TEACHER CHARACTERISTICS THAT INFLUENCE DEVELOPMENT OF ORAL LANGUAGE SKILLS AMONG PRE-PRIMARY SCHOOL PUPILS IN NAIROBI CITY COUNTY, KENYA

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OCTOBER, 2017
DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration. This research thesis has been completed by referenced sources dully acknowledged. Where text, data or tables have been borrowed from other sources, including the internet, these are specifically accredited and reference cited in accordance and in line with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated to my hardworking parents Peter Okelo and Janet Okelo, my loving wife Everlyne Oyath and my humble son Peter Kenneth 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 great assistance and cooperation of a number of people to whom I am indebted. I am thankful to both my supervisors Dr. Esther Waithaka and Dr. Maureen Mweru for their patience, guidance and encouragement throughout the writing of this thesis.

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ABBREVIATIONS AND ACRONYMS

CPE - Certificate of Primary Education

DICECE - District Centre for Early Childhood Education

ECD - Early Childhood Development

ECE - Early Childhood Education

GoK - Government of Kenya

KCSE - Kenya Certificate of Secondary Education

KHA - Kindergarten Headmistresses Association

KIE - Kenya Institute of Education

L1 - First Language

L2 - Second Language

LM - Learning Model

MOEHRD - Ministry of Education Human Resources and Development

MoEST - Ministry or Education Science and Technology

NACECE - National Centre for Early Childhood Education

NLM - Natural Learning Model

SLA - Second Language Acquisition

SLAL - Second Language Acquisition and Learning

SPSS - Statistical Package for Social Sciences

UNICEF - United Nations Children’s Education Fund
ABSTRACT

Development of oral language skills is a precursor to writing and reading acquisition. Oral skill is a means of communication through which people express their desires, ideas, excitements, amusements, disappointments and exchange information. In addition, oral skills have been found to be an important tool for thinking and concept development in children. Research carried out in industrialised countries have identified some appropriate teaching strategies used to enhance acquisition of oral language skills such as repetition, substitution, explanation, contrast, exemplification and code-switching. However, these studies’ geographical locations do not reflect the diversity of the Kenyan society. In addition, studies conducted in Kenya in the past have not established why pre-primary school teachers are not using appropriate teaching strategies. The purpose of this study was to find out whether teachers’ experience, academic qualification and type of training influences their choice of teaching strategies in development of oral language skills inside and out of classroom in selected preschools in Kibra Sub-County, Nairobi County. In addition, this study aimed at finding out the strategies used by teachers in Kibra Sub-County to promote oral skills development among pre-primary school children. The study was guided by Holdaway’s theory of language acquisition by Donald Holdaway (1997). Descriptive survey design was employed during this study. Questionnaires and observation schedules were used to collect data. Eighty-three (83) preschool teachers were sampled using multistage sampling methods for observation. Data was analysed using SPSS version 20. The researcher carried out content analysis on the qualitative data. The main descriptive methods used were tabulation of frequencies and percentages. Chi square test was the inferential statistic used to test the relationship between variables. The main findings of the study indicate that teaching strategies that were mostly used by pre-primary school teachers were code-switching, examples, repetition, substitution and explanation. While questions, direction, expansion of children words and contrast were the least used teaching strategies when teaching oral language skills. The study revealed that there is a slight correlation between the type of training of teachers and the teaching strategies as most of DICECE trained teachers used more teaching strategies when teaching oral skills compared to other teachers. The findings also revealed that there was a partial significant correlation between teacher’s academic qualifications and a few teaching strategies. Similar correlation was also observed between teaching experience and a few teaching strategies. Since the strategies used by pre-primary school teachers under the study were less than half of the recommended teaching strategies to promote oral skills, the study recommends that teachers should be encouraged to use more in structural strategies to improve children’s oral language skills.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter highlights the background of the study, statement of the problem, the purpose of the study, objectives of the study and the research questions. The section also presents assumptions of the study, significance of the study and the limitations and delimitations of the study. Finally, the chapter discuss the theoretical and conceptual framework and presents the operational definition of key terms used in this study.

1.1 Background to the Study

Development of oral language skills is a precursor to writing and reading acquisition. According to Cain and Oakhill (2007), this implies that supporting oral language skills in early childhood will promote better performance in literacy. Yoshitomi, Amino and Neighs (2006), assert that supporting oral language skills in early and later childhood contributes to better development in comprehension skills later years. Similarly, oral have also been found to be leading to effective learning of vocabulary and comprehension skills (Chowdhury, Raqib, and Phan, 2008). In view of expected long term benefit of early oral language skills acquisition, there was need to focus on oral language skills to boost the compression skills for children.

Hall, Quinn and Gollnick (2014) also argue that, oral language competency forms the foundation for reading, writing as well as learning other activity areas. Acquisition of oral language skills by children is much easier compared to the adults because of their high capacity of comprehension and adaptation of the new vocabularies.
The pre-primary school years are crucial for the development of children’s oral language (Cummins, 2007). Bang (2003) ascertains that remarkable and rapid developments in spoken language take place during the pre-primary school years. Given the importance of oral language skills in developing language, researchers have sought to identify and evaluate teachers’ interaction styles. Pre-primary school teachers, who guide the child’s attention, lead those who label, describe, or comment upon objects, actions or events to which the child is currently attending are generally facilitative of children’s oral language development (Atkinson, 2011). On the other hand, pre-primary teachers with more directive responding styles, and seek to control children’s communicative behaviour and to change their focus of attention inhibit development of oral skills.

However, Cummins (2007) suggests that constituting an adaptive responses and directives may also be a necessary part of teachers’ repertoires of supportive strategies. The need to identify strategies that can be used to improve oral language is urgent since curricular frameworks for young children are quite clear on the importance of teaching key activity areas and concepts that young children should know.

Athiemoolam (2004) purports that appropriate teaching strategies enhance oral language skills development. Studies (Atkinson, 2011; Bang, 2003; Chowdhury, Raqib, and Phan, 2008) have established some appropriate instructional strategies that promote oral language skills development among pre-primary school children. These include role play, scaffolding, repeating, giving contrasting words and phrases, giving examples, substituting words and phrases with learning materials, expanding on what has been said by children, asking questions, explaining words and phrases, code-switching and giving direction as
appropriate when teaching oral language at the pre-primary school level. However, factors such as teachers’ training, experience and academic qualification have been cited to be the major factors influencing the use of above teaching strategies (Chowdhury, Raqib, and Phan, 2008).

Brown (2001) in his study suggests that teachers should make time and develop the confidence and skills to hold conversation with young children regularly through books, songs, stories, and experiences. Brown argues that, using children’s interests as a basis for conversation, teachers should speak courteously to children and plan or take advantage of spontaneous opportunities to talk with each child informally. They should also refrain from talking judgmentally about children or others to them or in front of them, show affection and sincere interest in children, send consistent verbal and non-verbal messages. In addition, the teacher should invite children into extended conversations with peers and adults and listen attentively to what children have to say. However, most teachers often ignore the child’s mother tongue and use a second language as the medium of instruction when teaching oral language skills (Harrow and Mpoche, 2008). The current study supports to establish strategies teachers use to enhance acquisition of oral language skills in pre-primary schools.

According to Breen and Candlin (2001), second languages (English, French, German, Spanish, and Italian among others) are the most used language in primary schools in Europe, Asia and America. These second languages are used for instruction and assessment of all subjects. Most children are expected to have achieved second language competency as early as their entry in preschool despite the fact that most families use their first language
at home. A trend which is similar in African countries where the language of instruction and national language is inherited from colonial masters. For example, in most West and Central African countries, French is the main language while East, South and North African countries use English and Portuguese. According to Owólábí, Dasylva and Banjo (2004), the Nigerian Ministry of Education has incorporated such languages into the National School Curriculum. Athiemoolam (2004) further argues that, second languages have taken central stage in teachers’ training and children’s teaching. This study therefore, strived to find out whether teachers used mother tongue as the language of instruction in pre-primary school.

Studies carried out in Kenya emphasised the use of the language of the catchment area or mother tongue as the medium of instruction (GoK, 2000; Mwathe, 2003; Odera, 2011). This is important because young children come to school when they are familiar with their mother tongue or in a language spoken in their home environment. The Kenya Primary School Curriculum by the Kenya Institute of Curriculum Development (KICD) emphasizes the importance of English language as both a compulsory and examinable subject (Odera, 2011). The primary school English syllabus postulates that fluency in all aspects of the English language will enable children to perform better in all other subjects whose medium of instruction is English (KIE, 2006). This therefore, suggest that teachers should adopt appropriate methodology that enhances children’s listening and speaking skills in the language of instruction so as to enable children to perform better in all activity areas.

A study conducted by Karanu (2002) on production and use of resources for English language found out that, all the schools in Kibra were using English and Kiswahili as the
language of interaction. From her findings, the least used instructional strategies in teaching English language were expanding on children's words and phrases and using contrasting items. She also established that contrasting items, explaining, giving examples and expanding on children's sentences were never used. Similarly, inappropriate teaching strategies hinder acquisition of oral language skills (Mwangi, 2007). These necessitates studies on the reasons why teachers are not employing such better teaching strategies. This study therefore, intends to find out teachers’ factors influencing their choice of strategies in development of oral language skills inside and out of classroom.

1.2 Statement of the Problem

Competency in oral language skills form the foundation for acquisition of reading and writing as well as better performance in other activity areas. Consequently, it is necessary to ensure that teachers use appropriate strategies for oral language teaching. As indicated in the background of the study, studies carried out in industrialised countries indicate that teachers’ experience, the type of teacher training and teachers’ academic qualifications influences the use of appropriate oral language skills teaching strategy. However, these studies’ geographical locations and socio-economics do not reflect the diversity of the Kenyan society.

Studies conducted in Kenya focus on the English language teaching strategies in secondary and primary school settings and do not give an insight on the strategies used to develop oral language skills in early childhood classes. As stated in the background to the study, it has been established that the use of teaching strategies by teachers in Kibra is not satisfactory. Such studies especially those done in Kibra do not give clear reasons why pre-primary school teachers are not using appropriate teaching strategies. Since early childhood
lays the base for later learning, it is important to establish how teachers handle oral language teaching in the formative years. This study therefore, set out to carry out extensive investigation on the strategies pre-primary school teachers use to promote development of oral language skills among children in Kibra Sub-County in Nairobi County, Kenya. The study also aimed at establishing factors influencing the strategies that teachers use in developing oral language skills among pre-primary school children.

1.2.1 Purpose of the Study

The purpose of the study was to establish teachers’ factors influencing their use of appropriate strategies in developing oral language skills among pre-primary school children in Kibra Sub-County, Nairobi County.

1.2.2 Objectives of the Study

This research study was guided by the following objectives:

i. To establish the strategies teachers, use to develop oral language skills among pre-primary school children in Kibera Sub-County

ii. To determine the relationship between training and strategies teachers use to develop oral skills among pre-primary school children in Kibera Sub-County.

iii. To determine the relationship between teachers’ experience and the strategies they use in developing oral language skills among pre-primary school children in Kibera Sub-County.

iv. To find out the relationship between teacher’s academic qualification and the strategies teachers use to develop oral language skills among pre-primary school children in Kibera Sub-County.
1.2.3 **Research Question**

i. What strategies do teachers use to develop oral language skills among pre-primary school children?

1.2.4 **Research Hypotheses**

The following were the research hypothesis that were tested in this research study.

i. \( H_{01} \) the pattern of use of each strategy used in teaching oral language skills is not related to the type of training of pre-school teachers.

ii. \( H_{02} \) the pattern of use of each strategy used in teaching oral language skills is not related to the pre-school teachers experience.

iii. \( H_{03} \) the pattern of use of each strategy used in teaching oral language skills is not related to the academic qualification of pre-school teachers

1.3 **Significance of the Study**

The findings of this study may be useful to the policy makers at the Ministry of Education Science and Technology in developing a language policy to improve oral language skills acquisition as a foundation for all other learning areas. The findings of the study may be used by staff at KICD in developing a pre-primary school curriculum that clearly states the instructional strategies are required to use in teaching oral language skills to pre-primary school children. This may ensure that the children become more competent in speaking, listening and using English in their examinations at other levels of education.

The study findings may be used to improve training of pre-primary school teachers. Teacher trainers may create more awareness to pre-school teachers on the importance of
using appropriate instructional strategies when teaching pre-primary school children who do not speak English as their first language. This may ensure that trained pre-primary school teachers have the right training and appropriate strategies for teaching oral language skills.

1.4 Delimitations and Limitation of the study

In this sub-section, the delimitations and limitations of the study have been described.

1.4.1 Delimitation of the Study

This study was confined to pre-primary and primary schools in both public and private schools within Kibra Sub-County. There could be many teacher factors influencing use of oral language skills but this study was delimited to teacher related factors such as type of training, experience and academic qualification. Since the study was confined to only one administrative area in Nairobi County, the findings can be generalised to areas within similar cosmopolitan regions in Kenya.

1.4.2 Limitation of the Study

Teachers may not be conversant with teaching strategies such as repeating, role play, 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 as methodologies in teaching activity areas. To overcome this challenge, only the researcher recorded observations made during class activities in the observation checklist. Therefore, information on teaching strategies was recorded on the observational checklists.
1.5 Assumptions of the Study

The study was conducted with the following assumptions. First, most of the respondents were cooperative and provide reliable responses. Second, language of the catchment area is used as the medium of instruction and assessment in all activity areas as provided by the education guideline from the Ministry of Education Science and Technology.

1.6 Theoretical and Conceptual Frameworks

This section highlights both theoretical and conceptual framework

1.6.1 Theoretical Framework

This study was based on Holdaway’s theory of language acquisition. This theory was developed by Donald Holdaway in 1979. The theory is referred to as Natural Learning Model. Holdaway believes that all children can learn how to read by experiencing the text over and over (Snow, 1987). He asserted that, by following the four steps process in his Learning Model children can then become better readers. Holdaway believes that his model is not only siblical but also recursive. Meaning that, the child and educator can go back and forth between the first three processes in the Natural Learning Model before actually performing the skill learned from the experience. The four processes of literacy development held by Holdaway can be briefly described as Demonstration, Participation, Role Play/ Practice and Performance.

Demonstration is whereby a child watches or listen to a more knowledgeable other while he or she reads a book or a story to him or her. Participation is where a child is watching and listening to a more knowledgeable other while interacting with his or her reader making sure not to skip or omit their favourite parts of the story being read to them. At the phase
of role play/practice, the child is practicing what he or she had experienced from the more knowledgeable other on their own imitating them. In addition, the performance phase takes place after the child has practiced the skills for quite sometimes then shows off their skills to an audience (Desjean-Perrotta, 1996).

Holdaway points out that the educator should be knowledgeable to promote appropriate interaction for acquisition of oral language skills. This implies that, teachers’ characteristics influences their choice of appropriate teaching strategy as well as implementation of such strategies. This theory is relevant for this study since it captures the variables of appropriate teaching strategies for developing oral language skills. Through the study of these theoretical understandings, teaching approaches can be enhanced to meet the needs of second-language learners as they acquire oral language skills. Early literacy experiences in pre-primary classroom provide numerous opportunities for children to move towards proficiency. That is a classroom rich print, organized environment that provides opportunities for exploration, scaffolding, and socialization.

1.6.2 Conceptual Framework

The independent variables of this study were the type of training, teacher’s academic qualification and teaching experience while the dependent variables were use of appropriate teaching strategies such as repeating, role play, 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 in teaching oral skills. These relationships are further illustrated in Figure 1.1.
Figure 1. Conceptual Framework Showing Factors Influencing the Use of Appropriate Pedagogy in Teaching Oral Skills
1.7 Operational Definition of Terms

**Learners**- Refer to people enrolled in school for desired to gain knowledge. For the purpose of this study. It refers to pre-primary school children aged between 3 to 8 years and were in sampled schools at the time of this research.

**Teacher’s academic qualifications**- Refers to the educational achievements that include KCPE certificate, KCSE certificate, diploma and degree.

**Teacher’s experience**- Refers to the number of years a teacher has taught in pre-primary school.

**Teaching strategies**- Refers to methods teachers employ in teaching oral language skills such as repetition of words, phrases, explaining concepts, substituting words with items, giving examples, expanding on children’s words and sentences, code switching, asking questions, giving contrasting meaning and giving directions.

**Trained teacher**- A pre-primary 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 Centre for Early Childhood Education (DICECE), Kindergarten Headmistresses Association and Montessori.

**Types of Training** – Refers to professional or college education an individual undergoes. For this study, it encompasses DICECE, KHA, Montessori and university training programmes.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter highlights overview on the teaching of oral language skills in pre-primary schools, strategies teachers use in teaching oral language skills. It also highlights information on the extent to which teachers’ experience, the type of school and the type of training influences the use of appropriate strategy in teaching oral skills.

2.1 Overview of Oral Skills Teaching in Pre-Primary Schools

The need for children to speak and follow instructions in English language has increased significantly and requires the best quality (Massey, 2004). However, whereas in the past the focus was on grammar and vocabulary so that they could read, understand and even write in English, nowadays, English is needed for daily conversation and employment. Therefore, there have been many conferences focusing on: How to develop communication skills and how to teach children English effectively. However, in the public schools most teachers continue to focus on reading and writing in English classes (Stratton, 2008). This could be associated with the fact that in most levels, the Ministry of Education (MOE) curriculum is exam driven, being geared to the examination of reading and writing. The emphasis still in reading and writing than on communicative competence Barasa, (2005) which led to this situation that children may achieve the highest grades in the examination but fail to communicate effectively in real-life situations.

On the other hand, teaching English as a Foreign language (EFL) in most African countries in general and in Kenya in particular has been conducted using teacher-centred, book-
centred, and grammar-translation methods (Odera, 2011) where children receive knowledge of English directly from their teachers as controllers (Jaswinder, Dhillon, & Wanjiru, 2013). Supporting this view Mwathe (2003) also said that Kenyan schools operate under the teacher-centred methods where children first listen to their teacher, repeat, and then copy the models. At this time, most teachers believed that reading was the way children could best learn the language. In reading class, children read new words aloud after the teacher then the teacher explained the meaning of the text sentence by sentence, along with the grammar structure which was used in that text while the children listened nodded and answered the provided questions. That is, making certificate attained more important than language competency. These teachers have to also follow strictly the teaching curriculum assigned by the MOE. As a result, “many children may not only achieve low scores in academic performance but also in oral language skills’ (Manyasi, 2011). Thereby implying the need for teachers to select appropriate strategies that will promote oral language skills which is the precursor for development of reading and writing when teaching pre-primary school children.

According to Mwathe (2003) it is essential to focus not only on grammar competency but also on communicative competency. This study therefore, aimed at identifying factors influencing pre-primary teachers’ use of teaching strategies that have been identified to be promoting oral language competency. Through this, children will be able to attain both academic excellence and oral language skills.

2.2 Strategies Pre-primary School Teachers Use in Teaching Oral Language Skills

Oral Language is the child’s first, most important, and most frequently used structured medium of communication (Archer, Cregan, McGough & Shiel, 2012). It is the primary
means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience. In addition, and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it.

The early years are a period in which young children are using language to learn not only about their world but also how language can be used to serve many purposes. This knowledge is referred to as pragmatic knowledge (Jalongo & Sobolak, 2011). One component of pragmatic knowledge is conversational skills. Massey (2004) assert that how well children develop conversational skills can influence how well they interact with others (Jalongo & Sobolak, 2011). To a certain degree, children pick up this knowledge naturally, but an astute teacher or parent plays a vital role in assisting children in their ability to be good conversationalists.

Conversing with children is not the only way to increase vocabulary, however. Strategies teachers use while reading with and to children can also build their word banks. Asking open ended questions (questions in which there is no right or wrong answer and to which the adult does not “know” the answer) helps teachers assess children’s comprehension but also helps them learn more vocabulary words. Chowdhury, Raqib, and Phan (2008) asserts that the vast majority (approximately 80%) of “teacher talk” in classrooms is focused on tasks: giving instructions, providing information, or correcting behaviour or information. Of this talk, 80% of it consists of low-level questions that ask children to recall information rather than open-ended questions requiring children to think at higher levels (Jalongo & Sobolak, 2011). A very important consideration in using any questioning technique is the “wait time” given to children as they formulate their responses.
Although there are no definite guidelines for helping children learn a second language, some strategies can be helpful in this process. Mitchell (2008), in her study of elementary French teaching has drawn attention to the critical importance of the teacher as the central classroom resource. Studies by Atkinson, 2011; Bang, 2003; Chowdhury, Raqib, & Phan, 2008 have established some appropriate instructional strategies that promote oral language skills development among pre-primary school children:

2.2.1 Repetition

According Chowdhury, Raqib, and Phan, 2008, this strategy aims to strengthen children’s ability to attend to other children and adults and ‘hold’ the information they have heard. The more something is repeated, the more likely children are to remember it. Repetition in a variety of forms also increases the likelihood of reaching children with different learning styles and provides a more comprehensive understanding of concepts. Bang, 2003, observed that as children hears the teacher read a book over and over, they will begin to say words that they remember.

Chowdhury, Raqib, and Phan (2008) found out that, by repeating what others have said, the child is actively building their ability to listen and remember, so it helps in developing working memory. Atkinson (2011) in his findings indicates that, the ability to hold onto and remember the language that someone else has said is important for: processing and understanding what has been said, holding a conversation, following instructions and answering questions which are essential for learning process. The teacher simply repeats the language item. For example, making children repeat phrases or words such as cup, book, desk, chair and others.
2.2.2 **Substitution**

Pre-school children learn through concrete materials therefore, representing words with concrete objects will enhance learning (Bang, 2003). In his findings children whose teacher used concrete materials such as flash cards, chalkboard, real objects and other material for some words had higher score in oral language skills compared to their counterparts who used abstract materials in teaching oral language skills.

2.2.3 **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. Explanation strategy was effectively used to promote oral language acquisition as cited in Chowdhury, Raqib, & Phan (2008).

2.2.4 **Contrast**

Instruction in oral language skills involves providing children with opportunities to develop speaking skills through multiple exposures in varied contexts (Chowdhury, Raqib, & Phan, 2008). When determining the words on which to focus instruction, the teacher should consider the words used in children’s daily activities (context). Through this, the teacher will be able to contrasts the problematic items in the language with others which children are familiar with. For example, providing opposite meaning to words, phrases and concepts.

2.2.5 **Exemplification**

Study by Atkinson, (2011) indicates why it is necessary for pre-primary teachers to use familiar and simple language item when teaching children. That is, the teacher exemplifies
the language item. For example, family members refer to father, mother, brother, sister and baby.

2.2.6 Code-switching

According to Schendl and Wright (2011) code-switching is the ability to alternate between languages in an unchanged setting, often within the same utterance. In the context of this study, this means teachers’ and children’s ability to alternate between English and Kiswahili in the language classroom. 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. Macaro (2005) discovered, through classroom observations, that teachers’ and children’s code-switching in the language classroom can be considered to be a helpful language strategy.

According to Lee (2007), on their study on how learners discover meaning and Mitchell 2008 observed that the teacher should use visual techniques, such as flash cards, blackboard drawings, wall charts and real objects (substitution). The teacher 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. Similarly, In the study by Macaro, (2005). noted interactional devices in teachers’ speech such as repeating, prompting, substituting, and expansions. These instructional strategies 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.
Machado (2007) suggested 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. Similarly, Richards and Rodgers (2005) 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 skilful conductor of the lesson activities and finally, the teacher is required to be a skilful 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. However, most of these studies have been carried out in developed countries. There is a need to identify whether pre-primary school teachers in Kenya use such approaches to develop oral language skills among pre-primary school children.

2.3 Training and Strategies for Teaching Oral Skills

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 (Manyasi, 2011). This suggests that the pre-primary school teacher should undergo appropriate training so that they are equipped with thorough knowledge about child development and how children develop oral language skills (Atkinson, 2011). The pre-primary school teachers are entrusted with the responsibility of helping children to grow physically, mentally, emotionally and socially (Brown, 2001).
A study by Nguyen and Khuat (2012) established that teachers training ensured the provision, expansion and improvement of quality of education. During training the teachers develop professional attitudes, skills and knowledge to adapt to the teaching and learning environment. Goodman (2008) 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.

Similarly, Dodson (2002), in his study observed that special preparation for the pre-primary 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. This positively influence strategy they employ in teaching children of various abilities to acquire oral skills.

Studies by Gumo, 2003; Makoti, 2005; Ndegwa, 2005; Ng'asike, 2004, indicate that, the number of trained pre-primary school teachers is higher than both the untrained and on training especially in urban areas such as Kasarani Sub-County. This trend is also evident to be improving. Pre-primary schools’ teachers are therefore expected to use better skills in teaching oral language skills since the majority of them have attended training. In addition, there were more DICECE trained teachers compared to other types of training. This could be due to the fact that, training being offered by the government through the Ministry of Education, availability of institutions offering such trainings and affordability
compared to other trainings. Therefore, there are more DICECE pre-school teachers compared to their counterparts with other trainings.

Nguyen and Khuat (2012) established that, during training teachers develop professional attitudes, skills and knowledge to adapt to the teaching and learning environment. This implies that teachers who are trained well are able to implement the use of appropriate teaching strategies to develop oral language skills among pre-school children. However, Mwangi (2000) study in Kasarani, found that a pro-theory primary teacher training that ignored practical sessions, are some of the factors which hindered the utilization of resources in teaching of music in primary teachers training colleges in Kenya. This could in turn impact on the teachers’ ability to practically use the skills acquired during the trainings. Teachers should be given practical opportunities to explore the teaching strategies used to promote oral language skills.

The commitment of the Government and World Bank in training pre-primary school teachers was expected to bring forth quality learning in pre-primary school centres (MOEHRD/UNICEF, 1999). It should reflect better use of instructional strategies by teachers. The strategies teachers use in teaching oral skills 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 Harrow and Mpoche, (2008). Thus, it is important to understand whether training is related to teachers' use of instructional strategies in teaching oral language skills.
2.4 Teachers’ Experience and Strategies for Teaching Oral Skills

Pre-primary school teachers' experience is critical in enhancing the skills of teaching of oral language skills. A study by Miccoli (2003) established that, most teachers who had been teaching children for more than five years were more knowledgeable on appropriate teaching strategies compared to their counterparts with limited teaching experience. Similarly, Harrow and Mpoche, (2008) remarks that teachers’ teaching experience is an important basis for further professional development of a teacher since the teacher widely draws from his or her experience to improve his or her effectiveness and as well as to counter problems he/she could encounter. However, research findings indicate that most experienced pre-primary school teachers are no longer teaching ECD (Early Childhood Development) centres as proposed by Ng’asike (2004) and Ndegwa (2005). On the other hand, Ngome (2002) advances that the attrition rates were high (40%) due to unpredictability of terms of employment of pre-primary school teachers. This makes them to keep moving to other employment opportunities. Therefore, effective strategies should be adopted to ensure that experienced teachers are retained in pre-primary schools to promote effective use of appropriate teaching strategies.

Similarly, a study by Machado (2007) on teachers experience and teaching children art found that (84.4%) of the pre-primary school teachers had worked for two years and above, while the remaining (15.6%) had less than 1 year of working experience. The findings from these studies suggest that majority teachers have rich teaching experience to enable them use appropriate teaching strategies to develop oral language skills among pre-school children.
A study by Ndegwa (2005) identified that 72% of teachers in Kibra-Nairobi have less than five years of teaching experience. According to Ndegwa, most teachers quit the job before five years is over. A study by Gumo (2003) indicate that majority of the teachers in the rural areas have more than five years of teaching experience. 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 oral language skills. This will consequently affect children's performance in oral language as well as learning in other activity areas. It is therefore essential to understand the relationship between teaching experience and appropriate approaches in developing oral language skills among pre-primary school children in Kibra-Nairobi.

2.5 Teacher’s Academic Qualifications and Strategies for Teaching Oral Skills

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 in teaching of pre-primary schools. Moyles and Adams further ascertain the relationship between teachers' qualification and the choice as well as application of appropriate teaching strategies. Similarly, Macaro (2005) point out that common defect in our education set up that most of the teachers are not adequately qualified in the subjects concerned. Machado, 2007 ascertain that without proper qualifications, they fail to do justice to the subject and hence do not assist their children adequately.

A study conducted by Olabode (2012) to examined the effects of teachers” qualifications on the performance of senior secondary school physics students: implication on technology in Nigeria. The purpose was to determine whether the status of the teacher has an impact
on the performance of the students in physics. The results revealed that students taught by teachers with higher qualifications performed better than those by teachers with lower qualifications. The study showed that students performed better in physics when taught by professional teachers. Professional training should be backed by good academic qualifications of the teachers for better oral skills outcome in children (Machado, 2007). The need to have good academic background for teachers to handle young children has been highlighted strongly by the various researches reviewed.

Similarly, findings by Moyles and Adams (2000) emphasised on the need for sufficient academic qualification for teachers. This is significant in enhancing the intellectual and personal moral strength in articulating ideas and concepts of ECD in teaching in pre-primary schools. In addition, good academic qualification of pre-primary school teachers helps in improving the teacher’s teaching skills therefore, being able to select appropriate teaching strategies (Machado, 2007).

Low academic qualifications are most likely to affect the quality of teaching of pre-primary school teachers. For example, studies by Machado (2007) and Moyles and Adams (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 oral skills of young children. In addition, good academic
background of preschool teachers helps in improving the oral skills of teachers, which they require to be able to articulate and to clearly explain language concepts to children.

A study by Mwathe (2003) suggested in their study that the teachers of young children should be educated. She proposed that teachers 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, the study noted that early childhood programs are often staffed with teachers with minimum qualifications. According to the KNEC (2008) examination guidelines candidates with a minimum of D+ in KCSE are qualified to train at certificate level in both private and Government ECD training colleges. This indicates that, most pre-primary school teachers are recruited with very low levels of academic qualification as compared to other education trainings such as primary teacher training.

Studies by Gumo, 2003; Ndegwa, 2005; Ng'asike, 2004, indicate that majority of pre-primary school teachers had form four level of education. This may mean that they are able to read and interpret the pre-primary school guidelines and able to implement relevant teaching strategies to develop oral skills among pre-primary school children. The higher academic qualification of teachers could be attributed to the fact that most of these teachers were in private schools. Private managers were in favour of employing qualified teachers to teach in their schools. Therefore, the management of pre-primary schools have a role in recruitment of qualified teachers.

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 pre-primary school teachers' skills of teaching mathematics. This may be attributed to the teachers'
experience that may have limited their understanding and knowledge of how children learn concepts. It was therefore important to find out whether there exists a relationship between academic qualification and the use of appropriate pedagogical approaches in developing oral language skills among pre-primary school children.

2.6 Summary of Literature Reviewed

Pre-primary school teachers play a critical role in enhancing development of oral language skills among pre-primary school children. According to Holdaway’s theory, activities provided by the teacher and learning environment are very important in acquisition of oral language skills. Therefore, activities must be presented frequently to enable mastery. That is, through demonstration, participation, role play/practice and performance.

Studies from the literatures reviewed indicates that teachers’ factors such as types of training, experience and academic qualification influence teacher’s choice of appropriate strategy when teaching oral language skills among pre-primary school children. However, most of the studies supporting this theory have been carried out in industrialized countries and cannot be generalized to the Kenyan situation. In addition, studies conducted in Kenya are focused on English language activity, ignoring other activity areas in which competency in oral language skills are prerequisite. The studies also do not give an insight of other orals skills teaching strategies employed in other activity areas other than in an English classroom setting. Hence the need for this study to be conducted in Kenya.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the research design, study variables, area of the study, the target population, sampling procedure and sample size. The section also focuses on research instruments, pilot study, validity, reliability, data collection techniques, data analysis and logistical and ethical considerations.

3.1 Research Design

This study employed descriptive survey design. According to McRoy (2009) descriptive survey design involves either identifying the characteristics of an observed phenomenon or exploring possible correlation among two or more phenomena. This research design is suitable for this study as it allows investigations of issues at hand in detail as well as finding the correlations among them. The design enabled the researcher to gain a deep insight of the pre-primary teachers’ characteristics such as their training, experience and academic qualifications. Then correlate them with the strategies pre-primary school teachers use to promote development of oral language skills among children in Kibra Sub-County.

Thus, this study involved in-depth repeated observations of pre-primary school teachers to establish any significant relationship between type of training, teaching experience and academic qualifications and the ways in which they use instructional strategies in teaching oral skills. This study used qualitative and quantitative methods. Qualitative data was collected through self- administered questionnaires to pre-primary school teachers. While quantitative data was obtained through observation checklists. This strategy was adopted
by the researcher since it captures both qualitative and quantitative data which could otherwise have been lost if only one method was used (McRoy, 2009).

3.2 **Variables of the Study**

The following were the main study variables.

3.2.1 **Independent Variables**

Independent variables in this study include the type of training, teaching experience, and academic qualification of the teachers.

i. The type of ECD training - this was established by asking respondents the type of training/college they attended e.g. District Centre for Early Childhood Education (DICECE), Montessori Method and Kindergarten Headmistresses Association (KHA).

ii. Length of teaching experience - this is the total number of years in teaching pre-primary class. This was measured by asking the teacher the number of years he/she was teaching pre-primary class.

iii. Academic qualifications - the educational achievements and certificates such as ECD certificate, ECD diploma, ECDE degree and above. This was measured by asking the teacher their level of academic qualification.

3.2.2 **Dependant Variables**

Dependent variable in this study was the instructional strategies teachers use in developing oral language skills among pre-primary school children. These include: repetition of words, phrases, explaining concepts, substituting words with items, giving examples, expanding on children’s words and sentences, code switching, asking questions, giving
contrasting meaning, giving directions. This was measured by use of observation checklist of teachers and children learning oral skills in during activities.

**Repetition** - The teacher's phrases or words which she/he made the children say several times after him or her. For example:

   Teacher: days of the week are Monday, Tuesday, Wednesday, Thursday and Friday
   Child: days of the week are Monday, Tuesday, Wednesday, Thursday and Friday

**Substitution** - The teacher's use of concrete materials to stand for words or phrases. For example, using flash cards, cut-outs 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, tall-short, sell- buy, boy and girl and others.

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

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

   Child: "my nis."
   Teacher: "This is my knees."

**Code-switching** - The teacher's statements made in both English, Kiswahili or in the child's first language.
For example, "bag-mfuko, book-kitabu

**Questioning** - The teachers' statements that ask for the child's opinion.

For example, the young one of a dog is? Hii ni sound? What number is this?

**Directing** - The teachers' statements that require the child's action.

For example, make a line, put up your hands, sit down among others.

### 3.3 Location of the Study

This study was conducted in Kibra Sub-County of Nairobi County. Nairobi County was purposefully sampled out of the other 47 Counties due to diverse nature of the ECD activities, poor performance in English language at the national examination as noted by (Kimatu, 2007) and its cosmopolitan population. Kibra Sub-County was similarly purposively sampled since most of the teachers used few instructional strategies as pointed out by Karanu (2002). Kibra Sub-County comprises of Woodley, Sarangóme, Makini, Lindi, Laini Saba. Most of the inhabitants in the Sub-County live in the informal settlement and has the highest population among Sub-Counties in Nairobi County. The sub-County has eight County government pre-primary schools and 202 private owned pre-primary schools (see appendix VI).

### 3.4 Target Population

The target population of this study were teachers in all public and private pre-primary schools in Kibra Sub-County. There are 210 pre-primary schools in Kibra Sub-County with approximately two teachers per school. In which, 202 pre-primary schools are privately owned while eight are public schools. Privately owned pre-primary schools include those owned by individuals, religious or local organizations and community schools. Public pre-
primary schools include those attached to the city primary schools and City Council Day Nurseries.

3.5 Sampling Techniques and Sample Size

This section describes the sampling techniques and sample size used in this study.

3.5.1 Sampling Techniques

The researcher used multistage sampling technique to come up with the sample of this study. Multistage sampling strategy involves sampling in two or more stages (Gerhardt, 2004). In the first sampling stage, Kibera Sub-County was purposively selected out of 15 Sub-Counties in Nairobi County since most of the teachers uses few instructional strategies as pointed out by Karanu (2002). In the second stage, all the eight public pre-primary schools were purposely selected since they are few in number. In the third stage, stratified random sampling was used to select private pre-primary schools, in which all of them had equal chance of being selected (McRoy, 2009). Wards was used as the strata. From the five wards (Woodley, Sarangómbe, Makini, Lindi, Laini Saba) a sample of 75 private pre-primary schools was obtained. After determining the sample of schools to be used, one teacher from each school was randomly selected to ensure that only pre-primary teachers were included as respondents for this study.

3.5.2 Sample Size

A proportionate sample size of 75 private and all the eight public pre-primary schools which is 40% of the population was selected. According to Gerhardt (2004), to be representative, a sample size should be more than 30% of the study population. One teacher in each sampled pre-primary school served as the respondent during this study making the
sample size of eighty-three (83) teachers. Table 3.1 shows the sampling framework for the study.

**Table 3.1: Sampling Framework**

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population of the pre-primary school</td>
<td>8</td>
<td>202</td>
<td>210</td>
</tr>
<tr>
<td>Selected schools and teachers per school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodley</td>
<td>Pre-primary schools</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarangómbé</td>
<td>Pre-primary schools</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makini</td>
<td>Pre-primary schools</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lindi</td>
<td>Pre-primary schools</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laini Saba</td>
<td>Pre-primary schools</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample of teachers from selected schools</td>
<td>8</td>
<td>75</td>
<td>83</td>
</tr>
</tbody>
</table>

### 3.6 Research Instruments

The researcher used questionnaires and an observation checklist.
3.6.1 Questionnaires for Teachers

These comprised a series of questions which were answered by the pre-primary school teachers. This questionnaire captured information on personal characteristics of the respondents (demographic characteristics of the respondent), the language used in teaching children and the methods used to teach children oral language skills.

3.6.2 Observation Checklist for Teachers

The observation checklist was used to allow the researcher observe the instructional strategies used during oral skills activities (Cohen, Manion, & Morrison, 2007). This was done by observing teachers during class activities on the frequencies of using each instructional strategy in developing oral language skills to their pre-school children. There was a column to check off instructional strategy as it occurred. The observation was also used to corroborate data from questionnaires.

3.7 Pilot Study

Piloting was carried out to find out whether the proposed research tools yielded the required information. Piloting is important as it gives the researcher a chance to evaluate questionnaires and the study instruments before carrying out the main study (Bell, 2005). The pilot study was conducted in four pre-primary schools and four teachers in Laini Saba and Makini ward from Kibera Sub-County and were not included in the study sample. Through this, the researcher was able to find out whether the respondents understood the questions and as well as familiarize self with the instrument. This process was also significant in testing the validity and reliability of the research instruments.
3.7.1 Validity

The researcher ascertained content validity by analysing all the items in the instrument, one at a time, against the objectives. This helped in finding out the extent to which the instruments to be used measured what they were designed to measure. The validity was corroborated through the help of experts from the department of early childhood studies using construct validity to check whether the content was accepted as entirely adequate to define the quality that was to be measured by the research instruments (Bell, 2005).

3.7.2 Reliability

Stability of questionnaires was tested using test retest strategy on four teachers included for the pilot. This questionnaire was administered twice on interval of two weeks. The results were compared using Cronbach alpha. According to Cohen, Manion, and Morrison (2007), a good reliability is often indicated by > 0.8 coefficient. Therefore, the researcher attempted to achieve the above reliability coefficient to ensure that the research instruments are reliable.

Table 3: 2 Reliability test (Cronbach Alpha)

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>Cronbach's Alpha</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.65(0.7)</td>
<td>9</td>
</tr>
</tbody>
</table>

The data had a Cronbach alpha value of 0.645. According to George and Mallery (2003) Alpha value of more than 9 is excellent, 8 is good, 7 is acceptable, 6 is questionable, 5 is poor and less than 5 is unacceptable. This study had a Cronbach Alpha of 0.7 which is acceptable. This means the results are 70% reliable and 30% unreliable. The researcher employed the use of test retest in the pilot study. The administered test produced consistence results after repeated trials hence the instrument was reliable.
3.8 Data Collection Techniques

In order to obtain data on the strategies used by the pre-primary school teachers, the researcher administered questionnaires to pre-primary school teachers from the sampled schools. Self-administered questionnaires were applicable since teachers were to read and fill the questionnaires. In addition, in each school the researcher observed one teacher during the lessons. The researcher sat in the classroom during the lesson to observe the number of times each teacher used the six teaching strategies (repetition, substitution, explanation, contrast, exemplification and code-switching). Each teacher was observed five times in one day. Each observation lasted for ten minutes (Teachers observation checklist Appendix III).

3.9 Data Analysis

The researcher carried out descriptive analysis on the qualitative data collected. Data from open-ended questions in the questionnaires was categorized into themes and analysed respondents’ views on teaching strategies used in developing oral language skills in pre-primary school children. While data from closed ended questions was coded and analysed numerically. Responses from the participants on part B and C of the research instrument (questionnaire) was coded. The coded data was directly entered in the Statistical Package for the Social Sciences (SPSS) which is a computer package used in analysing data. Frequencies of responses were computed into percentages and presented in bar charts and tables. Chi square test was used to determine the association between variables.

3.10 Logistical and Ethical Considerations

Ethical issues and logistical considered during this study are discussed below.
3.10.1 Logistic consideration

The research sought introductory letter from the Kenyatta University Graduate School and ethical clearance was obtained from Kenyatta University Ethical Committee. The researcher also obtained a research permit from the National Commission for Science, Technology and Innovation to carry out the study in Nairobi County. Using the introductory letter from Kenyatta University and the permit from the NACOSTI, the researcher sought an introduction letter from the County Director of Education (CDE) and Municipal Education Officer (MEO) Nairobi County and Kibera sub-County respectively. In the location of the study approval was sought from the District Officer in charge of the Sub-County, the ward administrators and area chiefs as entry points to the study.

3.10.2 Ethical consideration

The purpose of the study was made known to the respondents before giving them consent forms to sign. The information in the consent form were explained and respondents given opportunity to ask questions for clarity before signing the consent form. Only the respondents who voluntarily consented participated in this study. Ethical issues considered during this study include;

1. Protection of Research Participant’s Identity

The identity of the respondents was not revealed since the researcher assigned codes to each respondent. The information collected was confidentially saved both in a laptop and hard disc and only the researcher maintained the password.
II. **Respect for Persons**

The researcher ensured that the participants only get involved in the research study after they had agreed. This was done through signing the consent form. The sample population were made aware that they were free to participate and free to refuse.

III. **Confidentiality**

The researcher ensured that questionnaires did not contain any information, which could reveal the identities of participants for instance, numbering the questionnaires. There was the ability to return questionnaires without requiring a means of identity for those wishing to remain anonymous (Bell, 2005).

IV. **Care and Protection of Research Participants**

The researcher had a wealth of experience in the field of education since 2007 to date. He was an assistant teacher, teacher trainer and currently in charge of teacher training department at Kidogo Early years. The researcher got his first Bachelor of education degree in Early Childhood Studies from Kenyatta University in 2013. Later he joined Kenyatta University for a master’s degree in Early Childhood Studies. The researcher therefore was a conversant person in the field of research and kept the confidentiality of the participants’ information.

The research participants were informed that they were free to participate or withdraw from the study at any time. However, the researcher had the authority to replace where need arose. In case of any withdrawal the researcher employed a random sampling technique to get the substitute.
The pre-primary school teachers were a special group of the respondents during this study period. The researcher informed all the entities/persons sought permission from to maintain maximum confidentiality of the respondents’ information throughout the period of data collection.
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents general and demographic information. It also presents findings and discussions based on the study objectives that were stated as follows:

i. To establish the strategies teachers, use to develop oral language skills among pre-primary school children in Kibra Sub-County.

ii. To find out how the type of training influences the strategies teachers use to develop oral skills among pre-primary school children in Kibra Sub-County.

iii. To find out the extent to which the teachers’ experience influence the strategies they use in developing oral language skills among pre-primary school children in Kibra Sub-County.

iv. To find out the extent to which the teachers’ academic qualification influence the strategies teachers use to develop oral language skills among pre-primary school children in Kibra Sub-County.

4.2 General and Demographic Information

The general and demographic information of the respondents included participants’ questionnaire return rate, teachers’ gender, teachers’ academic qualifications, types of training and teaching experience. The results are presented in the following sub-sections:

4.2.1 General information

The response rate was a hundred percent (100) out of the sampled population of 83 respondents. There was a total of eighty-three (83) questionnaires issued to the sampled
pre-primary school teachers. In addition, all the eighty-three (83) teachers were observed during the lesson.

According to Bell (2005) a response rate of 50% is good enough for social studies. Therefore, above return rate was considered extremely effective. The researcher’s personal involvement in data collection contributed to high acceptable response rate of 100% for the pre-primary school teachers.

4.2.2 Demographic information

The demographic information of the respondents was presented below:

i) Gender

The teachers’ gender was established and is presented in the table 4.1.

Table 4.1. Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
</tr>
</tbody>
</table>

The table 4.1 shows that 98.8% of the pre-primary school teachers were females and 1.2% were male.

ii) Teachers’ Academic Qualifications

The academic qualifications of pre-primary school teachers were established and the results are presented in figure 4.1.
Figure 4. 1. Teachers' academic qualification

From figure 4.1, most of the pre-school teachers had diploma certificate and more than a quarter had Kenya Certificate of Secondary Education out of the total number of teachers sampled.

iii) Training level

The findings on the type of teacher training is illustrated in figure 4.2.

Figure 4. 2 Training
The results show that majority of the teachers had received DICECE training, 4% KHA and 1% had received diploma training in ECE from university. However, more than a quarter of the total sampled teacher had no formal training.

iv) Teaching Experience

Figure 4.3 shows the results on the teaching experiences of the teachers.

![Bar chart showing teaching experience](image)

**Figure 4.3 Teaching Experience**

Figure 4.3 shows that half of the sampled population had below 6 years teaching experience. While a quarter had between 6 to 10 years teaching experience. Similarly, a quarter of the sampled population had more than 10 years’ teaching experience.

v. Age of The Teachers

Figure 4.4 shows the results on the ages of teachers who participated in the study
Figure 4.4 shows that, more than half of those who participated in this study were aged between 25-35 years. While a quarter of the participants were aged below 25 years and less than a quarter aged between 36 to 45 years.

4.3 Strategies Pre-primary School Teachers Use in Teaching Oral Language Skills

To establish the strategies pre-primary teachers were using to develop oral language skills among pre-primary school children in Kibra Sub-County, data were collected through observations and questionnaire. Thus, the data reflect both the observed and reported use of appropriate teaching strategies in promoting development of oral skills among preschool children. The findings on the observed strategies used are presented in Figure 4.5.
Figure 4.5 Mean frequency of strategies teachers uses in teaching oral skills.

Figure 4.5 shows that the mostly used teaching strategy among the pre-primary school teachers was code switching, this was followed by exemplification, repetition, substitution, explanation. From the observations, the least used strategy was contrast.

Through the use of observation checklist, data were collected in a 3-point Likert scale. The data were analysed through Means, Standard deviation and skewness. According to the scale, a mean of 2.5 and above represented ‘Always’, 1.5-2.4 represented ‘sometimes’ and less than 1.5 ‘never’. The standard deviation (SD) was used to determine the level of variability of the responses. A SD of less than 1.0 indicated less variability (consensus) and a SD of more than 1.0 indicates more variability and lack of consensus.
Table 4.2. Mean Frequency of Strategies Teachers Uses in Teaching Oral Skills

<table>
<thead>
<tr>
<th>Code</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Skewness</th>
<th>St. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switching</td>
<td>83</td>
<td>2</td>
<td>3</td>
<td>2.96</td>
<td>0.19</td>
<td>-5.06</td>
<td>0.26</td>
</tr>
<tr>
<td>Examples</td>
<td>83</td>
<td>2</td>
<td>3</td>
<td>2.92</td>
<td>0.28</td>
<td>-3.05</td>
<td>0.26</td>
</tr>
<tr>
<td>Repetition</td>
<td>83</td>
<td>2</td>
<td>3</td>
<td>2.88</td>
<td>0.33</td>
<td>-2.38</td>
<td>0.26</td>
</tr>
<tr>
<td>Substitution</td>
<td>83</td>
<td>2</td>
<td>3</td>
<td>2.86</td>
<td>0.35</td>
<td>-2.06</td>
<td>0.26</td>
</tr>
<tr>
<td>Explanation</td>
<td>83</td>
<td>1</td>
<td>3</td>
<td>2.65</td>
<td>0.53</td>
<td>-1.15</td>
<td>0.26</td>
</tr>
<tr>
<td>Questions</td>
<td>83</td>
<td>1</td>
<td>3</td>
<td>2.60</td>
<td>0.49</td>
<td>-0.41</td>
<td>0.27</td>
</tr>
<tr>
<td>Directing</td>
<td>83</td>
<td>1</td>
<td>3</td>
<td>2.55</td>
<td>0.50</td>
<td>-0.22</td>
<td>0.26</td>
</tr>
<tr>
<td>Expansion</td>
<td>83</td>
<td>1</td>
<td>3</td>
<td>2.29</td>
<td>0.60</td>
<td>-0.19</td>
<td>0.26</td>
</tr>
<tr>
<td>Contrasts</td>
<td>83</td>
<td>1</td>
<td>3</td>
<td>1.80</td>
<td>0.73</td>
<td>0.34</td>
<td>0.26</td>
</tr>
</tbody>
</table>

KEY: 1=Never, 2=Sometimes, 3=Always

Table 4.2 shows that, the highly-used method when teaching was code-switching (M=2.96) followed by exemplification (M=2.92) and thirdly repetition (M=2.88). All these strategies indicated that on average, the teachers always used the strategies when teaching. Other strategies the teachers sometimes used when teaching included substitution (M=2.86), explanation (M=2.65), use of questions (M=2.60) and use of directing strategies (M=2.55). The results show that use of expansion (M=2.29) and contrast (M=1.8) strategies were least used by the teachers. The values of the skewness in all the variables except contrast were negative indicating that most of the teachers always used the strategies when teaching. Contrast was positively skewed showing that most of the teachers did not use the method.

Studies reviewed in the literature also point out such commonly used strategies to promote oral language skills by pre-primary school teachers (Atkinson, 2011; Bang, 2003; Chowdhury, Raqib, and Phan, 2008). Mitchell, (2008) and Gains & Redman (1990) established that most teachers used at list six instructional strategies while Gaise, (1979), Fillmore (2005) and Richards & Rodgers (2005) found out that most teachers were using
three instructional strategies. However, the teachers in the present study report using more than the instructional strategies that featured in the literature reviewed.

The pre-primary school teachers were also asked to name teaching strategies they use to promote oral language skills. Their responses are illustrated in figure 4.6.

Figure 4.6 Reported Mean Frequency on Strategies Used in Teaching Oral Language Skills

Figure 4.6 shows that the most used teaching strategy was poems followed by storytelling and songs. While the least used strategies were, news telling, repetition, role play and questions.

The study showed that all of the teachers reported the use of at least one teaching strategy to promote development of oral language skills among pre-primary school children. However, comparing the reported and observed teaching strategies, teachers reported various strategies which did not feature in the observations.
In addition, the findings from the reported use of teaching strategies are not similar to the strategies established in the reviewed literature (Macaro, 2005). Machado (2007) established that repetition, substitution, explanation, contrast, exemplification, and code-switching were the most appropriate strategies for teaching preschool children oral language skills. According to Mwangi (2007) such variations in the reported and observed teaching strategies can be attributed to teachers not being aware of the importance of such specific instructional strategies.

4.4 Teachers Training and Strategies for Teaching Oral Skills

The second objective was to establish the association between the type of teacher training and the use of teaching strategies for oral language skills. The type of teacher training is presented in the Table 4.3.

Table 4.3. Types of Training

<table>
<thead>
<tr>
<th>Type of training</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>DICECE</td>
<td>55</td>
</tr>
<tr>
<td>KHA</td>
<td>3</td>
</tr>
<tr>
<td>University</td>
<td>1</td>
</tr>
<tr>
<td>Untrained</td>
<td>24</td>
</tr>
</tbody>
</table>

The relationship between the type of teacher training and each strategy used in teaching oral language skills among pre-primary school teachers was tested using the null Hypothesis as stated below:
Ho1 the pattern of use of each strategy used in teaching oral language skills is not related to the type of training of pre-school teachers.

The researcher tested the association between types of training and the teaching strategies using independent chi square test and the results presented in Table 4.4.

**Table 4.4. Chi-square Test between Training and Teaching Strategies**

<table>
<thead>
<tr>
<th></th>
<th>Chi value</th>
<th>Df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>0.578</td>
<td>2</td>
<td>0.749</td>
</tr>
<tr>
<td>Contrasts</td>
<td>7.535</td>
<td>4</td>
<td>0.110</td>
</tr>
<tr>
<td>Explanation</td>
<td>26.971</td>
<td>4</td>
<td>0.000</td>
</tr>
<tr>
<td>Repetition</td>
<td>2.585</td>
<td>2</td>
<td>0.275</td>
</tr>
<tr>
<td>Examples</td>
<td>0.312</td>
<td>2</td>
<td>0.856</td>
</tr>
<tr>
<td>Code-switching</td>
<td>0.151</td>
<td>2</td>
<td>0.927</td>
</tr>
<tr>
<td>Expansion</td>
<td>0.944</td>
<td>4</td>
<td>0.918</td>
</tr>
<tr>
<td>Questions</td>
<td>2.861</td>
<td>2</td>
<td>0.239</td>
</tr>
<tr>
<td>Directing</td>
<td>1.722</td>
<td>2</td>
<td>0.423</td>
</tr>
</tbody>
</table>

From the results in Table 4.4, there is a significant ($\chi^2 (2) = 26.971$, $p<0.05$) association between type of teacher training and the use of explanation as teaching strategy. That is, most DICECE trained teachers used explanation strategy as compared to their counterparts who had attended other types of training. However, other strategies such as substitution, contrasts, repetition, examples, code-switching, expansion, questions and directing did not show significant association with the type of teacher training.

From this study, use of the teaching strategies were similar across the three types of training programs (DICECE, KHA and University) and untrained teachers. This may suggest some basic similarity of these teacher training programmes in reference to the teaching strategies used to promote development of oral language skills among pre-primary school children.
These results agree with the rest of the findings in the study that all preschool teachers' use of the various teaching strategies in teaching oral language skills was similar across types of trainings. Ng'asike (2004) in his study of the use of play as a medium for bridging preschool children's mathematical experiences in Kasarani Division, also found out that, there is no significant association between the type of training and teaching strategies. This could be due to similarity in training curriculum in all the training types.

This implies that, it does not matter the type of training a teacher underwent on their choice of appropriate teaching strategy. According to Mwangi (2007) in her study on the use of oral instructional strategies in teaching English in Kasarani established that when new teachers are recruited, they tend to adapt to the teaching strategies being used by the teachers in that school. This could be the reason for insignificant association between the type of training and appropriate teaching strategies that promote development of oral language skills among pre-primary school children.

Similarly, a study by Nguyen and Khuat (2012) on effectiveness of learning vocabulary through games in Asia established association between teacher training and the English language teaching methods. In addition, they advance the importance of ensuring effective training of teachers for provision of quality education. Since during such trainings teachers develop professional attitudes, skills and knowledge to adapt to the teaching and learning environment.

However, this current study finding does not agree with the study by Mitchell (2008). According to Mitchell (2008) study on communicative language teaching practice in London, teachers who used more appropriate teaching strategies were found to have
underwent adequate teacher trainings. Therefore, they were able to engage children in learning and sustains their interests through the use of such multiple strategies. Such variations witnessed between Mitchell’s study and the current study could be attributed to the fact that most pre-primary schools in London does not employ untrained teachers (Mitchell, 2008). The findings from the current study indicates inadequate use of appropriate strategies across different types of training in the teaching of oral language skills in Kibra Sub-County. The inadequate use of appropriate teaching strategies when teaching oral skills is likely to affect the academic performance of pre-school children in the sampled population. It is important for teachers to use several strategies when teaching children oral language skills (Richards and Rodgers, 2005). This is observed despite the importance of oral skills as a precursor to writing, reading acquisition and learning in different activity areas in pre-primary schools sampled in this study.

4.5   Teacher’s Experience and Strategies used for Teaching Oral Skills

The third objective was to establish the association between teachers’ teaching experience and the use of teaching strategies. Teachers’ experience was grouped and presented in the Table 4.5.

Table 4.5 Teacher’s Experience

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 3 years</td>
<td>17</td>
</tr>
<tr>
<td>3 to 6 years</td>
<td>26</td>
</tr>
<tr>
<td>7 to 10 years</td>
<td>21</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>19</td>
</tr>
</tbody>
</table>
The relationship between teachers' experience and each strategy used in teaching oral language skills among pre-primary school teachers was tested using the null Hypothesis as stated below:

**Ho2 the pattern of use of each strategy used in teaching oral language skills is not related to the teachers experience of training of pre-school teachers.**

To determine the association between the teacher’s experience and the usage of various teaching strategies, the researcher used chi square test and the results were presented in Table 4.6.

**Table 4.6 Chi Square Test between Experience and Teaching Strategies**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Chi value</th>
<th>Df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>6.623</td>
<td>8</td>
<td>0.578</td>
</tr>
<tr>
<td>Contrasts</td>
<td>22.617</td>
<td>16</td>
<td>0.124</td>
</tr>
<tr>
<td>Explanation</td>
<td>26.280</td>
<td>16</td>
<td>0.049</td>
</tr>
<tr>
<td>Repetition</td>
<td>5.014</td>
<td>8</td>
<td>0.756</td>
</tr>
<tr>
<td>Examples</td>
<td>10.145</td>
<td>8</td>
<td>0.255</td>
</tr>
<tr>
<td>Code-switching</td>
<td>10.761</td>
<td>8</td>
<td>0.216</td>
</tr>
<tr>
<td>Expansion</td>
<td>26.663</td>
<td>16</td>
<td>0.045</td>
</tr>
<tr>
<td>Questions</td>
<td>10.086</td>
<td>8</td>
<td>0.259</td>
</tr>
<tr>
<td>Directing</td>
<td>9.015</td>
<td>8</td>
<td>0.341</td>
</tr>
</tbody>
</table>

Table 4.6 shows a significant association between explanation strategy ($\chi^2 (16) = 26.280, p<0.05$) and teacher’s experience. Similarly, the study also shows a significant association between expansion strategy ($\chi^2 (16) = 26.263, p<0.05$) and the teachers experience.

However, other strategies such as substitution, contrasts, repetition, examples, code-switching, questions and directing did not show significant association with the teacher’s experience. These findings therefore, imply that, the more experience a teacher has the more likely he/she will use expansion and explanation teaching strategies while teaching.
The findings from the current study agree with other findings by Nyangeri (2014) on determinants of pre-primary school teachers’ use of music as a medium of instruction in Kitale municipality. In her findings Nyangeri (2014), established that teaching experience influences teachers use of music as a medium of instruction.

However, this current study also shows that there is no significant association between teachers’ experience and other teaching strategies. This is consistent with a study by Mwangi (2007). The findings from Mwangi study on the use of oral instructional strategies in teaching English in Kasarani indicates that teachers adopt teaching strategies they find being used in schools they are teaching. However, the use of such limited teaching strategies could in turn negatively affect children’s acquisition of oral skills leading to poor academic performance.

4.6 Teachers’ Academic Qualifications and Strategies used in Teaching Oral Skills

The fourth objective was to establish the relationship between teacher’s academic qualification and the use of appropriate teaching strategies to promote development of oral language skills.

The relationship between the teachers’ academic qualification and each strategy used in teaching oral language skills among pre-primary school teachers was tested using the null Hypothesis as stated below:
Ho1 the pattern of use of each strategy used in teaching oral language skills is not related to the pre-school teachers experience.

To determine the association between the teacher’s academic qualifications and the usage of various teaching strategies, the researcher used chi square test and the results were presented in Table 4.7.

Table 4.8. Chi Square Test between Qualifications and Teaching Strategies

<table>
<thead>
<tr>
<th></th>
<th>Chi value</th>
<th>Df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>2.242</td>
<td>2</td>
<td>0.326</td>
</tr>
<tr>
<td>Contrasts</td>
<td>7.430</td>
<td>4</td>
<td>0.115</td>
</tr>
<tr>
<td>Explanation</td>
<td>6.306</td>
<td>4</td>
<td>0.177</td>
</tr>
<tr>
<td>Repetition</td>
<td>4.837</td>
<td>2</td>
<td>0.089</td>
</tr>
<tr>
<td>Examples</td>
<td>2.859</td>
<td>2</td>
<td>0.239</td>
</tr>
<tr>
<td>Code-switching</td>
<td>0.164</td>
<td>2</td>
<td>0.921</td>
</tr>
<tr>
<td>Expansion</td>
<td>11.441</td>
<td>4</td>
<td>0.022</td>
</tr>
<tr>
<td>Questions</td>
<td>0.992</td>
<td>2</td>
<td>0.609</td>
</tr>
<tr>
<td>Directing</td>
<td>5.814</td>
<td>2</td>
<td>0.055</td>
</tr>
</tbody>
</table>

Table 4.8 shows a significant association between expansion ($\chi^2(4) = 11.441, p<0.05$) and the teacher’s academic qualification. However, other strategies such as substitution, contrasts, explanation, repetition, examples, code-switching, questions and directing did not show significant association with the teacher’s academic qualification.

These findings on the use of substitution, contrasts, explanation, repetition, examples, code-switching, questions and directing strategies agree with other studies. The studies by Mwangi (2007) and Nyangeri (2014) indicate that there is no significant correlation between teacher’s academic qualification and the teaching strategies. However, the current study also found out that teachers’ academic qualification influences the use of expansion when teaching children oral language skills.
On the other hand, the finding on expansion which showed a significant association with academic qualification agree with the findings by Umar-ud-Din, Khan and Mahmood (2010). According to the study by Umar-ud-Din, Khan and Mahmood on the effects of teachers’ qualification on students’ second language performance at the secondary level in USA, teachers with Formal Education (ELTs) had positive influence on the performance of the students in the final examinations.

4.7 Conclusion

The main findings of the study have indicated that the teaching strategies used by teachers are repetition, substitution, explanation, contrast, exemplification and code-switching. The study also revealed that the pre-school teacher's type of training, academic qualification and experience are partially associated with a few oral skills teaching strategies. The findings also show pre-primary school teachers do not use all the recommended appropriate oral skills teaching strategies.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings and conclusion. The chapter also presents recommendations to different stakeholders and as well as suggestions for further research.

5.2 Summary of the Study Findings

The study revealed that the most used teaching strategy among the sampled population were code-switching, examples, repetition, substitution, examination, questions and expansion. While the least used teaching strategies were directing and contrasting words. The results showed a significant correlation between education level and oral skills teaching strategies such as expansion, directing and repetition. However, there was no significant association between the pre-primary teachers’ level of education and use of oral skills teaching strategies such as substitution, contrasts, explanation, repetition, examples, code-switching, questions and directing.

The findings established that teaching experience significantly influences the use of expansion and explanation as oral skills teaching strategies. However, no significant association existed between teachers’ experience and oral skills teaching strategies such as substitution, contrasts, repetition, examples, code-switching, questions and directing.

The findings also established that, there is a significant association between the use of expansion strategy and the type of training. However, no significant association between
the type of training and oral skills teaching strategies that included substitution, contrasts, explanation, repetition, examples, code-switching, questions and directing.

5.3 Conclusion
The study findings established that most pre-primary school teachers were using a number of teaching strategies when teaching oral language skills. DICECE trained teachers recorded higher number of teaching strategies compared to their counterparts who had different trainings. The results have shown no correlation between the types of trainings and the use of appropriate teaching strategies. The findings also established a significant correlation between a few teaching strategies and teacher’s academic qualifications, teaching experience and the type of training. DICECE trained teachers, more qualified and experienced teachers understood children development concepts and the importance of using appropriate teaching strategies. It is therefore, logical to conclude that, academic qualifications, teaching experience and type of training have some influence on the strategies teachers use to teach oral skills.

5.4 Recommendations
Based on the study findings, recommendations are presented in the following sections.

5.4.1 Policy Recommendations
The following recommendations may help to improve the use of appropriate teaching strategies in promoting development of oral skills among pre-primary pupils in Kibra Sub-County:

i. The findings revealed that not all teachers were using appropriate teaching strategies to promote oral skills. The National Centre for Early Childhood
Education (NACECE) should ensure pre-primary school teacher trainees in DICECEs and other training institutions are trained on appropriate teaching strategies used to promote oral skills development. This will assist teachers to gain knowledge and skills on such strategies. This will offer them with a wide variety of teaching strategies to choose from while teaching oral skills. Pre-primary school teachers should also be given refresher courses on the emerging teaching strategies that promote development of oral language skills.

ii. The results indicated that there was a significant association between teacher’s experience and some teaching strategies. However, from the findings, most pre-school teachers have less than five years’ experience. The school managements should come up with strategies to maintain experienced teachers in pre-primary schools to improve the use of appropriate teaching strategies.

iii. The findings also established association between a few teaching strategies and teacher’s academic qualifications. From the study, about three quarter of the teachers sampled are currently trained up to diploma level. This therefore, implies that more than a quarter of the pre-primary school children are taught by untrained teachers. The school managements should ensure that they only recruit trained teachers according to the ECD (2008) standard guidelines.

### 5.4.2 Suggestions for Further Research

Further research study should be carried out in the following areas:

- Establish why teachers use certain strategies and not others as demonstrated in the current study
- School management influence on the teaching strategies used in promoting oral skills
REFERENCES


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Mwathe, G. N. (2003). *English second language (L2) literacy instruction and acquisition in Kenyan rural primary schools*: A thesis submitted in partial fulfilment of the requirements for the degree of M. Ed. (Special Education), Massey University, Palmerston North, New Zealand.


APPENDIX I: RESEARCH INSTRUMENTS

INTRODUCTION LETTER TO QUESTIONNAIRE

Kenneth Odhiambo Okelo
Kenyatta University
P.O. Box 43844
Nairobi.

Dear Teacher,

RE: LETTER OF INTRODUCTION

I am a Post-Graduate student pursuing a Master degree in Early childhood education at Kenyatta university. I am carrying out a study on teaching strategies used by teachers to develop oral skills among Pre-primary school children in Kibra Sub-County, Nairobi County, Kenya for the award of degree of master of Education Early childhood studies.

In this regard, I am kindly requesting you to fill the attached questionnaire to enable me collect data required for this study. Please do not provide your name or that of your school. The information provided will be treated with strict confidentiality and will only be used for academic purpose.

Thanking you in advance.

Yours faithfully,
Okelo Kenneth.
APPENDIX II: QUESTIONNAIRE FOR THE TEACHER

This questionnaire is intended to help in investigating teaching strategies used by teachers to develop oral language skills among pre-primary school children. Please answer the questions appropriately by placing a tick [ ] against your opinion or by filling the blank spaces.

PART A: GENERAL AND DEMOGRAPHIC INFORMATION

1. Type of school
   - Private
   - Public

2. Gender of teachers
   - Male
   - Female

3. Please indicate your age?
   - Below 25
   - 25 to 35
   - 36 to 45
   - 46 and above

4. What is your highest academic qualifications?
   - Primary certificate
   - Secondary certificate
   - Diploma in ECD
   - Degree in ECE and above
   If other specify __________________________________________________________

5. Type of ECE Training attended
   - DICECE
   - KHA
   - Montessori
   - University
   If other specify __________________________________________________________

6. Your teaching experience (years) in ECD
   - i. 1 year
   - ii. 2 years
iii. 3 years  

iv. 4 years  

v. 5 years  

vi. Others specify__________________________________________

b. How do you teach oral language skills to children?

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c. What language do you use as a medium of instruction in this school?

i. English

ii. Kiswahili

iii. Any other specify

Thank you for completing and returning this questionnaire
APPENDIX III: OBSERVATION CHECKLIST FOR TEACHERS

Name: _____________________________ School: _____________________________

Class: _____________________________ Date: ______________________________

Activity Area: ___________________________

<table>
<thead>
<tr>
<th>Instructional strategy</th>
<th>Rate of frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (more than five times)</td>
<td>Sometimes (between 1 to five times)</td>
</tr>
</tbody>
</table>

**Role play**

**Substitution** (use teaching materials to stand for words and phrases)

**Contrasts** (provide opposite meaning to words and phrases)

**Explanation** (give a clarification of a word, phrase, concept)

**Repetition** (make a statement several times for children to repeat)

**Examples** (give illustrations, instances or meaning to words)

**Code-switching** (speak in both English and Kiswahili or language used locally)

**Expansion** (add more words to what the child has said)

**Questions** (ask for a child's opinion)

**Directing** (ask the child to do what is said or required)
1\textsuperscript{st} ten minutes’ observation of teaching strategies

<table>
<thead>
<tr>
<th>Teaching strategy</th>
<th>Rate of frequency</th>
<th>5 min</th>
<th>5 min</th>
<th>Total</th>
</tr>
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2\textsuperscript{nd} ten minutes’ observation of teaching strategies

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3\textsuperscript{rd} ten minutes’ observation of teaching strategies

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**4th ten minutes’ observation of teaching strategies**

**5th ten minutes’ observation of teaching strategies**
APPENDIX VI: MAP OF THE STUDY AREA

Source: https://365tomythesis.files.wordpress.com/2011/06/populated-kibera-map.png
KENYATTA UNIVERSITY
ETHICS REVIEW COMMITTEE
Moi Library 1st Floor, Office No. 25

Fax: 8711242/8711575
Email: chairman,kuerc@ku.ac.ke
      secretary,kuerc@ku.ac.ke
      secretariat,kuerc@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: KU/ERC/APPROVAL/VOL.1 (14) Date: 14 February, 2017

Kenneth Odhiambo Okelo
Kenyatta University
P.O. Box 43844
NAIROBI

Dear, Okelo

APPLICATION PKU/588/1674 “Determinants Of Strategies Teachers Use To Develop Oral Language Skills Among Pre-Primary School Children In Kibra Sub-County, Kenya”

1. **IDENTIFICATION OF PROTOCOL**
The application before the committee is with a research topic “Determinants Of Strategies Teachers Use To Develop Oral Language Skills among Pre-Primary School Children in Kibra Sub-County, Kenya. Kenya, received on 9th December, 2016 and discussed on 10 January 2017.

2. **APPLICANT**
Kenneth Odhiambo Okelo

3. **SITE**
Kibra Nairobi, county

4. **DECISION**
The committee has considered the research protocol in accordance with the Kenyatta University Research Policy (section 7.2.1.3) and the Kenyatta University Ethics Review Committee Guidelines AND APPROVED that the research may proceed for a period of ONE year from 12th January, 2017.

5. **ADVICE/CONDITIONS**
   i. Progress reports are submitted to the KU-ERC every six months and a full report is submitted at the end of the study.
   ii. Serious and unexpected adverse events related to the conduct of the study are reported to this committee immediately they occur.
APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. KENNETH ODHIAMBO OKÉLO
of KENYATTA UNIVERSITY, 259-4302
NDDHIWA, has been permitted to conduct research in NAIROBI COUNTY

on the topic: DETERMINANTS OF STRATEGIES TEACHERS USE TO DEVELOP ORAL LANGUAGE SKILLS AMONG PRE-PRIMARY SCHOOL NAIROBI COUNTY

for the period ending: 21st September, 2017

Permit No.: NACOSTUP/16/96576/13747
Date of Issue: 21st September, 2016
Fee Received: Ksh 1000

[Signature]
Applicant's Signature

[Signature]
Director General
National Commission for Science, Technology & Innovation
APPENDIX VIII: AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 221439, 3310871, 2119426
Fax: +254-20-319285, 319249
Email: df@nacosti.go.ke
Website: www.nacosti.go.ke
When replying Please quote
Ref: No.
NACOSTI/P/16/96876/13747

Kenneth Odhiambo Okelo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Determinants of strategies teachers use to develop oral language skills among pre-primary school Nairobi County,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 21st September, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Boniface Wanyama
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.