarani division on teacher’s use of play in teaching mathematics in ECD showed that academic qualification did not improve preschool teachers’ skills of teaching mathematics. This may be attributed to the teachers' low academic qualification that may have limited their understanding and knowledge of how children learn concepts.
2.4 Conclusion

In summary, it can be concluded that preschool teachers play a vital role in enhancing the learning of a second language. The theories reviewed in this section have suggested that the activities that are provided by the teacher are very important in learning a second language and they must be presented frequently for the learners to master them. The theory of Instructed Second Language Acquisition has suggested that second language learners are able to learn the language both implicitly and explicitly. That is, the learners are able to acquire the target language both consciously and subconsciously provided a meaningful environment has been set.

Research done on second language teaching and learning at early childhood has identified several instructional strategies that could be used by preschool teachers. These are instructional strategies such as giving examples, asking questions, explaining situations to children, expanding on what children have said, among others. However studies also revealed that the use of these instructional strategies may be influenced by a number of factors such as the preschool teachers' teaching experience, the type of training attended, the age of children, school language policy, among others.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter discusses the research design, variables, site and population, sample and sampling procedure, research instruments, pilot study and data collection.

3.1 Research Design

This study used the ex post-facto design. Ex post facto research design attempts to understand relationships among variables without any research intervention (Kerlinger, 1996). An ex post-facto design was suitable because the researcher did not have control of independent variables as their manifestations had already occurred.

This study aimed at establishing the various instructional strategies that preschool teachers use when teaching in English at the ECD Centers. Thus, the study involved in-depth repeated observations of preschool teachers to establish the relationships between the preschool teacher’s use of instructional strategies and their length of training, type of training, and the teaching experience.

3.2 Variables

The following were the main variables that were used in the study.
3.2.1 Dependent Variables

These included various types of teaching strategies, as follows:

**Repetition** - The teacher’s phrases or words made several times for children to say after him or her. For example:

Teacher: This is a cup.

Child: That is a cup.

**Substitution** - The teacher’s use of concrete materials to stand for words or phrases. For example using flash cards, manila charts and others.

**Examples** - The teacher’s statements meant for illustration, instances or concept of a word. For example using stories, poems and others.

**Contrast** - The teachers’ statements that provide opposite meaning to words, phrases or concepts. For example, big and small, up and down and others.

**Explanation** - The teacher’s statements that give a clarification of a word phrase or concept. For example, using demonstrations such as sink and float, flying a kite and others.

**Expansion** - The teacher’s statements that add more words to what the child has already said. For example

Child: “Cup mine.”

Teacher: “This cup is mine.”

**Code-switching** - The teacher’s statements made in both English, Kiswahili or in the child’s first language. For example, “This is a book,” - “Hiki ni kitabu.”
Questioning - The teachers’ statements that ask for the child’s opinion. For example, *what shape is this? What number is this?*

Directing - The teachers’ statements that require the child’s action. For example, *read all the letters, draw two shapes, do your work quietly.*

### 3.2.2 Independent Variables

- **Length of ECD training** - The number of weeks on training in early childhood development (ECD) course over a period of 9 weeks to 2 years.

- **Type of teacher training** - The type of ECD teacher training. For example, District Center for Early Childhood Education (DICECE), Kindergarten Headmistresses Association (KHA) and the Montessori method.

- **Length of teaching experience** - Total number of years in the teaching profession.

According to the researcher, 114 teachers were sampled from the population of 184 teachers for observation and completing the questionnaires. This was randomly done using a table of random numbers from the population of 184 trained teachers.

### 3.3 Study Area

The study was conducted in Kasarani Division of Nairobi Province. Nairobi Province was purposefully sampled out of the other seven because of its cosmopolitan nature of the ECD activities. Kasarani Division comprises of
Mathare and Korogocho slums, Zimmerman, Kahawa West and part of Githurai estates. The majority of the inhabitants in the Division live in the informal settlement. In addition Kasarani division is administratively divided into two educational zones; Ruaraka and Kahawa. An education advisor heads the division. The division has 25 city council primary schools and 184 preschools. There are at least three public secondary schools and a number of private secondary schools.

3.4 Population, Sample and Sampling Procedure

3.4.1 Population

The division has a population of 184 preschool teachers out of which 20 of them were sampled for observation of their teaching strategies in English language.

3.4.2 Sample Size and Sampling Procedure

A sample size of 20 preschool teachers was sampled from the population of 184 teachers for observation and completing the questionnaires. This was randomly done using a table of random numbers from the population of 184 trained preschool teachers. The researcher used Stratified Random Sampling method so that each teacher from various strata had an equal chance of being selected (Kerlinger, 1996; Cohen and Manion, 1994). A stratum consisted of a number of schools with DICECE trained teachers and teachers trained in other types of
training. This sample size of 20 preschool teachers was considered appropriate due to the intensity and rigour of the observation method. Previous research from which this observation is derived has used a small sample of 20-30 teachers (Anderson, James and Struther, 1974). The distribution of the sample is shown in Table 3.1.

<table>
<thead>
<tr>
<th>Type of training</th>
<th>Trained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 wks- 18 wks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3 – 6 sessions)</td>
<td></td>
</tr>
<tr>
<td>DICECE</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Montessori</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>KHA</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

The research used the following instruments:

- Questionnaires: These are series of questions to be answered by the preschool teachers to obtain demographic information and answer questions related to their use of instructional strategies. The questionnaire was used to seek information on teacher’s type of training, the length of training, teaching experience and on the teacher’s academic qualification. The questionnaire was also used to cross-check data from observation.
• Observation checklist: The observation checklist was chosen to allow the researcher observe the instructional strategies used during preschool activities. The specific information gathered through observation checklist was the frequencies of use of each instructional strategy. There was a column to check off each instructional strategy as it occurred.

3.6 Validity and Reliability

Various techniques were used to ensure validity and reliability of the study results. This includes validation of questionnaires and observations instruments. To ensure validity of the instruments the techniques below were followed:

3.6.1 Pilot Study

To test the reliability and validity of the questions, a pilot study was conducted in three-sampled preschool. This was necessary in order to pre-test the questionnaires and observation checklist. Six preschool teachers filled the questionnaires and the same teachers were observed when teaching preschool children before the presentation of the questionnaires. The duly filled questionnaires and observation checklists were coded and analyzed. The data was used to correct and revise the instruments to ensure validity and reliability.
3.6.2 Split Half Reliability Test

The Split-half Reliability Test was used to ascertain reliability of the observations. The observations from the six preschool teachers were split into two halves randomly. The split observations were then correlated and a strong correlation of $r= 0.85$ was obtained indicating a strong reliability of the observations.

3.6.3 Training of the Researcher

Training and practice of the researcher was necessary to ensure familiarity of the instruments and accuracy of the observations. The researcher also used log notes for later coding as a method of training herself in using the check off sheet. This increased the reliability and validity of the study.

3.7 Data Collection Procedures

A permit to collect the data was obtained from the Ministry of Education. The researcher then got a letter from the District Education Office that allowed her carry out the research in the locations of that district. The researcher visited the selected pre-schools to familiarize her to the teachers and children for one week. In the class observation one teacher was selected from each school for observation. The observation was carried out on different days and each teacher was observed five (5) times. The researcher observed two teachers everyday.
One teacher was observed before tea break and the other one after tea break. Observations were made for ten minutes followed by a five-minute break and then ten minutes followed by a five-minute break making one observation of 30 minutes each. The observation of each teacher for a period of 30 minutes is shown in Table 3.2.

**Table 3.2 Observation Schedule**

<table>
<thead>
<tr>
<th>Instructional strategies</th>
<th>Rate of Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 min</td>
</tr>
<tr>
<td>Uses repetition</td>
<td></td>
</tr>
<tr>
<td>Uses substitutions</td>
<td></td>
</tr>
<tr>
<td>Uses examples</td>
<td></td>
</tr>
<tr>
<td>Uses explanations</td>
<td></td>
</tr>
<tr>
<td>Uses contrasting items</td>
<td></td>
</tr>
<tr>
<td>Uses expansions</td>
<td></td>
</tr>
<tr>
<td>Uses code switching</td>
<td></td>
</tr>
<tr>
<td>Uses questions</td>
<td></td>
</tr>
<tr>
<td>Uses directions</td>
<td></td>
</tr>
</tbody>
</table>

Each teacher was observed five (5) times for thirty (30) minutes, which totaled to 150 minutes for each teacher. This observation procedure was repeated for all the 20 preschool teachers selected for the observation. This totaled to one hundred (100) observations times thirty (30) minutes, which was equal to fifty hours (50). The researcher sat at the back of the classroom and made tallies on the rate of frequencies of each instructional strategy as it occurred. The total tallies from all the observations were used to get the frequencies of each
instructional strategy used during preschool activities for each teacher and the totals for all the teachers.

On the fifth week each of the participating teachers was presented with the questionnaire and each filled the questionnaire individually as the researcher personally waited for it to be completed. This reduced any undue influence from the other teachers. Also, the distributions of the questionnaire forms after the observational schedules was done to ensure that during observations the teachers were not influenced and did not deliberately change their instructional strategies. After collecting the data from the twenty (20) pre-school teachers, the researcher wrote a note to thank all the participants involved in the study for their cooperation through their head teachers.

Descriptive Analysis

Descriptive analysis in this study involved frequency distribution, cumulative frequencies, and percentages of each category of the variables. Descriptive analysis also involved the description of the distribution of instructional strategies used by the teachers in the preschool setting.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the data analysis methods, including the statistical hypotheses. It also presents the results of the study and the discussions of the main findings. As was mentioned in the last chapter the main instruments used for data collection during the study were questionnaires and observation schedules. The respondents were twenty (20) pre-school teachers sampled from 184 pre-school teachers in Kasarani Division.

4.1 Data Analysis

This study generated quantitative data that required the use of both descriptive and inferential statistics. Statistical Package for Social Sciences (SPSS) was used to facilitate statistical testing of the various hypotheses.

4.1.1 Descriptive Analysis

Descriptive analysis in this study include, frequency distributions, cross-tabulations, proportions and percentages. These statistics were used to make quantitative analysis of data obtained from questionnaires on pre-school teachers demographic information, the instructional strategies used, the type of training and the length of training.
4.1.2 Statistical Analysis

The following statistical hypotheses were derived from the research hypotheses and were tested in this study at alpha level of 0.05. These hypotheses were tested using the various statistical tests as explained below:

**Ho 1 There is no significant difference between the frequencies of use of instructional strategies by DICECE training and those with other types of training.**

To test this statistical hypothesis the following subsidiary hypotheses were tested using the Student t-Test at probability of 0.05 level of significance.

**Ho 1a:** There is no significant difference between the frequencies of use of repeated words in English language by DICECE trained preschool teachers' and teachers with other types of training.

**Ho 1b:** There is no significant difference between the frequencies use of substituting items in English language by of DICECE trained preschool teachers’ and teachers with other types of training.

**Ho 1c:** There is no significant difference between the frequencies of DICECE trained preschool teachers’ use of examples in English language and other types of teacher training.

**Ho 1d:** There is no significant difference between the frequencies of DICECE trained preschool teachers’ use of giving contrasting meanings to words
in English language and other types of teacher training.

Ho 1e: There is no significant difference between the frequencies of DICECE trained preschool teachers’ use of expansion in English language and other types of teacher training.

Ho 1f: There is no significant difference between the frequencies of DICECE trained preschool teachers’ use of code switching in English language and other types of teacher training.

Ho 1g: There is no significant difference between the frequencies of DICECE trained preschool teachers’ use of asking questions in English language and other types of teacher training.

Ho 1h: There is no significant difference between the frequencies of DICECE trained preschool teachers’ use of explanations in English language and other types of teacher training.

Ho 1i: There is no significant difference between the frequencies of DICECE trained preschool teachers’ use of giving directions in English language and other types of teacher training.

Ho 2: There is no significant correlation between the frequencies of preschool teachers’ use of each instructional strategy in English language and the number of weeks spent in ECD training.

To test this statistical hypothesis the following subsidiary hypotheses were tested
using the Pearson Product Moment Correlation Coefficient.

Ho 2a: There is no significant correlation between the frequencies of preschool teachers’ use of repetition and the number of weeks spent in ECD training.

Ho 2b: There is no significant correlation between the frequencies of preschool teachers’ use of substituting words and phrases and the number of weeks spent in ECD training.

Ho 2c: There is no significant correlation between the frequencies of preschool teachers’ use of examples and the number of weeks spent in ECD training.

Ho 2d: There is no significant correlation between the frequencies of preschool teachers’ use of explanation and the number of weeks spent in ECD training.

Ho 2e: There is no significant correlation between the frequencies of preschool teachers’ use of giving contrasting meanings and the number of weeks spent in ECD training.

Ho 2f: There is no significant correlation between the frequencies of preschool teachers’ use of expansion and the number of weeks spent in ECD training.

Ho 2g: There is no significant correlation between the frequencies of preschool teachers’ use of code switching and the number of weeks spent in ECD training.
Ho 2h: There is no significant correlation between the frequencies of preschool teachers' use of asking questions and the number of weeks spent in ECD training.

Ho 2i: There is no significant correlation between the frequencies of preschool teachers' use of giving directions and the number of weeks spent in ECD training.

Ho 3: There is no significant correlation between the frequencies of preschool teachers' use of each instructional strategy in English language and the length of their teaching experience.

To test this statistical hypothesis the following subsidiary hypotheses were tested using the Pearson Product Moment Correlation Coefficient.

Ho 3a: There is no significant correlation between the frequencies of preschool teachers' use of repetition in English language and the length of their teaching experience.

Ho 3b: There is no significant correlation between the frequencies of preschool teachers' use of substituting items in English language and the length of their teaching experience.

Ho 3c: There is no significant correlation between the frequencies of preschool teachers' use of examples in English language and the length of their teaching experience.
teaching experience.

Ho 3d: There is no significant correlation between the frequencies of preschool teachers’ use of giving contrasting meanings in English language and the length of the teaching experience.

Ho 3e: There is no significant correlation between the frequencies of preschool teachers’ use of expansions in English language and the length of the teachers’ teaching experience.

Ho 3f: There is no significant correlation between the frequencies of preschool teachers’ use of code switching in English language and the length of the teachers’ teaching experience.

Ho 3g: There is no significant correlation between the frequencies of preschool teachers’ use of asking questions in English language and the length of the teachers’ teaching experience.

Ho 3h: There is no significant correlation between the frequencies of preschool teachers’ use of explanations in English language and the length of the teachers’ teaching experience.

Ho 3i: There is no significant correlation between the frequencies of preschool teachers’ use of giving directions in English language and the length of the teachers’ teaching experience.
4.2 Research Findings and Discussion

These findings are presented according to the objectives listed in Chapter One of this thesis.

4.2.1 Teachers’ Use of Each Instructional Strategy

Data was collected through interviews and observations to find out the distribution of each instructional strategy used by preschool teachers. Thus, the data reflects both their reported use and their observed use. The findings relating to reported use are presented in Figure 4.1.

![Figure 4.1: Distributions of Instructional Strategies as Reported by Preschool Teachers]

Figure 4.1 show that all of the teacher report to using four or more of the instructional strategies. The majority of preschool teachers (66%) used an average of six instructional strategies. Eighty eight Percent (88%) of the teachers
reported that they used at least four instructional strategies. The researcher also found that four teachers suggested that they used seven and eight instructional strategies and two teachers reported that they used all the nine proposed instructional strategies.

Studies reviewed in the literature agree to some extent on the pattern of reported uses of instructional strategies by preschool teachers. Mitchell, (1988) and Gains and Redman (1990) recommended use of six instructional strategies while Gaise, (1979), Fillmore (1985) and Richards and Rodgers (1995) recommended three instructional strategies for teachers. Thus, the teachers in the present study report using more than the recommended numbers of instructional strategies.

The mean frequency of the observed usage of each instructional strategy was also determined and the results shown Figure 4.2.

![Figure 4.2 Mean Frequency of the Observed Usage of Each Instructional Strategy](image-url)
As can be seen in the figure, the Mean of each instructional strategy was as follows, Repetition 39.9, Substitution 11.2, Example 3.6, Explanation 10.15, Giving contrasting meanings 0.65, Expansion 0.3, Code-Switching 59.7, Asking questions 56.8, Giving directions 86.4. The most used instructional strategies that were observed were giving directions, asking questions, code switching and repeating. The least used teaching strategies are expansion and giving contrasting meanings as recorded from teacher's self-evaluation responses. Observation of teachers indicated that using giving contrasting meanings to words or phrases, expanding on what children have said, explaining concepts and words, giving examples and explanations were not frequently used.

The low Standard Deviation (SD) of some of these instructional strategies further confirmed this (expansion 0.80, giving contrasting meanings 2.01, giving examples 4.91 and explanations 7.69). Those that had high SD included code-switching 28.15, giving directions 22.58, repetition 18.53, asking questions 17.95, and substituting words and phrases 16.43 respectively. Although some instructional strategies had high SD, some are so large suggesting wide variations in teachers' use while some are so small suggesting that the teachers were more homogeneous in their pattern of use.
The emphasis on giving directions by teachers was not encouraged in most studies reviewed in the literature. However, Fillmore, Richards and Rodgers agreed to some extent on the use of giving directions as an instructional teaching strategy for second language learning. One plausible explanation is that the training of ECD teachers emphasizes the use of giving directions as a teaching strategy in English instructions.

Data was collected on the preschool teachers' reported frequency of use of various instructional strategies. The graph in Figure 4.3 on the next page reveals how often they reported using each particular instructional strategy.

![Reported Use of Instructional Strategies](image)

**Figure 4.3** Reported Mean Frequency of Usage of Instructional Strategies

This graph reveals that all of the teachers reported that they always use giving directions as a method of teaching. This was followed by examples and
explanations that had 80% respectively. The findings also revealed that \( \frac{3}{4} \) of the teachers reported to always use repetition and giving explanations. Only 40% reported that they always substitute words and phrases and expansion as a strategy.

These findings are consistent with some research studies reviewed in the literature. Four out of the five researchers recommended the use of repetition (Mitchell, 1988; Gaise, 1979; Fillmore, 1985 and Richards and Rodgers, 1995). The use of expansion was recommended by only one researcher (Gaise, 1979).

These findings suggest that some of the teachers may not be aware of important specific instructional strategies since they do not report their frequent use. This could be related to inadequacy of the training they received.

The study went further to compare the frequencies of teachers using and reporting use of instructional strategies. Figure 4.4 below shows a comparison of preschool teachers observed and reported use of instructional strategies.
Figure 4.4 Comparison of Observed and Reported Use of Instructional Strategies

In general, almost all of the preschool teachers reported use of some instructional strategies in their classroom teaching and some reported using all strategies. However, as can be noted in the comparison on the figure above, teachers reported use of various strategies that in practice they do not use. Specifically, they overestimated their use of substituting words and phrases, giving examples, giving explanations, giving contrasting meanings to items and expanding. Although code switching was reported to be the least used by the preschool teachers, the actual observation reports indicate their frequent use of this instructional strategy in the classroom.

This finding suggests that teachers may be using certain instructional teaching
strategies without their awareness. This again may demonstrate a weakness in the training curriculum of the preschool teachers which it appears does not clearly demonstrate the use of all the instructional strategies or awareness of their own teaching behaviours.

In the literature reviewed, the study identified a number of recommended instructional strategies for teaching preschool children in a second language. According to the reviewed research the use of repetition, substitution and explanation are the most recommended instructional strategies (Mitchell, 1988; gains and Redman, 1990 and Gaise, 1979). The Figure 4.5 in the next page shows the comparison of the three most recommended instructional strategies and the individual teachers’ actual use of these strategies within the classrooms.
As can be noted in the figure, the most frequently used instructional strategies among those recommended by reading researchers was repetition followed by substituting words and phrases and giving explanations. The mean of some of the recommended instructional strategies were 39.9, 11.2 and 10.15 for repetition, substituting words and phrases and explanation, respectively while the Standard Deviations (SD) were 18.53, 16.43 and 7.69, respectively. Although they are the most recommended, their use was not homogeneous. The majority of the teachers used repetition followed by substitution and then explanation.

During the study an observation of teachers' classroom use of the least recommended instructional strategies in a second language as suggested by the studies was carried out. The results of these observations were recorded and the
comparisons of the use of preschool teachers of the least recommended instructional strategies are illustrated by the graph in Figure 4.6 below.

Figure 4.6 Comparison of Preschool Teachers’ Use of Least Recommended Instructional Strategies

The results of observation in Figure 4.6 indicate that although the instructional strategies shown were recommended less frequently by the studies reviewed, preschool teachers still used them in various degrees while teaching in English language. The most used of these instructional strategies were giving directions followed by code switching and asking questions with the mean of 86.4, 59.7 and 56.75 respectively and a standard deviation of 22.58, 28.15 and 17.95, respectively. Frequency of use of examples, giving contrasting meanings to items and expanding was very rare.

These results are consistent with the studies reviewed in Chapter Two that recommended specific strategies. According to these studies using examples and
giving contrasting meanings to words or phrases were only recommended by two studies (Mitchell 1988; Gains and Redman 1990), while the use of expansion was recommended by one study (Gaise 1979).

These findings reveal that individual pre-school teachers tend to have their own patterns of use of instructional strategies that are different. This may suggest that the training has not effectively encouraged specific patterns of use of instructional strategies. Also, their unequal use of the instructional strategies may in turn affect the way teachers teach concepts and ideas and consequently affect children’s performance.

4.2.2 Pre-school Teachers’ Academic Background and Use of Instructional Strategies

The literature review in Chapter Two indicated that teaching young children in a second language is a major challenge to pre-school teachers. The need to have professionally trained teachers to handle young children was also highlighted strongly by the various researches reviewed. This professional training should be backed by good academic qualifications of the teachers for better language outcome in children (Fillmore and Snow, 2000). Table 4.1 below presents the responses from preschool teachers interviewed regarding their academic achievements.
Table 4.1 Academic Qualifications of Pre-school Teachers

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>KJSE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>KCSE</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 above shows that hundred percent (100%) of the pre-school teachers had KCSE certificate of education. This was an indication that all teachers observed had secondary school education. Ng’asike (2004) in his study at Kasarani Division found that 83% of the pre-school teachers interviewed had Kenya Certificate of Secondary Education (KCSE). This is consistent with what Ndegwa (2005) found at Langata Division. However, this qualification did not improve the teacher’s use of play in teaching preschool activities and likewise it did not improve their choice of instructional strategies when teaching in English language. The higher academic qualification of teachers could be attributed to the fact that 100% of these teachers were in private schools. Private managers were in favour of employing qualified teachers to teach in their schools.

Studies by Gakuru (1979) and Swadner (2000) indicate that the majority of pre-school teachers had low academic backgrounds. Until 2000, recruitment to District Centre for Early Childhood Education (DICECE) training colleges was based on Grade D plain in KCSE and 15 points in Kenya Certificate of Primary Examination (KCPE). However this grade was raised to D+ in KCSE. These low
academic qualifications are most likely to affect the quality of teaching of pre-
school teachers. For example, studies by Ellis (1990) and Fillmore and Snow
(2000) emphasise the importance of high academic qualification in determining
the quality of preschool teachers in teaching a second language to children. The
studies demonstrate that academic qualifications of preschool teachers empower
them with such characteristics as the ability to have an extended language
vocabulary, curiosity and skills to research on what they are teaching. High
academic qualifications of preschool teachers appear to influence their
knowledge of child development and therefore their ability to be more strategic
in developing language skills of young children. In addition, good academic
background of preschool teachers helps in improving the language skills of
teachers, which they require to be able to articulate and to clearly explain
language concepts to children.

4.2.3 Pre-school Teachers' Training and Use of Instructional Strategies

This study also focused on three categories of training of preschool teachers.
These were DICECE, Montessori, and KHA. The results of the distribution of
preschool teachers by their type of training are shown in Table 4.2.
Table 4.2 Professional Training of the Pre-school Teachers

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DICECE</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>KHA</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Montessori</td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 4.2 shows that 50% of the teachers in this study were trained with DICECE, 20% were trained with KHA and 30% were trained with Montessori. These results mean that all the pre-school teachers observed had received professional training in either of the training programmes.

These results are consistent with other recent studies by Makoti (2005) and Ng’asike (2004) that demonstrate a high level of training of preschool teachers in various Districts of Kenya. Makoti did a study at Kwale District and found that 77.9% of the sampled preschool teachers were trained. This was also consistent with Ng’asike’s study in Kasarani Division, which showed that 89% of the preschool teachers were trained. Teacher training in the ECD has been a major component of the Government/World Bank ECD Project. At the inception of the Bank Credit Support Programme in 1997 for ECD 20,000 pre-school teachers were to be trained by end of the project by 2000. Although the contract was extended to 2004, the annual statistics at the Ministry of Education (MoE) show that the number of pre-school teachers trained in the year 2004 was 28,899 while the number of the untrained was 37,791. The number of the trained teachers
could have been higher but the attrition rates were 40% (Ngome, 2002).

The mean scores of the instructional strategies are summarized in the Figure 4.7 below according to the type of training teachers were given.

![Figure 4.7 Mean Scores of Observed Instructional Strategies by Type of Training](image)

The results of the study as indicated in Fig 4.7 show that, the teachers that are trained through DICECE have the highest mean score (97.8%) in using giving directions as an instructional strategy followed by those trained with Montessori (78%) and KHA (78.8%), respectively. Explanation, giving contrasting meanings, expansion and examples are the least used strategies by teachers from the three types of training.

The pattern of use of all the instructional strategies in the three training programmes is almost the same. This may suggest some basic similarity of the
teacher training programmes in reference to instructional strategies. It does not therefore matter the type of training that one has gone through. An alternative view is that when new teachers go to a school they adapt to the strategies being used within the school by other teachers. This therefore has made the training less effective.

The study had also hypothesized that:

**H01:** There is no significant difference between the frequencies of instructional strategies of DICECE training and those with other types of training.

A Students t-Test was done to test the above hypothesis and the results were as shown in Table 4.3.

**Table 4.3 T-test Scores for DICECE Trained Teachers and Others Types of Training.**

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Mean of DICECE</th>
<th>Mean of Others</th>
<th>Student t-Test</th>
<th>df</th>
<th>Table t-value 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
<td>42.2</td>
<td>37</td>
<td>0.54</td>
<td>18</td>
<td>2.10</td>
</tr>
<tr>
<td>Substitution</td>
<td>11.4</td>
<td>11.1</td>
<td>0.04</td>
<td>18</td>
<td>2.10</td>
</tr>
<tr>
<td>Example</td>
<td>3.6</td>
<td>3.6</td>
<td>0.00</td>
<td>18</td>
<td>2.10</td>
</tr>
<tr>
<td>Explanations</td>
<td>10.9</td>
<td>9.4</td>
<td>0.43</td>
<td>18</td>
<td>2.10</td>
</tr>
<tr>
<td>Contrasts</td>
<td>0.3</td>
<td>1.0</td>
<td>0.77</td>
<td>18</td>
<td>2.10</td>
</tr>
<tr>
<td>Expansion</td>
<td>0.3</td>
<td>0.3</td>
<td>0.00</td>
<td>18</td>
<td>2.10</td>
</tr>
<tr>
<td>Code-switching</td>
<td>65.0</td>
<td>54.4</td>
<td>0.84</td>
<td>18</td>
<td>2.10</td>
</tr>
<tr>
<td>Questions</td>
<td>58.9</td>
<td>54.6</td>
<td>0.53</td>
<td>18</td>
<td>2.10</td>
</tr>
<tr>
<td>Directions</td>
<td>89</td>
<td>83.8</td>
<td>0.50</td>
<td>18</td>
<td>2.10</td>
</tr>
</tbody>
</table>

The t-test results show that the calculated t-values are less than the table value for the degree of freedom (df=18). This implies that there is no significant difference between the frequencies of use of instructional strategies of DICECE
trained teachers and the frequencies of use of the same instructional strategies of teachers with other types of training. Therefore, the null hypothesis was accepted, that teacher’s type of training did not result in differences in use of instructional strategies.

These results agree with the rest of the findings in the study that all preschool teachers’ use of the various instructional strategies in teaching in English was similar. In other studies it was also found that the type of training has no significant effect on the use of specific instructional strategies. This may be due to similarity of training curriculum in all the training types. It seems that preschool teachers are not well equipped with multiple instructional strategies from trained teachers who have gone through the same programmes during their attachment. They therefore learn from teachers who are already weak themselves. This then results in the making of a chain of teachers with inadequate instructional strategies. This may lead to poor or inadequate teaching that may affect the children’s acquisition of knowledge, skills and attitudes and hence their academic performance.

This study was interested in establishing whether the length of training had any effect on the instructional strategies of preschools teachers when teaching in English.
<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Period of Training in Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>DICECE</td>
<td>18</td>
</tr>
<tr>
<td>K.H.A</td>
<td>38</td>
</tr>
<tr>
<td>Montessori</td>
<td>54</td>
</tr>
</tbody>
</table>

Teachers' length of training in relation to the various types of training was investigated. All teachers had trained for two years but they had different number of contact hours. Those who trained with DICECE attended the training classes for eighteen (18) weeks, those who trained with Kindergarten Headmistresses Association (KHA) attended training classes for thirty eight (38) weeks and those who trained with Montessori attended classes for fifty four (54) weeks.

The hypothesis below was used to test the relationship between preschool teachers' length of training and their instructional strategies of English language.

**H02:** There is no significant correlation between the frequencies of preschool teachers' use of each instructional strategies and the number of weeks spent in ECD training.

The subsidiary hypotheses for this hypothesis were tested using Pearson Moment Correlation Coefficient (r) and the corresponding probability values for each of the subsidiary hypotheses are shown in Table 4.5.
Table 4.5 Correlation of Pre-school Teachers Length of Training Period and the Use of Instructional Strategies

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>N0.</th>
<th>Correlation Coefficient Value</th>
<th>Probability Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
<td>20</td>
<td>0.0708</td>
<td>.794</td>
</tr>
<tr>
<td>Substitution</td>
<td>20</td>
<td>0.5465</td>
<td>.028*</td>
</tr>
<tr>
<td>Examples</td>
<td>20</td>
<td>-0.4193</td>
<td>.106</td>
</tr>
<tr>
<td>Explanation</td>
<td>20</td>
<td>-0.1670</td>
<td>.537</td>
</tr>
<tr>
<td>Contrasts</td>
<td>20</td>
<td>0.3666</td>
<td>.163</td>
</tr>
<tr>
<td>Expansion</td>
<td>20</td>
<td>-0.3678</td>
<td>.161</td>
</tr>
<tr>
<td>Code Switching</td>
<td>20</td>
<td>0.4040</td>
<td>.882</td>
</tr>
<tr>
<td>Asking questions</td>
<td>20</td>
<td>-0.6080</td>
<td>.012*</td>
</tr>
<tr>
<td>Giving directions</td>
<td>20</td>
<td>-0.5496</td>
<td>.027*</td>
</tr>
</tbody>
</table>

* Significant at P<0.05

The table shows various levels of relationships of the instructional strategies and weeks of training. The Pearson’s Moment Correlation Coefficient Values show strong negative relationships of the length of training and the use in substituting words and phrases (-0.5465), asking questions (-0.6080) and giving directions (-0.5496) strategies. The corresponding probability values are p=0.028, p=0.012 and p=0.027 respectively, which are less than the alpha value (p=p<\(\alpha\)), where \(\alpha\) =0.05. This means that the null hypotheses were rejected at alpha (\(\alpha\)) value of 0.05. It was concluded that there were negative relationships between the length of training and these three instructional strategies, suggesting that the longer the teachers were trained the lower the frequencies of their use of these strategies. The existence of the relationship may suggest that training emphasizes substituting words and phrases, asking questions and giving directs to children as
important instructional strategies.

The rest of the teaching strategies had very weak relationships showing that the training was not significantly related to preschool teachers using them. The significantly low relationship means that the null hypothesis was accepted in six of the teaching strategies namely: Repetition ($r=0.0708$), Examples ($r=-0.4193$), Explanation ($r=-0.1670$), Giving contrasting meanings ($r=0.3666$), Expansion ($r=-0.3678$), and Code Switching ($r=0.4040$). This suggests a weakness in training types in reference to guiding teachers in the use of strategies because it does not matter how many weeks a teacher has spent in training, their use of strategies does not follow any pattern. Whether one spends more or fewer weeks in training, their use of the six instructional strategies is the same.

A good approach in teaching in English language will be that which uses more instructional strategies that would engage children in learning while sustaining their interest. These results indicate inadequate use of various teaching strategies for teaching in English in preschools in Kasarani Division. This is happening even though the teaching emphasizes the use of English in learning other activity areas in preschools sampled for this study. The inadequate use of various instructional strategies is likely to affect the academic performance of pre-school children. This is because concepts and ideas are taught in English that requires
the use of various instructional strategies. Teachers should model these strategies within the classroom. The pre-school children are also examined using English language that is not their first language and without seeing or being guided in the use of various strategies to learn in English, it is likely to be difficult for them to understand asking questions and answering them.

4.2.4 Pre-school Teachers’ Teaching Experience and Their Use of Instructional Strategies

The study also collected data on teaching experience of the pre-school teachers. Table 4.6 is a summary of findings of preschool teachers’ teaching experience in years.

Table 4.6: Preschool Teachers Teaching Experience.

<table>
<thead>
<tr>
<th>Experience in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>20.5</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>18.5</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>18.5</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>18.5</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>54</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.6 shows that teachers of varied service experiences were observed. The range of teaching experience was from 1-12 years and the mode was 1 year. The mean years of experience of the pre-school teachers were 4.55 and the Standard
Deviation (SD) was 3.44. As can be seen from the table, the majority of the teachers had between one to eight years of teaching experience.

These results are consistent with other recent studies done in Kenya. Ng’asike (2004) in his study in Kasarani Division found that over 55% of pre-school teachers had four or fewer years of experience in teaching. In addition Makoti (2005) revealed in her study in Kwale District that the highest percentage of preschool teachers (35.1%) was between two to five years of experience. Ndegwa (2005) did her study in Langata and found that those with less than four years teaching experience were 72%. This has further confirmed the high attrition rate of preschool teachers that was reported by Ngome (2002). As a result, most children are frequently introduced to new teachers almost every term. These teachers may not have learnt the skills of teaching preschool children in English. This will consequently affect children’s performance in English as a subject and also other subjects that use English as a medium of instruction. The relationship between teachers experience and their use of instructional strategies was tested using the null Hypothesis (Ho3) stated below:

**Ho3:** There is no significant correlation between the frequencies of preschool teachers’ use of each instructional strategies and the length of their teaching experience.

The results from the testing of the correlations between the instructional
strategies and teachers teaching experience using the Pearson Product Moment Correlation Coefficient are shown in the Table 4.7.

Table 4.7: The Correlation Coefficient of the Pre-school Teachers Teaching Experience and the Use of Instructional Strategies

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>NO.</th>
<th>Correlation Coefficient Value</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
<td>20</td>
<td>0.3664</td>
<td>.232</td>
</tr>
<tr>
<td>Substitution</td>
<td>20</td>
<td>0.2829</td>
<td>.288</td>
</tr>
<tr>
<td>Examples</td>
<td>20</td>
<td>0.1545</td>
<td>.568</td>
</tr>
<tr>
<td>Expansion</td>
<td>20</td>
<td>0.1200</td>
<td>.658</td>
</tr>
<tr>
<td>Giving contrasts</td>
<td>20</td>
<td>-0.0730</td>
<td>.788</td>
</tr>
<tr>
<td>Explanation</td>
<td>20</td>
<td>0.1604</td>
<td>.553</td>
</tr>
<tr>
<td>Code Switching</td>
<td>20</td>
<td>0.4690</td>
<td>.067</td>
</tr>
<tr>
<td>Asking questions</td>
<td>20</td>
<td>-0.1757</td>
<td>.515</td>
</tr>
<tr>
<td>Giving directions</td>
<td>20</td>
<td>-0.2622</td>
<td>.327</td>
</tr>
</tbody>
</table>

The results in Table 4.7 reveal that there is no significant relationship between the pre-school teachers teaching experience and the use of any of the various instructional strategies in teaching in English language. Consequently, the null hypothesis that stated that there was no significant correlation between the preschool teachers teaching experience and their use of instructional strategies was accepted at alpha level of 0.05. It was concluded that preschool teachers years of experience does not relate to their use of instructional strategies. Table 4.7 also shows that giving contrasting meanings of words and phrases, asking questions and giving directions indicate negative but non-significant relationships with preschool teachers teaching experience.
This finding shows an inconsistency in the use of instructional strategies as the teachers becomes more and more experienced. This suggests that teachers adopt the same instructional strategies that are often used in the schools where they are teaching. The limited use of instructional strategies could consequently limit the children’s acquisition of knowledge, skills and attitude that are required in learning in a second language.

4.3 Conclusion

The main findings of the study have indicated that the instructional strategies that are used by most pre-school teachers were giving directions, asking questions, code-switching and repeating words and phrases. The study also revealed that the pre-school teacher’s type of training, length of training and their teaching experience were not related to their use of various instructional strategies.

This shows that per-school teachers do not use all the recommended instructional strategies. Inadequate use of the instructional strategies could negatively impact children’s acquisition of skills, knowledge and attitude. This will consequently affect children’s academic performance not only at pre-school level but at higher levels also. However, this shall be discussed more fully in the next chapter.
CHAPTER 5
SUMMARY OF MAJOR FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

5.0 Introduction
The main objective of this study was to identify instructional strategies that pre-
school teachers use when instructing pre-school children in English. The followings are the summary of the main findings of the study, implications of the main findings and the recommendations:

This section presents the summary of the descriptive data which shows the major findings as established by the study.

5.1 Summary of Major Findings
- From the study it was found that 100% of the pre-school teachers had form four level of education.
- Most teachers had limited teaching experience and their pattern of use of the instructional strategies was similar regardless of their number of years of teaching experience.
- All the sampled preschool teachers were trained by DICECE (50%), Montessori (30%) and KHA (20%). However, the pattern of instructional strategy use was similar regardless of the teachers’ types of training.
• There is a discrepancy between the observed and reported use of instructional strategies. Teachers appear to over report their use of specific instructional strategies.

• The study revealed that the least used instructional strategies were expanding on children’s words and phrases and using contrasting items as recorded from the teacher’s self-evaluation responses. Observation of teachers indicated that contrasting items, explaining, giving examples and expanding on children’s sentences were never used.

• The type of training and years of experience were not significantly related to the teachers’ use of instructional strategies

• The length of training was significantly related to the teachers’ providing substitute words and phrases, giving directions and asking the children questions, but not to the other strategies.

5.2 Implications of the Major Findings

The implications of the findings of this study are as follows:

5.2.1 Teachers Level of Education and Teaching Experience

All the preschool teachers who were observed had form four level of education. This implies that the teachers have the capacity to read and interpret the preschool guidelines. They should therefore be more creative in the way they use
instructional strategies as they teach preschool children in English. This will enable preschool children to acquire the necessary skills that are taught in English. Preschool teacher’s pattern of use of the instructional strategies was not influenced by the number of years one had taught. This implies that years of teaching experience does not necessarily determine the instructional strategies that teachers use as they instruct in English. It does not make a significant difference whether one has taught for several years or fewer.

5.2.2 Preschool Teachers Type and Length of Training

The fact that all preschool teachers are trained implies that they should be exposed to guidelines for early childhood education. They should use the guidelines in a more integrated manner. From the training they attend, they should learn and understand the appropriate strategies to use when instructing preschool children who uses English as a second or third language.

The training of preschool teachers should empower teachers with appropriate skills for teaching in English. This would result in better use of the appropriate instructional strategies and hence children would acquire the desired skills, knowledge and attitudes.
5.2.3 Reported and Observed Use of Instructional Strategies

The findings show that preschool teachers use some instructional strategies and not others. The study revealed that the least used instructional strategies were expanding, use of contrasting items, explaining and giving examples. This implies that the preschool guidelines do not guide the teachers on how to teach but what to teach. They do not clarify the use of instructional strategies. It was also noted that preschool teachers do not use the instructional strategies they reported to be using. The majority of these teachers are not aware of the appropriate instructional strategies.

It also implies that there is inadequate supervision of early childhood programmes and as such, teachers are likely to use some instructional strategies and not others. As a result, preschool children may not acquire the intended skills that are taught in English.

5.2.4 Implication of the Findings on the Ministry of Education and KIE/NACECE

The Ministry of Education and NACECE have to mobilize teachers and parents in creating awareness on the importance of using the preschool guidelines. The NACECE thematic teaching approach, that is holistic and child centered is based on real life experiences of children. This approach should be used in teaching in ECD centers, especially in Kasarani Division.
The Ministry of Education should provide a Language policy to be used in teaching in English in ECD. The current Kenyan language Policy states that English language should be used as a medium of instruction from standard four. However, preschool teachers were using English as a medium of instruction.

5.2.5 Implication of the Findings on the Teacher Trainers

The preschool teachers did not seem to be aware of the instructional strategies to be used when instructing preschool children and the effects of these instructional strategies on children's learning. This implies that the teacher training programmes do not emphasize the importance of using appropriate instructional strategies when instructing preschool children in English.

5.2.6 Implication of the Findings on the Parents and Preschool Managers

The majority of the preschool teachers observed were teaching in English language because of academic pressure from parents and preschool managers. This implies that the academic pressure of the academic system and the demand from parents and managers to their children to perform push preschool teachers to teach in English in ECD centers. The preschool teachers therefore continue to teach in English irrespective of whether they are using the appropriate instructional strategies or not.
5.3 Recommendations

5.3.1 Recommendations for Teachers

Preschool teachers should understand that they act as role models for children, thus they greatly influence how children learn. They should be more creative in the way they use various instructional strategies as they teach preschool children in English. Preschool teachers also need to appreciate the importance of the child’s first language or the language of the catchments area. They should use the potential in children in for multiple languages learning to enable the learning of both the first language and other languages but especially the learning of English.

5.3.2 Recommendations for Trainers of Teachers

Trainers in preschool teacher training colleges should ensure that student teachers are aware of the appropriate instructional strategies. They should ensure that student teachers have adequate knowledge on language development in early childhood. The importance of the first language in learning other languages needs to be stressed during training. Preschool teachers should go for refresher courses where they can be updated on the appropriate teaching strategies.

5.3.3 Recommendations for MoEST and NACECE/KIE

The In-service teacher-training period may not be adequate to provide enough training to cover the required content for teachers of ECD centers that use
English as an instructional language in Early Childhood. This is demonstrated in the study by the weakness of teachers in using English in teaching young children. It is therefore necessary that the training programme be strengthened by increasing the training period so that coverage of content especially in English training is well addressed.

The current training materials in In-service training for ECD teachers may not be meeting the skills of teachers that teach in English. New materials for Training teachers in teaching in English need to be develop by the Kenya Institute of Education. The current ECD guideline is not adequate especially for preschool teachers teaching in urban areas who would wish to teach in English. There should be adequate teaching guides for languages, showing the instructional strategies. This will also include appropriate thematic guidelines for teachers. Storybooks are needed for stimulation of young children’s reading skills needed in Early Childhood centers.

5.3.4 Recommendations for Parents and Preschool Managers

There were no experienced teachers in most preschools visited. Consequently experience of teachers did not play a significant role in teachers’ use of instructional strategies in English. It is therefore recommended to parents and managers of preschools that preschool teachers be retained in ECD centers by
improving their terms of service. This will ensure that experienced teachers are retained and this may help in improving the instructional skills of teachers teaching in English. Many studies done in ECD in Kenya show high attrition of preschool teachers due poor terms and conditions of service.

5.4 **Recommendation for Further Research**

- There is need to do studies on instructional strategies that are used by teachers working in other geographical areas in Kenya. This may help the government to institute policies that are relevant to teaching at pre-school level.

- There is need to carry out a comparative study on the instructional strategies that are used by pre-school teachers and those used by primary school teachers in the same geographical location. This may help to find out whether there is smooth transition from pre-school to primary school.

- There is need to conduct research on the language policy of the schools in Kasarani Division. This may unearth the reason why pre-school teachers use some specific instructional strategies and not others.
REFERENCES


Jackman, H. L. (1997). Early education curriculum: A child’s connection to the


APPENDIX 1

Teachers' Questionnaire

The purpose of this questionnaire is to establish the instructional strategies that preschool teachers use in instructing in English. The results of this study will be instrumental in improving the teacher's skills in teaching in English and thus improve pupil's performance in other subjects that are taught and examined in English. The information provided will be treated with confidentiality. It will be used only for the purpose of this study and in no way against you.

Instructions.
Do not put down your name. Put a tick or complete the question where necessary

Name of the School........................................................ Date .............

Category

Public

Private

Teacher's personal information

1. Gender
   i. Male
   ii. Female

2. Your academic qualification:
   (i) Number of years spent in primary _______
   (ii) Number of years spent in secondary _______
   (iii) Number of years spent in university _______
   Others (specify) ____________________________

86
(vi) Certificate obtained:

i. CPE

ii. KCPE

iii. KJSE

iv. KCSE

v. Graduate

Others (specify) ________________________________

3a. ECE Training attended

(i) Number of weeks in ECE training in DICECE

(ii) Number of weeks in training in KHA

(iii) Number of weeks in training in Montessori

(iv) Number of weeks in training in University

Others (specify) ________________________________

3b. Certificate obtained

i. DICECE

ii. KHA

iii. MONTESSORI

iv. GRADUATE

Others specify ________________________________

4. Your teaching experience (years) in ECD

i. 1 year
ii. 2 years
iii. 3 years
iv. 4 years
v. 5 years

Others specify

5. How has your training improved your teaching skills in English language?
   i. Very adequately
   ii. Adequately
   iii. Inadequately
   iv. Very inadequately

Give reasons for your answer

6. What language is used as a medium of instruction in this school?
   I. English
   ii. Kiswahili

Any other specify

5. How often did you use each of the following instructional strategies in the last two weeks?
APPENDIX II

Observation Schedule
Name: ........................................ School: ........................................
Class: ........................................ Date: ........................................
Activity Area: ........................................

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Rate of frequency</th>
<th>Examples (Write one example)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always</td>
<td>Sometimes</td>
</tr>
<tr>
<td><strong>Substitution</strong> (use teaching materials to stand for words and phrases)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contrasts</strong> (provide opposite meaning to words and phrases)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Explanation</strong> (give a clarification of a word, phrase, concept)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Repetition</strong> (make a statement several times for children to repeat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examples</strong> (give illustrations, instances or meaning to words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Code-switching</strong> (speak in both English and Kiswahili or language used locally)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expansion</strong> (add more words to what the child has said)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Questions</strong> (ask for a child's opinion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Directing</strong> (ask the child to do what is said or required)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1<sup>st</sup> ten minutes observation of instructional strategies

<table>
<thead>
<tr>
<th>Instructional strategies</th>
<th>Rate of frequency</th>
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</tr>
<tr>
<td>Uses repetitions</td>
<td></td>
</tr>
<tr>
<td>Uses substitutions</td>
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<td>Uses examples</td>
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<tr>
<td>Uses explanations</td>
<td></td>
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<tr>
<td>Uses contrasting items</td>
<td></td>
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<tr>
<td>Uses expansions</td>
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<tr>
<td>Uses code switching</td>
<td></td>
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<tr>
<td>Uses questions</td>
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</table>

2<sup>nd</sup> ten minutes observation of instructional strategies

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<tr>
<td>Uses repetitions</td>
<td></td>
</tr>
<tr>
<td>Uses substitutions</td>
<td></td>
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<tr>
<td>Uses examples</td>
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<tr>
<td>Uses explanations</td>
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<tr>
<td>Uses contrasting items</td>
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### 3rd ten minutes observation of instructional strategies

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<th>10 Min</th>
<th>5 Min</th>
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</tr>
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<tbody>
<tr>
<td>Uses repetitions</td>
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<td></td>
<td></td>
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<tr>
<td>Uses substitutions</td>
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<td>Uses examples</td>
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<td>Uses explanations</td>
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<td>Uses contrasting items</td>
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<td>Uses expansions</td>
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<tr>
<td>Uses questions</td>
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### 4th ten minutes observation of instructional strategies

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5\textsuperscript{th} ten minutes observation of instructional strategies

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