

**PEDAGOGICAL TECHNIQUES THAT BOLSTER LEARNERS'
ACQUISITION OF EXTENSIVE READING HABITS IN SECONDARY
SCHOOLS IN LAIKIPIA COUNTY, KENYA**

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University or any other award.

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DEDICATION

This work is dedicated to my spouse, Naomi and my children Lee, Collins, Sasha and Edgar, for their love, inspiration and encouragement which enabled me to complete this work and also to my mother Mary, who inculcated in me the spirit of dedication and hard work.

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LIST OF ABBREVIATIONS

ASAL	:Arid and Semi-arid Lands
CBC	Competency-Based Curriculum
CBE	Competence Based Education
CBLT	Competence Based Language Teaching
CLT	Communicative Language Teaching
CRT	Criterion Reference Test
DRA	Direct Reading Activity
EFL	English as a Foreign Language
ELT	English Language Teaching
ELTE	English Language Teacher Education
ER	Extensive Reading
ESL	English as a Second Language
GoK	Government of Kenya
IALS	International Adult Literacy Survey
ICT	Information Communication and Technology
IOE	Institute of Education
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
KNALS	Kenya National Adult Literacy Survey
KNBS	Kenya National Bureau of Statistics

KNEC	Kenya National Examination Council
L1	First Language
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NAEP	National Assessment of Educational Progress
NBDC	National Book Development Council
SLQ	School Location Questionnaire
SQ3R	Survey, Question, Read, Recite and Review
USA	United States of America
WASCE	West Africa School Certificate Examination
ZPD	Zone of Proximal Development

ABSTRACT

This study addresses the issue of pedagogical techniques for extensive reading in secondary schools in Kenya at a time when concern is being expressed about declining reading habits in schools. Effective use of pedagogical techniques of reading can greatly improve learners' achievement in English and also enhance their reading habits. The study was prompted by poor reading in English among secondary school students in Laikipia County. The study was guided by the following objectives: To establish the pedagogical techniques that promote and sustain extensive reading habits, to examine factors that influence learners' extensive reading habits, to establish the resources available that support extensive reading, to establish non-classroom interventions put in place to promote reading habits and to establish the influence of extensive reading habits in English language learners' composition writing performance. Guided by the Social Cognitive Theory and The Schema Theory the study adopted the descriptive survey research design to establish the state of extensive reading in schools. Proportional stratified, purposive and random sampling techniques were used in the study. The study sample consisted of 30 English language teachers and 327 students in form 2 and 3. The research instruments used for data collection included: questionnaire for students, interview guides for teachers, documents analysis guide and composition writing test. The instruments were pilot tested to ensure validity and reliability. Both qualitative as well as quantitative data were generated. Qualitative data were organized according to the study themes and presented descriptively on the basis of the study objectives and research questions. Descriptive statistics was used to analyze quantitative data. T-test and Analysis of Variance (ANOVA) were used to test for association between independent and dependent variables. The Statistical Package for the Social Sciences (SPSS) version 17 was used to process the data. The key findings of this study were that English language teachers possessed adequate knowledge and skills to teach extensive reading. Acute shortage of reading resources was a major hindrance to engagement in extensive reading in schools. Collaboration with the Kenya National Library Services, parental involvement and holding reading conferences were some of the non-classroom reading interventions the study established should be applied in schools to promote extensive reading. The study concludes that despite the English language teachers possessing pedagogic knowledge on reading, the learners still encountered reading difficulties as their reading was never monitored or evaluated. This study recommends that the Kenya Institute of Curriculum Development (KICD) in collaboration with schools should come up with a strong extensive reading policy to promote independent lifelong reading habits.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In most countries of the world, English is considered an important language (Greenbaum,1985). English is the dominant language in official transactions in both public and private sectors of Kenya. It is also the language used in the whole cycle of the education system. Internationally English dominates in the area of diplomacy, judiciary, external trade and civil aviation. Moreover, English language is a crucial lingua franca as it enables communication among learned Kenyans from different cultural and linguistic backgrounds, thus facilitating intergroup communication (Kembo, 1991).

The Kenya Institute of Curriculum Development (KICD) a department of the Ministry of Education (MoE) is mandated to plan, design and develop curricula and syllabuses for all schools in the country. One of the objectives in the secondary syllabus is to ensure that learners achieve competence in spoken English (KIE 2002). Communicative Language Teaching (CLT) approach is the one that the MoE instructs language teachers to use while teaching English. However, the MoE does not explicitly guide teachers on how it should be carried out in schools. Acceptable communication competences of English are emphasized because English is viewed as an official language of communication in Kenya and also in many other countries of the world and those who master it stand to gain many benefits in the careers (KIE, 2002).

Emphasis on achievement of acceptable communication level by learners is also captured in the list of expected language outcomes as outlined in the English Language Teaching (ELT) at secondary school level. These objectives are also written in the Secondary English Language syllabus (KIE, 2002). The syllabus indicates that learners should be able to: listen keenly so as to understand and respond as required; Speak with accuracy, fluency, confidence and appropriately in a variety of contexts; read fluently and efficiently and appreciate the need of reading for a variety of purposes; make an efficient use of different information sources like libraries, dictionaries and surfing the internet; use different types of sentence construction and vocabulary well; communicate correctly and appropriately in functional and imaginative writing and think critically and creatively.

CLT is preferred because it helps the teacher to employ effective strategies that expose the learners to learning activities that promote and enhance communicative competences. It is the work of the language teacher to determine the linguistic challenges and study attributes of the learners in order to apply an appropriate strategy within English Language Teacher Education (ELTE) (Savington, 2002). Hinkel (2006) and Richard and Rodgers (2001) recognize existence of different types of methods within the CLT that language teachers can apply in their classrooms. These include Whole Language Learning, Competence-based Language Teaching, Collaborative Language Learning and Task-based Instruction. Whole Language Learning approach advocates teaching of language whereby the language is taught as one unit instead of it being broken down into individual letters and word and decoded (Hinkel, 2006). It is further claimed, that a language is a system that is meant to communicate information and the meaning should be inferred from the

way the words have been used in context and the meaning each word communicates in relation to one another (Hinkel, 2006).

Richard and Rodgers (2001) opine that Competence Based Language Teaching (CBLT) makes use of guidelines of Competence Based Education (CBE) to language setting. They recommend that the language teaching be related to social contexts familiar with the learners rather than being taught as language by itself or in isolation. It is the expectation of CBLT that language learners will apply the language they have learnt in their classrooms effectively (Paul, 2008; Richards & Rodgers, 2001; Wong, 2008). Docking (1994) asserts that CBLT does not look at what knowledge of a language a person possesses but its main focus is on what an individual is able to do with the language. The main emphasis is on language competences as dictated by what has been outlined in the syllabus and the learners are assessed on their ability to undertake certain language tasks without difficulties.

Goodsell (1992) observes that collaborative language learning is also called collective learning or peer teaching and it refers to the kind of language learning where learners team up and get actively involved in order to achieve a given task. In this type of learning all learners are responsible for one another's learning and all of them contribute to the success of the group. It may involve peer teaching by students, learners teaching the instructor or even the instructor giving instructions to the learners to achieve a specified goal together (Chickering & Gamson, 1991). When learners participate in collective learning and especially small group discussions, they tend to think critically and are able to internalize and retain what they learn with ease (Totten, Sills, Digby & Russ, 1991). Great satisfaction in

learning by learners has been reported in classrooms applying collaborative learning as every learner takes responsibility for the success of their learning (Beckman, 1990).

Task-based instruction is an approach whereby more emphasis is put on the communicative aspect of the language in language learning. During teaching, stress in language is applied in different settings and emphasis is not on how well the language is articulated by learners. So TBI is seen as one of the Communicative Language Teaching (CLT) because there is emphasis on meaningful communication as a key feature of language learning (Rodgers & Rodgers, 2001; Willis, 1996). In TBI learners learn the language as they practice and apply it in different contexts inside and outside classrooms. In this case they are able to attain the defined goals in language learning. This makes communicative language application an important and crucial component in the structure of task-based framework (Willis, 1996).

Communicative Language Teaching has been criticized. Bax (2007) for example, argues that CLT actually pays very low attention to contexts of language learning. This assertion is supported by Kumaravadivelu (2006) who notes that research findings from previous language studies have shown that CLT does not provide communicative avenues to learners as it claims because communication may occur or fail to take places due to divergent reasons in any classroom situation.

Simiyu (2001) notes that previously, the Kenyan education system involved studying for seven years in primary school, four years at ordinary level, two years at advanced level (secondary level) and three years at the university (7-4-2-3 system). However, the system received an overhaul after recommendations by the Mackay

Commission in 1981 that led to the change of the system where learners were expected to study for eight years in primary school, four years in secondary school and finally four years at the university (8-4-4 system) (Amutabi, 2003). English language was maintained as the main medium of instruction while Kiswahili was made compulsory and examinable in primary and secondary school levels. The KIE was charged with the responsibility of preparing instructional materials in twenty two languages with inclusion of English and Kiswahili. However, since only a fraction of mother tongue was being used, some pupils in primary schools ended up using neither their mother tongue nor the languages of their immediate localities (Albaugh, 2005).

According to Muthwii (2002) the Kenya language policy stipulates that English is the language of instruction in all formal school settings from standard 4 onwards to the university level. Mother tongue is used in standards one to three but only in linguistically homogeneous areas whereas, in areas with considerable diversity of ethnic backgrounds, English and Kiswahili are used as the medium for instruction in the first three years. It is expected therefore, that by the time the learner enters Form 1, one is expected to have command and comprehension abilities of the language. However, these competences are rarely achieved in most cases.

Muthwii's (2002) study on language policy found that English is rarely used by learners outside of class time. Sometimes even the subject teachers use their first language (L1) or Kiswahili to explain challenging and difficult concepts while teaching. It was also established that when learners communicated amongst themselves inside or outside classrooms, outside instructional times, they rarely used

English language and it is possible that they are disinterested to read in English (Muthwii, 2002).

KIE (2002) recommends English to be taught in secondary schools in Kenya using the integrated approach. This means that English and Literature which previously were taught as two subjects be integrated and taught as one compulsory and examinable subject. The Kenya Secondary School syllabus defines integration as merging two independent but closely related subjects into one with the sole purpose of enriching and strengthening both of them. In this case, aspects of grammar can be used to teach literature and on the other hand aspects of literature can be used to reinforce grammar content. A teacher may use improved mastery of grammar in learners to assist in appreciation of works of literature. One main aspect of integrated approach is that no language skill should be singled out and taught to the learners but all language skills; listening, reading, speaking and writing should be taught in a way that each complements and reinforces another.

Teachers are advised to avoid teaching language structures in isolation as this leads to boredom by learners and does not enable them to achieve the required standards of communicative competences (KIE, 2012). Another important document that highlights how English should be taught in Kenya secondary schools is the Secondary English Teachers' Handbook which gives guidelines on how the integrated approach should be applied practically in classrooms. It suggests that while teaching reading, the teacher may point out effective use of grammatical items and vocabularies already taught.

The teacher may also use a literary passage to generate discussions in the classrooms thereby improving their oral and writing skills (KIE, 2002). Even in examinations learners are tested in both English and literature; for example learners may be asked a question testing on writing skills but be based on a selected set book studied in literature. This integrated approach has similarities with what Richard & Rodgers (2001) refer to as the Whole Language Approach. According to them whole language approach operates under the principle that language is whole and the language skills writing, reading, listening and speaking should be integrated during instruction.

Gathumbi and Masembe (2005) assert that the integrated approach to language teaching treats Language and Literature as main parts of a single subject matter in which both reinforce and enrich each other during instruction. This is because good Literature enriches and exposes learners to variety of sentence structures and vocabularies. However, the current study did not seek to delve into merit and demerits of the integrated approach but intended to focus on extensive or pleasure reading which is an important component in Language learning in Kenya secondary schools.

This study sought to establish the pedagogical techniques that promote and sustain acquisition of extensive reading habits in secondary schools. In Kenya secondary schools are categorized as public or private. Under the public category, secondary schools are placed as either national, extra-county, county or sub-county (Oduor, 2014). National schools admission is very competitive as the schools have adequate resources and infrastructure. They are also known for their stellar performance in the

national examinations. Extra-county schools are boarding, high performing schools that mostly attain a mean score of 6.5 and above in KCSE. Formerly they were the provincial schools. County schools are boarding secondary schools whose performances have always been ‘average’. Some of these schools have well established infrastructure and are centres of excellence in the County. Sub-county schools are the current day secondary schools and former district schools with a day wing. It should therefore be noted that school settings under which teachers operate in Kenya are very diverse because we have learners who attend schooling in national secondary schools. These learners have better English language competences than those who attend schooling at county and sub-county secondary schools (Odour, 2014).

Learners who attend schooling at national schools are the top academic cream by virtue of their performance in English and other subjects in the Kenya Certificate of Primary Education (KCPE) while those in majority of county and sub-county secondary schools are the average and low performers in the same national examination. The majority of the learners in the national schools come from backgrounds where they regularly use English language to communicate and are also exposed to a variety of reading materials and modern media formats like television and internet surfing. This support makes learners in national schools perform well in languages and other subjects than in sub-county schools where these facilities are absent or inadequate. However, changes in students’ social relationships and the changing context of moving from primary to secondary school can strongly affect students’ academic outcomes (Hanewald, 2013). It has been

established that many students register a decline in their academic performance during the transition phase (West & Schwerdt, 2012).

The performance of English language in Kenyan Secondary schools has been declining each successive year (KNEC, 2014). There could be many causes of this scenario but one of them could be declining reading culture in our secondary schools. Reading mostly develops in the learners gradually and this is determined by social and academic background of the learners. The purpose for reading also determines what they read in terms of the written materials they prefer. There are readers who choose to read to gather information, general knowledge and interest (Makenzi, 2009). In order to develop a reading culture in learning institutions the learners require skills so as to navigate the text and utilize information in them. Furthermore, Ribeiro (2001) affirms that attitudes in readers towards information use are very crucial in improving the reading culture of a community and concluded that the ability to interact positively with written materials is a great determinant of a person's success in particular and the nation at large.

Sentuwa (2004) asserts that reading is a very important learning skill that reinforces and dictates the success of other learning undertaking in classrooms. In the context of this study, reading is a complex, purposeful, sociocultural, cognitive and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the text, and the knowledge of their culture to construct meaning with the text. Development of acceptable reading habits is a very important tool for promoting learning in classrooms as noted by Makenzi (2009). The reader should be able to identify, internalize, evaluate and use

information in texts and other information materials. Reading on its own cannot lead one to development of a reading habit but one must interact with the text and find pleasure in reading. The reader must make reading a habit for it to constitute a reading culture. In the context of this study reading culture refers to a voluntary and habitual personal undertaking to read intensively and extensively for enjoyment and general fulfilment.

Teachers in secondary schools in Kenya have openly witnessed their learners develop a disinterest in personal reading and they only resort to reading class notes and handouts whenever examination schedules are released (Obunga, 2017). A good number of students use English in classrooms reluctantly as they only view it as a means to an end. If learners are not motivated by their teachers to use English in their daily lives outside school, it will be difficult to practise the language in other meaningful social and academic contexts (Obunga, 2017). In a time where sending short messages using phones, internet, iPads, DVDs and television reign supreme, teachers and parents have seen a decline in their children's urge to read. Nandiemo (2017:32) observes that, "teachers are handling students who find reading a boring, time wasting endeavour. They would rather Tweet, Facebook, watch movies, listen to music and/ or bet."

Ikerenge (2013) similarly observes that despite the learners using a lot of their time surfing the internet, these youth tend to visit social sites such as Facebook, Instagram and Twitter to chat with friends instead of visiting sites with valuable knowledge for academic enrichment. This is in total disregard of the fact that use of books is a powerful avenue through which new knowledge, attitudes, opinions and

thoughts are passed from the author to the readers (Ikerenge, 2013). In this light, education is viewed as a very important vehicle for equalizing the quality of life between the affluent and those from humble backgrounds among the citizens.

The secondary school teachers of English concentrate much of their teaching on syntax, writing of compositions and studying set books. Yet, there has been a hue and cry among the teachers concerning learners' inability to read in language classrooms. Owakah (2010) cited in Kaberia (2012:6) claims that examinations are based more on syllabus than on life skills. Owakah continues to say, "students mostly concentrate on what is in their course books and is most likely to feature in the examination and not anything outside their academic realm." This creates a vicious cycle that makes students incompetent in the job market even with their degrees (Owakah, 2010). Kaberia (2012:8) asserts that, "we are teaching learners who are disinterested in voluntary pleasure reading for personal enrichment even at degree level. They don't use libraries to enhance their knowledge outside their coursework thus making them functionally illiterate."

Myers (1996) argues that if decline in reading is left to continue unchecked, the number of illiterates will definitely increase in future. Ikerenge (2013) notes that the Kenyan education system is squarely to blame for the alarming decline in reading interest among school going youth. This is because of over-emphasis on attainment of good academic grades at the expense of nurturing talents and skills amongst learners. This has resulted in the education system churning out young graduates who can hardly engage themselves in intellectual discourse despite attaining exemplary grades in their academics. As a result of the poor reading habits in

schools these young graduates can hardly maintain a logical flow of an argument in an academic forum (Ikerenge, 2013).

In Kenya, primary school teacher training emphasizes the pedagogical approaches of the four basic skills of reading, writing, listening and speaking as they are the pillars of language learning. The Kenya Institute of Curriculum Development (KICD) provides guidelines to practising teachers on how to approach the teaching of the four language skills. These outlines should be followed throughout the primary course to ensure language development is achieved by learners at all levels. However, training of language teachers at Kenyan colleges and universities does not clearly place emphasis on reading as it is assumed that secondary school learners leave primary schools having mastered reading skills. This grave assumption has led to decline in voluntary reading as many learners do not see any importance of engaging in what is not emphasized by their teachers. Education experts have openly criticized Kenya curriculum for being narrow in scope and being examination oriented rather than focusing on imparting practical knowledge and skills that will be of value to learners in the lifelong (Shiundu & Omulando, 1992).

Despite the important role reading proficiency plays in the learners' daily lives both within and outside school, there has been a lot of concern from educationists, researchers and media in Kenya who have reported a saddening trend on poor reading culture among many citizens in Kenya, (Glewwe, 2002; Nganyi, 2006; Konrad, 2008; Gathumbi, et.al, 2008). Nationally, performance at Kenya Certificate of Secondary Education (KCSE) examination is below expectation, that is, below 50% on average. The usefulness of English in one's life has forced the Kenyan

Government to make the study of English compulsory for all primary and secondary school students in the country. However, despite the emphasis, students continue to perform poorly in the subject in national examinations. The Kenya National Examination Council KNEC (2014:2) registered the following disappointment:

Overall performance in the English language remain unsatisfactory...what could be the problem? Is it inadequate teaching or simply the inability of candidates to perform any better in their written work? Do we lay blame for the poor performance at the teachers' door or is this a multifaceted problem that requires a close examination of the curriculum, its implementation, and the way the English language is taught and/or examined.

The above observation is an indicator that learners may be ill-equipped with the correct reading skills that mostly affect their comprehension thus registering poor performance. This is reflected in the Kenya Certificate of Secondary Education (KCSE) English examinations results (KNEC, 2014). The students' mean scores in English at KCSE national examinations in the year 2006-2013 are shown in Table 1.1.

Table 1.1

Trends in KCSE English Performance for the Years 2006-2013

Year	Candidature	Mean Grade
2006	242,040	39.77
2007	270,629	39.70
2008	278,750	39.64
2009	336,156	39.20
2010	357,789	38.90
2011	413,622	36.42
2012	423,035	37.88
2013	475,179	27.47

Source: KNEC, (2014)

The report of the Kenya National Examinations Council indicates a grand mean score of 39.77, 39.70 39.64, 39.20, 38.90, 36.42, 37.88 and 27.47 during the years 2006-2013 respectively. This under achievement in English performance is partly attributed to poor reading culture and inadequate reading materials (Magara & Batambuze, 2005). Despite the importance of English in attainment of the stated national education goals, many studies have shown that learners continued to perform dismally in the subject. For instance, education in Kenya should lead to promotion of economic, social, technological and industrial needs for national development. There have been serious implications, which could lead to lack of admissions into major careers like law, medicine and engineering at institutions of higher learning in future (Kashala, 2007). Employers have taken particular interests in this problem and have criticized the schools for their inability to teach language effectively. Kirui (2019:32) notes that:

The Teachers Service Commission recently held the first Teachers Conference at the Kenya School of Government-Lower Kabete, from June 21st to June 22nd 2019 to ventilate on issues affecting the teaching and learning process.....(in order) to develop a society that is innovative, members have to be trained to develop personal initiative, adaptability and innovative skills.

This clearly indicates that the teachers' employer had established pedagogical concerns that needed to be addressed for schools to post better results. Similarly, during The African Union continental conference under the theme 'Promoting a Culture of Reading in Africa' held in Addis Ababa Ethiopia from 18th September to 20th September 2019, Tessema (2019) cited in Xinhua (2019:22) noted that, "the development of the reading culture in Africa is an issue of high importance, but yet unanimously given insufficient regard especially in Africa." In the same forum

Njenga (2019) cited in the African Union Commission (2019) noted that, “ without wide reading learners cannot develop skills of locating, selecting, organizing, manipulating, analyzing, evaluating and processing information.” This shows that poor reading culture was causing great concern in most of the African countries and as such it was an important issue that needed to be addressed.

A multiple of causes for the students low achievement in English has been attributed to: ineffective teaching strategies (Myers, 1996), unfavourable school climate (Ikerege, 2013) and learners’ lack of motivation to learn the subject (Holte, 1998). The performance of students in English as a second language has been the subject of ongoing debate among educators, scholars and policy makers. Researches carried out elsewhere showed that other factors such as hard work, previous schooling, parents’ education, family income and motivation have a significant effect on the performance of students in English. Most of these studies focused on students’ performance in the United States of America and Europe (Dempsey, 2010).

The persistent poor performance in English is also witnessed in Laikipia County as shown in Table 1.2. The English KCSE results from Laikipia East District shown in Table 1.2 indicate that the performance index was below 5 points out of 12 points for four consecutive years. This is evident that there was poor performance in English in Laikipia County since Laikipia East is an administrative District in the county.

Table 1.2

Students' English Performance Index in Laikipia County compared with that of other Subjects at KCSE Examination

Year/Subject	2006	2007	2008	2009	2010	2011
English	4.2170	4.0871	4.317	4.2170	4.6871	4.9222
Kiswahili	5.7550	5.2163	4.6328	4.8675	4.6722	5.0023
Mathematics	2.9340	2.6115	3.1340	2.786	2.8001	3.0022
Biology	4.0170	4.5948	4.6581	4.8098	3.9511	4.0221
Chemistry	3.6390	3.5119	3.4536	3.6785	3.3800	3.0120
Physics	5.4740	5.1130	5.3151	4.9542	3.6000	4.1892
Geography	4.6370	5.2657	4.4728	4.8967	4.1788	4.8750
History	5.9860	5.7851	5.3339	5.2220	5.3221	5.0211
C.R.E	6.9410	6.6537	5.4162	5.3000	5.8411	6.0290
Business	5.8010	6.4953	6.1285	6.0320	6.3444	5.0022
Home science	6.5730	5.7419	5.0000	5.3450	4.8989	3.9626
Agriculture	5.8300	6.1886	5.3030	5.8886	5.7655	6.0219

Source: District Education's office, Laikipia East District, 2012

The data from the district in Table 1.2 were used because previously there were no counties in Kenya until 2012. The mean performance index in English out of a maximum score of twelve points in Laikipia East District has been among the lowest of all subjects for the past six years as indicated in Table 1.2. The table also indicates that there has been declining trend in English performance in the county which could also have affected other subjects apart from Kiswahili. This under achievement in other subjects could also be a pointer that students did not engage in effective reading habits caused by ineffective reading teaching methods that do not motivate learners to develop good reading habits. Issa (2012) claimed that lack of independent reading habits was the main reason students' performance was

declining in national examination thus causing great concern to education stakeholders at all levels.

1.2 Statement of the problem

Despite the important role reading plays in learning amongst learners, available data show that the students' extensive reading has been on the decline thus affecting English performance in secondary schools. Learners nowadays have taken to social and mass media and rarely read anything extra outside the prescribed texts. Even the wide spread national examination malpractice witnessed recently could be traced to the decline in reading interest and poor reading habits among a broad spectrum of learners in secondary schools. Lack of information on how to teach extensive reading skills efficiently makes it difficult to make necessary improvements in the learning of English and this consequently impacts performance since reading is the mainstay of learning. This is evident with the low performance in English in the KCSE (See table 1.1) and also in Laikipia County (see table 1.2). This scenario could have been attributed to declining or non-existent extensive reading habits in secondary schools. Thus, the study sought to investigate the pedagogical techniques that promote and sustain acquisition of extensive reading habits in secondary schools in Laikipia County, Kenya. Currently there is scarcity of research investigating the techniques used to promote and sustain extensive reading and therefore this study intended to fill this gap in knowledge.

1.2.1 Purpose of the Study

The purpose of the study was to explore the pedagogical techniques that promote and sustain acquisition of extensive reading habits and how they influence learners' proficiency in extensive and pleasure reading in secondary schools in Laikipia County, Kenya.

1.2.2 Objectives of the Study

The study was guided by the following five specific objectives;

- i. To establish the techniques teachers use to promote and sustain extensive reading habits in secondary schools.
- ii. To examine the factors that influence secondary school learners' extensive reading habits.
- iii. To establish resources available that support extensive reading in secondary schools.
- iv. To establish non-classroom interventions that promote extensive reading in secondary schools.
- v. To find out the influence of extensive reading habits on learners' English language composition writing in secondary schools.

1.2.3 Research Questions

The study was guided by the following research questions;

- i. Which techniques do teachers use to promote and sustain extensive reading habits in secondary schools?

- ii. What factors influence secondary school learners' extensive reading habits in secondary schools?
- iii. What resources are available that support extensive reading in secondary schools?
- iv. What non-classroom interventions are put in place in schools to promote extensive reading in secondary schools?
- v. What influence do extensive reading habits have on learners' English language composition writing in secondary schools?

1.3 Significance of the Study

The study provides ideas on how education policy makers and teachers can encourage learners to make reading a habit in order to develop a good reading culture. The findings of this study are likely to be beneficial to English language teachers by providing invaluable information that can help them to refine and restructure learners' reflective, analytic and critical thinking which can lead to a better and deeper comprehension of texts and in the process improve their proficiency in reading and comprehension. The study may also assist teachers on the use of reading techniques which arouse interest of the learners, which as a result is expected to lead to high participation of the learner in reading in schools. This study is also likely to help the learners identify the reading techniques that enhance achievement in English performance.

The school principal and the head of department may benefit from the suggestions on how to support the teachers on the use of appropriate methods to plan and evaluate learners' reading. The study could also be beneficial to curriculum

developers, education officers and education policy makers in assisting them to streamline curricula by making reading a necessity and facilitating a strong reading policy. Such policy would guide schools on how to make their learners more interested in voluntary personal reading so as to improve their performance in English in particular and in other subjects taught in English in general. The findings and recommendations of this study will also add to the increasing knowledge on classroom research and provide a basis for further research on other related aspects of reading.

1.4 Scope of the Study

The topic of study was to investigate the pedagogical techniques that promote and sustain acquisition of extensive reading habits in secondary schools in Laikipia County, Kenya. The study focused on only 15 public secondary schools in Laikipia County with their thirty (30) English language teachers who taught form 2 and 3 at the time of the study and their Form 2 and 3 classes formed the study sample. The study was limited to Form 2 and 3 students because they had settled in school and they were not examination classes.

1.5 Limitation of the Study

The results of this study should be generalized with caution to other Counties because the standards of their schools and environment may not be equivalent to those found in Laikipia County because the county is a gazetted Arid and Semi-arid Lands (ASAL) hardship region. The sample size was also not large to make generalizations of all the learners. Teaching of English language involves development of all the four basic skills of listening, speaking, reading and writing.

However, this study was limited to only one skill, reading. The study only covered 15 selected public secondary schools in Laikipia County and Form 2 and 3 learners were assumed to have been taught the requisite skills for extensive reading. The study also involved only thirty (30) English language teachers. However, other teachers did not participate in the study.

1.6 Assumptions of the Study

This study was dependent on the following basic assumptions:

- (i) Most students have poor reading habits.
- (ii) English language teachers in secondary schools possess academic and professional qualifications necessary to teach reading.
- (iii) Learners have all gone through the same curriculum and passed primary school examinations.
- (iv) Performance in composition writing may be influenced by extensive reading habits.
- (v) English learner competence in composition writing may also be determined by other factors.

1.7 Theoretical and Conceptual Frameworks

1.7.1 Theoretical Framework

This study was guided by two theories namely The Social Cognitive Theory and The Schema Theory.

1.7.1.1 The Social Cognitive Theory

The Social Cognitive Theory which proposes reciprocal determination as a primary factor in both learning and motivation was theorized by a Canadian psychologist Albert Bandura (1997). This theory observes that portions of an individuals' knowledge can be directly related to observing others within the context of social interaction, experiences and outside media influences. According to one of Bandura's (1986), Social Cognitive Theory construct, observation learning, people can witness and observe behaviour conducted by others, and then reproduce those actions. This is often exhibited through modeling of behaviour. If individuals see successful demonstration of behaviour, they can also complete successfully. So learners can develop reading habits through observing others in reading situations. This is supported by Vygotsky (1986) who observed that every function in a young person's cultural development appears at the social and individual level.

Social psychologists believe that an individual's surrounding environment shapes his behaviour and also his cognition in a very big way. The connection of this theory with this study is that students will only develop the reading culture if they observe others reading in the school setting or at home. It may then suggest that teachers can model the learners' behaviour to develop the reading culture if they themselves are good readers. Teachers and parents should present themselves as good role models

in reading as young learners can easily pick up the reading behaviour from them in such a way that the four principle processes of retention, production, attention and motivation are touched upon in their mind (Bandura, 1986).

Bandura (1986) notes that one of the tenets of social cognitive theory is self-regulation that is crucial in developing a reading culture in schools. Self-regulated learning involves the learners taking charge of what they read and also assess what they read. It also involves the learners setting goals and focusing all their energies and thoughts towards attainment of specific outcomes. Through modeling, skills that are necessary for managing an individual's behaviour, attitudes and beliefs can be attained. This is possible if the teachers can succeed in teaching learners to self-regulate themselves and assess their progress over a specified period of time. This can only be made possible if teachers first assist learners navigate what Vygotsky (1986) refers to as, The Zone of Proximal Development (ZPD). This precisely is the distance between the exact level of development of a person's ability to solve a problem on his own and the potential development in solving problems through scaffolding by adults or more informed peers. Essentially, it includes all the knowledge and skills that a person cannot perform on their own yet, but is capable of learning with guidance from teachers. So teachers should scaffold the learners on the best reading skills so as to assist them develop effective reading habits in their schools. It is only when this is done can the learner be said to have achieved independence in reading and thus be in a position to engage in extensive reading with ease.

1.7.1.2 The Schema Theory

The Schema Theory was proposed by Jean Piaget. The theory proposes that knowledge kept in the mind of a person is organized into units called schemata. Language experts and cognitive-psychologist have used the concept of schemata to understand how comprehension takes place in an individual. A schema then can be said to be a conceptual system for comprehending how knowledge is represented in the mind and how it is applied. The schema (plural schemata) is described as building blocks of cognition which is applied in the process of interpreting and comprehending sensory data picked up from both short and long term memory. Schemata can be said to represent sensory data concerning concepts, objects, events and situations.

Paran (1996) notes that reading can be presented as a psycholinguistic process where the reader interacts with a text, makes hypotheses from the text and reads to confirm or reject them as he tries to make new hypotheses. At this point the reader rather than the text is the main determinant of success of the reading process. Rumelhart (1980) states that schema can represent knowledge at several levels from ideologies to knowledge on morphology, syntax and semantics of a text. Finally, schemata are our knowledge that we possess from various sources and if the learners have limited exposure to reading materials then their schemata will be limited.

Schema theorists differentiate *formal schemata* (knowledge about the structure of a text) from *content schemata* (knowledge about the subject matter of a text), and a reader's prior knowledge of both schemata enables him to predict events and meaning as well as to infer meaning from a wider context. Smith (1994) clarifies

that formal schemata refers to the way texts differ from one another; for example, a reading text could be a fictional work, a letter to the editor, or a scientific essay, and each genre will have a different structural organization. Knowledge of these genre structures can aid reading comprehension, as it gives readers a basis for predicting what a text will be like. For example, if a reader knows that the typical format of a research article consists of sections subtitled *Introduction*, *Theoretical Basis*, *Methods*, *Results*, *Discussion*, and *Conclusion*, that knowledge will facilitate their interaction with the article and boost comprehension. On the other hand, if he is not familiar with this formal schema, teaching it to him could lead to improved reading ability with lasting and beneficial effects. Content schemata refer to the message of the text. One's familiarity with the content will make his reading more productive and efficient. As Anderson (1994:169) explains, "a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message."

This theory was found to be relevant for this study as it recognizes reading as a cognitive process. The theory suggests that weak struggling learners lack the vital schema which is important in providing connections before reading, while engaged in reading and after reading a text. The theory also suggests that schema operates like a filing system of the human mind where all the files of knowledge are stored. It also suggests that the more the reader is exposed to reading and new experiences, the more the thickness of the files grows and the more knowledgeable the reader becomes. This assertion is also supported by Krashen (2011) in his in-input hypothesis, who opines that increasing the quality of reading input can improve

different language skills, such as reading comprehension, vocabulary recognition, sentence writing, listening comprehension and reading speed.

According to The Scheme Theory, it is important to enrich the schema through addition of new files to those that already exist and contribute additional information to the existing file. For reading to be worthwhile, it is important for the reader to develop, build and activate the schema throughout the reading process. The theory was found to be important for this study because it helped to understand that the more the learners are exposed to instructional reading tasks, the more their schemata are activated and the more they are able to develop interest in reading especially if they are exposed to interesting reading materials. Extensive reading instruction and provision of reading materials were the main variables that were investigated to establish their relationship with learners' English composition writing performance.

1.7.2 Conceptual Framework

Serem, Boit and Wanyama (2013) define conceptual framework as a set of ideas or a scheme of concepts from relevant fields of enquiry that is used to structure subsequent presentation in order to achieve the objectives of the study. The conceptual framework of the study was based on Social Cognitive Theory. This theory operates on the idea that when people keenly observe display of a particular behaviour, they are likely to acquire it and this learnt behaviour may shape one's character and personality (Bandura 1997).

Krashen (1998) posits that exposure of learners in conducive environment where they can increase the reading input can assist in development of different language skills such as vocabulary, comprehension, writing and reading speed. So if teachers

and parents present themselves as good role models in reading and share what they read with the learners, then the learners may be motivated, attach some value in it and the reading behaviour acquired may shape or improve their reading patterns. Therefore, teachers should scaffold the learners on the best reading skills so as to assist learners develop effective reading habits in their schools. The conceptual framework in Figure 1.1 presents a representation of the relationship among variables.

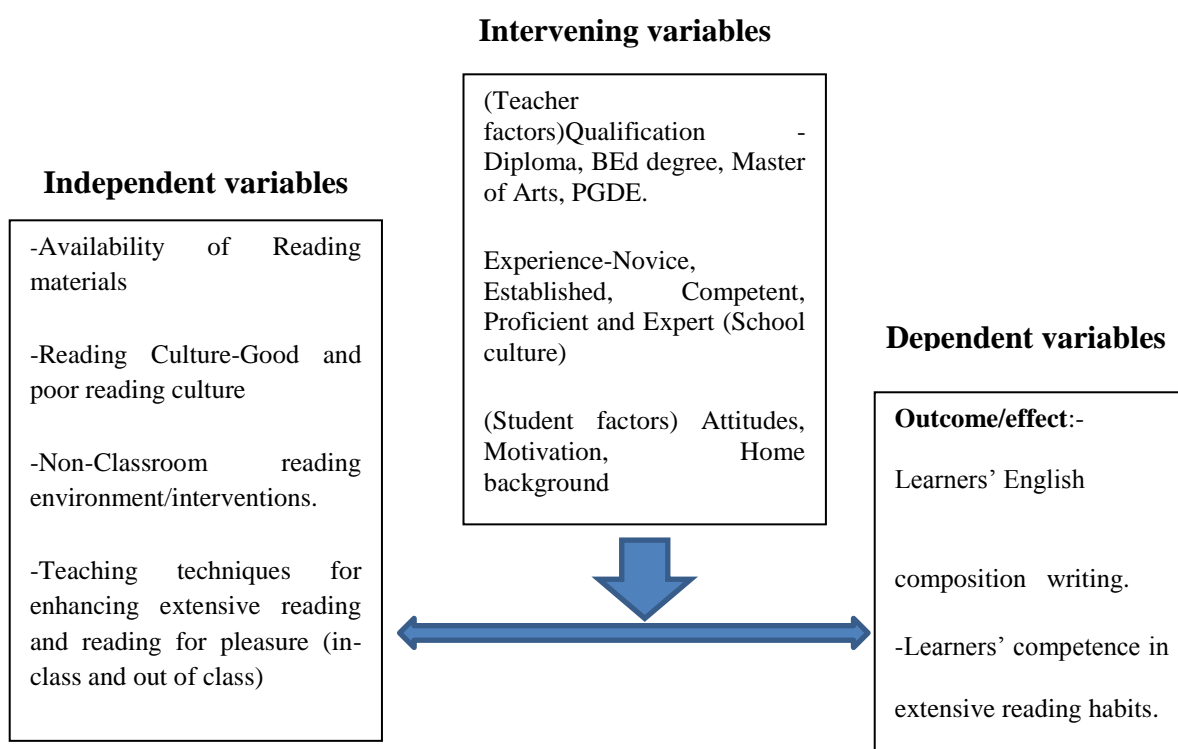


Figure 1.1. Relationship between independent, intervening and dependent variables

The framework shows the independent variables in this study as provision of books and other reading materials, reading culture, teachers' teaching skills in influencing reading. These variables were investigated to establish whether they had any

influence on learners' achievement in composition writing and learners' competence in extensive reading. The dependent variable was students' achievement in composition writing. Intervening variables were variables that may influence the independent variables in explaining the outcome of the study. The intervening variables in this study were teachers' factors that include teachers' qualifications, teachers' attitudes, students' attitudes and school environment. To account for these variables, the teachers who participated in the study were those who had at least a diploma in language education and were trained to teach reading skills in English in secondary schools. They must have taught for at least two years. One way of controlling the extraneous variable is by studying it (Githua & Nyabwa, 2008), thus for students' factors only students' proficiency in reading was studied.

1.8 Operational Definition of Terms

Acquisition - The learning or development of a skill, habit or quality.

Bolster - To support or strengthen something.

Extensive Reading - Is a supplementary class library scheme, attached to an English course, in which learners are given time and encouraged to read materials for pleasure. The learners read materials of their choice and at their own linguistic level.

Literacy - Is the ability to read and write one's own name and further for knowledge and interest, write coherently, and think critically about the written word.

Pedagogical techniques - Is a skillful or efficient way a teacher uses to achieve reading competences.

Reading - Reading means one's ability to decode a text, understand words and construct meanings of the text using ones prior experiences, the context and the text content. It was also used synonymously with the term literacy.

Reading culture - It is an activity that is meant to popularize reading and make it a lifelong hobby or creating a reading habit.

Reading for pleasure - It is reading that is primarily for enjoyment. It encompasses a wide range of genres and publications, and includes both fiction and non-fiction.

Reading Habit - It is an acquired reading behaviour pattern regularly followed until it has become almost involuntary or unconscious.

Reading skill - Skill refers to the ability to perform well or proficiently. Reading skill results in decoding and comprehension with speed, efficiency, fluency and usually occurs without awareness of the components control involved.

Reading strategy - A reading strategy is a deliberate goal, directed attempt to control and modify a reader's efforts to decode a text, understand words and construct meanings of the text.

Schema - This is the knowledge already stored in memory that serves as a bridge in linking previously acquired knowledge with new learning; it provides mental categories and framework necessary for processing and integrating new knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The reviewed literature on extensive reading instruction among secondary school learners has been obtained from studies outside Kenya. Related studies on pedagogical techniques that promote extensive or pleasure reading are scarce. Nevertheless, the study made deliberate attempts to look into notable findings in some studies carried out in Kenya that were found to give insight to the current study.

The literature review was broken down into sub-headings and organized along the study objectives. It helped to form the basis of the study by identifying the purpose and the gaps the study intended to fill. It also gave a bearing on the methodology that the study adopted. The related literature was reviewed under the following sub-headings: general view on reading culture and the reading process, the reading models and reading comprehension, extensive reading and classroom performance, classroom extensive reading strategy and learners attitudes towards extensive reading, classrooms with extensive reading materials and instructional techniques for teaching reading, relationship between extensive reading, writing abilities and finally empirical research on extensive reading.

2.2 General View on Reading Culture

Putri and Husada (2008) note that extensive reading was first introduced by Palmer in 1917. They meant pleasure reading and certainly it was different from intensive reading. Grabe (2009) also called it sustained silent reading while Mason and

Krashen (1997) simply refer to it as silent reading. Extensive reading is a multifaceted process involving word recognition, comprehension, fluency, and meaning. It requires that one identifies, coordinates, constructs and makes meaning out of print.

Etim (2007) observes that a person is said to have attained minimum literacy levels if s/he is able to read, write and speak in a particular language. He also emphasizes that reading is paramount for learning to take place in language classrooms. Gbadamosi (2007) describes reading as a way of reasoning that involves keen interpretation of written word, phrase and sentence structure. Effective reading requires the learner to apply all kinds of thinking such as critical, imaginative, analytical, creative, evaluative and problem solving so that he can reap maximum benefit from the text. It is then that learners can be able to find satisfaction from what they read and eventually develop reading habits.

Reading habit is the development of a personal liking, attitude and skills that make reading a habitual undertaking due to pleasure derived from the reading activity. In any learning institution in our complex society learners' reading habit is the main determinant of their academic achievement (Nssien, 2007; Gbadamosi, 2007). Reading culture refers to the process of cultivating interest in reading regularly among learners and children over a period of time. A person is said to have a reading culture if s/he reads regularly written materials such as books that are not necessarily in his/her area of specialization or career advancement. Reading habitually not only helps to sharpens reader's mind but also makes a person reason objectively and may even propel one to greatness later in life (Gbadamosi, 2007).

Mutegi (2009) postulates that many challenges that learners encounter in reading and writing in upper primary and secondary schools originate from limitations in vocabulary and syntactic knowledge in the second language. This position is supported by Kimosop (2017:31) who opines that, “the situation is made worse by the scanty and inadequate reading habits as the students graduate to upper primary and secondary school.” Similarly, Rathe and Blankenship (2005) observe that recent studies in the United States of America reveal that recreational reading improves learners’ reading comprehension of academic texts and advance reasoning skills. This type of reading also encourages learners to engage in civic activities in their society and this leads to the development of desirable traits for educated college young adults.

Parents have a very important role to play so that their children can develop reading habits at school and at home. Recent studies have shown that young children who read together with their parents or guardians had higher intelligence, improved reading abilities and had commendable communication skills (Nnan, 2003). It has also been found that parents could also discourage their children from reading when they present reading as a punishment. When parents send their children to read in their study rooms as a form of punishment, it leads to decline in reading interest. Ngwiri (2014) observes that the Kenyan youth lacks dependable role models to emulate so as to develop a reading culture since the adults who are expected to motivate them to read do not possess any reading culture. Rugara (2019:32) notes that:

One who doesn't read is like one who never left the village while the reader has roamed the earth and taken off to prowl the stars. Reading is everything we do to gain information we did not possess before reading books.

Sentuwa (2004) opines that children from affluent families mostly choose to spend their free time watching videos and surfing the internet and chatting with friends whereas children from humble families spend most of their free time doing manual jobs. Moreover, he notes that the worrying trend in the state of reading in our schools observed in our midst today was due to many students putting more emphasis on co-curricular activities than on reading for pleasure.

The International Adult Literacy Survey (IALS: OECD and Statistics Canada, 1997) shows that literacy levels of a population in a country determines the pretax income and living standards of the same population. Their study revealed that populations with lower literacy levels appeared to be more dependent on public stipends and were most likely to engage in criminal activities. Lewis (2002) asserts that some states in America use literacy levels statistics to establish the number of beds in correctional and rehabilitation facilities. He further notes that about half of all prisoners in American federal prisons are illiterate. These informative assertions explain the negative aspects of illiteracy though the current study did not delve into social effects of failing to read.

Moffett and Wagner (1983) contend that learners in reading classrooms must apply appropriate skills to enhance comprehension of the text they read. These skills include relating facts, recognizing the main theme, guessing outcomes, remembering details and arriving at conclusion. The learner should be able to remember details and observe relationship of what they are reading so that they can be able draw

conclusions of what they have read. They should also try to relate what they read with their everyday experiences so that they can understand the text better. Therefore reading should not only be viewed as a goal but also as a crucial tool for linguistic development of learners inside and outside their language classrooms.

In Europe, the European Commission (2001) notes that reading skills determine the learner's academic success at school. It also suggests that learner's ability to read and comprehend a text is necessary so that he can excel in all subjects taught at school. The commission stresses that learners should be assisted to acquire literacy skills for lifelong learning and not necessarily for school learning as this will help in social integration and individual development. There was need therefore for the study to examine the extent of learners' extensive reading proficiency in secondary schools.

In a survey conducted in the United States of America by the National Endowment for the Arts referred to as "Reading at Risk", it was established that nearly more than half of the American adults did not engage in reading books for enjoyment. It was also noted that statistics were worrying when it came to the American youth as their reading rates were found to be on the decline. It was established that the number of those people who engage in voluntary reading went down by 10 percent between 1982 and 2002 and currently the decline is worrying. Commeyras and Mazile (2011) citing a study in Botswana on independent and voluntary reading among primary school learners found that the rich oral African linguistic bond was the main challenge in developing a reading culture as it seemed to envelop the print culture.

Rosenberg (2003) notes that developing a reading culture in schools is the main strategy that can contribute to academic excellence of learners and improve literacy levels. While designing and formulating effective approaches for promotion and sustenance of a good reading culture among people who lived in rural areas in Malawi, Kashala (2007) opined that it was important to cultivate the culture of reading as the future citizen will require to achieve acceptable literacy levels for lifelong learning. Citizens require self-education through development of the culture of reading otherwise the much hyped academic excellence in schools cannot be realized if reading culture for continuous self-improvement is non-existent.

Davis (1995) conducted a study in Cameroon and Singapore on long-feedback from extensive reading programmes. The study found out that when learners were exposed to a variety of interesting reading materials and enough time set for reading, they appeared motivated to learn. The results of the study also came up with some concerns in language teaching and reading which included language skills, personal growth and examinations. The learners also appeared to be more thrilled by the appearance of new books and this improved their imaginative responses. It was also noted that their comprehension skills became better. In addition, the learners also acquired more new words and overall they were able to make a variety of sentence structures and also identifying and rectifying language rule mistakes in writing and speaking. Generally, the performance of learners under study in English improved. Thus, there was need for a study to be conducted on pedagogical techniques that promote extensive reading in secondary schools in a Kenyan context.

2.3 Reading Process

According to Farrell (2001) teachers' expectations on the performance of the learners determine their success or failure in tasks given. Based on this assumption, some teachers are quick to dismiss learners as hopelessly weak in reading without first evaluating or assessing the entry behaviour of the learners. In cases where learners have linguistic challenges they are rarely motivated to excel academically. For learners reading abilities to be improved, teachers must understand learners' existing knowledge and the challenges they face in the reading process. Proficient reading that is displayed by good readers is interactive in nature. In order to arrive at the required meaning, good readers combine past experiences and the knowledge they possess with information presented in a text. So for effective reading to take place, the text, the context and the reader must interact (Nuttall, 1996). The learners should be taught applicable reading techniques that enable them to activate their schema in order to understand the text.

Proficient readers apply prior knowledge and metacognition to comprehend the texts they are reading. Learners' prior knowledge includes one's exposure to knowledge about a given topic, familiarity with the language and language structures in use and comprehending how to think and discuss concepts under study. The learners' prior knowledge is crucial in the learning process. According to Nuttall (1996) good language instructions help learners appreciate the text through their own (learners) past experiences. So the knowledge learners bring to class is of vital importance in assisting learning to take place.

2.4 The Reading Models

It is important for language instructors who teach reading skills to understand the reading process well. There are several theories that try to explain how reading takes place and it is important for the teacher to evaluate them and assess their application in classroom situation. These theories may be grouped into four different categories. They include the bottom-up model, top-down model, interactive model and the transactional model.

2.4.1 The Bottom-up Model

According to Richards and Rodgers (2001), bottom-up model views reading as the process of interpreting meanings. It is conceived as the process of recognizing the printed letters and words and building up meaning from the smallest textual units at the bottom to larger units at the top (Hall, 2005; Harmer, 2001).

The bottom-up model emphasizes word identification as the starting point in reading, then these words make sentences as the reader moves their eyes through the text he is reading in a linear fashion. In a nutshell, a reader gains information from words and then interprets this information he has identified into a meaningful syntactic form and then into a discourse and finally a semantic form. However, a learner applying this model seems to be playing a passive role since the basis of bottom-up model is the linguistic knowledge of the reader. In addition, it is not easy to account for the role played by the prior knowledge of the text topic as a variable in facilitating comprehension. Bottom-up model is shown in Figure 2.1.

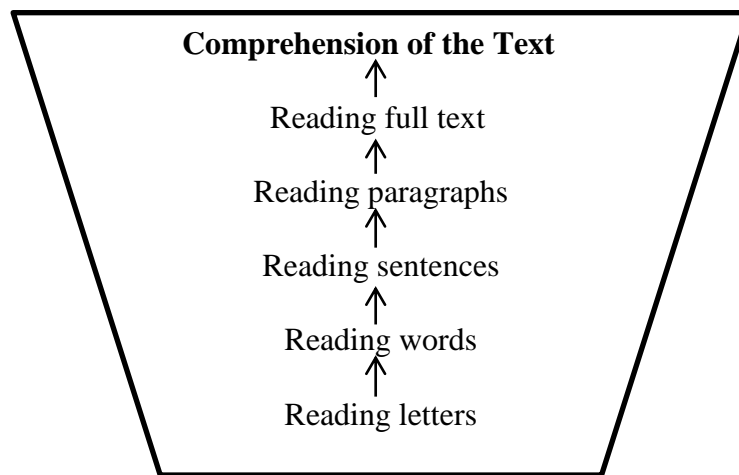


Figure 2.1. Bottom-up model

Source: Barchers (1998:15)

The Figure 2.1 indicates that language teachers who believe in bottom-up theories fully explain how children become readers often teach sub-skills first; they mostly begin instruction by introducing letter names and letter sounds, then progress to pronouncing whole words, then show learners ways of connecting word meaning to understand the text. Although bottom-up theories of reading process explain reading well, there is certainly more reading than decoding. For reading to be effective, learners must compare their knowledge and the background of the author's message for comprehension to take place.

2.4.2 The Top-down Model

According to Barchers (1998) the top-down theory has its basis on the knowledge and experiences of the reader of a text. It asserts that the reader is expected to possess adequate knowledge and enough experiences about a particular subject or topic in order to understand it. It also implies that learners are able to connect well

with experiences they read in texts if those experiences relate with what they know as shown in the Figure 2.2.

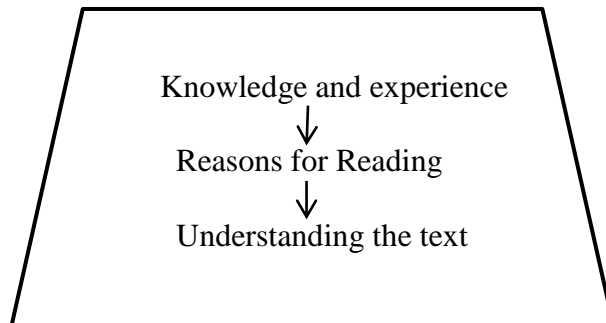


Figure 2.2. Top-down model

Source: Barchers (1998:17)

Barchers' (1998) argument in Figure 2.2 is also supported by Goodman (1976) who opined that reading processes are started by first making guesses about the meaning of the text. As the decoding in the mind of the reader progresses, the reader decodes the text to either confirm their guesses or modify them. For Goodman (1976) the reading process is a psycholinguistic guessing game in which readers rely more on the structure and meaning of language rather than on the graphic information from the printed text. Anderson (2000) observes that the meaning of the reading material is not on the printed page only nor is it only in the head of the reader, but rather a synergy occurs in reading which is the combination of the words on the printed page with the reader's background knowledge and experiences.

2.4.3 The Interactive Model

The interactive theory merges both the bottom-up and top-down theory. It suggests that learners apply the knowledge they possess (Top-down theory) and their

interpreting skills (Bottom-up theory) at the same time, in order to comprehend the exact meaning from written material. Brachers (1998) is of the opinion that if learners have adequate amount of prior knowledge of a text, it would be far much easier to comprehend a text than if they had little or no knowledge about the topic of the text as shown in the Figure 2.3.

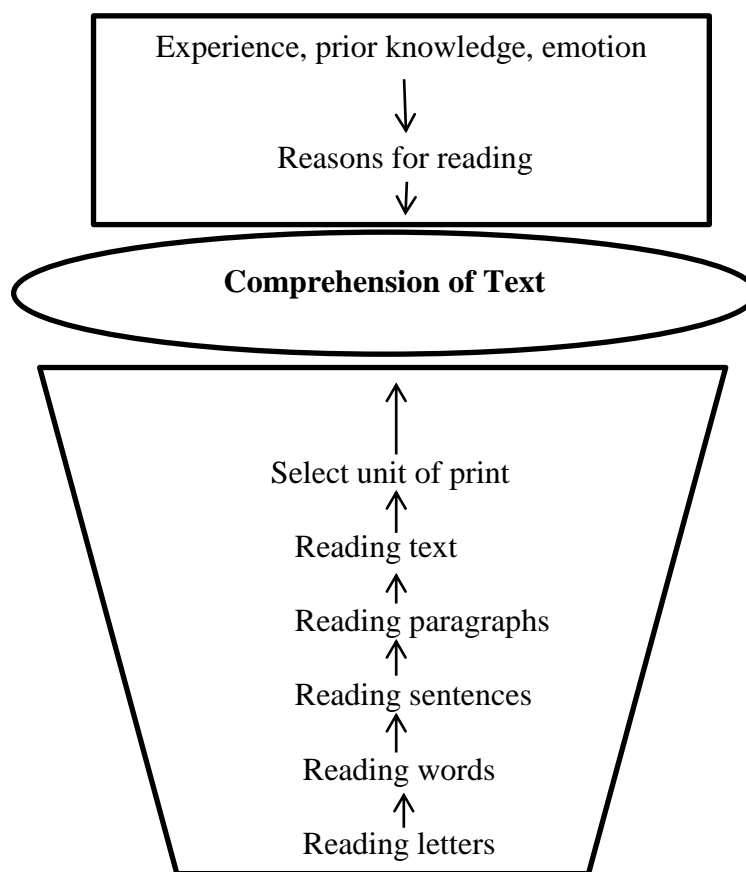


Figure 2.3. Interactive model

Source: Brachers (1998:18)

Brachers (1998) argues that reading comprehension is a combination of different processes that are thought to be responsible for providing information that is shared with other processes. The information obtained from each type of processing is combined to determine the most appropriate interpretation of the selected reading.

2.4.4 The Transactional Model

The transactional theory is an expansion of interactive theory whereby the influence of social context on comprehension of a text is included. Brachers (1998) claims that learners understand reading materials or text through three important levels: Prior knowledge possessed by the learners, decoding skills and the social context they operate in as shown in the Figure 2.4.

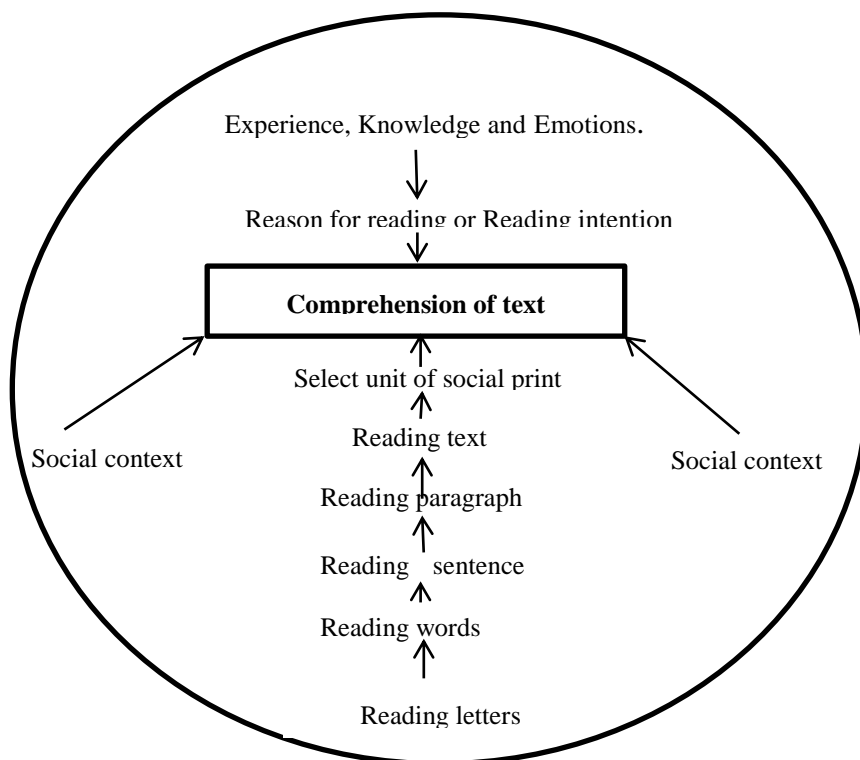


Figure 2.4. Transactional model

Source: Brachers (1998)

The transactional theory of reading signifies that both the reader and the text play important roles in the formation of meaning of the text. The meaning is constructed by the continuous transaction between the reader and the text (Brachers, 1998).

Transactional reading theory argues that readers interact with a text, bringing their own background knowledge, and gaining their own interpretations, understandings,

and meanings from each “transaction” with a text (Rosenblatt, 1978). Piaget (1974) notes that readers bring their own pre-existing schemata to each text interaction and construct their own learning from the experience. This assertion was found to be beneficial to the study as learners were expected to activate their previous schema while reading so as to aid in comprehension of the text.

2.5 Reading Comprehension

Lapp and Flood (1986) observe that reading comprehension is the acquisition of information from printed materials. However, if information is not processed then comprehension has not taken place and thus reading has not occurred. Reading is comprehension. A learner who understands a text effectively is the one who gets actively involved in the reading material. Reading is an active process that demands concentration and active participation. An actively involved reader is the one who decodes, searches his memory and think while reading a text. Without comprehension there cannot be reading and thus reading is the principal point of reading engagement. In a nutshell, comprehension occurs when the reader understands what the text is all about and this is the main objective of any kind of reading engagement in real life. Effective readers apply all the four theories of reading in their reading process so as to aid comprehension of the text they read (Lapp & Flood, 1986).

2.5.1 Levels of Comprehension

Ruddell (2001) asserts that comprehension of a text can be placed into three distinct levels; literal comprehension, interpretative comprehension and applied

comprehension. Literal comprehension refers to the meaning a reader extracts from the text as he reads literally. The reader constructs meaning from the intention the author has communicated in the text. In this case the reader needs to comprehend the main themes stated directly by the author in order to deal with questions literally.

Interpretative comprehension calls for the reader to read a text between the lines. Active readers deduce meanings from writer's written word that is not directly communicated. In order to answer the interpretative questions asked, the reader needs to infer meanings, make conclusions, compare and contrast ideas presented and finally comprehend the figurative and symbolic use of the written language and ideas presented (Ruddell, 2001). Applied comprehension refers to the meaning deduced from reading beyond the lines. The reader is required to be actively involved, understand and relate the main ideas embedded in the text with his experiences and prior knowledge. The answer for the questions at this level can be retrieved when the reader relates the new information gotten from reading with the prior knowledge he possesses.

According to Aebersold and Field (1997) when learners are exposed to large quantities of reading materials of their choice, their reading abilities gradually improve. This assertion is also supported by Nuttall (1996) who says that when reading ability is positively noted in a learner in a reading programme, there are higher chances that the same learner will exhibit improvement in reading speed, level of enjoyment, reading quantity and comprehension. Similarly, Unagha (2008) notes that the school library helps children to enjoy reading, learning, and using library resources as lifelong habits, and gives them the chance to evaluate and use

information. It exposes them to a range of thoughts, opinions, and ideas, and gives them awareness of other cultures. Nuttall (1996) observes that weak readers are entangled or trapped in a vicious circle. The major problem with weak readers is that they rarely enjoy what they read, they read very little and that they engage or practice very little of what they read. They also encounter difficulties in comprehending basic vocabularies and thus remain slow in reading. This is summarized in Figure 2.5.

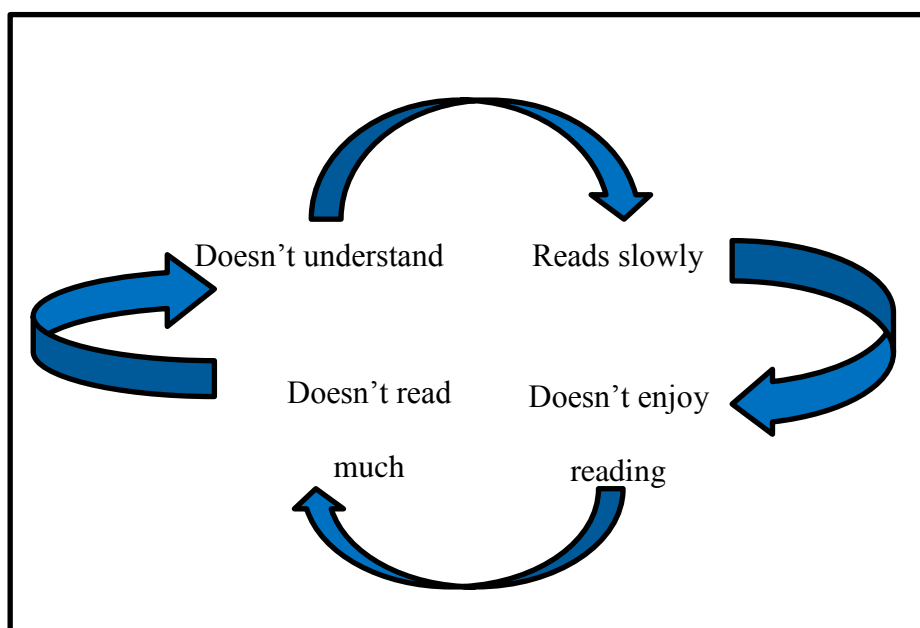


Figure 2.5. The vicious circle of the weak readers

Source: Nuttall 1996:127

Nuttall (1996) also notes that this vicious circle of weak readers makes them feel frustrated and desperate. Nuttall further claims that speed, enjoyment and comprehension are closely interlinked with amount of practice a reader gets. She further opines that the language instructor should help weak learners get out of the

vicious circle into a virtuous one through providing learning materials that are within linguistic competence of the learners. Nuttall (1996) also advises that coming up with an extensive reading programme can be a game-changer.

Dechant (1982:136) has mentioned a number of reasons for students' failure in reading a text. Dechant states that they:

.....cannot use dictionary: cannot locate words in a dictionary; cannot use diacritical markings to determine the correct pronunciation of the word; cannot find the meaning appropriate to the context; cannot use guide words, accent, and syllabication cues; cannot interpret phonetic respellings; cannot use cross references; and cannot determine the plural, the part of speech or the sense of a word, from the information as it is given.

Moreover, they cannot locate where the appropriate information is, and they are unable to adjust to a proper method or rate of reading according to their linguistic level and their purposes of reading. Learners of this nature may be found in our secondary schools and that is why the study intended to establish how these linguistically challenged learners fared in their composition writing.

Nuttall (1996) further describes the qualities displayed by avid readers who have been exposed to large amounts of books in Figure 2.6.

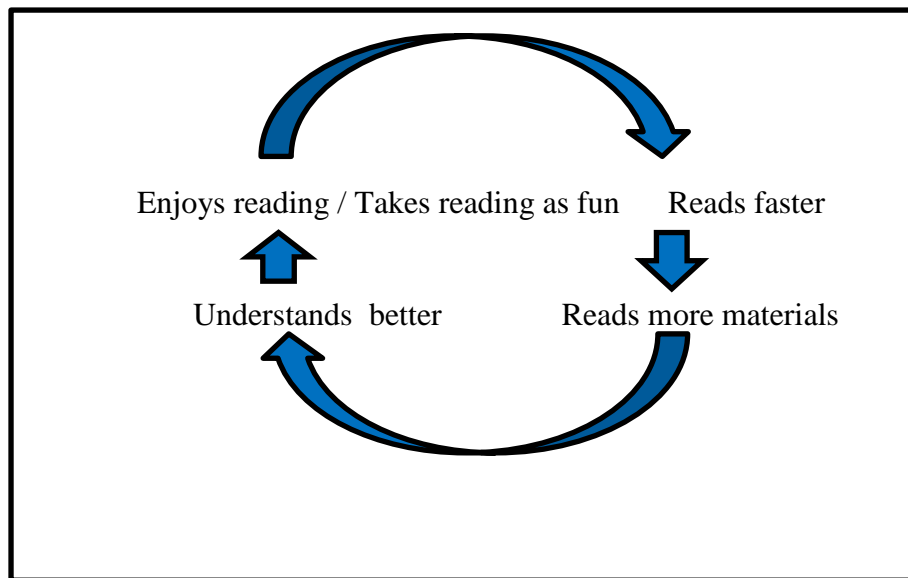


Figure 2.6. The virtuous circle of good readers

Source: Nuttall 1996:127

Nuttall (1996) observes that avid readers mostly find reading fun and are able to read with ease. They are able to read at a higher speed than weak learners any form of reading materials they encounter. Avid readers also comprehend what they read with ease. Proficient readers recognize the purpose for reading, approach the reading with that purpose in mind, use strategies that have proven successful to them in the past when reading similar texts for similar purposes, monitor their comprehension of the text in light of the purpose for reading, and if needed adjust their strategy use (Harris, 2000). This observation informed this study about the presence of learners with different reading abilities in secondary schools. It was therefore important to come up with techniques of navigating weak readers to become avid readers so as to boost their reading culture.

2.6 Extensive Reading and Classroom Performance

Extensive reading as Day and Bamford (2002) have suggested, is a way to advance the learners vocabulary competence as well as their general proficiency. They further emphasized that extensive reading is an effective supplement to the English language. Day and Bamford (1998) also identified ten characteristics or principles to be applied in teaching extensive reading. The characteristics or principles are that learners read quickly a wide range of reading materials on different topics inside or outside their classrooms. This is the reason why learners should not stop to look for meaning of unfamiliar words in dictionaries because it is bound to make reading fluency and speed unachievable.

Reading is also said to be personal and learners read at their individual speed in any place of their choice. The main reasons for engaging in pleasure reading are enjoyment, acquiring information and for general understanding. Mostly, the reasons for reading are determined by the type of reading materials and the personal interest of the learners. This allows them to identify what interest them and have freedom to any disengagement with reading materials that fails to meet their expectation in terms of interest or language use (Day & Bamford, 2002). Learners are always motivated and thrilled when they interact with texts that are well within their linguistic capabilities in terms of syntax and semantics.

Reading is a process that we use to gather information for some purpose. It is a way of interacting with text and constructing meaning based on previous information, knowledge and experiences. According to Goodman (1999) reading involves connecting in a meaningful way to the schema we have and predicting new meaning

from prior experiences. So for students to become better readers, ample time is needed to acquire reading strategies, training, develop specific reading skills and encourage content reading so as to prepare them for voluntary reading. Also, since most of the learners come from a teacher-centred learning classrooms, they need help and effort in shifting from the state of relying on the teacher to becoming independent proficient readers in the target language. Krashen (2004:89) asserts that when learners engage in voluntary pleasure reading:

.....they get “hooked” on books and gradually and systematically acquire a large body of vocabularies as a result coming across many uncommon words. The learners’ ability to use the complex grammatical structures is enhanced and are also able to improve their writing styles thereby becoming good spellers as a result of being exposed to words many times.

This independence in voluntary pleasure reading cannot be attained if students are not at first taught strategies and techniques of reading and secondly be provided with avenues to apply these techniques practically. It also implies that English language teachers must have an updated record of the learners’ reading progress or any other reliable and applicable mechanism to help evaluate whether reading goals have been achieved. Failure to do this may lead to further decline in reading interest by learners making it difficult for learners to achieve self-independence in reading. Thus, there was need for a study of extensive reading techniques that teachers use to assist learners engage in extensive reading in secondary schools.

According to the Institute of Education study (IEO), young children who actively engage in pleasure reading in school and at home are more likely to register better academic performance than their peers who do not engage in voluntary and pleasure reading. The IEO study examined the influence of extensive reading on cognitive

development over a period of time, established that children who habitually engaged in voluntary silent reading made remarkable enhancement of their performance in spelling, mathematics and vocabulary between the ages of 10 and 14 years than those who rarely engaged in pleasure reading. Therefore, there was need for a study to be done on extensive reading proficiency on ages 15 to 19 years learners in form two and three in secondary schools.

Popoola, Ajibade and Etim (2010) reported a sharp decline in pleasure reading among their pre-service teachers in Nigeria. They established that all of their pre-service teachers never derived enjoyment in reading yet they were literate. It was noted that they preferred gathering information by watching movies, conversations and surfing the internet. This could form a negative attitude on the way learners view book reading and thus affect the reading culture of a school as a whole.

Dempsey (2010) opines that children cannot be good readers if teachers and parents that they are expected to emulate as role models do not read at all. He claims that a country cannot succeed in becoming a reading nation if her population does not have a strong craving and passion for books and visiting the library regularly. However, he points out a very big challenge in reaching this ideal in developing countries in Africa and Asia as being weak and unstable book industry, lack of adequate libraries and low economic status of majority of the population that affects their purchasing power. All these factors contribute in a great way to the scarcity of reading materials among the majority of the population leaving acquisition of the same only possible for the few elite in the society (Ambatchew, 2011; Ruterana, 2012). This inequality in provision of reading materials could be the main cause of poor reading habits and

eventually poor performance in examinations in schools. Education stakeholders are worried that academic performance in national examination has been on decline and suggest that the main cause could be poor or non-existent reading habits among the learners reading at all educational levels (Issa, Aliyu, Akangbe & Adedeji, 2012).

Recent studies in Nigeria by Ifedili (2009) and Owusu-Acheaw (2014) found that secondary school learners read prescribed textbooks and set books when preparing for examination period in order to excel in the examinations. Very few learners bought novels, magazines and other personal reading materials for general knowledge, enrichment and enjoyment. An overloaded curriculum and crash programmes common in Nigerian schools have greatly contributed as great hindrance to the development of good reading habits amongst learners thus making them to rarely engage in voluntary and pleasurable reading activities (Issa, Aliyu, Akangbe & Adedeji, 2012).

There is a growing concern that many primary and secondary students are not achieving the required level of literacy instruction for the development of reading capabilities (Bronzo, 2010). Consequently, in Kenyan secondary schools, education stakeholders have blamed the wide-spread decline in reading interest to scientific and technological inventions suggesting that many learners prefer watching television, films, videos and listening to music to reading for pleasure. Absence of a reading culture has hindered Kenyans from appreciating the value of books (Odini, 2002). However, overloaded curriculum is to blame for decline in reading interest amongst learners leaving no time for pleasure reading a situation that should be

changed with the ongoing curriculum change (Competency-Based Curriculum) as Kimosop (2017:31) opines:

The sense of bewilderment for the language and literature teacher is capped by the overwhelming weight of the curriculum and the timelines within which one is expected to complete the syllabus. For the sake of posterity, the experts who are spearheading the anticipated curriculum change need to be true to the situation and should take cognisance of the input of the people who have a legitimate stake.

Palani (2012) observed that for educational success to be realized amongst learners, they must be taught effective reading habits because effective reading and good performance are interrelated. Palani believes that a good reader should be able to identify symbols and relate them with appropriate meaning. Palani (2012) further opined the teacher should be able to guide the learners in developing comprehension skills so that they are able to deduce the meaning of words in contexts and also when words are on their own. Before the coming of modern technologies like the television and videos, reading for pleasure was embraced by the older generation and they always spared some time to read English and vernacular texts with dedication and enjoyment. The schools made it a must for learners to engage in reading for pleasure but of late reading has declined as neither the learners nor the teachers engage in serious extensive reading.

Palani (2012) in his observation of Indian schools concludes that reading as a habit is on a decline trend as most learners spend most of their free time toying around with electronic gadgets like phones while others stay glued at television for hours. He further notes that schools have abdicated their duty of imparting knowledge to the learners but now concentrates on drilling learners to pass examination. Similarly, Owakah (2010) cited in Kaberia (2012) postulates that Kenya lacks a strong and

consistent reading culture. Owakah claims that most Kenyan schools only teach students to pass examinations and decries the laxity of Kenyan teachers in nurturing a healthy reading culture. This assertion is supported by Myers (1996), who claims that high school teachers of English traditionally do not emphasize reading in their teaching. These teachers assume that students know how to read having been exposed to eight years of literary skills at primary school level. This assertion informed this study in that there could be learners in secondary schools who do not meet the minimum threshold of language competences to enable them participate in pleasure reading with ease.

2.7 Classroom Extensive Reading Strategies

A strategy can be defined as a plan of action employed by a reader to achieve a given goal (Oka & Paris, 1986). Reading is a deliberate and conscious act of engaging one's eyes on written material for the purposes of understanding, obtaining general information or pleasure (Gathumbi & Masembe, 2005). Learners in reading classrooms are said to have internalized a given reading strategy if they are able to automatically select and employ that strategy. Proficient readers employ a variety of study skills to aid their comprehension (Well, 1990).

Reading then should not be seen as an isolated activity but must be integrated with other skills namely speaking, listening and writing. This implies that if learners do not cultivate a culture for reading then they cannot write well. A reader will instinctively pick up vocabulary and language structures while reading and should be able to make use of them in their writing work. Consequently, apart from teaching writing skills separately, a number of teachers make use of reading as a

means to enhance the writing ability of students. For that reason, they create various strategies to combine the two skills in order to simultaneously achieve their goals of producing not only a skillful reader but also a capable writer (Nuttall, 1996; Gathumbi & Masembe, 2005). This implies that if learners do not cultivate a culture for reading then they cannot write well. This observation was beneficial for this study as it explored the predictors of learners' engagement in extensive reading evidenced in English composition writing.

Brown, El-Dinary and Pressley (1996) note that teaching learners strategies that aid their comprehension of texts assists them by improving their thinking and becoming better readers. Booth and Swartz (2004) believe that all children need effective and well thought out comprehension strategies for them to gain reading independence. They further assert that a person's knowledge and experience directly affects his understanding of the text. Learners should be exposed to strategies like making inferences, predictions, forming mental images while reading and drawing conclusions as they aid them to deduce relevant meanings from what they read. The reading strategies that can be used by teachers to enhance learner's comprehension and promote a reading culture include the following: analysis of text characteristics, pre-reading strategy and during reading strategy.

2.7.1 Analysis of Text Characteristics

Van Duzer (1999) observed that good readers normally have high expectations that they will comprehend and enjoy the texts they read and it was therefore vital for the learners to be exposed to variety of reading materials that are within their linguistic abilities in terms of language use, vocabularies and sentence construction. In texts

with difficult and unfamiliar words the language teacher needs to define the words for the learners at the pre-reading stage and also expose learners to vocabulary learning activities like looking at antonyms, suffixes, prefixes and synonyms. Van Duzer (1999) was of the opinion that topics of texts for learners should be selected according to their interests, sex and age range. Learners should be encouraged to use their prior knowledge when engaging in pre-reading activities of texts. This observation was found relevant in this study as it gave insights on how learners are supposed to navigate the comprehension obstacles of vocabularies they encounter during extensive reading.

2.7.2 Pre-reading Strategy

Lebauer (1998) pointed out that before the teacher engages the learners in reading a text, he should present crucial background details about the text to aid understanding. All pre-reading activities should aim at minimizing learner's cognitive difficulties when reading as this is the main role of prior discussion of the text by learners. Estes (1999) proposes three pre-reading approaches that a teacher can exploit in reading classrooms. First, are the teacher-directed pre-reading activities where the role of the teacher is to define vocabularies and other unfamiliar words and also explain main ideas of the text to the learners. Second, is the interactive approach in which the teacher initiates a discussion of a text with the learners and then incorporates students' contributions with his own so as to enhance understanding of the text, Third is the awareness-raising strategy whereby the teacher makes the learners become aware of the main goal of reading a particular text. Learners may be guided to identify the purpose of reading a text. For instance, the learners may be directed to ask themselves the main reason for their reading.

Learners may also be asked to state what they expect to know after reading a particular text.

According to Estes (1999) the language teacher should guide the learners on the following reading purposes; Skimming which Involves going through a text fast looking for the main points: Scanning which refers to reading the a text rapidly looking for a specified piece of information; Extensive reading which is voluntary sustained reading of different kinds of material for pleasure and general enjoyment and intensive reading which refers to reading short texts with the intention of getting detailed information.

Steinhofer (1996) noted that pre-reading strategies helped learners avoid the common tendency of reading a text directly from the start to the end and instead get time to familiarize with the text layout. This also helps learners to discover areas in the text that were highly compacted with pieces of information.

2.7.3 During-reading Strategy

According to Duke and Pearson (2001) proficient readers employ processes that promote active reading. These include questioning, summarizing, arguing and evaluating a text within the readers' own experience. The language teachers should assist learners apply these processes because they are difficult to develop in any reading classroom. This will avoid tendency of learners rushing to use dictionaries whenever they encounter difficult words.

Ur (1996), Vaezi (2001) and Fitzgerald (1995) suggest that active readers should employ good strategies to enhance their reading. Active readers should predict what

will happen in a text. The learners should be aided by their language teachers on how to forecast the outcome of series of events in a text and integrate what has happened at the moment with what is to happen later in the text. This position is also supported by Kabui (2019:32) who opines that:

Some of the core competencies that the newly introduced Competency-Based Curriculum (CBC) in Kenya seeks to achieve are making learners creative, critical thinkers and self-aware. Reading can help achieve these as the learner encounters other adolescents and teenagers experiencing life in different settings, negotiating with adults and peers and forming a philosophy of life work.

Readers should learn how to make selections. The learners should be taught to become proficient readers who are able to read selectively and continuously be able to evaluate what they are reading. They should also incorporate prior knowledge in their reading. The teacher should assist learners in reading classrooms to employ schemata already in use at the pre-reading stage so as to aid in comprehension of the text (Vaezi, 2001). Active readers also skip insignificant sections in a text. They mostly focus on significant sections of the text and ignore the sections carrying insignificant pieces of information. This helps the reader improve on the reading speed.

Proficient readers guess the meaning of words in context and do not struggle to check the meaning of words in dictionaries. Learners in reading classrooms should be assisted and encouraged to understand the meanings of words from the way they have been used in context and avoid trying to define and comprehend the meaning of each individual word in the text (Fitzgerald, 1995).

Efficient readers divide words into their separate parts to aid comprehension. They enhance their comprehension by breaking words into prefixes, base and suffixes in order to decipher the exact meaning of the word. This kind of word analysis aids in guessing what the word in question means (Ur, 1996). Fitzgerald (1995) also notes that good readers read words in clusters and this helps to improve reading speed. Learners can increase their pace of reading if they are aided by their teachers to read words in chunks. This strategy aids in comprehension as the reader is able to focus on chunks of meaning passed continuously as s/he reads.

Vaezi (2001) observes that efficient readers always pause at intervals while reading so as to comprehend and internalize what they are reading and also try to sort out different pieces of information. The readers are also able to paraphrase what they read. It is important to interpret texts in the reader's own words so as to gauge what one has understood from a text. This paraphrasing also enables learners to internalize what they have read (Vaezi, 2001). Proficient readers are able to monitor their comprehension of the text so as to assess whether their reading is meeting the objectives they had set out to achieve at the beginning of the text (Vaezi, 2001). If applied well the strategies mentioned may help active readers to comprehend what they read with ease and thus be motivated to read more. These strategies may also prove to be beneficial to dependent readers to make them improve their reading skills and comprehension. These during-reading strategies informed this study in that they can be beneficial to learners if applied appropriately while reading to aid comprehension. These while-reading strategies informed this study in that learners who applied them during reading benefited as they aided in comprehension of the text.

2.7.4 Post-reading Strategy

It is important to note that post-reading activities are mostly determined by the reason for interacting with the text and the kind of information gotten from the text. Barnett (1988) observes that post-reading activities in a classroom first looks at learners' understanding and then directs the learners to a more thorough and deeper analysis of the written material. The main purpose for reading a text is not to merely memorize the writer's point of view but to apply prior knowledge and mesh it with new information from the text. It is very important to engage learners in group discussion so as to help them internalize information in the text they had failed to understand on their own.

Barnett (1988) is of the opinion that language teachers should pay close attention to causes of comprehension and miscomprehension during reading and thus engage learners in activities that enhance comprehension of the text such as summary writing, discussion of the text, filling forms and reading other related materials. Having avenues where learners discuss with each other what they read among other post-reading activities, may remarkably improve their comprehension and interest to read what has been triggered by their discussion and this could improve their extensive reading and thus improve their performance. So this assertion was found important for this study as it outlined various post-reading strategies that when applied to learners with low reading interest like in Laikipia County could reinforce their reading.

2.8 Learners Attitudes towards Extensive Reading

Rejecki in Berstein, Roy, Srull and Wickens (1991) view an attitude as a tendency to respond emotionally, cognitively, or behaviourally to a particular entity in a particular way toward anything whether the response is positive or negative. There are two types of attitude according to; the favourable or positive attitude and unfavourable or negative ones (Mager, 1988). When a person has favourable attitude he or she is moving towards the stimulus. On the contrary, when a person has unfavourable attitude he or she is moving away from the stimulus. There is an example from Mager (1986), that if a person has a positive attitude towards television, then, s/he will say favourable things about it. It will be totally different if the person has a negative attitude towards the television, then, he or she will try to get away as far as he or she can from the television. The television here is an example of a stimulus.

One of major aspects that influence students' attitudes toward extensive reading is reading materials. Materials are very important for encouraging the students to learn. Extensive Reading Foundation (2014) observes that extensive reading is a way of reading for pleasure where learners are allowed to choose reading materials which suit their interest. Materials that are selected should be fun, interesting, enjoyable, and should address students' needs, tastes, and interests because the more the students are interested and enjoy the reading they do, the better. It should not be bound by time, space, or even class. Moreover, the materials also can be taken from many types of texts, books, novels, magazines and newspapers which should be planned and provided with guidelines by the language teachers so that it would be

more organized for the students to engage in reading (Extensive Reading Foundation, 2014).

Bhan and Gupta (2010) carried out a study in India on learning and study habits and academic performance of learners in a caste and non-caste system groups and found that gender did not have any significant role to play on the study habits and academic performance of learners from these two social groups. However, Higginbotham (1999) did a study in Atlanta, Georgia on extensive reading interests by gender. The study was based on a metropolitan public school where he analyzed extensive reading interests of sixth, seventh and eighth grade learners. The results of the study presented differences in reading interest and preference by gender of the learners. It was found that female learners had a fascinating liking in romance, fables, adventure and historical fiction. However, male learners were found to have a stronger liking for reading materials having content to do with sciences and sports. It was also noted that male learners in India preferred non-fiction reading materials than their female colleagues. This finding was informative in this study in that gender as a variable influenced reading preference and thus it was important for schools to engage learners in the process of procuring reading materials so as to ensure that their interests are taken care of.

2.9 Classrooms with Extensive Reading Materials

Krashen (2011) observes that when learners are exposed to large quantity reading input inside or outside their classrooms, it helps in improving many types of language skills such as vocabulary recognition, sentence construction, reading speed and listening comprehension. Language experts believe that successful extensive

reading programmes operate under the following guidelines: different types of reading materials are available to learners considering the different linguistic abilities of the learners; learners are free to choose to read what interests them and thus read at a faster pace because the material chosen is within the linguistic ability of the learner; the language teachers play the role of being good role models and act as mentors to the learners (Day & Bamford, 2002). Bamford and Day (1998) further point out ten principles of ER which have been identified as the main determinants of a successful extensive reading programme.

First, learners actively participate in voluntary and purposeful reading. According to Day and Bamford (2002) it is important for the learners to be allocated adequate amount of reading time as it is a very important factor in learning to read. To achieve good reading habits in an extensive reading programme, learners should make sure that they read at least one book per week because books written for beginners are usually not long. To avoid boredom and fatigue language teachers should set realistic reading targets for their learners and encourage learners to achieve them.

Second, Day and Bamford (2002) suggest that large amount of different reading materials in terms of topics should be provided to the learners. This kind of exposure provides a good environment for promoting extensive reading as learners can decide to read whatever they want. Reading materials should range from books, magazines, newspapers, fiction, non-fiction to general materials that deal on general knowledge. William (1986) opines that it is necessary for the language teacher to establish

applicable and varied strategies that can encourage learners to read. This can be done through first establishing the purposes for reading.

Third, learners are free to select what they want to read. Learners have the freedom to choose to read what is of interest to them and stop reading whatever fails to interest them. Self-selection of reading materials is a key factor for success of any extensive reading programme. Learners are free to stop reading materials that are too easy, too difficult or too boring (Hitosugi and Day, 2004; Day and Bamford, 2002). The high level of enjoyment that students derive from their self-selected reading is often used as an indicator of success in ER (Day, 2011).

Fourth, readers are meant to derive pleasure from what they read, gather new information and bring about understanding of new knowledge. Learners' selection of reading materials should be determined by the purpose of reading and reading interest. Goals for reading in ER programmes should be the same as those for general population in L1. It is different from academic reading as it does not concentrate on attainment of one hundred percent comprehension of what is meant by the reader (Day & Bamford, 2002).

Fifth, Day (2011) believes that for an extensive programme to be successful, the teachers should not give exercises to learners after reading as this may distract or discourage them from reading. If exercises are given then they should be very few. This assertion is supported by Jacobs & Farrell (2012) that the objective of extensive reading should be to experience reading and thus the learners are not required to display their comprehension by answering questions. However, the teacher may find it necessary to design follow up activities for the following benefits: to find out what

the learner experienced and comprehended from reading a text; keep a record of the texts that learners read; record learners' attitudes towards reading; connect reading with other aspects of the curriculum and ensure extensive reading materials are not beyond the linguistic abilities of the learners in terms of syntax and semantics (Hitosugi & Day, 2004).

Sixth, according to Day & Bamford (2002) learners should read continuously without stopping to use a dictionary as doing so slows down the fluency of reading. However, this is only possible if the learners are exposed to texts within their reading competences in the foreign language. For learners who are beginning to read, exposing them to texts which have more than two unfamiliar words per page may prove to be too difficult for them. For intermediate learners it is recommended that the text should have at least five difficult words per page. Hu and Nation (2000) observe that a fictional text should contain at least 98% of familiar words so as to enhance comprehension by the learners. They further note that learners who are beginning to read for the first time perform better when exposed to texts that are easier to read.

Seventh, according to Hitosugi and Day (2004) learners read texts at their own pace and read anywhere they choose may it be in class, outside class or at home. Eighth, learners are able to increase the speed of reading if the reading material is easy to comprehend. They gradually move from decoding every single word to fluent reading. They are discouraged from looking up words in the dictionary as it interrupts their concentration, reading speed and fluency. When they come across

unfamiliar words they are supposed to ignore them or infer the meaning of the word in context (Hitosugi & Day 2004; Day & Bamford, 2002).

Nuttall (1996) observes that comprehension, enjoyment, reading speed and fluency are closely inter-connected. She presents a description of the vicious circle of a poor reader as follows: A poor reader reads at a very low speed; hardly derives pleasure in reading; rarely comprehends what he reads and hardly reads less than expected. This is contrasted with the virtuous circle of efficient readers. They are said to read faster, read a lot of materials, comprehend what they read well and enjoy reading.

Nineth, Hitosugi & Day (2004) note that learners are directed by their teachers towards achieving the goals of extensive reading. In an extensive reading programme, the teacher has the responsibility of keeping a record of what learners read and assist them develop strategies that can assist them to reap maximum benefits from the programme. Learners should be guided to become accustomed to the freedom of selecting what they want to read for enjoyment and general knowledge. The teachers should also explain to the learners the benefits and goals of extensive reading like exposure to new words and their usage, spelling words well and reading fluency. Gradually, learners should be encouraged to read books that they had previously viewed as hard to understand (Hitosugi & Day 2004; Day & Bamford 2002). Similarly, Hyuga (2019:32) notes that inculcating the reading culture in the minds of these young ones is important because students can learn rational thinking, which is vital in the current dynamic world.

Finally, Hitosugi and Day (2004), Day and Bamford (2002) observe that the learners view the teacher as a role model in reading. The teacher acts as a role model in

classroom reading by displaying active membership in reading. The teachers should read together with the learners in classrooms and also talk about the books they read so that learners can pick up the reading habit. In this case the teacher may recommend good books for reading to learners after sharing with them what he has read. Extensive reading recommends that teachers should engage in silent reading along with students in order to demonstrate that teachers too read for learning and enjoyment (Day & Bamford, 2002).

The proposed determinants of extensive reading informed the current study by providing insights on possible strategies that could be incorporated during reading instruction to enhance ER habits in schools. If this is done learners will find reading fun and therefore they will be motivated to read even more.

2.10 Instructional Techniques for Teaching Reading

It is vital for the teachers to establish the most effective techniques for teaching reading. The techniques that teachers employ to teach reading should be determined by the learners' previous performance, their linguistic abilities and ability to identify new vocabulary items in a written text. The ability to understand any written material is one of the most complex but critical tasks language learners must undertake every day. Therefore, learners at all levels need both breadth and depth in reading experiences so that they can become proficient readers. It is therefore important for the language teacher to expose learners to reliable reading techniques during instruction that can help them to become successful and proficient readers, thinkers and communicators. Renandya (2007) suggests that exposing learners to ER comes with many cognitive, linguistic and affective benefits such as enhanced skills

in reading, grammar, spelling, and writing, and greater confidence in reading ability. Sindabi (2014) cited in Wafula (2017) notes that reading is the secret code or password that enables one access the knowledge that defines ones expertise. It assists learners excel in their academic endeavour. These ER benefits informed this study in that learners who engaged in ER were likely to perform better in other aspects of language learning than those learners who did not read at all.

2.10.1 Teaching How to Tackle Meaning

According to Dechant (1982) young learners should be taught techniques to apply in getting meaning from a text. If this is not done all efforts the teacher invests in teaching reading will be in vain. Learners should be taught to relate the meanings they get from the text they read with their own life experiences. Similarly, Vaezi (2001) notes that proficient readers are the ones who are able to apply their background knowledge so as to deduce meaning in a printed page. It is therefore important for the learners to be able to develop association between words and meaning so that they can have a better understanding of the text.

Dechant (1982) suggested a threefold process for the teaching of meaning of words: teachers should teach the basic meanings of words; learners should be taught other words that mean the same as the given word and application of a word in different contexts so as to bring out different meanings of the word. Dechant (1982) further observes that a teacher can teach the meaning of a text through what he calls Direct Reading Activity (DRA). The basic steps to be followed in (DRA) are: creating reading through developing concepts, addition of vocabularies, creating interest and motivation to read; guided sustained silent reading; checking comprehension; oral

re-reading of the material; extending word recognition and comprehension skills; learning and practising new skills and enrichment and follow-up activities that include supplementary reading, dramatization, and other creative activities.

The teacher has the responsibility of teaching techniques on how to navigate the meaning of a text so as to enable the learners develop their reading skills and make understanding power of the texts better. Dechant (1982) has prescribed ‘twenty techniques’ for this purpose. They include: to provide learners with direct experience with the concrete object or event, because this direct experience is still the best way to develop meaning for a word; Label objects and make use of signs in classrooms; using illustrations, charts, pictures and maps; make use of riddles, rhyme, and puzzle games to illustrate meaning of words and ensure learners construct and use picture dictionaries.

Learners should be engaged in activities such as; use of picture words, flash cards and lotto games; read easy stories and build sentences with words cards and make scrapbook. They can arrange words according to the word category. For instance, the learners may be required to put down words of things that are found in a town, on a ranch, countries, cities or even creature that can be found in an ocean (Dechant, 1982).

Learners should be guided to infer the meaning of words in context that they have been used. The teacher may ask learners to fill in the gaps in a question using the choices given. The question may be asked as follows; Naomi poured water into the(*bank, tank*).The teacher should also assist learners to develop the concept of multiple meaning with an exercise. The teacher may use the same word

in different contexts to bring about different meanings of a word. The learners may be asked to write the different meanings brought about in the given words. This will ultimately assist the learners to develop the concept of multiple meaning in words. For example, a single word 'bank' can be used in sentences to bring out different meanings like in the sentences that follow: Lee lost his keys at the river *bank*; Collins deposited his money at the *bank*; Sasha will *bank* on you for assistance. And students will be asked to write the meaning of 'bank' in each blank (Dechant, 1982).

Dechant (1982) observes that learners should be taught how to develop the meaning of heteronyms, words whose pronunciation and meaning change depending upon their use in the sentence. Learners should also be assisted to use the cloze procedure to develop meaning. This procedure enables readers to use the context to identify the word that completes a passage. Learners should master how to use structural words as hints to meaning and the meaning of homonyms. Dillner and Olson (1977) note that learners should be taught to use imagery and to analyze the sense of appeal of words. They should be able to use the root of a word as well as prefixes and suffixes as hints to meaning and also come up with the meanings of compound words.

The learners should be taught how to read and come up with meanings of words used in a figurative sense or even provide assistance to learners to use the dictionary. They should be assisted to learn technical vocabularies. Knowing technical vocabularies is particularly important in the content areas. The primary types of technical vocabularies are; words that are peculiar to a given subject area of specialization; words that are common to all content areas but that have a special meaning in a given content area and symbols used in a given content area (Dillner &

Olson,1977). Learners should be provided with avenues to study the etymology of words. This is the origin of words. Learners can also be taught space, numerical and time concepts for developing word meaning in greater details.

According to Hunt (1970) the main responsibility for secondary language teachers of reading is that of refining skills previously introduced at the elementary level. Littlefair (1991) is of the opinion that the secondary school language teacher has an active role to play in continuing students' reading advancement. It is a worrying trend to establish that very little time is allocated and used on reading instruction in the secondary school despite difficulty in reading subject textbooks being quite common amongst many secondary school learners (Littlefair, 1991). Potts (1976) further states that the task of the middle school language teacher is to ensure that the children develop effective reading habits, strategies and techniques. In order to do this, they have to learn a new range of skills, sometimes termed higher order reading skills to distinguish them from the basic skills of initial reading.

It is necessary to encourage the development of critical reading amongst secondary learners rather than just teaching them to interpret the literal sense of a text. The written word is very powerful and one must have the ability to recreate the meaning for ourselves rather than taking the opinion as given by the writer. Learners are helped to become critical readers by teaching them how writers achieve meaning in a variety of genres (Littlefair, 1991). Attention should be given on how essential it is to develop flexible readers and the role of teachers in developing reading skills in secondary schools.

2.10.2 ‘Top Ten Principles’ for Teaching Reading

According to Williams (1986) it is important for English language instructors to assess the nature of the reading process and relevant reading activities in their classrooms so as to make the learning of English as a Foreign Language successful. Williams (1986) outlined ten principles or guidelines that are vital in evaluating a successful reading strategy. First, provision of a variety of interesting books. According to Williams, reading interest is important as it increases motivation and this in turn improves the development of reading speed and fluency. This assertion supports Nuttall’s (1996) opinion that the text should be of interest to the learners and preferably delight them. It is therefore important the text be captivating to the student and then to the teacher. Though it is hard to determine the interest level of the students, it is not impossible to establish whether the books currently in use in EFL reading course interest them. The learners can be requested to assess them as ‘interesting’, ‘all right’, or ‘boring’.

Second, the primary activity of a reading lesson should be learners reading text. The teacher should keep in mind that other language activities like listening in language classrooms should not be allowed to interfere with reading. Learners can only learn how to read through reading itself (Williams, 1986).

Third, Williams (1986) observes that advancement in language proficiency is an essential part of the development of reading ability. Learners may have adequate techniques and schemata, but the most vital thing about reading in EFL and ESL settings is that learners must have sufficient vocabulary, full knowledge of the sentence pattern and ‘rhetorical patterning’ of the text. Without these kinds of

knowledge, all their language skills and strategies will not help them to navigate the text. This is supported by Alderson (1984) who claims that an acceptable language threshold is crucial before reading skills and techniques can successfully be operationalized.

Fourth, classroom reading procedure should reflect the purposeful, task-based, interactive nature of real reading. Goodman (1967) opines that when a reader is engaged in reading, he is always engaged in a way that he tries to reconstruct the writer's main message. Classroom reading should be viewed as an interactive process where learners are expected to hold discussions of the text to develop their reading skills (Goodman, 1967). These discussions have positive effect as they make the learners apply what they have read. This can be made possible by requiring them to draw a diagrammatic representation of the text matrix (Goodman, 1967).

Fifth, Williams (1986) notes that teachers must be prepared to be quiet during learners' reading to enable them internalize what they read. Teachers' increased activities during reading impede learners' reading advancement. The teacher should avoid talking too much and s/he should only act as a guide so that the learner can attain the required reading skill.

Sixth, reading tasks should always approximate to cognitive reality of the learners. The teacher should endeavour to identify techniques, objectives and skills during the actual reading in classrooms so as to assist them internalize and enable them to become proficient readers. During the reading process, emphasis should be placed on self-report, think aloud and self-observation for the learners to become efficient readers (Williams, 1986).

Seventh, a learner cannot achieve reading proficiency by going through a reading course or working through a reading textbook. It is important for the learners to concentrate on both intensive and extensive reading (Williams, 1986). The learner should allocate at least one hour for both intensive and extensive reading daily. To promote extensive reading in classrooms learners should be introduced to graded readers which are within linguistic ability of the learners.

Eighth, a reader contributes meaning to a text. Good readers do not only take out information from the text but also develop attitudes about what they are reading. This approach should be encouraged and applied in teaching of EFL reading. This can be done through discussions so as to enable the readers to combine what is in their minds with what is in the text they are reading (Williams, 1986).

Ninth, Williams (1986) believes that advancement in reading requires readers to use both their ears and eyes. Research has found that the degree of text comprehension increases as the accuracy of readers' internal prosody moves up. So readers should be encouraged to listen to audio tapes that accompany graded readers. The English language teacher should also read texts to class to bring out stress and intonation in the text for the learners. The teacher could also organize learners into groups and allow better readers read to the weak learners.

Finally, using a text does not necessarily equal to teaching reading. Appropriate texts should be chosen for the learners with specific emphasis on development of reading skills. This will ultimately help in development of cognitive strategies that will assist the learners reconstruct the original message of the writer of the text (Williams, 1986). This will eventually broaden their minds and heighten their

understanding power of meaning construction. They will finally be able to use this power during sustained silent reading even outside the classroom without assistance of the teacher. This may be an appropriate strategy that can be applicable to learners in Laikipia County where reading interest is low to enable them become successful and motivated independent readers.

2.11 Relationship between Extensive Reading and Writing Abilities

According to Nuttall (1996) proficient readers instinctively pick up vocabulary, syntax and spelling of words while reading and they are able to apply them in their writing tasks. Therefore teachers should expose learners to environment with adequate reading materials of their choice so that they can use reading as a means of enhancing their writing abilities. Studies which found a positive relationship between reading amounts and writing test scores reported that learners who were exposed to a wide range of reading materials and for longer reading exposure period to the materials had more language input. Consequently, writing abilities of the learners were enhanced. In case of Laikipia County, low reading interest among secondary school learners may have had an impact on their writing abilities thus affecting their performance in English in particular and in many other subject areas in general.

Lai (1993) carried out a study in Hong Kong on primary school learners who read 14.2 grade readers over a period of four weeks. The study revealed that there was improvement in reading comprehension scores but writing scores remained constant and thus they did not show any increase. Hayashi (1999) did a study on extensive reading among university learners in Japan. The learners read outside classroom for

90 minutes per week. They also read on average 759 pages. From their writing scores it was found that they had improved in their writing ability. Mason and Krashen (1997) also found similar results of improved writing abilities when they conducted a study on 104 English major learners reading an average of 1,500 pages of graded readers.

Tudor and Hafiz (1989) initiated an extensive reading programme using graded readers with intention of improving learners' language competency. The results of the study revealed that learners made impressive improvement in reading and writing skills and a simpler but more correct use of syntax in L2. In a one semester extensive reading study among adult lower intermediate learners in the United States of America, Constantino (1995) found that as the reading programme progressed, more and more learners not only wrote journal entries on what they were reading but also the length of these entries increased. Divergent research findings have been reported on the effect of extensive reading on writing abilities. Mostly positive gains have been reported among the ESL learners while negative gains have been reported among EFL learners in both short and long term engagement in extensive reading. For instance, Lee and Krashen (1996) carried out a study on extensive reading on 318 Taiwanese high school learners. It was found that the group had a positive but very modest relationship between measures of free voluntary reading and their writing ability.

In a nine-week experiment by Caruso (1994) eight classes of 'Spanish 4' students read and summarized a variety of interesting material during the first 15 minutes of each class while the control groups spent the first 15 minutes of class practising

productive skills involving speaking or writing. After the experiment the writing complexity of the texts produced by the students was evaluated comparing pre-test and post-test mean t-unit lengths. Statistics showed that there was no significant difference in the writing scores of students in any of the groups. Also, Lai (1993) reported that four out of eight groups of 345 Hong Kong secondary students who read extensively for one year gained vocabulary recognition, listening comprehension, and reading speed; however, they did not outperform the control groups in the areas of reading comprehension and writing ability.

Previous findings report both positive and negative relationships depending on the quantity of reading and length of exposure to the language. Nevertheless, inconsistent results taken from just a part of the empirical evidence on what is known about the relationship between reading comprehensible texts and writing competency seem to suggest that there is no systematic correlation between the two variables. This inconsistency called for this study to scrutinize this relationship further with a view of establishing the extent extensive reading affects writing in classrooms.

Mason and Krashen (1997) carried out a study to determine whether extensive reading helped unmotivated learners in an EFL setting improve their English language competencies. The sample was taken from university learners in Japan. They were divided into two groups, the experimental and control group. The control group was taught English using the traditional method. The learners in the experimental group had performed dismally in the EFL class and therefore were assigned reading tasks from a collection of fifty books during the second semester

both in their class and as homework. They were required to write short summaries of each book they read and also keep a daily record of their feelings, opinion and progress about reading. The results showed that the experimental group got higher scores than the comparison group meaning they had improved greatly in English reading ability. This study gives insight on the benefits of extensive reading. However, it differs with the current study in that the current study looked at secondary school learners and not university students. This study was also an experimental study while the current study is a descriptive survey.

Lueng (2000) did a study on the effect of extensive reading on Japanese adults, self-study over twenty week duration. He used a learner diary, audio record and vocabulary test as study instruments. The results showed that extensive reading programme improved vocabulary acquisition and reading comprehension as well as learners' reading. The current study focused on young learners and not adult learners as in the previous study. The current study also used a questionnaire, interview schedule and composition writing as the research instruments.

Takase (2007) examined factors that motivated Japanese High School learners to read extensively. The sample of the study was 219 female high school learners who took part in extensive reading programme for approximately one year. The results of the study showed that learners' intrinsic motivation for their first language and second language reading were influential factors that determined their success in the extensive reading programme. Takase's (2007) finding concurs with the finding of a study conducted by Mori (2002) who investigated Japanese EFL learner's reading motivation by using the questionnaire as the main tool of the study. The learners

were exposed to a reading course in which reading texts were read extensively. The results of the study showed that in a long-term period reading behaviour, intrinsic value of reading and learning English were very crucial factors that determined the quality of what a learner read in a reading programme. However, the current study did not delve into how learners' L1 reading motivation influences extensive reading but it looked at reading techniques that promote and sustain extensive reading secondary schools.

Pigada and Schmitt (2006) carried out a study to determine whether an extensive reading programme could enhance lexical knowledge. The results of the study revealed that knowledge of 65% of the target words was enhanced in some way for a pick up rate of about 1 of every 1.5 words tested. Spelling of words was greatly improved whereas grammatical knowledge and meaning were also enhanced but not at the same rate. The study strongly indicated that learners acquire more vocabularies through well-organized extensive reading programmes. These findings informed the current study in that for a good extensive reading programme to be successful relevant reading materials should be availed to the learners. The current study therefore focused on assessment of resources available that support extensive reading in secondary schools.

Singh (2011) conducted a study in India on one hundred randomly sampled advanced level secondary students from two high schools to establish the relationship between their academic achievement and study habits based on gender. The findings of the study were that boys and girls differ significantly in the way they study and also academic performance. These findings were of importance to the

current study as some of the schools sampled were co-educational institutions. However, the current study did not attempt to look at gender difference in study habits but it looked at extensive reading and how it influences English language composition writing.

Nganyi (2006) carried out a research on reading culture in a sample of East Africa secondary schools and found that it was poor. It was established that students do not like reading even with the provision of reading materials. The study recommended that teaching reading should start at basic grades right through secondary, if the reading culture was to be established effectively. This finding informed the current study in that there could be learners in secondary schools who may not have attained the basic skills for reading.

Gathumbi in Groenewegen (2008) carried out a research which sought to determine the competence in reading of the primary school learners. This was done using a criterion referenced test (CRT) on class 3 and 6 pupils across the country. Gathumbi (2008) established that many primary class 6 pupils had not attained basic reading abilities. Her findings are very important to the study in that, after these learners take their Kenya Certificate of Primary Education (KCPE), they proceed to join secondary school where they may face challenges as a command in reading competence is a prerequisite for one to excel in all the subjects in the curriculum. Research has found that as pupils transit from the primary school years into the secondary school years, their literacy achievement stalls, or in more serious cases, declines to levels below that of their primary school years (Hanewald, 2013). It is therefore worrying that language teachers assume that learners joining their

secondary schools know how to read. In light of this, the current study found it necessary to examine the factors that influence learners' extensive reading and achievement of reading proficiency in secondary schools.

Inyega and Commeryras (2007) conducted a research on reading competence of the primary class four to six. The research sought to establish the teaching of reading as a skill. The findings showed that teaching was tailored toward passing examinations and this has been the trend since independence. The learner was therefore left with the knowledge that reading should be done for the sake of passing examinations. This perception leaves the learner devoid of the ability to form good reading habits and consequently, a reading culture.

Although Inyega and Commeryras' study focused on the primary school learner, the current study looked at how reading is taught at the secondary school level. From the above researches, it is clear that learners at both primary and secondary schools have reading problems. It is also evident that teaching methods are mainly teacher-centred and classroom interaction is teacher dominated. It is apparent that much of the research attention has been paid to the primary school learner and not the secondary school learner. Moreover, little research, if any, on the teaching of extensive reading techniques has been done in Kenya, and yet reading competence is very important for educational success. Overall, there have been a number of studies into teachers' pedagogical practices in reading in general but there is scarcity of research into pedagogical techniques that promote extensive reading at a time when pleasure reading is on the decline and performance of English at national level is falling. This

is the gap that this study tried to bridge. This study intended to provide valuable data on extensive reading instruction in Kenyan ESL classrooms.

Kirigia (1991) studied the reading performance of pupils completing primary education in Meru municipality, Kenya and determined the difficulties accounting for the variations in performance. It was established that a large number of pupils who took the test did not comprehend messages written in English. This was observed to be due to learners' inability to understand general statements when used in particular contexts, their failure to apply the statements in particular situations, inability to comprehend statements which had unfamiliar vocabulary or vocabulary that had specialized usage, even when they were irrelevant to the understanding of the text and the un-usual text layout including unfamiliar syntax. Kirigia's study informed this study in that a good number of primary school learners join secondary school having not mastered literacy skills. Unlike Kirigia's study, the current study investigated the influence of extensive reading habits on English language composition writing in secondary schools.

2.12 Gaps in Reviewed Literature

The literature reviewed shows that a teacher should have a thorough understanding of second language reading teaching methods and theories to be able to effectively teach reading and also motivate learners to read extensively. It has also emphasized the importance of extensive reading in improving learners' competences in English and also in other school subjects. It has also been established that teachers of English language in secondary schools have been reluctant in teaching reading skills because of making the assumption that learners joining secondary schools already know how

to read. This has caused great concern to education stakeholders globally as it has contributed to a decline in reading interests amongst learners. Since learners' academic progress is greatly influenced by their ability to read extensively, teachers must ensure that reading instruction is carefully planned and implemented.

The choice of reading activities in a reading lesson is determined by the instructional environment under which instruction takes place. From the literature reviewed, it has also been found that there exist gaps in research on extensive reading instruction. It is on the basis of these gaps that the study sought to explore the techniques that teachers use to promote and sustain extensive reading habits and the influence extensive reading habits have on English language composition writing and reading proficiency.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a description and rationale of research methodology that was used. It describes the study design, location and population of the study. It also looks at sampling techniques and sample sizes, data collection instruments, validity and reliability of the instruments, pilot study, data collection procedures and data analyses.

3.2 Research Design

According to Schinder (2003) a research design is a plan, scheme and structure for investigations to obtain answers to questions and may be compared to a blue print for collection, measurement and analysis of data. In addition, the research design includes all procedures selected to answer a particular question. The study utilized a descriptive survey research design. According to Fraenkel and Wallen (2003) surveys are cost effective and efficient when populations are large and their analyses are direct. The major purpose of this design is to describe the state of affairs as it exists (Kombo & Tromp, 2009; Orodho, 2005).

A descriptive survey design therefore, attempted to describe characteristics of subjects or phenomena, attitudes, opinions, preferences and perceptions of persons of interest to the researcher (Kombo & Tromp, 2009, Mugenda & Mugenda, 1999). Descriptive research was used to obtain information concerning pedagogical techniques that promote extensive reading habits in secondary schools. The research design helped in collecting a complete and possibly accurate data from the research

subjects which was used for detailed analysis and which led to important recommendations that were made.

Data collection was guided by the study objectives. The study was supplemented by views of qualitative data in form of respondents' views, comments and opinions on main themes the study had raised. The study also used descriptive statistical methods to analyze and present quantitative data. The study used qualitative method because it involves analysis and presentation of data in forms of descriptive nature (data obtained are expressed in words). For qualitative data, the researcher used semi-structured interviews with English language teachers. Quantitative method of data collection was employed because the study used descriptive statistical methods to present and analyze study data in frequencies and percentages. For quantitative data, the researcher used structured and an open ended questionnaire and a composition writing test with learners. The use of both qualitative and quantitative methods of data collection helped determine the extent of use of pedagogical techniques that promote extensive reading habits and also the possible influence of extensive reading on composition writing

3.3 Location of the Study

The study was carried out in Laikipia County, Kenya. The county has five sub-counties namely Nyahururu, Laikipia North, Laikipia Central, Laikipia West and Laikipia East. The area was selected because was among the low performing counties in the English language in the Kenya Certificate of Secondary Education (KCSE) though the performance of other subjects taught in English had not been impressive either (ref to table 2.1). This study sought to establish the teaching

techniques used in secondary schools to promote and sustain extensive and pleasure reading habits that may influence English language performance and extensive reading proficiency in the county.

3.4 Target Population

The target population for this study was secondary school students and teachers in Laikipia County. The target population was about 2670 students in form 2 and 3 and 80 English language teachers. Form 2 and 3 were chosen because these were classes which had settled down and familiarized themselves with reading materials like class readers. They were also thought to have wider experiences in reading yet they were not examination classes. In Laikipia County there were 67 secondary schools at the time of the study; among them were 4 boys' schools, 6 girls' schools and 57 co-educational secondary schools.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Mason (2002) defines sampling as the way through which the people who will be the sources of data are chosen and accessed. She reiterates that this process needs to be done carefully because it has implications for the trustworthiness of the findings. Mason also acknowledges that, 'the conventions of sampling in qualitative research are less clear-cut or well established than for statistical and quantitative research' p 34. The major aim of sampling in qualitative research is to identify participants who are likely to give rich and in-depth information on the issue being studied so that we learn the most about it (Dörnyei, 2007).

A proportional stratified sampling was used to select 15 secondary schools across the 5 sub-counties according to the distribution of schools namely: Laikipia West 22, Laikipia East 18, Laikipia North 7, Laikipia Central 9 and Nyahururu 12 out of 67 secondary schools. Proportional stratified random sampling involves dividing the population into homogeneous sub-groups and taking a simple random in each group (Krejcie & Morgan, 1970). Each stratum was represented in the sample in exact proportions to its frequency in the total population. The proportionate stratified sampling enables the researcher to represent the overall population and the key sub-groups of the population, and generally has more statistical precision than simple random sampling.

A simple random sampling was used to obtain a sample of 20 students in form 2 and 3 in each school totaling 300 students in 15 schools to fill in a the questionnaire (See Appendix G) and also sit a composition writing test (See Appendix J). An addition (30) 10% of the questionnaire was added for non-response to bring the total number of student respondents to three hundred and thirty. However, three questionnaires were not responded to making a total sample of 327 learners. All Form 2 and 3 students in all sampled secondary schools sat a composition test to assess the extent of extensive reading. All the 327 compositions were marked and scores analyzed. A purposive sampling was used to sample 30 out of 80 (37.5%) of the English language teachers. Mugenda and Mugenda (1999) assert that for descriptive studies, a 10% of the target population is representative enough while Ary, Jacobs and Razavieh (1972) further suggest that a 10% - 20% sample of the total population is adequate enough to give a representative sample of the total population.

Table 3.1

Target Population of Secondary Schools by Category and Type

School Type	School Category									Total
	National			County			Sub-County			
	Boys	Girls	Mixed	Boys	Girls	Mixed	Boys	Girls	Mixed	
Nyahururu	0	0	0	0	0	1	0	0	10	11
%	0	0	0	0	0	1.49	0	0	14.9	16.4
Laikipia East	1	0	0	2	2	0	0	0	13	18
%	1.49	0	0	2.98	2.98	0	0	0	19.40	26.86
Laikipia North	0	0	0	1	1	0	0	0	5	7
%	0	0	0	1.49	1.49	0	0	0	7.46	10.44
Laikipia West	0	1	0	6	4	0	0	0	11	22
%	0	1.49	0	8.95	5.97	0	0	0	16.4	32.8
Laikipia Central	0	0	0	1	1	1	0	0	6	9
%	0	0	0	1.49	1.49	1.49	0	0	8.95	13.43
Total Target	1	1	0	10	8	2	0	0	45	67
%	1.49	1.49	0	14.92	11.94	2.98	0	0	67.16	100

Table 3.1 indicates the distribution of secondary schools across the five sub-counties in Laikipia County namely Nyahururu, Laikipia East, Laikipia North, Laikipia West and Laikipia Central. Secondary schools in Nyahururu sub-county accounted for 16.4% of all secondary schools in the county. It had eleven schools, one county mixed school and ten sub-county schools. It did not have a national school for either gender. Laikipia East sub-county had 18 secondary schools which accounted for 26.86% of all the secondary schools in the county. It had one national boys' secondary school which accounted for 1.49% of all the secondary schools in the

county. It also had two boys' and two girls' county secondary schools which accounted for 2.98% in each case. It also had 13 (19.40%) sub-county secondary schools.

Laikipia North sub-county had the lowest number of secondary schools. It had 7 secondary schools which accounted for 10.44% of all the secondary schools in the county. The sub-county had one boys' and one girls' secondary schools which accounted for 1.49% in each case of all secondary schools in the county. Laikipia West sub-county had the highest number of secondary schools in the county. It had 22 (32.8%) secondary schools. The sub-county had one (1.49%) national girls' secondary school, 6 (8.95%) boys' county secondary schools and 4 (5.95%) county girls' secondary schools. It also had 11 (16.4%) sub-county secondary schools.

Laikipia Central sub-county had 9 (13.43%) secondary schools. It had the second lowest numbers of secondary schools after Laikipia North. They were distributed as follows; one boys', one girls' and one mixed county secondary schools accounting for 1.49% of all secondary schools in each case. The sub-county also had 6 (8.95%) sub-county secondary schools. In summary the target population of the study was all the 67 (100%) secondary schools in the county distributed as follows; one girls' and one boys' national secondary schools accounting for 1.49% of all schools in each case. The county also had 10 (14.92%) boys' county secondary schools, 8 (11.94%) girls' county secondary schools and 2 (2.98%) mixed county secondary schools. The county also had 45 (67.16%) sub county secondary school and they accounted for the highest number of secondary schools in the county.

3.5.2 Sample size

According to Kombo and Tromp (2009) a sample is a set of respondents selected from a large population for the purpose of survey. Sampling is a process of selecting a number of individuals from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho, Kombo & Tromp, 2002). The sample size for sampled secondary schools was 15 out of 67 secondary schools which was 22% of all the secondary schools in the county. The sample size was 327 students out of about 2670 (12.24%) students in form 2 and 3 as 10% had been added for non-response. A simple random sampling was used to identify 20 respondents in form 2 and 3 classes in each secondary school. In total 327 students were sampled to fill in the questionnaire and write a composition to establish their extensive reading patterns.

All compositions written were marked and scores analyzed. To arrive at the sample, each name of students in each class was written on small pieces of paper, folded and then mixed up in a basket. From the basket the researcher picked ten names in each of the form 2 and 3. Form 2 and 3 were treated as credible respondents for the study because they were assumed to have settled in school and had higher linguistic levels in terms of reading competences. English language teachers were purposively sampled to participate in an interview with the researcher. The participants for the study were obtained from the different school categories as shown in Table 3.2.

Table 3.2

Distribution of the Sample Secondary Schools by Category and School Type

Category School Type	National			County			Sub- County			Total
	Boys	Girls	Mixed	Boys	Girls	Mixed	Boys	Girls	Mixed	
Nyahururu	0	0	0	0	0	0	0	0	2	2
%	0	0	0	0	0	0	0	0	13.33	13.33
Laikipia East	1	0	0	0	1	0	0	0	2	4
%	6.67	0	0	0	6.67	0	0	0	13.33	26.67
Laikipia West	0	1	0	1	1	0	0	0	2	5
%	0	6.67	0	6.67	6.67	0	0	0	13.33	33.33
Laikipia North	0	0	0	1	0	0	0	0	1	2
%	0	0	0	6.67	0	0	0	0	6.67	13.33
Laikipia Central	0	0	0	0	0	1	0	0	1	2
%	0	0	0	0	0	6.67	0	0	6.67	13.33
Total	2			5			8			15
%	13.33			33.33			53.33			100.00

Key study informants in the target population were specifically sampled from each school in different categories as shown in Table 3.3

Table 3.3

Distribution of Key Informants in the Target Population by Schools of the Study by Sub-county in Laikipia County

Sub-county	Nya huru ru	Laikipia Central	Laikipia East			Laikipia West						Laikipia North	Total			
School Target Population	11	9	18			22						7	67			
School Sample %	2	2	4			6						2	15			
Schools	22%	22%	18%			21%						28%				
English teachers	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
F2 STP	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	30
F2 S S	80	98	80	80	96	88	78	100	90	100	88	68	78	90	98	1,312
%	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	150
F3 STP	13	10	13	13	10	11	13	10	11	10	11	15	13	11	10	
F3 SS	92	88	78	90	98	99	89	100	98	100	87	85	79	88	87	1358
%	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	150
Totals	11	11	13	11	10	10	11	10	10	10	11	12	13	11	11	2670

KEY: STP –student target population SS. sampled students

In total 300 learners were sampled across different categories of schools in five different sub-counties in Laikipia county. The additional 30 (10%) of the informants

were added for non-response but of these three did not respond making the total sample 327 informants.

3.6 Research Instruments

Data collection instruments are devices that the researcher uses to collect data; they include questionnaires, paper test or interview guides (Fraenkel & Wallen, 2003). In this section, the tools that were used for collection of data are analyzed.

3.6.1 Questionnaires for students

A questionnaire enables the researcher to preserve respondent's anonymity and also make it possible to elicit their responses. It also saves time and allows greater uniformity in the way questions are asked and thus greater compatibility in the responses (Kombo & Tromp, 2009). The questionnaire (Appendix G) administered to students to gather data on factors that influence learners' extensive reading habits and availability of reading materials in their schools that promote extensive reading habits. The questionnaire also gathered data on extensive reading patterns and preferences amongst secondary school learners. In total 327 (99%) questionnaires were responded to with only 3 (1%) registering a non-response.

3.6.2 Interview Guides for Teachers

Reliability of the information gathered is high when a researcher uses interview guides to collect data since they provide in-depth information about particular cases of interest to the researcher and the data collected is quantifiable (Kombo & Tromp, 2006). Interviews were carried out with English language teachers in an attempt to establish teaching techniques used to promote and sustain extensive reading habits in their schools. The interview guide (Appendix H) was administered to English

language teachers to gather data on pedagogical techniques that bolster extensive reading habits and non-classroom interventions that have been put in place in schools to promote extensive reading. The interview guide also helped to gather data on how extensive reading was conducted in schools and the challenges the teachers encountered during teaching. In total 15 in-depth interviews were carried out with all the 15 English language teachers during their free time. This information was corroborated with data available in English language teachers' professional documents that they used for teaching such as lesson plans and schemes of work. The interview guide also attempted to gather data on influence of extensive reading on English language composition writing performance.

3.6.3 Document Analysis Guide

The documents analysis guide (Appendix I) attempted to gather data from analysis of documents that teachers used during their teaching of extensive reading skills as it was an important part of the study data. Documents analysis guide makes it possible to corroborate information from the interviews (Yin, 2003). Data from professional documents revealed progress of English reading lessons especially from the lesson plans and schemes of work which are made on a daily basis and yearly respectively. In addition, the documents are expected to have information that cannot be obtained from the interviews and observations (Yin 2003).

Stake (2005), suggests that, "quite often documents serve as substitutes for records of activity that the researcher could not observe directly" (p. 68). The documents that the researcher analyzed included the scheme of work, which is a plan of what the teachers teach for the whole term, broken down into weeks and lessons and

showing mainly the class, topics, lesson objectives, teaching aids and textbook references. Another key document was the lesson plan, which is mainly extracted from the scheme of work but more detailed because it shows the different reading activities the teacher and the learners would be doing and the time each activity would take. Other documents that were analyzed were library records to check how often learners borrowed library reading materials and the types of materials the learners were able to access.

3.6.4 Composition Writing Assessment Test

According to Graves and Hanson (2003) writers incorporate what they have learnt about a language, structure and style from the texts they have encountered as readers. They also reflect on knowledge of texts they have and experiences they have had as a way of generating and synthesizing ideas for writing. Providing learners with choices on what they read and write, encouraging them to read and write, providing opportunities to write about topics and ideas that interest them and with which they are familiar, positively affect their attitudes toward writing and offer opportunities to learn (Hanson, 1991). The researcher administered a standard composition (Appendix J) to 327 learners in form 2 and 3 so as to gather data on aspects of extensive reading as evidenced in their writing, The compositions were marked using a standardized marking guide (Appendix K) which was validated by four experts in the field of Education and language pedagogy from School of Education, Kenyatta University.

The aspects of extensive reading prevalent in composition writing that the study looked at were correct spellings, appropriate use of language and vocabulary, good

sentence structures and creativity in the flow of ideas as a result of exposure to reading. Absence of these important traits in composition writing was an indicator of lack of adequate exposure to extensive reading. Data collected from composition scores were analyzed descriptively using percentages, frequency, means and standard deviations. Data were also analyzed using inferential statistics using independent t-test and analysis of variance and gave an insight on the likely influence of extensive reading on English language composition writing.

3.7 The Pilot Study

A pilot study was conducted prior to the start of the main study to establish the feasibility of the study and to also ensure the research instruments were clear, appropriate and error free. According to Coolican (1994) there is a significant need for a researcher to carry out a pilot study before the actual field work, so as to discover the flaws in research instrument and hence permit their necessary refinement. A pilot study also established the feasibility of the study in the locale. The researcher wrote a letter to the principal of a day secondary school in a neighbouring county requesting permission to be allowed to carry out piloting in the school. This school was not used in the actual study. A co-educational institution was used for piloting so that balanced insights on reading habits could be got from both boys and girls. After permission was granted and a day was agreed upon, the researcher visited the school to develop rapport with students and teachers.

Piloting of the questionnaire was done on Form 2 and 3 learners. The selected learners filled in the questionnaire and this helped to find out if learners understood the questions. Questions that elicited responses that were not clear were modified

and then adopted for use in the main study. Learners in Form 2 and 3 attempted the composition writing test. The test was piloted to establish whether the writing task was within their linguistic abilities in terms of comprehension, time allocated and expectation of the question. The mean score for form 2 was 4.22 while for form 3 was 4.89 indicating that the form 3 had performed better than form 2 class. Teachers were selected and an interview conducted. The interview guide was piloted to determine the best wording of items that could be used to collect the required information.

The pilot study helped in refining and modifying the interview items. The piloting time was determined by the researcher with the help of the selected English language teachers in the school. The documents analysis guide was also piloted and refined to enable it generate the expected data concerning extensive reading in professional documents like lesson plans and schemes of work. Some items that had been omitted like library records for analysis were eventually added so as to assist gather data on students' reading preference from library borrowing records. This helped to refine the tool so as to enable it gather credible data on reading patterns in each individual school. The teachers' interview guide was administered when teachers had free lessons to avoid interfering with the normal school programme. There were no significant changes, so the items in the interview guide were retained.

3.8 Validity and Reliability

3.8.1 Validity

Validity is the accuracy of data and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda 1999). The study instruments were modified to suit the set objectives of the study. Ary et al. (2002:79) opined that:

...the most obvious type of scientific validity evidence is based on content, which may be gathered by having some competent colleagues who are familiar with the purpose of the survey, examine the items to judge whether they are appropriate to measure what they are supposed to measure and whether they are a representative sample of the behaviour under investigation.

The students' questionnaire, English teachers interview guide, documents analysis guide and composition writing test were validated by four experts in the field of education and language pedagogy from School of Education, Kenyatta University, by assessing the content, construct and face validity. Further two experienced English language teachers who were also KNEC examiners face validated the composition writing test. This was done to ensure the content validity of the test was achieved. Comments and item inconsistencies realized in the questionnaire during piloting assisted to validate the other instruments that were used to collect data in the study.

3.8.2 Reliability

Reliability is a measure of the degree to which a research instruments yields consistent results or data after repeated trials. According to Gay and Airasian (2003),

the more reliable a test is, the more confidence we can have that scores obtained from the administration of the test are essentially the same scores that would be obtained if the test was re-administered. In research context, it means the instrument is dependable, stable, predictable, accurate and consistent. The questionnaire and interview guide were pilot tested between January and February 2017 in a co-educational school which was not used in the study. The questionnaire was administered to twenty sampled students who filled and returned them. The same students wrote composition assessment tests which were marked and scores tabulated. A semi-structured interview was then conducted with four sampled English language teachers. The document analysis guide was also pilot tested. Data were analyzed to establish whether they elicited the desired information. Items in the interview guide were refined and unambiguous. After three weeks, the instruments were re-administered in the same school to the same informants and then analyzed.

The reliability of the questionnaire and interview guide was estimated using Cronbach alpha coefficient (formula) to determine the consistency of the questionnaire and interview guide in giving information. Cronbach alpha coefficient is suitable when items are not dichotomously scored (Frankel & Wallen, 2003; Gall, Gall & Borg, 2003). Cronbach alpha assesses the homogeneity of the items and uses one administration of the instrument. It is given in terms of content validity index in each case. Cronbach Formula:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

In the above formula, K is the number of items in the questionnaire, σ_X^2 is the variance of the observed test scores, and $\sigma_{Y_i}^2$ is the variance of components i for the current sample of respondents. The result of the reliability estimate of the student's questionnaire was obtained to be 0.871. This was above the recommended threshold reliability coefficient of 0.70 which is recommended in social science research (Frankel & Wallen, 2003; Gall, Gall & Borg, 2003; Mugenda & Mugenda, 1999).

External reliability was estimated using test-retest method which measured the stability of the test over time. The reliability of the composition assessment test was estimated by use of the KR21 formula because the instrument was administered once and had continuous data. The formula is; $r = (k/k-1) [1-M(k-M)/k\sigma^2]$ where k is the number of items which was 36, M is the mean which was 27.82, and σ^2 is the variance which was 119.42. The composition writing assessment test reliability coefficient (r) was found to be 0.95 which was above 0.70 that is recommended for social sciences research (Frankel & Wallen, 2003; Gall, Gall & Borg, 2003; Mugenda & Mugenda, 1999).

3.9 Data Collection Procedures

The researcher first got a research permit number NACOSTI/P/16/26409/14163 from the National Council for Science and Technology of the Ministry of Education Science and Technology of the government of Kenya. With this document, the researcher visited Laikipia County Education Officer's office to request for permission to carry out research in the County. The researcher also sought authorization to carry out research from Laikipia county commissioner's office. The researcher then sent introductory letters to individual schools that participated in the

research. The researcher proceeded to develop rapport with school administrators, teachers and students of the selected schools and discussed details of the research. A convenient day was agreed upon during which data would be collected.

Schools were visited in person by the researcher and individually dealt with the targeted group. The questionnaire was administered to the sampled students with the assistance of teachers. The respondents were handled with confidentiality. During filling in of the questionnaire, students were reminded that it was not a test to ease any tension and anxiety experienced during examinations. The sampled learners were briefed by their teachers that the information sought by the questionnaire was purely for study purposes.

After filling in the questionnaire, the learners were allowed a break of twenty minutes after which their teachers gave them the composition assessment test. They were allocated forty minutes to write the composition which was marked in terms of correct sentence construction, creative use of language, appropriate use of vocabulary and correct spellings. Data collected from documents analysis guides (Appendix I) were analyzed in terms of instructional objectives set for extensive reading by teachers, time allocated for extensive reading, reading materials available in schools, book borrowing preferences and reading skills taught. The target source for this information was in the lesson plans, schemes of work, teachers' notes and library records.

3.10 Data Analysis

Analysis of the study data were based on all the data collected through four main data collection tools: interview for teachers, questionnaire for learners, documents analysis guide and composition writing. Data were analyzed using the Statistical Package for Social Science (SPSS) programme version 17. The study used both quantitative and qualitative techniques in collecting and analyzing data. Quantitative involved the collection of numerical data in order to explain, predict and or control phenomena of interest. Qualitative technique involved the collection of extensive narrative data in order to gain insights into phenomena of interests: data analysis included the coding of the data and production. It was studying the phenomena as they were in natural setting (Weisma & Jurs, 2005). To achieve this, the researcher employed different methodologies and data collection strategies.

The analysis was systematically done as per the objectives of the study just as Gay (1996) advises. Objective one sought to establish types of teaching techniques that bolsters learners' acquisition of extensive reading. These data were obtained from 30 teachers' interviews and were corroborated with the data obtained from documents analysis guide which confirmed whether reading instruction was planned and captured in the professional documents. All these data when triangulated gave credible insights on teachers' professional abilities to teach English language as a subject and more particularly extensive reading that is pleasurable for the learners in Kenyan secondary schools. The data were analyzed thematically from teachers' opinions, students' comments and documents analysis. The results were presented in tabular format.

Objective two set to investigate factors that influence learners' engagement with extensive reading. These data were analyzed using factor analysis of teachers' and students' statements. These data were presented in tabular format. Objective three sought to establish the resources available in schools that promote extensive reading. Data collected were collected using 327 students' the questionnaire and 30 teachers' in-depth interviews which meant to elicit information about factors that influence learners' extensive reading habits and availability of reading materials. These data were analyzed as per the themes of the study from teachers' and students' opinions and comments. The data were presented using frequency tables. Objective four sought to find out the non-classroom interventions put in place in schools to promote extensive reading. These data were analyzed as per the study theme from teachers' and students' observations and suggestions and presented in tabular format.

Objective five sought to establish the influence of extensive reading on English composition writing. Data were obtained using 327 Students' English composition writing scores and was meant to establish the relationship between extensive reading and writing. The indicators of extensive reading that were prevalent in learners' composition writing were correct spellings, good sentence structures and creativity in the flow of ideas and appropriate use of language and vocabulary as a result of adequate exposure to reading. The data were analyzed descriptively and also using independent t-test and analysis of variance (ANOVA) and presented in tables.

3.11 Logistical and Ethical Considerations

Ethical considerations are emphasized in all research situations. Mason (2002) stresses that qualitative researchers are called upon "not only to carry out data

generation analysis morally, but also to plan our research and frame our questions in an ethical manner"(p. 41). Hammersley and Atkinson (1995:263) also advise that "to say that the goal of research is production of knowledge is not to say that this goal should be pursued at all costs. There are ethical issues surrounding social research just as there are with any other human activity."

Research literature advises that (in terms of ethics), researchers are required to tell the truth and all participants must be given accurate and detailed information about the research. Their express consent, confidentiality and anonymity must be assured. Any sort of harm has to be avoided and the researcher may need to show appreciation of the participants' support in any appropriate manner (Hammersley & Atkinson, 1995). The researcher sought a permit to collect data from the Ministry of Education and later applied for permission to be allowed to collect data from the targeted schools from the County Education Officer. The researcher then sent introductory letters to the heads of the sampled schools notifying them that their schools had been selected for the study. The researcher then visited the schools to develop a rapport with teachers and students and agreed on the date for collection of data. The teachers and students were assured of anonymity and confidentiality and that the data generated from them were purely for research purposes only

3.12 Chapter Summary

This chapter introduced the research design and described both the study location and the population of the study. Sampling techniques, sample size and research tools were described. Methods of ensuring validity and reliability of the study instruments were discussed. It also outlined and explained how data obtained were analyzed

thematically using descriptive statistics in form of percentages, means and standard deviations. Finally, logistical and ethical considerations in the study were discussed.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations and discussion according to the five specific objectives. Study findings from analysis of study data obtained from the teachers' interview, students' questionnaire, document analysis guides and composition writing test are discussed in details.

4.2 Questionnaire Return Rate

The initial number of students sampled to fill in the questionnaire was 300 learners. About 30 (10%) of the sample was added for non-response. Of the additional questionnaire added only 27 were responded to making the sample of student respondents to be 327 in total. Male learners in both form 2 and 3 accounted for 44% whereas the female students were 56% of the sampled student population. All the sampled 30 English language teachers participated in an in-depth interview to gather data on how individually teachers were coping with the problem of decline in reading interest in their schools. The interview also established pedagogical techniques teachers use to teach reading.

4.3 Demographic Information

4.3.1 Teacher Respondents

Data of the study from the teacher respondents were obtained from bio data section and from open ended questions section of the interview schedule. Data obtained from 30 interviews of 30 sampled teachers were analyzed to establish the extensive reading techniques that promote pleasure reading. All the 30 (100%) English

language teachers were available to be interviewed and responded to questions asked adequately and exhaustively.

4.3.1.1 Academic Qualification

The study established the academic qualifications attained by the English language teachers in this study. These data on academic qualification of teachers were obtained from question (c) in the bio data section as shown in (Appendix H). The results are shown in Figure 4.1.

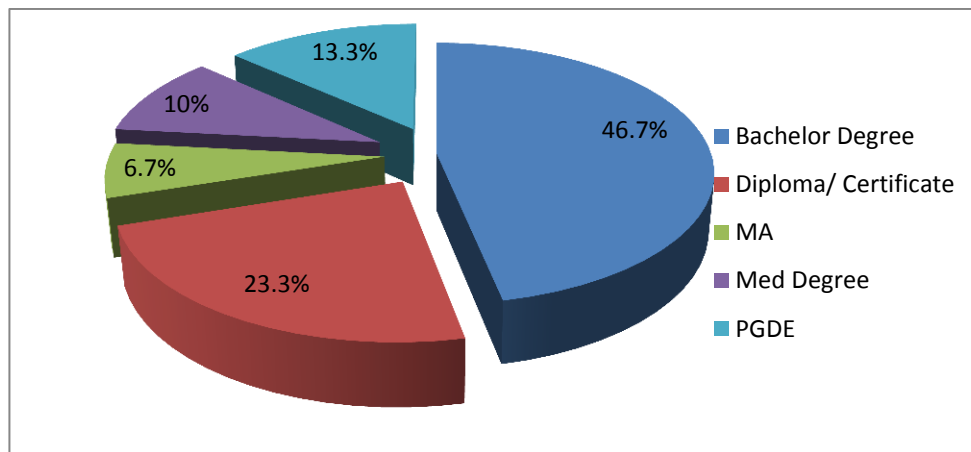


Figure 4.1. Frequency distribution of teachers by academic qualification

As indicated in Figure 4.1 nearly half 46.7% of the English language teachers in the study were trained and had Bachelor of Education (B.Ed) degree. Over 23% were diploma language teachers and a handful 13.3% had attained Post-graduate Diploma in Education (PGDE). Moreover, about 10% had Masters of Education degree and only 6.7% had Masters of Art degree. It was clear that all teachers (100%) were professionally qualified to teach in secondary schools. It also implied that language teachers had the required academic qualifications and requisite reading instructional

techniques to teach. It was also expected that they were in a position to handle English subject content adequately and thus impart that knowledge to the learners without difficulties. This finding is in agreement with Umar-ud-Din, Kamal, K, and Shalzad, M, (2010) who did a study on influence of English language teachers' academic qualification on learners' English performance. They found a positive relationship between the two variables.

4.3.1.2 Subject Combination

It is a requirement in Kenya for secondary schools teachers to be trained in at least two teaching subjects. These data were obtained from question (f) on teaching subject combination in the interview schedule (Appendix H). Therefore all the sampled teachers had another teaching subject which was identified as shown in Table 4.1.

Table 4.1

Frequency Distribution of English Language Teachers Subject Combination

Subjects	Frequency n=30	Percentage
English/Literature	21	70
English/ Geography	2	6.7
English/ History	2	6.7
English/CRE	4	13.3
English/ Secretarial Studies	1	3.33
	30	100

The findings in Table 4.1 showed that all 30 (100%) of the sampled English language teachers were trained and professionally qualified to teach English and an extra subject. Twenty one (70%) of the sampled teachers taught English and Literature while 2 (6.7%) taught English and Geography. A similar number taught English and History. Four (13.3%) taught English and Christian Religion Education

while only one (3.33%) taught English and Secretarial Studies. From the study data, it is clear that all the teachers were knowledgeable in the teaching of English as their area of specialization. It was believed that they had the required content required in the teaching of reading. It was also interesting to note that 30% percent of the language teachers had not studied literature during their training as teachers and one wondered how they were fairing while using integrated approach in teaching of English and literature set books in their respective secondary schools.

4.3.1.3 Language Teachers in Different School Category

The language teachers were exposed to different teaching environments. There were those that were sampled from national, county and sub-county secondary schools. These environments were different because teachers taught learners with different linguistic and academic abilities. National secondary schools admitted learners who had excelled very well in Kenya Certificate of Primary Education (KCPE) while sub-county schools admitted learners who were between slightly above average and below average as shown in Table 4.2.

Table 4.2

<i>Frequency Distribution of English Language Teachers by School Category</i>			
	Frequency n=30	Percent	Valid Percent
National	4	13.3	33.3
County	10	33.3	13.3
Sub-County	16	53.3	53.3
Total	30	100.0	100.0

As indicated in Table 4.2 four (13.3%) of the English language teachers were from national schools while 10 (33.3%) of the sampled teacher respondents came from county schools. Sixteen (53.3%) of the teacher respondents were sampled from the

sub-county secondary schools. Majority of the secondary schools sampled were sub-county schools thus the high numbers of sampled English language teachers. These schools got their learners from the neighbouring primary schools. Interestingly, it was observed that a good number of them shared their compounds with primary schools.

4.3.1.4 Teachers' Teaching Experience

The teaching experience of the respondents was interpreted against a competence scale that grouped their pedagogical experiences into varying cohorts along the continuum of five levels ranging from novice to expert. These data were obtained from question (B) in the interview schedule (Appendix H). It was expected that the longer the teachers taught reading in schools the more they honed their teaching skills. Study data were placed in a novice-expert continuum, whereas novice (0-5 years), established (6-10 years), competent (11-15 years), proficient (16-20 years) and expert (above 20 years) as shown in Table 4.3.

Table 4.3

Frequency Distribution of English Language Teachers by Teaching Experience

Teaching Experience	Frequency N=30	Percent %	Cumulative Percent
0-5 Years	4	13.3	13.3
6-10 Years	8	26.7	40.0
11-15 Years	8	26.7	67.7
16-20 Years	9	30	97.7
Above 20 Years	1	3.3	100
Total	30	100	100

From the data obtained in Table 4.3, four (13.3%) of the teacher respondents belonged to a category of newly employed that was referred in the study as novice

(0-5 years). Eight (26.7%) were established teachers (11-15 years) who had settled in the teaching profession. It was assumed that these teachers had taught English subject long enough and interacted with learners with different linguistic abilities and different reading challenges. Similarly, competent teachers' category also had 8 (26.7%) language teachers under study. It was assumed these teachers had ability to use syllabus guidelines and come up with inspiring and creative ways to motivate learners to read by virtue of their length of stay in the profession. Proficient category (16-20 years) had 9 (30%) teachers. Only one (3.33%) of the respondents belonged to the expert category as they had the longest teaching experience (above 20 years). They were thought to possess great knowledge in language teaching by virtue of the length of stay in the profession. Most of the teachers 22 (73%) had taught English language for 6-20 years. It was assumed that these teachers were experienced in teaching and therefore were reliable role models in reading instruction and thus inspired other teachers in designing innovative and creative ways that enhance teaching of reading. It was also assumed that they were rich in pedagogical knowledge that was beneficial to the language learners and other teachers.

4.3.1.5 Source of Teachers Pedagogical Knowledge

Although teachers in the study were professionally qualified to teach, the study sought to establish whether they had additional training on reading instruction. These data were obtained from analysis of question (e) in the teachers' interview schedule (Appendix H). Teaching as a profession is dynamic and teaching techniques keep on changing and thus it is prudent for language teachers to remain

updated and discover various avenues for outsourcing or sharpening their skills.

Figure 4.2 summarizes the findings.

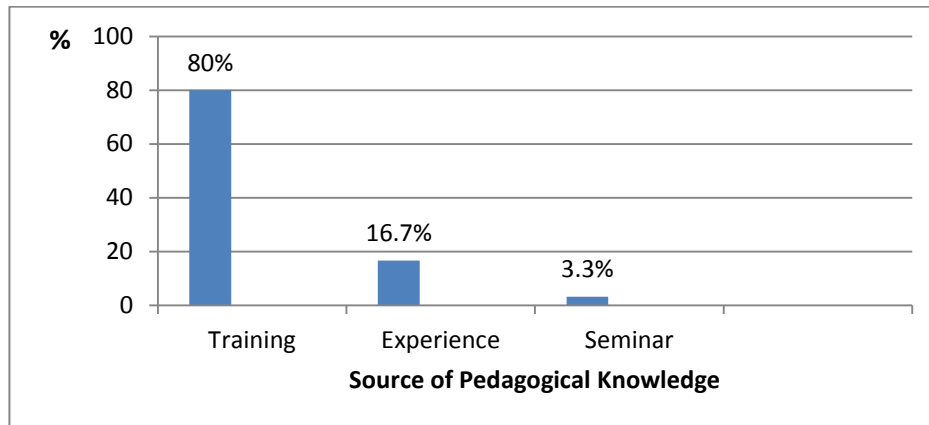


Figure 4.2. Source of English language teachers pedagogical knowledge

The study established that a majority 24 (80%) of the sampled language teachers had the pedagogical knowledge originating from their training in universities and colleges. Five (16.7%) of the respondents derived their knowledge of teaching reading from experience as a result of the number of years they had taught. This category of teachers had handled examination classes and from their experiences they were able to determine the best instructional practices for extensive reading. Out of the total sample only one (3.3%) of teachers had obtained their pedagogical knowledge from seminar that had sensitized them on the best practices for reading instruction. This finding is in agreement with Miheso-O'Connor (2009) study which established that teachers' pedagogic knowledge was crucial as it informed them on various strategies of instruction in the teaching subjects.

The findings obtained from the demographics indicate that the majority of the sampled English language teachers were highly trained and had sufficient

experience to effectively motivate and teach extensive reading to their learners. It was assumed that they had the ability to transmit reading skills to their learners without difficulty so as to enable them to be motivated to read.

4.3.2 Student Respondents

The background information that was sought included school category, gender, form level, and school location. These data were obtained from analysis of question 1-5 in section (A) of the student questionnaire (Appendix G). The purpose of their bio data was to make them feel committed to respond to the items in the questionnaire basing their arguments on the reading patterns and availability of reading materials in their schools.

4.3.2.1 Learners by School Category

The sample of learners was obtained from different categories of secondary schools ranging from national, county and sub-county as shown below in Table 4.4. These data were collected from analysis question (4) in section (A) in the student questionnaire (Appendix G)

Table 4.4

Frequency Distribution of Learners by School Category

	Frequency	Percent	Valid Percent
	n=327		
National	44	13.5	13.5
County	66	20.2	20.2
Sub-County	217	66.3	66.3
Total	327	100.0	100.0

A small number of learners 44 (13.5%) were sampled from national schools while 66 (20.2%) were sampled from county schools. More than half of the learners 217 (52.9%) were obtained from sub-county schools. The sub-county schools formed majority of the sampled secondary schools.

4.3.2.2 Learners by Gender

The sample of student respondents revealed that there were learners of both gender as most of sub-county schools sampled were co-educational institutions as shown in Table 4.5. These data were collected from the analysis of section (A) question 2 of the student questionnaire (Appendix G).

Table 4.5

Frequency Distribution of Learners by Gender

	Frequency	Percent	Valid Percent
Male	144	44.0	44.0
Female	183	56.0	56.0
Total	327	100.0	100.0

(n=327)

Data in Table 4.5 show that 144 (44%) of the learners were male and slightly more than half 183 (56%) were female.

4.3.2.3 Learners by Form Level

The study obtained data from form 2 and 3 learners from the analysis of question 3 in section (A) of the student questionnaire (Appendix G). It was assumed that the students had stayed and settled well in class and that their linguistic abilities and

exposure to reading tasks were adequate. Their distribution was as indicated in Table 4.6.

Table 4.6

Frequency Distribution of Learners by Form Level

	Frequency	Percent	Valid Percent
Form 2	165	50.5	50.5
Form 3	162	49.5	49.5
Total	327	100.0	100.0

(n=327)

As indicated in the Table 4.6, a majority 165 out of 327 (50.5%) of the student respondents were form 2 and a good number 162 (49.5%) were form 3 learners. In total 327 learners participated in the study.

4.3.2.4 Learners by School Location

The study also obtained data on learners on the basis of the location of the school. These data were obtained from the analysis of question 5 of the student questionnaire (Appendix G). Some of the sampled schools were located in urban areas while others were found in rural areas. Only a few 66 (20.2%) of the learners were sampled from secondary schools that were located in urban areas whereas over three quarters 261(79.8%) were sampled from schools located in rural areas in Laikipia county. This implied that the distribution of secondary schools in Laikipia County were in favour of rural areas. It was also noted that a number of sub-counties under study lacked urban centres and therefore they were largely rural in nature.

4.4 Objective One: Establishing the Teaching Techniques Used to Promote and Sustain Extensive Reading Habits in Secondary Schools in Laikipia County

This objective sought information on the techniques language teachers used to promote voluntary reading in schools. It was important to find out the applicable reading techniques so as to try and explain the reasons behind the worrying trend in decline in extensive reading. Similarly, it was also necessary to establish those reading techniques that were beneficial to learners so that they could be incorporated in extensive reading programmes in secondary schools.

The study collected data through teachers' interviews that sought to establish the techniques that language teachers were using to assist learners to read independently for pleasure. The study also collected valuable data through analysis of teachers' professional documents such as lesson plans, schemes of work and the school time table. All the sampled 30 English language teachers participated in an in-depth interview to gather data on how individually teachers were coping with the problem of decline in reading interest in their schools.

4.4.1 Teachers Classroom Practices during Extensive Reading Sessions

The study obtained data through an in-depth interview of English language teachers on reading skills that are used to promote and sustain extensive reading in schools. Additional data were collected from the analysis of teachers' professional documents such as lesson plans, schemes of work and the school timetable. The study found out that teachers used pre-reading, during reading and post reading techniques during reading lessons. Table 4.7 on application of pre-reading

techniques shows various techniques that teachers use to prepare learners before actual reading.

Table 4.7

Use of Pre-reading Skills

Category of schools	Percentage of school	Analysis of the title and the blurb	Skimming to identify the theme	Prediction of Text Events	Determination of text difficulty	Analysis of topic and clincher sentences	Generation of critical Questions	Discussion of the topic	Activation of prior knowledge
National	Count	4	3	3	2	3	4	3	2
	% within school category% of total	100%	75%	75%	50%	75%	100%	75%	50%
County	Count	7	5	5	6	4	3	4	3
	% within school category% of total	13.3%	10%	10%	6.7%	10%	13.3%	10%	6.7%
Sub-county	Count	12	8	8	7	6	4	5	3
	% within school category % of total	23.3%	16.7%	6.7%	20%	13,3%	10%	13.3%	10%
	Count	12	8	8	7	6	4	5	3
	% within school category % of total	75%	50%	50%	43.8%	37.5%	25%	31.2%	18.8%
	Count	12	8	8	7	6	4	5	3
	% within school category % of total	40%	26.7%	26.7%	23.3%	20%	13.3%	16.7%	10%

The findings of the study as shown in Table 4.7 indicate that teachers in all the three categories of schools reported that they used pre-reading techniques to assist the learners align their minds to what they are about to read. The percentage of schools involved was calculated within their individual category (within school) of schools and out of the overall number of schools (category percentage of total) in general. All 4 (100%) of teachers in national schools said that they assisted learners to analyze the title of the book in terms of literal and symbolic meaning of the title. This coupled with information provided by the author in the blurb gave insights on what the main theme of the text was all about. Recommendations by various readers

written by other authorities in the blurb also gave learners direction the book was likely to take in terms of complication of the plot.

Seven (70%) of language teachers in county schools reported that they assisted learners to analyze the text while 12 (75%) of the language teachers in sub-county schools were in agreement on the benefits of the title and blurb analysis. Teachers agreed that some titles of books are written to give learners appetite to read. A teacher in a county school said, *“Take a title of a play like Betrayal in the City by Francis Imbuga. The learners’ curiosity will come out from the content words “betrayal” and “city” and it is from these words that the reader will generate questions like who is betraying who? how? why? why in the city? Who gains or is punished for this vice.”* Information on recommendation of a book by renowned authors or authorities found at the blurb also provided invaluable information that helped the reader to make informed decision on whether to read the book or not to confirm or reject those assertions.

Another pre-reading technique that teachers reported to be using at pre-reading stage was skimming. This technique involves perusing through a text to get the gist of what the text is all about. A reader could skim through the table of content to get a clue of what the text addresses in terms of themes. A reader may also skim through the topic and clincher sentences in various paragraphs at random to establish major concerns of the text. A third (75%) of national school teachers, half (50%) of county school teachers and a similar number of teachers (50%) in sub-county schools taught learners how to skim a text as a very important pre-reading technique. According to The Schema Theory, if the learners internalize the skimming skills, they will be in a

position to activate the schemata on skimming and apply the skill in future reading engagement.

Teachers under study also reported using prediction of the text events as a pre-reading technique. From the analysis of the themes of the text the learners were taught how to predict the outcome of the text in relation to the past experiences. Three (75%) were teachers in national schools and 5 (50%) were teachers in county schools and 8 (50%) were teachers in sub-county school who taught this technique. In total 16 (53.3 %) of the English language teachers used this pre-reading technique.

English language teachers also reported that they taught learners how to determine text difficulty as a pre-reading technique so as to avoid time wastage struggling with a text that was not within their linguistic ability. Teachers noted that difficult texts in terms of language use and syntax frustrated learners as they struggled to comprehend what was beyond their abilities. This made learners become disinterested in future reading engagement. It was observed that it was important for the language teachers to assist learners determine whether the text was for their level or not. Language teachers observed that if a learner opened pages of a book at random came across more than ten unfamiliar words and complex sentence structures then there were high chances that the text was not for his level and as such it would distract the reader and slow the pace of reading. Text for reading for enjoyment was supposed to have words that learners did not have difficulty in inferring the meaning and as such they did not stop to use a dictionary to check for the meaning.

Two (50%) of teachers in national schools, 6 (60%) of teachers in County schools and 7 (43.8%) in sub-county schools used determining of text difficult technique at the pre-reading stage. The implication of this is that learners got time to have an overview of the text and this prepared them on how to approach the text and avoid time wastage. This is supported by Steinhofner (1996) who opines that pre-reading techniques are very important as they help language learners avoid the common tendency of reading a text directly from the start to the end and instead get time to familiarize with the text layout.

Another pre-reading technique reported to be used by English language teachers was learners' generation of critical questions about the main theme or topic of the text. Eleven (36.6%) of the teachers said that they taught the technique. This comprised of all 4 (100%) of national school teachers, three (30%) of county school teachers and a quarter 4 (25%) of sub-county school teachers. It is clear from the findings that more than half 19 (63.4%) of the teachers did not teach this technique. A major implication of this is that learners may fail to enjoy reading texts that require critical evaluation of the text due to lack of critical thinking skills. This technique assisted learners to generate answers about what they knew about the topic of the text and then relate it with what was in the text. These questions aided learners in comprehension of the text they were reading. This finding agrees with Smith (1995) and who opines that generation of questions by readers help them to rethink about the text they are reading and approach it with an open mind.

Another pre-reading technique that English language teachers reported using at pre-reading stage was activation of the prior knowledge. Two (50%) of the teachers in

national schools, 3 (30%) in county schools and a similar number 3 (18.8%) in sub-county schools taught this technique. The technique involved the teacher highlighting a topic and letting learners discuss what they knew about the topic and then linking the learners' experiences with what the texts they were about to read were all about. The technique appeared to benefit the learners as they were able to activate their minds about the topics they were about to read. This finding concurs with Fahmi (2003) who emphasized the importance of providing EFL students with reading materials familiar with students' schemata. He also outlined some activities to activate students' prior knowledge before reading. These activities include asking the students to predict what is going to be discussed, asking the students to formulate questions before reading and teaching students how to write summaries after reading.

In summary, a majority of the teachers reported to have taught learners how to analyze the title and the content in the blurb so as to get the gist of the major concern of the text. It was the most common pre-reading techniques used. However, it was noted that setting the purpose for reading as an important pre-reading technique was never mentioned by the teachers. Before learners embark on voluntary reading, it was important for the teachers to teach them to set their goals for reading whenever they interacted with any reading material. Therefore, this could have grave implications in that a learner who does not have reading goals may find himself wandering and losing direction as far as extensive reading is concerned. Goal setting should be one of the major ingredients for extensive reading in schools. This finding concurs with Deforge (2012) who opines that setting reading goals with learners in extensive reading programmes allows them to feel ownership of their success by

being able to clearly see how their actions affect their achievement. This assertion is also supported by Schunk (2009) who observes that setting the right goal and providing feedback is critical in reading instruction. In addition, Schunk (2009) opines that goal progress feedback provides information about progress toward goals and can promote self-efficacy and motivation when students cannot derive progress information on their own.

4.4.1.1 During Reading Techniques

The findings of the study revealed several during reading techniques that the teachers reported to be teaching learners to apply while interacting with reading materials during extensive reading sessions to aid comprehension as summarized in Table 4.

Table 4.8

Use of during Reading Techniques

Category of Schools	Percentage of schools	Formation of mental images	Inferring meaning of words in context	Relating text with others	Predicting outcome of events	Identifying major issues	Paired Discussion	Reading words in clusters	Plot direction
National	Count	3	4	2	4	2	3	3	4
	% within school category% of total	75%	100%	50%	100%	50%	75%	75%	100%
County	Count	7	7	6	3	4	4	3	8
	% within school category% of total	10%	13.3%	6.7%	13.3%	6.7%	10%	10%	13.3%
Sub-county	Count	8	8	7	3	4	5	4	6
	% within school category % of total	70%	70%	60%	30%	40%	40%	30%	80%
		23.3%	23.3%	20%	10%	13.3%	13.3%	10%	26.7%
		50%	50%	43.8%	18.8%	25%	31.2%	25%	37.5%
		26.7%	26.7%	23.3%	10%	13.3%	16.7%	13.3%	20%

The findings in Table 4.8, show that 18 (60%) of the teachers reported to have taught learners on how to apply formation of mental images or visualize as a while reading technique. These comprised of 3 (75%) of teachers in national schools, 7 (70%) in county schools and 8 (50%) in sub-county schools. The technique involved the learners being encouraged to visualize what they read and letting characters in the books they were reading interact in their mind. These mental images helped the reader to see the conflict and understand the plot of the text. This finding agrees with the findings in the United States of America of National Reading Panel (2000) that established that visualization helps learners construct images of what they read and so English language teachers should endeavour to assist and motivate learners visualize settings, characters and events and ask them to write or draw what comes to their mind once they visualize. The implication of this finding is that learners who cannot visualize what they are reading by letting characters interact in their mind may have difficulties trying to comprehend what they are reading. This may also cause challenges in their engagement in extensive reading. It is therefore important for the English language teacher to teach learners on how to create mental scenes so as to enliven character interaction in their mind to ease comprehension.

Another technique reported to have been used by teachers was assisting learners to infer the meanings of words in context. Through inferring students would be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning (Harvey & Goudvis, 2000). Learners can keenly look at illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences. The teachers were of the view that learners stopping to check the meanings of words in the dictionary should

be discouraged as they would reduce the reading speed and distract them from the storyline. More than half (63.3%) of teachers used this technique. It comprised 4 (100%) in national schools, 7 (70%) in county schools and 8 (50%) in sub-county schools. Teachers agreed that the problem in inferring meanings of words may be compounded by learner's inadequate vocabulary, lexical inefficiency, structural complexity and language inaccessibility. The learners should be in a position to understand the context in which the word has been used. They should also be in a position to dissect a word into prefix, root or base and suffix in order to try to understand it. These findings agree with Davis (1995) who opines that words having different syntactical functions and varieties of inflectional endings may also cause difficulties for the learners in reading a text effectively.

Another while reading technique teachers reported to have been teaching learners was how to relate the text they were reading with a previous one or any other text they had read before. This technique enabled learners to make connections between what they were reading and what they had read previously. This helped in aiding comprehension of the text. In total 70.3% of the teachers used this while reading technique. This comprised of two (50%) of teachers in national schools, six (60%) in county schools and seven (43.8%) in sub-county schools. This means that forming mental images helps the learners to understand, relate and actualize the text they are reading well. These imaginations in the mind of the reader help in creation of personal links or bond between the text and the reader. This finding agrees with Harvey and Goudvis (2000) who opines that visualizing strengthens reading comprehension skills as learners gain a more thorough understanding of the text they are reading by consciously using words to create mental images. As the learners gain

more deliberate practice with this skill, the act of visualizing becomes automatic. Learners who visualize as they read not only have a richer reading experience but can recall what they have read for longer period of time.

These findings on reading methods also corroborate with the findings of a study in Taiwan by Teng (2009) who studied the relationship between reading comprehension and reading methods and learning styles of EFL 12th grade male students. Teng (2009) found that most students could benefit from both silent and oral reading activities. Teng suggests that EFL teachers should be more flexible in selecting various reading methods for use in the classroom setting. Teachers could support a mixture of oral and silent reading assignments that would allow students to engage in their preferred style while reading independently.

The findings of the study also established that teachers also taught prediction of outcome of events as a while-reading technique. Fourteen (48.3%) of English language teachers interviewed taught prediction of outcome as a during-reading technique to their learners. This comprised of four (100%) of teachers in national schools, three (30%) in county schools and three (18.8%) in sub-county schools. Prediction of outcome of events in the text assisted the learner in interacting with the events and characters in the text and this aided in the comprehension of the text. The reader is able to predict an outcome of an event and be motivated to continue reading to establish whether the prediction was correct or not.

Another while reading technique that teachers taught was identifying major issues, themes or concerns of the text or reading materials. Nearly half (45%) of the teachers reported to have taught learners how to identify major themes in a text. This

comprised of 2 (50%) of language teachers in national schools, 4 (40%) in county schools and 4 (25%) of teachers in sub-county schools. Identifying of major themes assisted the learners to follow the story line. This also helped to understand the point of views of the writer and also what motivated the actions of the characters.

The findings of the study also established that teachers taught learners to read words in clusters instead of reading word by word. This increased their reading speed and aided comprehension. Nearly half (45%) of the teachers reported to have taught this technique as a while reading technique. This comprised of 3 (75%) of teachers in national schools, 3 (30%) of teachers in county schools and 4 (25%) of teachers in sub-county schools.

Another while reading technique teachers reported to have taught was following the plot or the story line of the text. The learners were taught to establish how events in a text unfolded chronologically. Twenty (77.5%) of the teachers reported to have taught this reading technique. This comprised of 4 (100%) of the teachers in national schools, 8 (80%) in county schools and 6 (37.5%) in sub-county schools. These results agree with the perception held by Nuttall (1996) that learners need to be equipped with techniques that they can apply while reading so that when comprehension breaks down they can be able to repair and move on reading.

4.4.1.2 Post-reading Techniques

The findings of the study established that learners were also taught post-reading techniques to help them practice what they had read or internalize concepts learnt after interacting with reading materials. The post-reading techniques taught to the learners are shown in Table 4.9.

Table 4.9

Use of Post-reading Techniques

Category	Percentage of schools	Retelling	Writing summary	Writing composition	Writing diaries	Writing book reviews	Group discussion	Writing posters	Leaving a note on the text
Of Schools									
National	Count	2	3	4	2	2	3	3	2
	% within school category% of total	50%	75%	100%	50%	50%	75%	75%	50%
County	Count	8	7	5	3	4	7	3	8
	% within school category% of total	26.7%	23.3%	16.7%	10%	13.3%	23.3%	10%	26.7%
Sub-county	Count	7	6	7	4	3	5	6	4
	% within school category % of total	43.8%	37.5%	43.8%	25%	18.8%	31.2%	37.5%	25%
		23.3%	20%	23.3%	13.3%	10%	16.7%	20%	13.3%

The study data in Table 4.9 indicate that retelling of what a learner had read in the classroom was one of the post-reading technique teachers reported to have used. This narration had other benefits of mastery of oral skills as well as instilling confidence in speech to the learners. Two (50%) of national schools teachers, eight (80%) of county schools teachers and seven (43.8%) of sub-county language teachers applied this post-reading technique in the course of their teaching. This technique helped learners to learn from one another and also served as an avenue of revealing interesting reading materials to other learners.

Teachers also asked learners to write brief summaries of what they had read during reading lessons. This enabled the teacher to have a track of what the learners were reading and also sharpening their writing skills. Sixteen (53%) of the English language teachers reported to have applied this post-reading technique. This comprised of 3 (75%) of the teachers in national schools, 7 (70%) in county schools

and 6 (37.5%) of teachers in sub-county schools. Teachers reported that the summaries learners wrote had a bearing on reading interests and gave insights on the kind of books and other reading materials that were on high demand in their schools. This also sharpened their writing skills.

Language teachers also generated composition writing tasks from themes that learners had read about after discussions as a post-reading activity. Teachers collected themes from learners during reading lessons and then on the basis of those themes gave guided compositions to test their comprehension and writing skills. Sixteen (53.3%) of the language teachers reported to have used this post-reading technique.

Another post-reading technique teachers reported to have taught was diary entry. This involved learners making diary entries on what they were reading on daily or weekly basis. Learners were encouraged to develop vocabulary journal in the diary where they wrote unfamiliar words they encountered while reading. Diary entries helped learners to keep individual track on what they were reading and enable them to remain focused on reading tasks. This self-monitoring encouraged learners to take charge of their own reading. Nine (30%) of the teachers reported teaching learners how to apply diary entries as a post-reading technique. This comprised of 2 (50%) of the English language teachers in national schools, 3 (30%) in county schools and 4 (25%) in sub-county schools.

Another post-reading technique that teachers reported teaching was asking learners to writing book reviews. These book reviews are synopsis of texts highlighting the main conflict, plot and characters in the text. The book reviews also have resolution

of the conflict and further recommendations for reading. These books reviews were then pinned on the class notice boards to motivate learners to read. The book review writers would also write their name for easier access of the book. Nine (30%) used this post-reading technique. This consisted of 2 (50%) of English language teachers in national schools, 4 (40%) in county schools and 3 (18.8%). Therefore majority (70%) of the teachers did not view writing book reviews as an important post-reading technique. Those teachers who applied the technique reported that it was beneficial to the learners as it helped improve their writing skills. This implies that those learners who were not taught writing book reviews as a post-reading technique were missing an important component in language learning.

The findings of the study also established that 15 (50%) of the teachers reported to have taught how to carry out critical discussions on what the learners had read. This was comprised of 3 (75%) in national schools, 7 (70%) in county schools and 5 (31.2%) in sub-county schools. The learners were placed in small groups and each given an opportunity to inform each other about what they were reading and whether it was of interest to them or not. The groups would then be dismantled and the learners redistributed to other groups to ensure they reaped maximum benefits from the discussions. This technique did not only encourage the learners to read in extensive reading programmes but also boosted their self-esteem and confidence as a result of participation in group sharing activity.

Another post-reading technique that teachers reported using to encourage learners to engage in extensive reading and hence promote reading cultures in their school was writing posters. Posters employ use of colour and thus are able to communicate

information as they are attractive to look at. Learners were encouraged to write posters of whatever interesting material they came across. These colourful posters were pinned on the school notice boards so as to motivate learners to read. Twelve (40%) of the teachers taught learners this technique to enhance reading motivation. This comprised 3 (75%) of English language teachers in national schools, 3 (30%) in county schools and 6 (37.5%) in sub-county schools. This therefore implies that a majority (70%) of the teachers did not view use of posters concerning the books they were reading to motivate learners as a vital post-reading technique.

The study findings also established almost half (46.7 %) of the teachers reported that they had books fixed with a blank paper after the cover page where learners wrote personal comments on their feelings about the text. These comments guided each subsequent reader in making their decisions on whether to read the book or not and also what to expect while reading. Definitely positive comments would motivate a reader to read the text. This technique was applied by 2 (50%) of teachers in national schools, 8 (80%) in county schools and 4 (25%) in sub-county schools.

English language teachers were of the opinion that pre-reading, during-reading and post-reading techniques were important as they assisted learners to make proper decisions before interacting with a text. Application of these techniques assisted in minimizing challenges learners encountered as they navigated the text and this boosted comprehension and interest in reading. It was also found that these techniques were almost used by at least (50%) of the language teachers and as such the other half did not teach the techniques thus making learners face difficulties in reading and decline in reading interest. The study triangulated data collected from

the teachers' interviews on teaching of reading techniques with data collected from students' questionnaire as shown on Table 4.10.F-Frequency SD-Strongly Disagreed, D-disagreed, U- Undecided, A-Agreed and SA-Strongly Agree.

Table 4.10

Distribution of Students' Views on Extensive Reading

STUDENTS' OPINION	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
I have learnt reading techniques.	14	4.3	26	8.0	12	3.7	132	40.4	143	43.7
I apply reading skills during reading.	16	4.9	25	7.6	24	7.3	169	51.7	93	28.4
I encounter reading challenges.	72	22	54	16.5	30	9.2	85	26	86	26.3
I submit reading reports.	144	44	91	27.8	27	8.3	40	12.2	25	7.6
I am guided on book reading.	72	22	75	22.9	27	8.3	77	23.5	76	23.2

(n=327)

Study data in Table 4.10 confirm that 14 (4.3%) of the learners strongly disagreed that they had been taught reading skills while 26 (8%) disagreed. Thirteen (3.7%) were undecided and as such they were not sure whether they had been taught or not. A majority 275 (84.1%) of the learners agreed they had been taught reading skills to navigate texts and also assist them to derive pleasure from what they were reading. This information corroborated what a half 15 (50%) of English language teachers had said during the interview. This implied that if the majority of the learners had been taught extensive reading techniques, then they were expected to apply the techniques while reading to aid their comprehension. Learners were therefore asked whether they applied the techniques taught in the course of their reading. As shown

in Table 4.10, 41 (12.5%) of the learners indicated that they never applied techniques taught by their teachers during reading. This could be due to difficulties in internalizing the skills or not being taught at all.

Twenty four (7.3%) of the learners were not sure whether they applied the techniques taught or not. More than three quarters 262 (80.1%) of the learners agreed that they applied the reading techniques taught to aid their comprehension of the text. Kirsch (2002:67) opined that, “reading skills are essential to the achievement of lower and upper secondary students but after seven or eight years of elementary education, many students will lack sufficient proficiency as readers, and many adolescents continue to perform at unacceptable levels.”

Although 80.1% of the learners agreed that they were able to apply reading techniques that assisted to promote their extensive reading habits, more than half (52.3%) as shown in Table 4.10 of them indicated that they encountered challenges in the course of their reading. This implies that they had not been properly grounded on the use of the reading strategies mostly due to inadequate time allocated for reading, negative attitude towards reading, lack of motivation to read, or due to scarcity of reading materials. Therefore, a lot need to be done by the English language teachers right from primary schools to promote the reading culture in schools. However, only a third (38.5%) indicated that they did not face any challenges in extensive reading while a small number (9.2%) was undecided.

From the findings of the study, more than half (61.5%) of the learners (inclusive of the undecided) indicated that they had challenges while reading, and this was a big number of learners that calls for serious interventions by language teachers to

remedy the situation. The findings are consistent with the findings in Thailand by Chuenta (2002) who found that graduate students in administration faced reading challenges. The researcher further studied the development of reading materials to develop students' reading ability. The groups were composed of 100 graduate students in administration.

The research instruments were questionnaire and samples of reading materials. It was found from the results that the participants had problems in reading more complex English. Their problems in reading were the inability to grasp the main idea, the inability to read quickly due to limited vocabulary, the inability to summarize the text, and the lack of appropriate reading strategies. In addition, in the open-ended part of the questionnaire, the participants commented that they could not understand the sentences with technical terms, phrases, and idioms. The participants found that they could not understand passages which used unfamiliar vocabulary. Moreover, they needed to learn more about the context clues, roots, prefixes, suffixes, idioms, and dictionary skills. It is clear that reading challenges were encountered by learners across all levels of education.

4.4.2 Organized Extensive Reading Programmes

For extensive reading to be effective English language teachers must prepare a programme that encourages learners to read. They must have a time table where specific time is allocated as a library lesson and objectives of the lesson outlined. Data obtained from the professional documents revealed that only a small number 9 (30%) of the language teachers indicated plans to teach reading in the schemes of work and lesson plans. The majority of the teachers 21 (70%) asked their classes to

take free lessons when teachers were absent as reading lessons. This clearly shows that extensive or pleasure reading has not been incorporated properly as an important component of language learning in our secondary schools. In addition, learners were asked whether they had a timetabled reading lesson as shown in Table 4.11.

Table 4.11

Presence of Reading Timetable in Classrooms

	Frequency	Percent
Yes	173	52.9
No	154	47.1
Total	327	100.0

Study data obtained in Table 4.11 indicate that 173 (52.9%) of the learners agreed that their extensive reading lessons were indicated on the timetable while 154 (47.1%) indicated that their school time table did not indicate any reading lesson. This lack of indication of extensive reading hour could disorient the learners and make them view extensive reading as if it is not a serious and worthy undertaking. Programming extensive reading time is one way of showing the importance of reading to the learners and may also increase their motivation to read as one will be looking forward to that time for reading. This finding concurs with Kabui (2019) who suggests that one of the surest ways to get young people to read is to include reading on the timetable. From as early as kindergarten, students would greatly benefit from a designated library lesson. From the findings of the study, it was also clear that though teachers taught extensive reading skills to the learners, majority of the teachers did not track what individually learners were reading. The finding was

also consistent with Wafula (2017) who found that extensive reading programmes in secondary schools in Kenya were irregular and haphazard.

Learners were asked whether they gave personal reports on what they were reading. As shown in Table 4.10 nearly three quarters 235 out of 327 (71.8%) of the learners indicated that they were never asked for individual reports on what they were reading by their teachers. Only a small number 65 (9.8%) indicated that their teachers required them to make personal reports on what they were reading. Very few (8.3%) were undecided. This finding showed that for 235 (71.8%) of the learners, their teachers never monitored students' reading mostly due to time constraints as a result of overloaded curriculum. This lack of monitoring of learners' progress in extensive reading could likely make them lose focus and interest in reading as they felt that their teachers were not concerned with their reading progress. This finding corroborates with data from teachers' interview when they were asked whether they gave reading targets to their learners as shown in Table 4.12.

Table 4.12

Extensive Reading Targets for the Learners

Learners' Reading targets	Frequency	Percent	Valid Percent
No	23	76.7	76.7
Yes	7	23.3	23.3
Total	30	100.0	100.0

As shown in Table 4.12 English language teachers were asked whether they gave reading targets to their learners. Twenty three out 30 (76.7%) of the English language teachers did not give reading targets to their learners while nearly a quarter (23.3%) agreed they did so. Lack of reading targets could lead the learners lacking interest in reading as they will lack opportunities for them to set out their goals and purposes for reading. English language teachers should guide and monitor the learners in order for them to achieve their goals. This would lead to the success of extensive reading programmes in their schools. This assertion was supported by Benson (2001) who argued that language teachers should not leave the learners to engage in learner autonomy alone but they should actively encourage and provide the necessary support for the learners to enable them to take control of their reading. This assertion is also supported by Many, Dewberry, Taylor and Coady (2009) who claimed that teachers who had a good understanding of language and literacy development provided more responsive and meaningful reading instruction to students' needs. Some of the scaffolding instructions that were demonstrated included making connections to students' experiences and prior knowledge, making the most of teachable moments, and using multiple resources to support students' reading.

Learners were also asked whether teachers guided them on which books to read. The question sought to find out whether after teaching reading techniques English language teachers went ahead to establish individual interest of learners. From the study data as shown in Table 4.10, it was established that 174 (53.2%) of the learners were not advised by their teachers on which books they could read in terms of their interests and linguistic abilities. English language teachers were expected to

be reading role models to their learners and thus guide them on which books to read failure to which learners with low literacy competencies will get frustrated struggling to read books meant for advanced level. This may discourage them from future engagement with books and thus decline of the reading culture in their schools.

One hundred and fifty three (46.7%) of the learners were guided by their teachers on how to select reading materials that suited their level. When learners were not provided with graded readers, there was a lot of time lost trying to locate books and other reading materials that were at their linguistic ability. Language teachers were also asked whether they kept reading progress report for their learners. Study data obtained indicated that majority did not as presented in Figure 4.3.

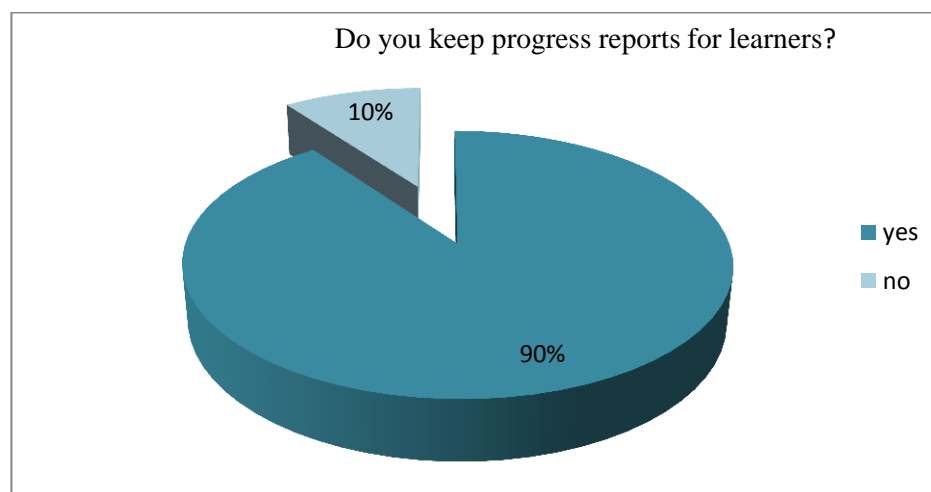


Figure 4.3. Whether teachers kept reading progress report

Study finding in Figure 4.3 clearly indicates that only a handful 3 (10%) of the language teachers monitored what their learners were reading through maintaining updated individual reading progress report while a massive 27 (90%) did not. This was probably the reason why schools were having challenges in developing reading

culture as there was no mechanism to evaluate whether learners were reading or not. This finding concurs with a Fuchs and Fuchs (2002) who conducted an analysis of research on student progress monitoring that considered on experimental, controlled studies. The study found that when teachers use systematic progress monitoring to track their students' progress in reading, mathematics or spelling, they are better able to identify students' needs of additional or different forms of instruction, they design stronger instructional programs and their students achieve better.

4.5 Objective Two: The Factors that Influence Learners' Extensive Reading Habits in Secondary Schools in Laikipia County

This objective required information on factors that inhibit or bolster learners' extensive reading habits in secondary schools as they were important pillars to the success of reading programmes in schools.

4.5.1 Factors Inhibiting Engagement in Extensive Reading

For extensive reading programmes in schools to be effective, it was important to establish any factor that could hinder realization of the set objectives so that their effect could be minimized. Using a questionnaire, learners were asked whether they had any issue that affected their engagement with extensive reading. They gave various opinions on what they felt affected their individual engagement with books. Teachers were also interviewed on what they felt influenced their learners' extensive reading habits. From the study data obtained from both the language teachers and learners it was evident that there were various factors that influenced extensive reading in secondary schools as shown in Table 4.13.

Table 4.13

Factors Inhibiting Learners' Extensive Reading in Secondary Schools

Factors	Frequency (f)	Percent %
Inadequate time	71	21.7
Non-conducive environment	51	15.6
Lack of reading materials	48	14.7
Watching television/videos	39	11.9
Poor literacy skills	33	10.1
Home background	28	8.6
Oral culture	17	5.2
Too much assignments	14	4.3
Lack of motivation	14	4.3
Social media/WhatsApp/facebook/ twitter	6	1.8
Lack of a good library	4	1.2
Peer influence	2	.6
Total	327	100.0

(n=327)

The findings of the study as shown in Table 4.13 reveal that learners gave various reasons that affected their extensive reading engagement. Nearly a quarter 71 out of 327 (21.7%) of the learners reported that they lacked adequate time for voluntary and independent reading mostly due to overloaded curriculum and mountains of homework given by their teachers at the end of the day. This coupled with poor planning and poor study habits exacerbated the situation. This finding agrees with Konrad (2008) who found that Kenya's education system was and still is examination oriented. Teachers should encourage learners to plan their time well and leave adequate time for personal reading and also equip learners with techniques that they can help them achieve reading autonomy to aid them seek for information even when they leave school. Schools should also come up with a programme that allocates enough time for reading. Fifty one (15.6%) of the learners said that lack of

conducive reading environment discouraged them from engaging in extensive reading. They reported lack of facilities like painted classrooms and well ventilated, well lit and spacious and comfortable reading rooms as a major cause for them not engaging in extensive reading in their schools. They also reported that there were no well-maintained designated reading area outside their classrooms where they could leisurely engage in individualized personal reading to widen their literacy horizons.

The study also established that 48 (14.7%) of the learners reported that lack of adequate reading materials was a hindrance to effective extensive reading. It was established that many schools lacked reading materials that catered for learners' interest. Need analysis of books was never done in schools during purchase of books. This would help to establish the learners' reading interest and appropriate level of difficult of the reading materials. This is in agreement with Fayose (2003) who points out that teenagers fail to read for pleasure because they do not find books that are of interest to them. This finding also agrees with assertion of Bell (1998) and Grabe and Stoller (2002) who mention that Elley and Manghuba carried out a two-year project in Fiji called "The book flood project" and found that after the first year of providing high-interest storybooks to Fijian school children, these children improved their word recognition and reading comprehension. In the second year, they improved their writing and oral skills as well. So schools should try their best to come up with variety of reading materials that interest the learners so as to motivate them to read extensively.

Thirty nine (11.9%) of the learners cited watching television and videos as a factor that affected their engagement in extensive reading. They said that they found

themselves addicted to watching television and videos during their free time instead of engaging in voluntary reading while at home. These findings concur with a study on extensive reading conducted in Jamaica that found that inadequate supplies of suitable reading material and the constant competition from multi-channel television and the World Wide Web (www) were major factors that militated against the ideal of children reading for pleasure (Haugh, 2004).

Poor literacy skills by learners was another factor that 33 (10.1%) of the learners reported that affected their extensive reading. Learners said that they faced difficulties in comprehension of what they read. This could have been caused by inadequate vocabulary or lack of application of reading techniques. It is obvious that no learner can enjoy reading a text that one does not comprehend and for this reason language teachers should ensure that learners' reading difficulties are identified and addressed.

Some of the learners 28 (8.6%) cited home background as a factor that affected their extensive reading. Learners revealed that if someone came from a family that had a culture of reading then one had a likelihood of developing the culture of reading and more so if the parents read with them. Those learners who came from families that showed their children the value of reading by having small libraries at home were more likely to develop the culture of reading than those who did not. Tiemensma (2008) notes that many parents acknowledge the importance of reading with and to children but do not always have time. The need for both parents to go out to work, and the absence of someone responsible at home to take care of children, mean that many are left without adult supervision. Some parents from poor backgrounds do

not value literacy and may be uncooperative and uninformed about supporting their children's literacy development. The learners also mentioned home chores, poor lighting and small living rooms as issues that affected their reading. The study established that in some homes money to buy books may be available, but since literacy itself is not valued, money is not spent on buying magazines, newspapers and books.

Seventeen (5.2%) of the learners said that oral culture in their communities was a factor that influenced their reading. The finding was that learners were more inclined to speaking in their vernacular languages while in school than engaging in reading books for pleasure during their free time. This finding confirms the assertions of Neil (1988) who opined that the reading culture of Africans is poor. It must be noted that the present generation of children have been touted as constituting leaders of tomorrow, thus if this state of affairs remains and children are not given the necessary encouragement to read for pleasure for their personal development, then, the continent would be doomed.

In addition, 14 (4.3%) of the learners cited too much assignment as a factor that affected their extensive reading. It was found that most of learners' free time was used for extra work that had been left behind by their teachers leaving very little time for them to engage in extensive reading.

Another factor that affected extensive reading in schools was lack of motivation. About 14 (4.3%) of the learners reported that they lacked motivation to engage in reading. This could imply that learners lacked motivating teachers or environments that encouraged them to read. Teachers are supposed to serve as reading role models

through reading together with the learners or sharing with them what they (teachers) are reading for pleasure. Teachers could also exchange books with the learners as a way of encouraging them to read and also showing them the value of reading books. During data collection the researcher carried out an impromptu observation test on reading motivation in one of the day secondary schools under study so as to get a deeper insight on their motivational levels. The researcher took a newspaper cutting from a newspaper and had it photocopied and pinned on the notice boards and also in every classroom by the English language teachers. The learners immediately crowded the notice board to read as shown in Figure 4.4.



Figure 4.4. Learners reading a newspaper article

Source. A sub-county school in Nyahururu sub-county

Study data in Figure 4.4 show learners in a sub-county school in Nyahururu sub-county being enthusiastic about reading with keen interest on the newspaper article. The learners appeared curious on what had been pinned while others lost interest immediately they read the title of the article. The newspaper article they were reading is shown in Figure 4.5.

TALKING POINT

Reading skills essential for comprehension and analysis

BY JANELOISE WAMBUI


The teaching of reading skills tends to be ignored because it does not directly relate to what is tested in examinations. Nevertheless, reading skills are necessary for the comprehension of passages, poetry and analysis of set books. It is, therefore, important that the teaching of these skills is taken as seriously as other parts of the syllabus.

To start with, there is the speed reading skill. This trains a student to read fast, especially if the passage being read does not require comprehension. A student is trained to read word clusters rather than one word at a time. This can help in reading novels and magazines, which is done for fun, acquisition of information and building of vocabulary. This saves the student time needed for other reading that needs one to concentrate, interpret and understand concepts, like set books and other subjects.

Another reading skill that is important is the SQ3R. This means, Surveying, Questioning, Reading, Recalling and

Reviewing. A student with this skill will quickly survey the passage he or she is expected to read to get an overview of what it is about from the title and subheadings. The student will then set some questions that he or she would expect the passage to answer. Such a student will then read the passage with the purpose of answering several questions. Sometimes, some of these questions happen to be the same questions that are asked below the passage. Then, the student answers questions and goes back to the passage to check whether the answers he or she gave were right. Such a student is much more likely to answer comprehension questions better.

Interpretive reading is also a skill that can assist a student who aims at understanding the writer's intentions in set books. This is particularly useful in plays. A student assumes a character's personality and speaks and behaves the way the character would. For example, the Old Man in *The Caucasian Chalk Circle* tells Grusha: "Milk? We have no milk! If you want milk,



do not have milk and why he raises his voice when he says that the soldiers have their goats. This will lead to the student studying the play to understand it better.

Moreover, critical reading skills will enable a student to study set books a bit more keenly than a story book. A student would describe characters, discuss themes that are evident in the set books and pick out and analyse aspects of style used by the author. This will be ample preparation for tackling essay questions on the set books in Paper III and excerpt questions in Paper II.

There are also other skills like silent reading, responsive reading and making inferences. All of these are aimed at making reading a key tool in a student's learning life. Teachers should use this tool more in order to enable their students to be self-reliant especially in this era where examinations encourage them to apply what they have learnt.

The writer is a teacher at Gathirimu Girls' High School in Kiambu County.

Children reading at a library in Othaya, Nyeri County.

Figure 4.5. Newspaper article on extensive reading

Source. Wambui, J. Saturday Nation (2018, March 10) p. 31

The article as shown in Figure 4.5 explicitly dealt with benefits of various reading skills and how learners can apply them when dealing with literature set books. So the article was very beneficial to them as it highlighted the importance and application of speed reading; Survey, Question, Read, Recite and Review (SQ3R) reading skills, interpretative reading, critical reading, silent reading and responsive reading.

The following day the language teacher went to each classroom requesting learners to state three reading skills they had read from the newspaper article pinned in their classrooms and on the notice board. The teachers had monetary incentives for correct answers. Sadly, all the learners stared at the teachers shocked as they had not read the article despite showing great interest and motivation to read the article at the beginning. Asked why they had not read the article, they said that they had not anticipated that there would be incentive after reading. This finding concurs with Gallagher (2009) who opines that secondary school learners do not differentiate among different types of reading as they perceive that the reading they are required to do at school feels like work, not a leisure activity. This feeling changes their attitude towards leisure reading. This finding also agrees with Kabui (2019) that many students in secondary schools only read prescribed literature set books, and for a good number of them that might be the end of their reading. This observation shows that reading motivation was still a big challenge in some secondary schools and therefore English language teachers should come up with innovative ways of encouraging and motivating learners to engage in extensive reading.

Six (1.8%) of the learners reported that use of social media (WhatsApp/facebook/twitter) was a factor that affected their reading. The findings were that learners take a lot of time chatting, messaging and listening to music than reading extensively. This uncontrolled engagement with social media denied the students a very important opportunity for broadening their world view and sharpening their creativity through engaging in voluntary reading.

Moreover, only 4 (1.2%) of the learners viewed lack of a good library as another major factor that affected their reading. Good libraries provide conducive environment for reading in terms of reading area and impressive display of books and other reading materials. Edmunds and Bauserman (2006) suggest that students learn more about various types of books (expository and narrative) because of library visits, which as a result, significantly increase student motivation to read. During library visits, the librarian plays a very important role in promoting students' reading. Makotsi (2005) also notes that children and adults need access to a wide range of reading materials to help them acquire and maintain fluent reading skills, broaden horizons, and think independently and critically. Regular access to books, coupled with effective reading programmes as suggested by the students could help in developing the habit of reading for pleasure.

Only 2 out of 327 (0.6%) of the learners cited peer pressure as a hindrance to their engagement in extensive reading. Some learners reported being discouraged from reading by their friends as they viewed reading as "elitist". Others said that since they never saw anyone reading, they found it fine not to read for pleasure. This finding is in agreement with The Social Cognitive Theory in that learners who

observe others reading may most likely pick up the reading habit through observational learning. Therefore, learners should be guided and advised to encourage one another to read and also take individual responsibility for their reading. It is also imperative for the English language teacher to monitor closely what learners were reading so as to assess individual progress in terms of goal achievement.

4.5.2 Factors Affecting Success of Extensive Reading in Schools by Teachers

Data obtained from learners on the factors that affected extensive reading in schools through a questionnaire were triangulated with the data obtained from teachers that sought to establish factors that influenced learners' engagement in extensive reading. Data were obtained from the teachers interviews and the findings are presented in Table 4.14.

Table 4.14

Factors Affecting Extensive Reading in Schools by Teachers

Factor	Frequency	Percent (%)	Valid Percent (%)
Reading techniques	8	26.7	26.7
Availability of time	6	20.0	20.0
Home background	5	16.7	16.7
School reading culture	5	16.7	16.7
Linguistic ability of learners	3	10.0	10.0
Availability of reading materials	2	6.7	6.7
Reading attitude	1	3.3	3.3
Total	30	100.0	100.0

(n=30)

From the study findings 8 (26.7%) of the teachers interviewed reported that application of appropriate reading techniques was a major factor that influenced learners' extensive reading. The teachers reported that learners who were well grounded in reading techniques were more likely to engage in extensive reading than those who were not. This finding is corroborated with the finding from the learners where 33 (10%) of the learners cited poor literacy skills as a challenge and a great hindrance to achieving independent reading.

Six (20%) of the teachers reported that there was no enough time for the learners to engage in reading due to overloaded curriculum. The secondary school curriculum as it is presently conceived does not make adequate provision for reading extensively as voluntary independent reading is not emphasized. More interesting is that it was established that a number of teachers introduced teaching of literature set books in form two instead of form three as stipulated in the syllabus leaving learners with no room for engaging in voluntary reading. This contravention of the order of the syllabus leads to learners being taught text analysis before they have fully developed their love for books which could lead to frustration of the learners.

Five (16.7%) of the teachers reported that home background of the learners affected their reading. They opined that learners who came from homes where they read together with the parents or parents were able to buy books then such learners were more likely to develop good reading habits than learners who did not come from such backgrounds. The teachers also cited walking long distances to school by learners as a hindrance as learners always arrived in school fatigued with no extra energy to engage in pleasure reading. This finding agrees with the results of a study

on extensive reading in Nigeria that established that the level of poverty among Nigerians households was one of the factors responsible for poor reading culture (Fagbemi, 1997). The study established a correlation between socioeconomic status of a family and reading abilities of the children. Families that were financially able were able to provide reading books and other reading materials for their children than those who were not. The study also established that parents from well to do families were more likely to read with their children as they themselves were educated than parents from financially challenged families. Therefore, children from financially able families were more likely to develop love for books due to exposure to reading materials at an early age than those children from humble economic backgrounds.

The study also found that 5 (16.7%) of the teachers interviewed revealed that school reading culture influenced learners' extensive reading. They opined that systems put up in schools that promoted extensive reading were more likely to influence learners' engagement with books. Schools with language policies, reading programmes and involved stakeholders in their reading programmes were more likely to develop a reading culture than those that did not. One teacher interviewed opined that schools that incorporate extensive reading as an important component in the curriculum and allocate adequate time for it are likely to develop a successful reading culture.

Three (10%) of the teachers observed that linguistic ability of the learners was an important factor that made learners to take part in reading or not. This finding is supported by Nuttall (1996) who notes that weak readers mostly found themselves in

a vicious circle that made them feel frustrated and desperate when they failed to comprehend what they were reading. Therefore, learners with reading difficulties should be identified and scaffolded until they reach acceptable levels of literacy.

Two (6.7%) of the English language teachers opined that availability of reading materials in their schools was a factor that promoted or limited learners' engagement in extensive reading. The teachers observed that learners should be exposed to variety of reading materials of their choice. Lack of books leads to low exposure and this will definitely make learners fail to develop love for books and thus poor reading culture. This finding concurs with the results of a study carried out on the "Effect of Extensive Reading on Second Language learning", Izuagba (1996) concludes that extensive reading through exposure to high interest story books provides a basis for language learning. This assertion is also supported by Sanacore and Palumbo (2009) who found that when children read materials that interest them, they are more apt to read often; to increase their awareness of content-specific concepts, text structure, and general world knowledge; to improve their fluency, meaning-making, vocabulary, phonics, writing, grammar, and spelling skills and strategies; to become competent and confident in reading more challenging materials, and to continue reading as a lifetime activity.

The study also found only one (3.3%) of the English language teachers who opined that reading attitude amongst learners affected extensive reading in schools. Those learners that viewed reading positively and as beneficial read widely as opposed to those who viewed it negatively and as a bother. This finding concurs with the data obtained on reading motivation in one of the sub-county schools under study in

Figure 4.4. It was established that reading attitude and motivation was worrying and therefore English language teachers should devise ways that make reading fun so as to encourage learners to read independently and make reading a lifelong undertaking.

4.6 Objective Three: Resources Available to Support Extensive Reading in Secondary Schools in Laikipia County

The study sought to find out reading resources available in secondary schools that promote extensive reading. To gather these data teachers were interviewed to get their views while learners were asked questions in a questionnaire on various reading materials available in their schools and their reading preferences.

From the data obtained it was established that there was a mismatch between what the learners wanted to read and the reading resources available in their schools. Extensive reading programmes in schools cannot be successful if reading interest of the learner is not established and addressed appropriately in terms of provision of reading resources.

4.6.1 Reading Resources Available in Secondary Schools

From the study data various reading resources were established to be available in schools. These resources ranged from newspapers, reference materials, novels, pacesetters to magazines as shown in Table 4.15

Table 4.15

Reading Resources Available in Schools

Reading Materials	Responses	
	N	Percent
Newspapers	280	41.8%
Pacesetters	204	30.5%
Novel	118	17.6%
Magazines	45	6.7%
Reference books	22	3.3%
Total	669	100.0%

The study findings obtained from school libraries in the Table 4.15 indicate that a majority 280 out of 669 (41.8%) of all available reading materials in schools were newspapers. Two hundred and four (30.5%) were pacesetters and 118 (17.6%) were novels. Forty five (6.7%) of the resources in schools were magazines while 22 (3.3%) were reference materials.

From the study data it was deduced that variety and adequate reading materials for promoting extensive reading were missing in secondary schools. This implies that it could be difficult to initiate successful extensive reading programmes with scarcity of reading materials in our schools.

4.6.2 Learners' Reading Preference

The study sought to establish learners' reading preferences. Data were gathered through a questionnaire administered to them. The study found out that it was important to establish reading interests and preferences so as to assist the teachers while initiating extensive reading programmes in their schools. This would also help

the schools purchase appropriate reading materials that were captivating to the learners according to their interest and preference. The study established that majority of schools had newspapers in the libraries yet majority of the learners preferred reading novels and storybooks as indicated in Table 4.16.

Table 4.16

Reading Preference by the Learners

Genre/Reading Material	Frequency	Percent	Rank
Novels & Story books	253	77.4	1
Subject text books	20	6.1	2
Love stories	16	4.9	3
Newspaper	11	3.4	4
Science fiction	9	2.8	5
Magazine	9	2.8	6
Revision Materials	7	2.1	7
Religious books	2	.6	8
Total	327	100.0	

(n=327)

As indicated in Table 4.16 a majority of the learners 253 out of 327 (77.4%) reported that they preferred reading novels and short stories. Twenty (6.1%) reported that they enjoyed reading subject text books while 16 (4.9 %) of the learners reported that they enjoyed reading love stories. Eleven (3.4%) reported preferring reading newspapers while 9 (2.8%) reported that they preferred reading science fiction. A similar number preferred reading magazines. Seven (2.1%) of the learners said they preferred reading revision materials. It can be clearly deduced that majority of reading materials in schools are newspapers while majority of the learners liked reading novels and short story. This mismatch in supply of reading materials and learners' preference need to be corrected so as to enable the learners read what they

enjoy and also enjoy what they read. Over reliance on classroom text books reading that calls for intensive reading of content was also captured. Learners need exposure to reading materials outside the syllabus so as to widen their world view.

4.6.3 Inadequate Extensive Reading Resources Recommended for Schools

The study sought to find out scarce reading resource in secondary schools. These data were gathered through interview of English language teachers. The teachers felt that variety creates interest and therefore it was important to establish reading resources that were in short supply and try to remedy the situation.

The English language teachers reported additional extensive reading resources that they felt were in short supply in their schools. They felt that should the materials be added in the library list, they would assist in providing a variety where learners can choose what they want to read and thus promote a reading culture in schools. These additional materials are shown in Table 4.17.

Table 4.17

Recommended Additional Reading Resources for Extensive Reading

Scarce reading resources	Frequency	Percent	Valid Percent
Adventure stories	2	6.7	6.7
Audio-tapes	2	6.7	6.7
Audio-visual materials	2	6.7	6.7
e-books	9	30.0	30.0
Encyclopedias	1	3.3	3.3
Graded readers	3	10.0	10.0
Journals	4	13.3	13.3
Love stories	1	3.3	3.3
Magazines	2	6.7	6.7
Newspapers	2	6.7	6.7
Novels	1	3.3	3.3
Periodicals	1	3.3	3.3
Total	30	100.0	100.0

Data obtained from the English language teachers as indicated in Table 4.17 suggested additional materials that they felt were scarce and that if available in schools would motivate learners to engage in independent reading. Two (6.7%) of the teachers suggested adventure stories. A similar number also suggested purchase of audio-tapes and audiovisual materials. Nine (30%) of the English language teachers recommended purchase of e-books (Kindle) in their schools. Only one (3.3%) suggested purchase of encyclopedias while 3 (10%) recommended graded readers. Four (13.3%) of the teachers suggested purchase of journals while 3.3% suggested buying of love stories. Two (6.7%) recommended purchase of magazines same with newspapers. Only one (3.3%) of the teachers proposed purchase of additional novels and periodicals. From the study findings it was clear that the component of variety was missing in school libraries thus serving as a hindrance to learners' engagement in pleasurable extensive reading in their schools. This finding concurs with Krashen (1985) who asserts that when learners are exposed to a large quantity and quality of reading input inside or outside their language classrooms, it helps in improving many types of language skills such as vocabulary recognition, sentence construction, reading speed and listening comprehension.

4.6.4 Aspects of Extensive Reading Evidenced in Composition Writing

During the study, learners were asked to write a composition and their scores analyzed. The purpose of writing the composition was to triangulate data obtained from the questionnaire and also establish aspects of extensive reading evidenced in their writing. Composition writing scores from all the 15 secondary schools are shown in Table 4.18.

Table 4.18

Schools' Composition Writing Mean Scores

School Number	School Type/Locale	FORM 2		FORM 3	
		N	Mean score x/40 %	N	Mean score x/40 %
A	Laikipia West National Girls	11	31.1 77.7	11	33.54 83.90
B	Laikipia West Boys	11	24.36 60.9	11	26.40 66.00
C	Laikipia Central County Mixed	12	21.90 54.7	11	24.48 61.20
D	Laikipia Central Sub-County	10	16.30 40.8	11	17.50 43.75
E	Laikipia East Sub-County	11	14.76 36.9	10	13.45 33.63
F	Laikipia North Sub-County	11	18.46 46.15	11	19.55 48.88
G	Laikipia North County Boys	11	25.10 62.75	11	24.40 61.00
H	Laikipia West Sub-County	11	22.54 56.35	10	23.82 59.55
I	Laikipia West County Girls	11	24.64 61.6	11	25.95 64.88
J	Laikipia West Sub-County	11	17.18 42.95	11	18.80 47.00
K	Laikipia West Sub-County	11	18.18 45.45	11	19.62 49.05
L	Nyahururu Sub-County	11	17.82 44.55	10	19.60 49.00
M	Laikipia East County Girls	11	28.36 70.9	11	30.50 76.25
N	Laikipia East Sub-County	11	17.72 44.3	11	19.67 49.18
P	Laikipia East National Boys	11	27.46 68.65	11	28.56 71.40
	Total	165	21.73 54.33	162	24.52 61.30

(n=327)

From the data in Table 4.18, it was established that composition writing mean score for national schools was higher than mean score from county and sub-county schools. School A which was a national girls' school in Laikipia West sub-county had an impressive mean score of 77.7% in form 2 and 83.9% in form 3. In comparison with a national boys' school P in Laikipia East sub-county which had a mean score of 68.65% in form 2 and 71.40% in form 3, the girls' school performed better. These impressive mean scores could be as a result of good entry behaviour as

these schools admit students who had excelled in their Kenya Certificate of Primary Education (KCPE). These national schools were better funded by the government and thus they had abundant resources that could have promoted their engagement in reading. It was also important to note that the national boys' school P the composition writing mean score was higher in form 2, 68.65% than in form 3, 61.36%. This trend as witnessed in other boys' schools in other categories could suggest decline in reading interest as they advanced in age or due to more demanding tasks in the curriculum leaving very little or no time for independent reading.

Among county schools, school C which was a co-educational county school in Laikipia central sub-county had a mean score of 54.7% in form 2 and 61.2% in form 3. School G which was a county boys' school in Laikipia North sub-county had a mean score of 62.75% in form 2 and 61% in form three. This implied that the linguistic abilities of the learners in both class were almost the same in form 2 and 3 in this particular school though form 2 performed better than form 3. This scenario was also replicated in school P in Laikipia East sub-county. Laikipia East county girls' school M recorded an impressive mean score of 70.9% in form 2 and 76.25% in form three. This county girls' school performed better than the national boys' school P in Laikipia East sub-county which had a mean score of 68.65% in form 2 and 71.40% in form 3. This implied that girls could be reading more or had broader exposure to application of language than boys.

Seven (46.6%) of the secondary schools under study had composition writing score below average. This included secondary school D a sub-county school in Laikipia

Central sub-county which had a mean score of 40.8% in form 2 and 43.75% in form 3. Also secondary school E which was a sub-county school in Laikipia East sub-county had a mean score of 36.9% in form 2 and 33.63% in form 3. Another sub-county school that performed dismally was school F in Laikipia North sub-county which had a mean score of 18.46% in form 2 and 19.55% in form three. Another school H which is a sub-county school in Laikipia West sub-county had a mean score of 56.35% in form 2 and 59.55 in form 3 which was the only sub-county school that had an above average mean score. School J still a sub-county school in Laikipia West sub-county reported a mean score of 42.95% in form 2 and 47% in form three.

A sub-county school K in Laikipia West sub-county registered a mean score of 45.45% in form 2 and 49.05% in form three. A sub-county school L in Nyahururu sub-county also registered a below average mean scores in both classes. The school registered a mean score of 44.55% in form 2 and 49% in form three. Finally a sub-county school N in Laikipia East sub-county registered a mean score of 44.3% in form 2 and 49.18% in form three. Though 6 (85.7%) of the sub-county schools performed below average there was an upward trend that was noted in form 3 mean scores. The dismal performance could be attributed to low entry behaviour amongst learners coupled with inadequate reading resources. It was also noted that reading culture was still low in this category of schools. These data corroborate with samples of the actual compositions written by learners from different categories of schools. Learners from different schools wrote differently due to different exposure to language use and academic abilities.

From the data in Table 4.18 it was established that the composition writing mean score for form 2 was 21.73 out of 40 from 165 students while for form 3 the mean score was 24.52 out of 40 from 162 students. The form 3 class had a higher mean score than form 2 most probably because of their longer stay in secondary schools coupled with more exposure to reading than the form 2. Further, a Levene's t-test was used to determine whether there was statistically significant difference between form 2 and form 3 mean scores as shown in Table 4.19.

Table 4.19

T-test Analysis for Class Composition Mean Scores

	Form	N	Mean	Std. Deviation	Std. Error Mean
Composition writing assessment	Form 2	165	21.73	4.015	.313
	Form 3	162	24.52	3.347	.263

Independent sample Test

	Levene's Test for Equality of Variance		t-test for Equality of Means						
	F	Sig	T	Df	Sig.(2 tailed)	Mean difference	Std. Error Difference	95% Interval Difference Lower	Confidence of the Upper
Equal variances Assumed	7.061	.008	-3.224	325	.001	-1.319	.409	-2.124	-.514
Unequal Variances not Assumed			-3.229	316.7	.001	-1.319	.408	-2.123	-.515

Data in Table 4.19 established that the mean between form 2 and form 3 students was statistically significantly different at 95% confidence level p value was less than 0.05 ($t(325) = -3.224, P = .001$). Form 3 had a higher mean score than form 2 most probably because of their longer stay in secondary schools and exposure in reading than the form 2 learners. There was possibility that Form 3 learners had read more extensively and thus scoring higher grades than the form 2 learners.

4.6.5 Relationship between Library Availability and Composition Scores

The study also sought to find out whether there existed a relationship between library availability in schools and composition writing scores. These data were gathered from students' composition writing mean scores and their responses in a questionnaire where they were asked whether they had a library in their schools. The study established that schools with libraries had higher mean scores than those that did not as shown in Table 4.20.

Table 4.20

Availability of Library in Schools and Composition Writing Scores

Schools	Availability of a library	FORM 2			FORM 3		
		N	x/40	%	N	x/40	%
A	Yes	11	31.1	77.7	11	33.54	83.90
B	Yes	11	24.36	60.9	11	26.40	66.00
C	No	12	21.90	54.7	11	24.48	61.20
D	No	10	16.30	40.8	11	17.50	43.75
E	No	11	14.76	36.9	10	13.45	33.63
F	No	11	18.46	46.15	11	19.55	48.88
G	Yes	11	25.10	62.75	11	24.40	61.00
H	No	11	22.54	56.35	10	23.82	59.55
I	Yes	11	24.64	61.6	11	25.95	64.88
J	No	11	17.18	42.95	11	18.80	47.00
K	No	11	18.18	45.45	11	19.62	49.05
L	No	11	17.82	44.55	10	19.60	49.00
M	Yes	11	28.36	70.9	11	30.50	76.25
N	No	11	17.72	44.3	11	19.67	49.18
P	Yes	11	27.46	68.65	11	28.56	71.40
	Total	165	21.73	54.33	162	24.52	61.30

Data in Table 4.20 indicate that 7 out of 15 (46.6%) schools A, B, G, I, M O and P had relatively well stocked libraries and thus they were able to post very impressive mean scores that were above average in their composition writing. The remaining 8 (53.3%) schools C, E, F, H, J, K, L and N their scores were below average which was a good indicator that libraries in schools played a major role in promoting extensive reading and sharpening learners' writing skills. This also confirms that majority of the schools in the study did not have libraries and thus learners faced difficulties in accessing reading materials. This finding concurs with Wafula (2017) who found that lack of reading materials, time and space were major challenges that hindered learners engagement in extensive reading. English language teachers

opined that classroom libraries were even more effective because they brought books closer to the learners and thus encouraged them to read extensively.

Learners were also asked individually whether their schools had libraries as shown on Table 4.21. It was established that learners who reported having a library had higher scores in composition writing than those who did not. This could be due to the availability of variety of reading materials that motivated and encouraged learners to get involved in extensive reading.

Table 4.21

Library Availability in Schools and Composition Writing Scores

Presence of a library in schools	n	%	Mean	Std. Deviation	Std. Error mean
Yes	209	63.9	22.9	3.767	.261
No	118	36.1	19.8	3.544	.326

(n=327)

Data in Table 4.21 show that when learners were asked in a questionnaire whether their school had a library, 209 (63.9%) of the learners agreed they had a library while 118 (36.1%) of the learners responded that they did not have a library. Those learners with a library had a higher mean score of 22.9 than those without a library who had a mean score of 19.8. This difference of 1.214 could have been due to lack of reading materials in the affected schools. Further an independent t-test at 95%

confidence level was conducted to establish whether the difference was statistically significant as shown in Table 4.22. Table 4.22

T-test Analysis on Presence of Libraries in Schools and Composition Writing Score
Independent Sample Test

	Levene's Test for Equality of Variances			t-test for Equality of Means					
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed									
Composition assumed on Score	1.438	.231	3.528	325	.000	1.498	.425	.663	
			3.589	255.405	.000	1.498	.418	.676	2.334

It is evident from Table 4.22 that the difference between presence of libraries in schools and composition writing mean scores was statistically significant ($t(325) = 3.528, P = .000$). Those who had a library had a higher mean score than those without. From the analysis in Table 4.22 it is important to establish good libraries in schools as it is the backbone to the success of establishing a reading culture which leads to better performance in examinations. Furthermore, a predictor analysis was generated at 95% confidence level to establish the probability of learners with a school library performing better than those without one as indicated in Table 4.23.

Table 4.23

Predictor Analysis on Presence of Libraries in Schools

	Value	95% Confidence Interval	
		Lower	Upper
Odds Ratio for Does your school have a library (Yes / No)	.587	.366	.943
For cohort Score level = Below Average	.706	520	958
For cohort Score level = Average and above	1.202	1.011	1.428
N of Valid Cases	327		

Variables in the equation

	B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I.for	
							Lower	Upper
Does your school have a library(1)	.532	.242	4.844	1	.028	1.703	1.060	2.736
	.377	.187	4.053	1	.044	1.458		
Constant								

Data in Table 4.23 reveal that learners who were in secondary schools that had a relatively well stocked library were 1.703 times more likely to score above average than those who had no library (P=0.028, C.I (1.060-2.736).

4.7 Objective Four: Non-classroom Interventions that Promote Extensive Reading in Secondary schools in Laikipia County

The study also sought to establish non-classroom interventions that bolster extensive reading in schools. The non-classroom interventions refer to strategies, activities or policies that aid promotion of reading outside classrooms. These data were obtained through interviewing English language teachers (see item 18 of the teachers’

interview schedule in Appendix H) and also filling of a questionnaire by the students (see item 6 of the students' questionnaire in Appendix G).

4.7.1 Non-classroom Extensive Reading Interventions

The teachers were asked what their schools were doing outside classroom to promote extensive reading. From the study data, teachers reported varied non-classroom interventions that they felt promoted extensive reading. They felt that should these non-classroom interventions be well utilized they could contribute greatly to the promotion of reading culture in schools as indicated in Table 4.24.

Table 4.24

Non-classroom Interventions that Motivate Learners to Read Extensively

Intervention	Frequency	Percent	Rank
Parental Involvement	8	26.7	1
Inviting motivational speakers	6	20	2
Collaboration with the Kenya National Library Services	3	10	3
Appealing to donors/ corporates	2	6.7	4
Having reading hour outside classroom/stop and read	2	6.7	5
Holding book talks /book fair in school	2	6.7	6
Inviting book writers	2	6.7	7
Forming reading clubs	2	6.7	8
Book exchange programme	2	6.7	9
Placing posters around that encourage reading	2	6.7	10
Total	30	100	10

From the study in Table 4.24 parental involvement was ranked the highest as a non-classroom reading intervention followed by invitation of motivational speakers. Collaboration with Kenya National Library Services was ranked third as an important non-classroom reading intervention.

Eight (26.7%) of the English language teachers reported that parental involvement in reading programmes in schools was a very crucial non-classroom intervention that could promote extensive reading in schools. A strong partnership between schools and parents was cited as an important ingredient to the success of reading programmes. Parents were expected to encourage, promote and monitor their children's reading habits right from home through provision variety of reading materials. Parents were also expected to read together with their children so as to inculcate the culture of reading for pleasure at an early age. So parents were cited as crucial determinants of the success of reading culture in their schools. The teachers said that parents should allocate and supervise reading sessions in their homes instead of letting their children waste a lot of time watching television or chatting on phone. Inviting motivational speakers to speak about reading was another non-classroom motivation that was suggested by 6(20 %) of the English language teachers interviewed. They suggested that inviting experts in schools to come and talk about books and benefits of reading would encourage learners to read voluntarily. These motivational speakers could also come up with follow up activities that could help teachers in evaluation of reading progress of the learners.

Study data obtained from English language teachers revealed that 3 (10%) of the teachers were of the opinion that collaboration of schools with the Kenya National Library Services was an important non-classroom intervention that could promote reading through provision of variety of reading materials. The Kenya National Library Services also provide mobile libraries that were more appropriate in reaching areas that were inaccessible due to lack of roads. Two (6.7%) of the teachers suggested that appealing for donor funding to buy books from individuals

and corporates as part of corporate social responsibility was an important non-classroom strategy that could help schools have reading materials. Use of school alumni was also suggested by teachers as a strong background for donor funding as former students mostly had a strong bond with their former schools. Two (6.7%) of the language teachers said that having ‘stop and read hour’ outside classroom was a good intervention because everyone in the whole school system stopped what they were doing to engage in reading. This reading hour made the teachers lead the way in showing learners the need for engaging in extensive reading by leading by example.

Two (6.7%) of the language teachers also said that holding book talks and book fair amongst learners was a good avenue for encouraging learners to read because learners got an opportunity to share and exchange ideas on the books they had read. This sharing was most likely going to motivate learners to read even more as their individual challenges were address during discussions. Two (6.7%) of the teachers suggested that schools should have book clubs to encourage learners to be meeting to read together, exchange books and discuss challenges encountered while reading. This close bond created through reading together would most likely contribute to motivation of learners to read. The language teacher could act as a facilitator during book club meetings and give guidance to the learners or help them address reading challenges they encounter in the course of reading.

Two (6.7%) of the language teachers reported that partnering with neighbouring schools for book exchange programme was an important non-classroom intervention that could encourage learners to read. These forums could expose learners to variety

of reading materials as schools would share materials. This rotational exchange of books could motivate learners to access books and other learning materials that were not available in their schools.

Only 2 (6.7%) of the language teachers opined that placing posters around the school that encourage reading was an important non-classroom intervention that could motivate learners to read. They reported that placing posters that highlighted the benefits of extensive reading at strategic locations in school could serve as a constant reminder and thus encourage learners to read. This intervention was expected to go together with placing posters of newly acquired books and other reading materials by the school.

4.7.2 Learners' Non-classroom Extensive Reading Intervention

The study also sought data on non-classroom interventions that could promote extensive reading in their schools. The data were gathered through questionnaire where learners were asked to name other strategies that the school could employ to enhance independent pleasure reading outside classroom. The interventions that the learners came up with are shown in Table 4.25.

Table 4.25

Non-classroom Extensive Reading Intervention

Intervention	Frequency	Percent	Rank
Having home library	116	35.5	1
Forming reading clubs	80	24.5	2
Provision of reading corners	48	14.7	3
Adopting Technology to promote reading/Kindle	26	8.0	4
Holding competitions on book reading	24	7.3	5
Holding book talks with authors/readers conferences	15	4.6	6
Encouraging book donations to school	11	3.3	7
Having book reviews during assemblies	5	1.5	8
Displaying posters of current books at strategic places	2	0.6	.9
Total	327	100.0	100.0

From the data in Table 4.25, having a home library was ranked as the most important non-classroom intervention that could enhance extensive reading with 116 out of 327 (35.5%) of the learners reporting its importance. The learners said that if parents assisted in buying newspapers, magazines and other reading materials then it could motivate them to read at home with their parents. Eighty (24.5%) of the learners reported that forming book clubs was a good non-classroom intervention that could promote reading extensively. They said that book clubs were important as they could provide forums for discussing the challenges they were facing while reading and also exchange books. They also said that in these forums one could get a chance to be introduced to different genres of reading materials. Provision of reading

corners in schools was another non-classroom reading intervention that 48 (14.7%) of the learners reported could be beneficial in promoting extensive reading. The learners suggested that should schools establish good reading areas under trees with comfortable tables and benches they could provide a cool environment to promote reading outside classrooms.

Twenty six (8%) of the learners were of the opinion that if schools adopted technology it would promote reading extensively outside classroom. They suggested that provision of kindle (e-readers) would promote reading as using the kindle would enable them to read anywhere as the novels and short stories are in soft and can be downloaded for free. The Kindle would enable learners to read even on their way back home from school. The kindle can also help learners improve their vocabulary and this can subsequently assist them improve their reading comprehension skills and also assist them understand more difficult texts. The learners reported that while using a kindle and one encounters a vocabulary while reading one just needs to place the cursor on the word and the definition of the word just pops up on the screen. This finding concurs with Maynard (2010) in a study on effectiveness of e-books in schools in the United State of America who found that when students read using e-books they became fully engaged and interacted well with the text, their thinking occurred at a more critical level and that they were able to form connections with the reading material. They also became more motivated to read independently.

Twenty four (7.3%) of the learners reported that holding competition on book reading amongst learners of the same or different schools was an important non-classroom intervention that could encourage extensive reading. They suggested that

if these competitions were done on termly basis, they could encourage reluctant readers to read. They suggested that in these forums learners would be given synopsis of a book to refresh and then asked questions about it. They would then give themselves reading targets and lists of books to read that would be the basis of the next competition. Those who prove to have met the reading targets are rewarded.

Fifteen (4.6%) of the learners reported that holding book talks with authors in readers' conferences was an important non-classroom strategy for promoting extensive reading in schools. The learners suggested that inviting authors of books to talk about what inspires them to write was a very good forum for cultivating learners' urge to read. These talks would provide avenues for asking critical and inquisitive questions by the learners. This may also provide a good opportunity for those learners who would like to take a career in authorship.

Eleven (3.3%) of the learners reported that encouraging book donations to schools by learners, parents, alumni and other stakeholders was a good non-classroom intervention that could promote reading in schools. This could increase the number of reading materials thus allowing learners to read everywhere they wanted. They also suggested that a special reading day be set aside every term where all the stakeholders meet to read together with the learners so as to show the learners the importance of extensive reading. This would assist in developing a lifelong love for books in the learners and also improve their performance in general.

Data also established that 5 (1.5%) of the learners reported that having book reviews during assemblies by teachers and learners was a very important non-classroom intervention to promote reading outside classroom. The learners

suggested that during the assembly the learners and teachers could review ‘the book of the week’ highlighting the title of the book, themes, conflict and the major characters just to whet the reading appetite of the learners. The most interesting part of the book could also be highlighted but leave them in suspense so as to force them look for the book and read it. This the learners said could motivate them to read independently. Two (0.6%) of the learners reported that displaying posters of the current books at strategic places in school could serve as a non-classroom reading intervention. The learners suggested that if coloured posters of books were placed in strategic places in the school compound with writings on the value of reading, it could motivate learners to read independently. Strategic places they suggested the posters could be placed were along the paths, dormitory, notice boards and dining halls.

4.8 Objective Five: The influence of Extensive Reading Habits on English Language Composition Writing in Secondary Schools in Laikipia County

The study sought to establish the influence of extensive reading habits on English composition writing in schools. Learners were asked to write a composition and their scores were compared with responses from their questionnaire on their reading habits. English language teachers were also asked for their opinions on whether extensive reading amongst students influenced their writing.

4.8.1 Influence of Extensive Reading on Composition Writing

Data obtained from English language teachers revealed that the majority of them felt that reading culture in schools influenced performance of learners especially composition writing. The majority 18 out of 30 (93.3%) of the English language

teachers affirmed that extensive reading indeed influenced performance while 2 (6.7%) reported that they were not sure whether reading extensively influenced composition writing performance as shown on Figure 4.6.

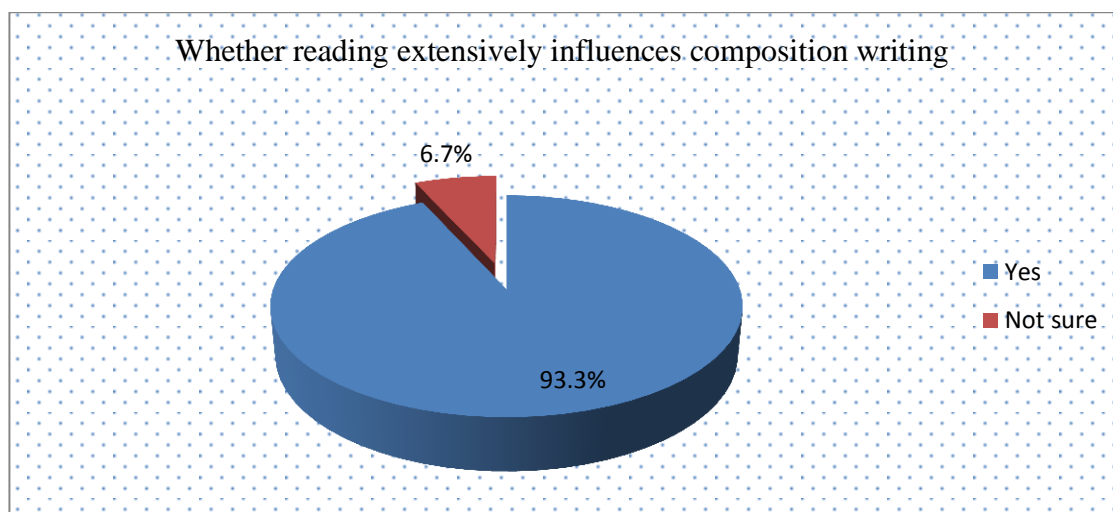


Figure 4.6. Teachers' opinions on whether reading culture influences composition writing

It was clear from the data obtained from opinions of English language teachers in Figure 4.6 that reading extensively influenced learners performance in composition writing. The teachers were further asked to state how reading extensively influenced composition writing performance as indicated on Table 4.26.

Table 4.26

Teachers' Opinions on How Reading Extensively Influences Performance in Composition Writing

Teachers' opinions	Frequency (n=30)	Percent
Good readers, perform well	3	10.0
Not sure	2	6.7
Poor reading, poor comprehension	1	3.3
Poor reading, poor performance	16	53.3
Poor reading, poor write ups	8	26.7
Total	30	100.0

Data in Table 4.26 show that 3 out of 30 (10%) of the English language teachers reported that reading extensively influenced performance in that learners who read widely were likely to perform well in schools across all subjects. Two (6.7%) were not sure whether reading extensively influenced performance or not. Only one (3.3%) suggested that those with poor reading habits also had poor comprehension abilities and thus they had difficulties in comprehending what they read on their own. Sixteen (53.3%) of the English language teachers opined that learners with poor reading skills also registered dismal performance in examinations across various subject areas. Eight (26.7%) of the English language teachers said that learners with poor reading skills also wrote poorly in compositions and other writing tasks as their exposure to language structures and vocabularies was limited. These results corroborate Satitporn (1995) study findings in Thailand that investigated the role of an extensive reading program in teaching reading comprehension in 60 Mathayomsuksa 5 students. A test on vocabulary achievement was used to assess the participants' vocabulary knowledge in pretest and posttest. It was found that the

students' score on the posttest was higher than the pretest and thus the extensive reading program could effectively improve the students' vocabulary knowledge.

Additional data were obtained from the analysis of composition writing scores and learners' responses from their questionnaire regarding their personal engagement in extensive reading as shown earlier in Table 4.18. It was established that national schools performed better than county and sub-county schools. The national girls' school A had a mean score of 77.7% in form 2 and 83.9% in form 3. The national boys' school P was second with a mean score of 68.65% in form 2 and 71.4% in form 3. In the national category girls outperformed the boys in composition writing.

It was noted that county girls' school M performed better than national boys' school P. This also shows that in the county schools category still county girls' school M led the pack followed by another county girls' school (I) which had a mean of 61.6% in form 2 and 64.88% in form 3. In the sub-county schools category only one (12.5%) scored above average. This sub-county school H had a mean score of 56.35% in form 2 and 59.55% in form 3. The rest 7 (87.5%) performed below average. It was also interesting to note that national schools appeared more privileged in terms of availability of reading materials as learners in these schools reported reading materials being adequate. However, some two county schools experienced serious shortage of reading materials. Sub-county secondary schools in general were the worst hit by shortage of variety of reading resources.

4.8.2 Extensive Reading Ability as a Predictor in Composition Writing in National Schools

Most of the compositions written by learners in national schools could not be compared with those written by learners in county and sub-county schools. Most of the marked compositions scripts from national schools portrayed learners who had good exposure to language use. Data obtained from their composition writing scores corroborates with what they had answered in the questionnaire concerning their reading habits. Their schools were also found to have adequate reading materials compared to county and sub-county schools.

Data obtained from the national girls' school in Laikipia West sub-county as shown in (Appendix A) show that form 3 students had read widely as evidenced by her good use of language. The girl had also indicated in the questionnaire that she had been taught extensive reading skills and that the school had adequate reading materials. Proper use of adverbs was noted. *'I walked briskly'* in paragraph one. Creative use of language was evidence in paragraph two. *'The screams were so sharp as to burst our ear drums.'* In paragraph three the student wrote, *'The first five knocks did not seem to help the situation but instead the screams grew hysterical. Suddenly a husky voice urged us to stop the knocking'*. Good use of phrasal verbs was also noted, *'I was relieved that he was still alive but it seemed (my) heart pulse was dying down. I hurriedly dialed 911 and in a flash (of a) second sirens of ambulances and police cars filled the air'*

Creative use of language, logical flow of ideas and mastery of English language was indicative of extensive reading by the learner. However, minor spelling errors were

noted. For instance ‘*mortary’ instead of ‘mortuary’. Contraction, ‘*weren’t’ instead of ‘were not’, joining two words ‘*somemen’ instead of ‘some men’, tense error. ‘laid’ instead of ‘lay’. Omission of preposition ‘of’ and indefinite article ‘a’ was noted in paragraph six. It should be noted that these minor errors did not affect the flow of her composition entitled ‘A BLOOD CURLING ORDEAL’ though it should read ‘curdling’ meaning to separate or cause to separate into curds or lumps instead of ‘curling’. This student scored 16 out of 19 in grammar, 5 out of 7 expressions. 4 out 7 in vocabulary and overall impression 6 out of 7 totaling to 29 out of 40 which is equivalent to 72.5%. This finding concurs with Tudor and Hafiz (1989) who conducted a study on the influence of extensive reading on writing skills. They initiated an extensive reading programme using graded readers with intention of improving learners’ language competency in schools. The results of the study revealed that learners made impressive improvement in reading and writing skills and a simpler but more correct use of syntax in sentences written in L2. The finding also agrees with The Schema Theory in that the more learners read the more their schemata grows and the better the language output in form of speech or writing.

Data obtained from the national boys’ school P in Laikipia East sub-county as shown in (Appendix B) show a great use of words of merit and expressions that are indicative of learner’s exposure to books. The student in paragraph one wrote, ‘....I heard my parents pushing and shoving themselves to move out of the bed room.’ He continues to say that, ‘....there was pin drop silence’. In paragraph three the writer says ‘....writhing in pain’. Still in paragraph three the writer wrote, ‘On entering the gate my siblings saw my mother and both sobbed uncontrollably.’

In paragraph four the writer uses idiomatic expression, '*She talked but I realized that she was beating around (about) the bush, just then she hit a (the) nail on the head.*' However, the writer made several mistakes. For instance there was repetition in paragraph four, '*....it was now turning into months and she was still ill until one day we saw her improvement and she improved.*' Wrong choice of words was also noted. For instance, '*..... day by day until she was released.*' The writer could have used the word '*discharged*' because the setting was in a hospital. Also in the same paragraph the writer was superfluous and thus unable to communicate using few words. He wrote, '*After a month at home our neighbours came to our home and tried to be sorry for us.*' The writer could have written, '*After a month the neighbours came to our home and tried to comfort us.*'

Punctuation errors were noted where a comma was not inserted and a coordinating conjunction wrongly placed. However, the writer could also have used a pronoun to avoid repetition. In paragraph five the writer wrote, '*Suddenly, my father came in followed by the police and the police signalled to arrest her because my father had heard all the confessions made by our neighbour.*' The writer could have written, '*...and they signalled to arrest her because my father had heard all the confessions made by our neighbour,*' Despite the errors and grammatical mistakes the student was still able to communicate. And thus scored 15 out of 19 in grammar, 5 out of 7 in expression, 3 out of 7 in vocabulary and 5 out of 7 in the overall impression. Overall this student scored 57.5%. Aspects of extensive reading evidenced in this composition were use of appropriate sentence structure and expressions. Girls' performed better than boys in the national school category as shown in Table 4.27.

Table 4.27

Composition Mean Score for National Schools

School	FORM 2		FORM 3		Mean score	
Number	N	x/40	%	N	x/40	%
A	11	31.1	77.70	11	22.54	83.90
P	11	27.46	68.65	11	28.56	71.40

As shown in Table 4.27, the national girls' school had a mean score of 77.7% in form 2 and 83.9% in form 3 while national boys had an mean score of 68.65% in form 2 and 71.40% in form 3. Though both schools were above average in composition writing scores, form 3 classes performed better than form 2 classes probably due to the length of stay in school and exposure to variety of reading materials in their schools.

4.8.3 Extensive Reading Ability as a Predictor in Composition Writing in County Schools

Data obtained from composition writing revealed that county schools performed fairly better than sub-county schools. As earlier shown in Table 4.18 a county girls' school M performed better than national boys' school P. The county girls' school had a mean score of 70.9% in form 2 and 76.25 % in form 3 against national boys' school P which had a mean score of 68.65% in form 2 and 71.40% in form 3. A good number of the county schools also experienced a shortage of reading resources which was a challenge in promotion of extensive reading. However, the government had done a commendable job as far as provision of subject text books was concerned

in form 1 and 2 in the county schools that participated in the study. This is after the government took up the role of distributing books to schools under free secondary education. It no longer sends funds for buying books to schools after it realized that after sending money to schools for several years the ratio of 1:1 was never achieved. These textbooks should be studied intensively and that is why there is need for provision of extensive reading materials in these secondary schools so as to enable learners to develop critical and creative thinking skills and also broaden their imagination.

Study data from composition writing as shown in (Appendix C) was obtained from a county girls' school (I) which had composition writing mean score of 61.6% in form 2 and 64.88% in form 3. The school was located in Laikipia West sub-county. The form 3 student wrote words and impressive expressions that were predictors of engagement in extensive reading. The mastery of English language displayed by the writer concurs with what she had indicated in the questionnaire being an avid reader.

In the first paragraph the writer used personification where she wrote, '*Terror paralysed me as I heard danger following me silently.*' This creative use of language was an important predictor of engagement in extensive reading. In paragraph two, the writer says, '*The engine was coughed to life and we drove off.*' The writer also uses imagery to help the reader visualize what she was talking about. She particularly uses simile in paragraph two where she said, '*I was as afraid as a grasshopper*' and also paragraph four, '*As sudden as a snapshot.*' The writer also used vocabularies well. For instance in paragraph two, '*Question lingered*', '*my countenance*'. Also in paragraph three the writer says, '*I was in sixes and sevens*'

and *'one of the monstrous me...'* This is indicative of constant engagement with books.

In paragraph four the writer wrote, *'As I walked there, terror devoured my morale and I felt as helpless as a child.'* In paragraph five the writer wrote, *'In a dint of a second I heard someone fumbling with the door knob.'* In the same paragraph the writer says, *'He came near me and examined me closely, his face was inscribed with anger like words on an epitaph'*. The writer used the language and variety of sentence structure well. The writer's display of mastery of language use corroborates with her response in the questionnaire where she was asked what she was reading for pleasure. The respondent simply said that she was an avid reader, It appeared then that she was able to apply what she had read in her writing with ease. This composition despite being from a county school scored impressively. However, there were a few errors that did not affect the flow of ideas of the writer. In paragraph one, the writer misspelt the word *'manoeuvred'* she wrote, *'*maouvered'*, *'consciousness'* was written as *'*conciuousness'* also instead of *'mistaken identity'* she talked of *'confused identity'*. The writer scored 14 out of 19 in grammar, 6 out of 7 for expressions, 5 out of 7 for vocabulary and finally the overall impression was 7 out of 7. In total the writer got 32 out of 40 which was equivalent to 80%. The writers touched all the five senses of the reader through the use of vivid description thus scoring impressive marks.

Another sample of the compositions was obtained from a county boys' school G in Laikipia North sub-county. The school obtained a mean score of 62.75% in form 2 and 61% in form 3 in composition writing. From the data obtained from (Appendix

D), the writer of this composition appeared to be an average student. The composition could be understood though there were numerous grammatical and spelling errors in the composition. In the first paragraph there was omission of prepositions. The writer wrote, '*I found my mother's body lying down (on) the floor*'. Preposition '*on*' was omitted. In paragraph two the writer possibly due to language challenges failed to use the correct word. '*When we arrived in the police station we were asked some questions*' Since this is a complex sentence starting with a subordinating conjunction, the two clauses that is the dependent and the main clause were supposed to be separated by a comma. Thus it should read, '*When we arrived at the police station, we were interrogated.*'

Tense errors were also noted. '*Know*' instead of '*knew*' in paragraph two, spelling errors, '**thouroughly*' instead of '*thoroughly*' This composition scored 8 out of 19 in grammar, 4 out of 7 in expressions, 4 out of 7 in vocabulary and 4 out of 7 in overall impression totaling to 20 out of 40 which is 50%. This implied that this particular student needed more exposure to extensive reading so as to improve his mastery of language, spelling and vocabulary use.

4.8.4 Extensive Reading Ability as a Predictor in Composition Writing in Sub-county Schools

Sub-county schools are the lowest in rank in secondary school categories. Most of them admit students who are average and the majority being below average learners. In some cases they may admit students who had been invited to join county schools but due to financial constrains opted to decline the offer. On average most of compositions from this category of schools displayed a general lack of literacy

competences and in some worst cases students who could not write any comprehensible sentence. Interestingly, these were the schools that were seriously hit by shortage of reading materials.

Data in (Appendix E) were obtained from a sub-county school D in Laikipia Central sub-county. The school had a mean score of 40.8% in form two and 43.75% in form three in composition writing assessment. Composition writing sample was written by a female student and it revealed rampant grammatical mistakes and inadequate mastery of language use. Spelling errors were noted in paragraph one, the writer wrote ‘*confidents’ instead of ‘*confidence*’. ‘**Melodius*’ instead of ‘*melodious*’ in paragraph three. Use of possessive ‘*their*’ instead of the pronoun ‘*they*’ was noted in paragraph two. Omission of preposition ‘*on*’ was a mistake noted in paragraph one.

Absence of subject-verb agreement was noted in paragraph two, ‘...*got burnt as others was trying to find.*’ The writer was supposed to use ‘*were*’ instead of ‘*was*’ because the subject ‘*others*’ was plural. The same problem was noted in paragraph eight, where the writer wrote, ‘...*when others was crying*’ instead of ‘*were*’. Wrong use of auxiliary verb was noted in paragraph three. The writer wrote, ‘*It was the day that I would never forget in my life.*’ ‘*Would*’ should have been replaced with auxiliary verb ‘*will*’.

Poor sentence construction was also noted in the whole of paragraph four. The writer wrote, ‘*After the police have reached it and start talking everyone was very hungry and so it was very easily to take some steps after us for the police.*’ Similar mistakes of poor sentence construction were also noted in the last paragraph where the writer wrote, ‘*That was the day I will live to recall in my features and the day*

that I have never come across the day like that. The day that everybody who was their would live to remembers.' The writer was supposed to write, *'That was the day I will live to recall in my future. The day everyone who was there will live to remember.'* Use of proper tenses was the main challenge for this particular writer. This poor mastery of language, spelling errors and poor sentence construction confirmed what the writer had indicated in the questionnaire that he rarely read widely for pleasure.

Additional data were also obtained from a sub-county school L in Nyahururu sub-county. The school had a composition writing mean score of 40.8% in form 2 and 43.75% in form 3. The composition was written by a male student who in the questionnaire also indicated that he rarely read extensively due to difficulties and challenges he encountered during reading.

Data obtained in (Appendix F) indicate that the student's writing competences were low from misspelling of the title of his work. The title read *'The day I neva fogente'* instead of *'The day I will never forget'*. Nearly all words in the composition were misspelt thus displaying learner's serious linguistic challenges. Most of the misspelt words did not fall morphologically in English language word structure. Also the composition failed both syntactically and semantically. For instance it was difficult to even guess what the learner wanted to say in this sentence. *'One of the pipo hesani thasanot...'* In addition, this composition revealed presence of learners who had not yet achieved basic literacy competences that were expected to have been achieved in primary schools. This finding is in agreement with the World Development Report (2018) which asserts that there is a global learning crisis, with

too many children failing to learn foundation skills like functional reading in schools. Therefore it is important for the English language teachers to be cautious and not assume that all learners in secondary schools know how to read and write. These category of learners should be identified, their linguistic abilities assessed and their literacy challenges addressed.

Remedial strategies should be established to assist these learners. This also confirms that even with presence of reading materials in schools there were still learners who were having reading difficulties that needed to be addressed first. This observation agrees with Kweldju (2000) who found that students were reluctant to read extensively because of their linguistic deficiency and low interest in reading longer texts, such as a novel. Students in Kweldju's study were provided with a guideline based on cultural and gender elements in order to help them read with enjoyment and to enjoy what was worth enjoying. More importantly, the provision of a reading guideline changed students' attitude from reluctant and indifferent fiction readers to interested ones.

4.8.5 Composition Writing Assessment Errors in Relation to Students' Extensive Reading Habits

There were different categories of errors that were found in composition assessment that could give a bearing on mastery of English language and reading patterns in schools. In order to analyze various types of grammatical errors in the students' compositions, the errors were first identified and categorized into different error type with the help of English language teachers who were grammar experts. The researcher used their completed or marked scripts to calculate the errors. The errors

were counted and rated in percentage of frequencies. Various types of errors that were found in students' composition writing are shown on Figure 4.7.

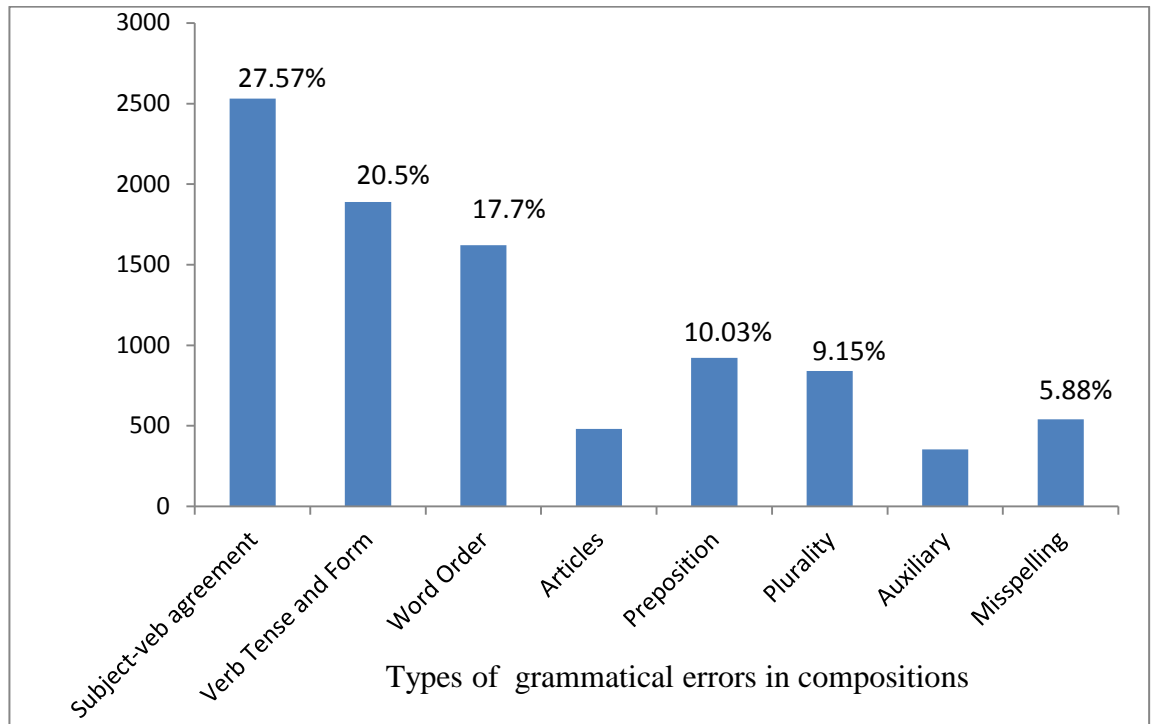


Figure 4.7. Grammatical errors prevalent in composition writing

As shown in Figure 4.7 various composition errors were identified and analyzed. It was established that some students could not realize that they had made error even through 'feel'. Some errors clearly displayed poor mastery of English language mostly due to lack of reading.

4.8.5.1 Subject Verb Agreement Errors

From the study data in Figure 4.7 on grammatical errors found in composition writing, it was clear that subject-verb agreement errors were the highest in number. These errors accounted for 2531 (27.5%) of all the errors made by the learners. In this case the subject of the sentence and the verb phrase were expected to agree for

the sentence to be grammatically correct. The sentence should agree in number and person. The learners appeared to lack basic understanding of subject-verb agreement. In one instance a student used a plural subject that did not agree with singular verb. '*The boys enjoys dancing in the hall*'. The correct sentence should read, '*The boys enjoy dancing in the hall*'. In another instance a singular subject did not agree with the plural verb. The writer wrote, '*It encourage girls to love their parents*' (*encourages*),

- '*The teacher have an important role to play.*' (has)

- '*The most dangerous animals is the lion and the elephant.*' (are)

It was also noted that students tended to add *-s* to the verb if the subject of the sentence was plural. '*The goats eats in the field*' instead of '*The goats eat in the field*'. They confused plural in nouns and usage of the verb in a sentence when we have singular subject.

4.8.5.2 Verb Tense and Form Errors

Verb tense and form errors accounted for 1890 (20.5%) of the errors made by the students. The study finding established that use of English verb tense presented a major writing difficulty. The tenses that appeared mostly confused and therefore misused were the simple past tense, future tense, past perfect and present simple tense. This justifies that incomprehensibility of the correct form and usage of the verb was responsible for their difficulty in English composition writing skills which could have a bearing on their attitudes towards extensive and pleasure reading. For instance there was misuse of simple and present simple tense. '*Some parents said*

that they cooking.....' (*say....cook*). In this case the student confused the use of simple past tense and simple present tense.

In another instance, the student failed to understand the right form of the future tense, so instead of adding the infinitive form of the verb, he inserted unnecessary verb *to be* and the past participle form of the verb. *'Many people because they believe that they will be saved'* (*save*). This finding echoes Chen's (1998) assertion that most English language learners have difficulty in the use of English verbs due to the absence of verb conjugation in their first language. Chen (1998) continues to assert that tense errors are the most frequent errors among secondary school students. However, these errors can be addressed through exposing learners to language in context. Extensive reading programmes in schools can serve this purpose.

4.8.5.3 Word Order Errors

The study also found that word order errors accounted for 1622 (17.67%) of all the errors obtained from the compositions. Some of the students appeared to be affected by mother tongue interference and that is why they tried to apply rules from their mother tongue to English language thus affecting the word order. For instance:

- *'Stealing is a habit bad'* (*a bad habit*)

- *'How they can eradicate corruption'* (*can they*)

The first statement was due to mother tongue interference where the adjective follows the noun while in English language the adjective precedes the noun. Thus

error in word order occurred. In the second sentence, there was overgeneralization in forming the right question in English due misunderstanding of the question word order. In both cases interlingual and intralingual transfer inhibited the student to produce correct order sentences in their composition writing.

4.8.5.4 Wrong Use of Articles

Wrong use of both definite article (the) and indefinite articles (a, an) accounted for 480 (5.22%) of the errors committed by the students in their composition writing. There was redundant use of the definite article (the) for instance '*The smoking bhang is bad habit*'. The correct sentence should be, '*Smoking bhang is a bad habit*'. There was also wrong use of indefinite article 'a' before words that begin in a vowel sound, '*Joseph bought a expensive watch*' (an). In other instances there were omission of articles, '*....one main issues....*' (...*the main issues..*). This clearly shows that there was a problem with regard to learners' use of articles mostly due to interference of their first language and lack of practice in language use. This can be addressed through exposing learners to extensive reading so as to expose learners to variety of sentence structures, spellings and vocabulary.

4.8.5.5 Preposition Errors

Preposition errors accounted for 921 (10.03%) of the errors made by the learners. It was established that simple prepositions were wrongly used. For instance,

-*If you want to lose weight go to a walk. Instead of (..... for a walk).*

-*Many people died from cancer. Instead of (.....of cancer).*

- *Many diseases can be caused of smoking. Instead of (.....by smoking)*

- *We always run in sea on Saturday. Instead of (.....by the sea)*

- *Lay down on a pool of blood. Instead of (....in a pool of blood)*

Proper preposition use was a major challenge students faced in writing of compositions thus English language teachers should ensure learners are more grounded in reading so as to give them enough exposure to language use. Extensive reading may provide the learners with variety of language structure where prepositions have been used appropriately.

4.8.5.6 Plurality Errors

The study finding established that plurality errors account for 840 (9.15%) of all composition errors made by the students. Major causes of these plurality errors could be the assumption that determiners such as *many* and *some* require plural nouns mostly due to lack of proper training on the use of plurals. For instance;

There were errors in plurality where the (s) was left out.

-Prostitution can cause *many disease* like HIV/Aids. (...many diseases)

-They should have *some book*. (...some books)

Mixing of countable and uncountable nouns was also found to cause errors. For instance;

-*Many child* are born underweight. (Many children...)

- With all this advices (...all these pieces of advice). In this case the student tried to add (s) to uncountable noun. It appeared the student tried to over-generalize the rule where (s) is added to all nouns to form plural. It was noted that some learners were more inclined to leave out the (s) morpheme in formation of plural countable nouns, while others had the affinity for inserting the (s) morpheme in singular countable nouns as well as uncountable nouns.

4.8.5.7 Auxiliary Errors

The study also established that both primary and modal auxiliaries were misused in composition writing. These errors accounted for 480 (5.22%) of the errors made by the students. *Be, have* and *do* as primary auxiliary were wrongly used in sentences.

For instance in the following sentences:

- *It can been said poaching is an offence.* (be)

- *Let it be told bhang have nicotine.* (has)

- *What does the people say about the police.* (do)

Modal auxiliaries were also misused in some sentence.

-*She cannot have done that. Instead of (...could not....)*

- *I will not have done that. Instead of (...would not....)*

The students made confused use of auxiliaries that confirmed that a lot needed to be done by the English language teachers.

4.8.5.8 Misspelling Errors

The study established that there were numerous errors in composition writing. Misspellings accounted for 540 (5.88%) of the errors made by the students. Misspelling of common words was found to be rampant. The following misspellings were found in students' compositions:

*Kindergaten' instead of (kindergarten)

**Contaplate* instead of (*contemplate*)

**Whoozed* instead of (*wheezed*)

**Untill* instead of (*until*)

**Repeatation* instead of (*repetition*)

**Fullscap* instead of (*foolscap*)

These errors were a good indicator that learners did not undertake enough writing practice or their reading habits were inadequate. Therefore, the English language teacher should come up with effective strategies that can assist them improve in spelling. They should also be encouraged to read widely so that they can be exposed to variety of sentence structures so as to improve their spellings.

4.8.6 Relationship between Book Preference and Composition Scores

Study data related to book preference were obtained from students' questionnaire. The students were asked what type of books they preferred reading extensively and

the data obtained were correlated with data obtained from their composition scores as shown in Table 4.28.

Table 4.28

Relationship between Book Preference and Composition Scores

What type of book do you prefer reading * Score level Cross tabulation

Extensive Reading	Score level		Total
Materials Preference	Number	of	Number of students
	students	scoring	
	Below Average	and Above	
Novels and story books	78	175	253
Revision books	12	4	16
Science fiction	3	6	9
Religious books	0	2	2
Subject text book	5	15	20
None	2	5	7
Newspaper	4	7	11
Magazine	4	5	9

Chi-Square Tests showing relationship between book preference and composition scores

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.513a	7	.030
Likelihood Ratio	15.200	7	.034
Linear-by- linear Association	.094	1	.759
N of Valid Cases		32	

Study data in Table 4.28 revealed that students posted different composition writing scores depending on their preferred extensive reading materials. Those students who preferred reading novels and short story were the majority with 78 (23.8%) scoring below average and 175 (53.5%) scoring above average. This preference had a total of 253 (77.4%) of the learners. A Chi-Square test was generated at 95% confidence level (P value =0.034, df= 7, $\chi^2=15.200$) to determine whether the relationship between extensive reading preference and composition scores was statistically significant. The p value was found to be $P < 0.05$ confirming that the relationship between reading preference and composition writing scores was statistically significant. It was therefore important for the English language teachers to establish students' reading preferences so as to bolster reading culture in their schools. If this was not done the schools may waste a lot of resources purchasing reading resources that do not interest the learners and thus discourage them from reading extensively.

A further one way analysis of variance (ANOVA) was used to analyze data obtained from mean scores of composition writing as a result of reading different reading materials. ANOVA was used because the difference being investigated was between more than two groups. This analysis is shown in Table 4.29.

Table 4.29

ANOVA to Test Relationship between Reading Materials and Composition Scores

Groups	Sum of squares	df	Mean Square	F	Sig.
Between Groups	202.915	7	28.988	2.108	.042
Within Groups	4387.122	319	13.753		
Total	4590.037	326			

Composition score

What types of books do you prefer reading	N	Subset for alpha= 0.05	
		1	2
Revision books	16	8.19	
Newspaper	11	10.00	
Magazines	9	10.33	10.33
Subject text book	20	10.75	10.75
None	7	10.86	10.86
Novels and story books	253	11.04	11.04
Science fictions	9	12.22	12.22
Religious books	2		16.00

The findings of the study in Table 4.29 established that students who read science fiction, novels and story books had the highest mean score in composition writing.

The means were significantly different at 95% confidence level (p value =0.042, $df=7$, $F=2.108$, C.I (0.718-2.480). This was less than 0.05 thus confirming the difference in mean score was statistically significant. Those students who preferred reading novels and story books had a mean score of 11.04 while those who preferred reading science fiction had a mean score of 12.22 in composition writing. Those students who used revision books as materials for extensive reading scored the least with a mean score of 8.19 which clearly indicates the importance of students reading extensively outside their subject areas. It is therefore important to expose students to variety of reading materials so that they can improve their writing skills. There are high chances they will encounter different vocabularies, expressions, creative use of language and different sentence structures in the course of their reading. This finding concurs with Obunga (2017) who observes that extensive reading sharpens learners' vocabulary and writing dexterity.

4.8.7 Composition Mean Scores between Schools

Different categories of schools obtained different composition scores. National schools performed better than other schools mostly due to learners' entry behaviour. The majority of learners in national schools came from primary schools that mostly had relatively adequate reading resources and thus they were moulded to become good readers. The composition writing scores from different classes is shown in Table 4.30.

Table 4.30

Composition Scores in Different Categories of Schools

School	School	FORM 2	Mean score	FORM 3	Mean score		
Number		N	x/40	%	N	x/40	%
P	Laikipia East National Boys	11	27.46	68.65	11	28.56	71.40
A	Laikipia West National Girls	11	31.1	77.7	11	33.54	83.90
	Total	22	29.28	68.18	22	31.05	77.7
B	Laikipia West County Boys	11	24.36	60.9	11	26.40	66.00
I	Laikipia West County Girls	11	24.64	61.6	11	25.95	64.88
G	Laikipia North County Boys	11	25.10	62.75	11	24.40	61.00
	Total	33	24.7	61.75	33	25.58	63.96
C	Laikipia Central County Mixed	12	21.90	54.7	11	24.48	61.20
D	Laikipia Central Sub-County	10	16.30	40.8	11	17.50	43.75
E	Laikipia East Sub-County	11	14.76	36.9	10	13.45	33.63
F	Laikipia North Sub-County	11	18.46	46.15	11	19.55	48.88
H	Laikipia West Sub-County	11	22.54	56.35	10	23.82	59.55
J	Laikipia West Sub-County	11	17.18	42.95	11	18.80	47.00
K	Laikipa West Sub-County	11	18.18	45.45	11	19.62	49.05
L	Nyahururu Sub-County	11	17.82	44.55	10	19.60	49.00
M	Laikipia East County Girls	11	28.36	70.9	11	30.50	76.25
N	Laikipia East Sub-County	11	17.72	44.3	11	19.67	49.18
	Total	110	19.32	48.3	107	20.70	51.75

Data obtained in Table 4.30 reveal that on average form 2 classes in national schools scored a mean score of 29.28 (68.18 %) and 31.05 (77.7%) in form 3 class. This was above average performance. On average, both classes scored an average score of 29.16 (72.9%) in composition writing. County schools were the second in performance. They got a mean score of 24.7 (61.75%) in form 2 and 25.58 (63.96) in form 3. Both classes combined they got an overall mean score of 25.14 (62.85%) Both performances were above average. Lastly sub-county schools came third with a mean score of 19.32 in form 2 and 20.70 in form 3. Their overall combined mean

score was 20.01 (50%) which was average. The findings confirmed that learners were admitted in secondary schools based on their performance in the Kenya Certificate of Primary Education (KCSE) with the national schools picking the top cream while the sub-county schools admitting average and below average learners.

One way analysis of variance (ANOVA) was used to analyze data obtained from different categories of schools namely; national, county and sub-county schools to establish whether their mean scores were statistically significant as shown in Table 4.31. ANOVA was used because the difference being investigated was between more than two groups.

Table 4.31

ANOVA for Composition Writing Performance by School Category

School category	N	Subset for alpha=0.05		
		1	2	3
National	44	29.16		
County	66		25.58	
Sub-county	217			20.01

Table 4.31 indicates that the mean between the national, county and sub county schools were significantly different at 95% confidence level ($F(2) = 80.933$, $P = .001$). The P value was < 0.05 . From the study findings, it was clear that national schools had a higher mean score for composition writing of 29,16 followed by county schools 25.58 and sub-county schools had the lowest mean score of 20.01.

This scenario could be attributed to better reading cultures, availability of adequate extensive reading materials in national schools and inadequate or absence of reading materials in sub-county secondary schools. This finding concurs with Hayashi (1999) who conducted a study on extensive reading among university learners in Japan. The university learners were provided with variety of reading materials that they read outside classroom for 90 minutes per week. From their writing scores it was established that they had greatly improved in their writing ability. It should be noted also that majority of the learners who join national schools come from private schools where reading culture is inculcated as opposed to learners who join sub-county schools.

Most of the learners who join sub-county schools are those who had scored low marks in their Kenya Certificate of Primary Education (KCPE). This assertion concurs with Gathumbi in Groenewegen (2008) who carried out a study which sought to determine the competence in reading of the primary school learners. This was done using a criterion referenced test (CRT) on class 3 and 6 pupils across the country. The study established that many primary class 6 pupils had not attained basic reading abilities. This scenario has been complicated by the current one hundred percent primary to secondary transition rate campaign by the government from year 2018. The problem could be compounded further if no adequate reading materials are provided to these secondary schools to mitigate the current situation.

4.8.7.1 Relationship between Reading and Composition Scores

Data on the correlation between learners who were currently reading a book for pleasure and their composition scores were obtained. The learners were asked in the

questionnaire whether they were currently reading a book for pleasure. The response to these data was analyzed alongside their individual composition scores. The results are shown in Table 4.32.

Table 4.32

Current Individual Reading Status

Are you currently reading a book for pleasure?	N	Mean	Std. Deviation	Std. Error Mean
Composition Score Yes	231	22.72	3.658	.241
No	96	19.52	3.755	.383

Levene's Test for Equality of Variance		t-test for Equality of Means							
	F	Sig.	t	Df	Sig.(2 tailed)	Mean difference	Std. Error Difference	95% Confidence Interval Lower	95% Confidence Interval Upper
Equal variances Assumed	.531	.467	3.572	325	.000	1.599	.448	.718	2.480
Equal Variances not Assumed			3.530	173.550	.001	1.599	.453	.706	2.492

Data in Table 4.32 indicate that there was a significant statistical difference between those currently reading a book for pleasure and their composition scores ($t(325) = 3.572$, $p < 0.001$). Those who were currently reading a book for pleasure had a higher mean score than those not reading. Those currently reading a book were 1.302 more times likely to score average or above average score than those not

reading. C.I (1.068-1.586). From the study data in Table 4.30, the learners who said they were currently reading a book got higher scores than those who did not. Those who were reading a book got a mean score of 22.72, while those who said that they were not reading a book got a mean score of 19.52.

This finding is important as it emphasizes the importance of the language teachers initiating extensive reading programmes in order for the learners to sharpen their writing skills. The findings of the study concur with the results of Pigada and Schmitt (2006) who carried out a study to determine whether an extensive reading programme could enhance lexical knowledge. It was established that spelling of words was greatly improved whereas grammatical knowledge and meaning were also enhanced but not at the same rate.

4.8.8 The Relationship between Geographical Location of Schools and Extensive reading

The study established that there existed a correlation between geographical location of schools and extensive reading captured in composition writing scores of students as indicated in Table 4.33. Secondary schools that participated in the study came from rural and urban areas.

Table 4.33

Relationship between Composition Scores and School Location

Schools	Mean	N	Std. Deviation
Urban	26.72	66	2.396
Rural	20.52	261	3.778
Total	21.78	327	3.778

Independent Samples Test

	Levene's Test for Equality of Variance		t-test for Equality of Means							
	F	Sig.	T	Df	Sig.(2 tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances Assumed	13.491	.000	6.346	325	.000	3.099	.488	2.138	4.060	
Equal Variances not Assumed			8.234	156.882	.000	3.099	.376	2.356	3.843	

Data in Table 4.33 reveal that the composition mean score for urban schools was 26.72 which was higher than for rural schools that had a mean score of 20.52. This difference could be due to exposure to reading materials and other forms of media in urban schools than in rural schools. Further t-test was done to establish whether the mean differences were statistically significant at 95% confidence level ($t(325) =$

6.346, $p = .000$). This confirms that there was statistically significant difference between the composition mean score of learners in urban schools and those in rural schools.

The study findings agree with Owoeye (2011) who carried out a study on school location and academic achievement of secondary schools students in Ekiti State, Nigeria (between 1990-1997). The result showed that there was a significant statistical difference between students' academic achievement of rural and urban secondary schools in senior school certificate examination ($t=2.73$, $p<0.005$). The study established that students in urban area had better academic achievement than their rural counterparts mostly due to availability of extensive reading resources in urban schools.

4.9. The Relationship between Learners' Age and Extensive Reading Proficiency

The study also sought to establish the relationship between learners' age and extensive reading proficiency. The study data was gathered from learners' bio data and reading interest from their questionnaire and composition writing scores. The study established that there was a negative correlation between the age of the students and composition writing scores as indicated in Table 4.34.

Table 4.34

Relationship between Age and Performance

Composition score	Age in years	Pearson Correlations Sig. (2-tailed) (r)	p-Value
N=327	1	-.022	.695

Study data in Table 4.34 indicated a negative correlation between reading interest and age of the learners, As the age increased the composition score reduced however the correlation was not significant ($r = -.022$, $P = .695$). Pearson's Product Moment Correlation was generated to establish the relationship between learners' age and extensive reading proficiency. The p value was found to be .695 which was greater than .05 implying that as the learners increased in age the composition scores reduced. However, the difference was not significant. This could be an indicator of decline in voluntary reading engagement as the learners advanced in age. This finding concurs with Ndeithu (2007) who carried out a research on reading habits of undergraduate university students in Kenya. It was found that reading habits were poor as the university students were found to rarely read beyond what was provided by their lecturers as university notes or term papers. They mostly read to pass their examinations but not to develop life-long reading habits. Similarly, the finding also concurs with Clark and Douglas (2011) who found consistent evidence that age affects attitudes towards reading and reading behaviour; that children enjoy reading less as they get older. In their study they reported that pupils in KS2 read more frequently than those in KS3 who in turn read more frequently than those in KS4. It is for this reason that remedial procedures should be established to motivate learners to develop strong foundation in reading and make it a lifelong habit.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this chapter is to make a summary of the findings based on the specific objectives of the study and make suggestions and recommendations for possible action and further research. This chapter therefore, consists of three sections namely; summary of the findings, conclusions of the study and finally recommendations.

5.2 Summary of Key Findings

The study addressed five research questions translated from five main objectives as follows.

- i. Which teaching techniques are used to promote and sustain extensive reading habits in secondary schools Laikipia County?
- ii. What factors influence learners' extensive reading habits in secondary schools in Laikipia county?
- iii. What resources are available that support extensive reading in secondary schools in Laikipia County?
- iv. What non-classroom interventions are put in place in schools to promote extensive reading in secondary schools in Laikipia County?
- v. What influence do extensive reading habits have on learners' English language composition writing in secondary schools in Laikipia County?

5.2.1 Research Objective One: To establish the teaching techniques used to promote and sustain extensive reading habits in secondary schools in Laikipia County

Based on the findings and discussions of the study, the following major findings about teaching techniques that bolster learners' extensive reading habits were made. The findings revealed that the English language teachers across the three categories of schools that is national, county and sub-county schools, possessed the required knowledge and skills that were necessary for promotion of reading cultures when imparted on the learners properly. These extensive reading techniques were pre-reading skills, during-reading skills and post-reading skills. Pre-reading skills used by a majority of teachers included assisting learners to analyze the text through looking at the title of the text, the spine, the blurb and the table of content. This helped the learners to get a general over view of the book. Learners were also taught skimming of the text through going through the topic and clincher sentences in paragraphs and also in chapters.

The study established that teachers taught learners prediction of the outcomes of events of the text. This helped learners to make guesses so that when they read books they were able to establish whether what they had predicted was correct or not. Determining of text difficulty was also a crucial pre-reading technique that teachers taught that enabled learners to locate reading materials that were at their linguistic level to avoid frustrations and wasting time with materials that were difficult to comprehend.

The study found that the English language teachers taught learners reading techniques that they applied while reading. The learners were taught how to visualize or form mental images of what they were reading. They were also taught how to infer meanings of unfamiliar words that they encountered while reading. Inferring meaning of words in context also helped in building vocabulary. The learners could look at the structure of the word in terms of the prefix, root and suffix.

Teachers also applied the skill of relating the text the learners were reading with another one they had previously read as a while-reading skill. Another while-reading technique that was used by teachers was prediction of events outcome in either a text with a simple plot or a complicated one. This technique assisted the learners in making logical guesses that they read to establish whether their predictions were correct or not. Learners were also taught how to identify the main concerns or themes of the text or reading materials. These main ideas helped the learners to organize their mind by activating their schemata and previous experiences in their possession that relate to the main themes of the text.

Reading words in clusters instead of word by word was another while-reading technique that was employed by the teachers. This technique enabled the learners to maintain reasonable reading speed and also aid comprehension of the text. Finally, teachers also taught learners how to follow the story line or the plot of the text by strictly following the conflict between the protagonist and antagonist in a text.

One of the key findings was that English language teachers also applied various post-reading techniques to aid retention of what had been read and also to sharpen

learners' functional skills. Teachers used students' narration, writing brief summaries and composition writing as post-reading techniques to sharpen their writing skills and also evaluate their reading engagement. This was in line with the integrated approach used for teaching English in secondary schools in Kenya.

English language teachers also used writing diary, posters and brief book reviews of what learners had read as post-reading techniques. The study found that English language teachers engaged their learners in critical discussions of the text they had read to gauge their understanding of the text. This post-reading technique encouraged learners to participate in discussion thereby polishing their listening and speaking skills. The study also established that teachers encouraged learners to leave a comment on comments cards fixed in books. These comments were personal feelings concerning how they felt after reading a text.

All the pre-reading, during reading and post-reading techniques were found to be beneficial to the learners as they would assist them to handle reading challenges and thereby motivate them to continuously engage in extensive reading. Apart from assisting learners handle reading challenges, some of the post reading techniques were evaluative as they enabled the teacher to evaluate the extent of extensive reading engagement in their classrooms. However, the study findings were that despite being taught these reading techniques, learners reported that they still encountered serious reading challenges while reading, thus demotivating them to read extensively. It was clearly noted that despite teachers teaching extensive reading techniques they did not adequately monitor, evaluate or even set reading targets for their learners.

5.2.2 Research Objective Two: To examine the factors that influence learners' extensive reading habits in secondary schools in Laikipia County

Based on the study findings and discussions, the study established determinants that most likely influence learners' extensive reading habits in their schools. The key finding was that inadequate time to engage in extensive reading was a factor that affected nearly a quarter of the learners. Lack of motivation to read extensively from peers, teachers and parents was another factor that affected the learners. Lack of reading materials in schools and at home was a reason that inhibited learners engagement in extensive reading.

The study found that a lack of good libraries in schools affected their reading in schools. A good number of libraries that existed in some schools were in fact book stores where obsolete books were kept and thus they were not helpful to the learners. The study also established that many assignments allocated to learners by their teachers coupled with non-conducive reading environment was another factor that the study found influenced extensive reading habits in schools. Learners did not have spacious reading areas to motivate them to read in both inside and outside classroom and this worsened the already poor reading culture in their schools. Another factor that influenced extensive reading habits was poor literacy skills amongst learners. About 10.1% of the learners reported that they had difficulties in comprehending what they were reading due their poor linguistic abilities and thus shied away from engaging in extensive reading in school. This occurred despite being taught various reading techniques by their English language teachers.

The study also found that learners' engagement in extensive reading was hampered by peer pressure and reading attitude. It was established that some learners felt demotivated to read by their peers as they were often referred to as 'elitist' or 'bookworm' if found engaging in reading.

5.2.3 Research Objective Three: To establish resources available that support extensive reading in secondary schools in Laikipia County

Based on the study findings and discussions, various extensive reading resources available in schools were established. The study established that newspapers were the most available reading resource in a majority of schools as indicated in Table 4.15. This was followed by Pacesetters, novels, magazines and reference books. These were the main extensive reading resources that were available. However, the study finding was that the reading resources did not rhyme with what learners preferred to read. A majority (77%) of the learners preferred to read novels and story books as shown in Table 4.16, yet, newspapers were the ones that had been supplied in large numbers. This was followed by reading of subject text books in their schools. Over reliance on classroom text books reading that calls for intensive reading of subject content was also captured as learners needed exposure to reading materials outside the syllabus so as to widen their world view. Learners reported preferring to read love stories, newspapers, science fiction, magazines, revision materials and religious books.

The study also established that reading resources and materials that were scarce in most schools and that if availed to learners they could provide variety as indicated in Table 3.17. These were adventure stories, audio books, audio visual materials and e-

books. The study established that encyclopedias, graded readers, journals and periodicals were non-existent in almost all schools. This clearly shows that the learners were not provided with adequate variety of reading materials that could motivate them to read extensively. This finding stresses the importance of school libraries in that schools without adequate reading materials in their libraries hinder learners' exposure to the benefits that come with extensive reading such as improved use of various grammatical structures and vocabularies.

5.2.4 Research Objective Four: To establish non-classroom interventions that promote extensive reading in secondary schools in Laikipia County

The study established numerous non-classroom interventions that if applied could promote extensive reading in schools. The study noted that parental involvement was an important ingredient to the success of learners' reading programmes. Parents should play a vital role in monitoring what their children were reading. They were also supposed to provide adequate reading materials at home. Inviting motivational speakers to come and talk about reading was also another non-classroom intervention that could be beneficial to the learners as it could motivate them to read. Collaboration with the Kenya National Library Services and appealing to donors, corporates and alumni were credible non-classroom interventions that could assist schools to get books for extensive reading. Forming reading clubs, reading tents, holding readers' conferences and inviting authors to come and talk about their authorship were important non-classroom interventions for promoting extensive reading in schools. It was also found that initiating book exchange programme among schools coupled with book reading symposia or competition would also enhance extensive reading.

Organizing book fair to display books written by young writers was reported to be an important non-classroom intervention to promote extensive reading. It was also found that if schools came up with an hour of ‘stop and read’ every week, learners would come to realize the benefits of reading. The school could also place posters in the schools that carry messages on the benefits of extensive reading.

The study established that provision of reading corners, adopting technology and holding book reviews by teachers and learners were important non-classroom interventions that could promote extensive reading in schools. It was noted that parental involvement was cited as a pivotal factor to the success of reading programmes in schools. Therefore, teamwork between teachers and parents could go a long way in strengthening reading programmes in schools by making reading a lifelong and pleasurable undertaking.

5.2.5 Research Objective Five: To find out the influence of extensive reading habits on Learners’ English language composition writing in secondary schools in Laikipia County

The study established that learners who were well grounded on reading were able to transfer vocabulary, spelling and sentence structures they came across in their reading to their compositions. Learners who did not read extensively struggled to express themselves by making glaring spelling mistakes and poor sentence constructions. Their compositions were jerky and creative use of language was missing. The compositions had numerous direct translation from mother tongue to English. National schools that had relatively adequate reading materials performed better than county and sub-county schools.

The data revealed that some of the compositions from sub-county schools learners were totally incomprehensible thus displaying reading difficulties that the learners were experiencing. One way Analysis of Variance (ANOVA) was used to analyze data obtained from different categories of schools namely, national, county and sub-county schools to establish whether their mean scores were statistically significant as shown in Table 4.30. From the findings of the study it was clear that national schools had a higher mean score of 29.16 in composition writing followed by county schools 25.58 and sub-county schools had the lowest mean score of 20.01. This scenario could be attributed to better reading cultures, availability of adequate extensive reading materials in national schools and inadequate or absence of reading materials in sub-county secondary schools.

The study established a correlation between those learners who were currently reading a book for pleasure and their composition score. A t-test analysis was done and it was established that there was a statistically significant difference between those currently reading a book for pleasure and their composition scores ($t(325) = 3.572$, $P < 0.001$). Those who were currently reading a book for pleasure had a higher mean score than those who were not reading. Those currently reading a book were 1.302 more times likely to score average or above average score than those not reading. C.I (1.068-1.586). From the data in Table 4.30, the learners who reported they were currently reading a book got higher scores than those who did not. Those who were reading a book got a mean score of 22.72 while those who said that they were not reading a book got a mean score of 19.52. This finding is important as it emphasizes the importance of the language teachers initiating extensive reading programmes in order to sharpen learners' writing skills.

The study found out that there exist a correlation between geographical location of the school and learners' extensive reading habits as indicated in Table 4.32. Secondary schools that participated in the study came from rural and urban areas. The composition mean scores for urban schools was 26.72 which was higher than that of the rural schools which had a mean score of 20.52. This difference could be due to exposure of reading materials and availability of other forms of media in urban schools than in rural schools. Further t-test was done to establish whether the mean differences were statistically significant at 95% confidence level and found ($t(325) = 6.346, p = .000$). This confirms that there was a statistically significant difference between the composition mean scores of learners in urban schools and those in rural schools.

The study further established that there existed a relationship between learners' age and their extensive reading proficiency. Table 4.33 indicates a negative correlation between reading interest and age of the learners, As the age increased the scores reduced however the correlation was not significant ($r = -.022, P = .695$). Pearson's Product Moment Correlation was generated to establish the relationship between learners' age and extensive reading proficiency. The p value was found to be .695 which was greater than .05 implying that as the learners advanced in age their reading interest declined as captured in their scores. This could be a serious indicator of decline in voluntary and independent reading engagement as the learners advanced in age.

5.3 Conclusions

This study investigated the pedagogical techniques that bolster learners' extensive reading habits. The findings were that teachers possessed pedagogic knowledge for teaching reading skills but this was not reflected very well in the learners as many claimed that they still encountered difficulties in the course of their reading.

From the discussion of key findings, this study has made five (5) main conclusions as follows. Firstly, based on the finding that English language teachers possessed adequate pedagogic knowledge and skills on teaching of reading, it is therefore logical to conclude that the English language teachers are equipped with adequate reading techniques required to scaffold the learners engage in extensive reading with ease. It is also prudent for the English language teachers to emphasize teaching of critical reading skills to enable learners tackle challenges that they encounter as a result of inadequate training on application of the reading skill. The English language teachers should assist learners in setting goals on decision making concerning the number of books they should read in a term and at what pace depending on their abilities. The teacher should also monitor the progress of achieving these goals and provide appropriate and timely feedback to the learners for extensive reading to be successful.

Secondly, in the second objective, the study established that there were various factors both inside and outside school that inhibited learners' engagement in extensive reading. Therefore it can be concluded that these challenges if left unchecked can affect the development of learners' love for books both in

school and at home and therefore they should be addressed so as to motivate learners to read.

Thirdly, the study sought to establish resources available that support extensive reading in schools. The finding was that a majority of secondary schools had an acute shortage of extensive reading materials and in some cases the materials were non-existent. It is therefore logical to conclude that there was an acute shortage of adequate and updated reading resources and materials to support extensive reading programmes in schools. Most the schools that were in dire need of the reading materials were the county and sub-county schools. In secondary schools that had reading materials, there was a mismatch between the reading materials in schools and what the learners preferred to read.

Fourthly, the study sought to establish the non-classroom interventions that promote extensive reading in schools. The finding of the study was that various non-classroom intervention like forming book clubs, holding conference and organizing book tents amongst others were established. It can therefore be concluded that appropriate non-classroom interventions could complement other classroom strategies to support and promote extensive reading in schools.

Finally, the study sought to establish the influence of extensive reading habits on learners' English language composition writing in secondary schools. The finding of the study was that learners who engaged in appropriate extensive reading habits attained higher composition writing scores. It can therefore be concluded that extensive reading engagement improves performance in writing.

This suggests that those students who read widely write better compositions than those who did not read.

5.4 Recommendations

Following the findings of this study that English language teachers need to take extensive reading more seriously as an important component of language learning, the following recommendations need to be taken into consideration by language teachers, educationists and education policy makers if quality reading proficiency is to be attained and performance in English improved at all levels.

English language teachers should ensure that reading instruction where reading techniques are impacted to the learners is emphasized and presented in a structured manner during reading time. The monitoring and evaluation of what learners read is of paramount importance. Most teachers confirmed that they did not monitor or give reading target to their learners. This lack of a mechanism to evaluate learners could make learners view extensive reading as unworthy undertaking. Enough reading time where the English language teacher acts as a role model should be allocated every week. Challenges that affect learners' engagement with extensive reading should be identified in each school and addressed so that learners can read with minimum interference and thus increase their motivation to read.

The management of secondary schools should partner with the Kenya National Library Services, donors, corporates, alumni, parents and other stakeholders to solicit donation and mobilize funds for acquisition of reading materials and resources. This would assist learners access to reading materials from school for

even reading at home. Use of e-books (The Kindle) should also be embraced in schools as one can access downloaded hundreds of magazines, novels and other reading materials. Availability of different types of reading materials that meet the needs of the learners could be a key determinant to the success of any extensive reading programme in school. Mostly variety creates curiosity and interest in reading. English language teachers should also support successful use of these reading materials by categorizing materials for low, average and high achievers so as to cater for all linguistic abilities of the learners.

Non-classroom reading interventions need to be established in each school to bolster extensive reading. English language teachers should also sensitize learners on the importance of extensive reading through organizing workshops, inviting motivational speakers, symposia, reading tents, language shows, readers' conferences and also through book exchange programmes. This would help learners practise and extend their reading strategy use beyond the classroom and this has the enormous potential of forming in the learner productive extensive reading habits.

Analysis should be done in schools to establish learners' needs and reading preferences to avoid mismatch between what the schools procure and the needs of the learners. This would avoid wastage of donor funds or government resources. This mismatch in supply of reading materials and learners' preference need to be corrected so as to enable the learners read what they enjoy and also enjoy what they read. Secondary schools should come up with innovative ways of mobilizing funds for provision of extensive reading resources.

5.4.1 Policy Recommendations

The following policy recommendations were made based on the findings of the study.

a) The Kenya Institute of Curriculum Development (KICD), the body responsible for development of curriculum materials, in collaboration with schools should come up with a strong extensive reading policy and more time should be allocated for reading in schools.

b) The government and particularly the Ministry of Education should put forth more funds for construction of school libraries and also consider supplying extensive reading resources now that it has succeeded in achieving the ratio of 1:1 in the supply of textbooks for intensive reading in Kenyan public secondary schools.

c) The Ministry of Education should develop a mechanism of monitoring reading trends of learners in schools with the aim of ensuring that all learners meet the minimum threshold of linguistic competences to engage in extensive reading in schools.

5.5 Recommendations for further Research

The importance of extensive reading in our schools cannot be under estimated. It is a critical area that needs to be looked at keenly because the success of any country depends on a learned population whose world view have been broadened through book reading. Success in extensive reading in schools will not only be useful in English language as a subject but also greatly enhance understanding of information in all other content areas in the curriculum. Therefore the following areas for further research in extensive reading are suggested.

- a) The impact of application of technology in enhancing extensive reading in public secondary schools.
- b) A comparative study of extensive reading habits between learners in private and public secondary schools.
- c)The impact of decline in extensive reading on learners' English language functional writing.
- d) The influence of students' extensive reading on secondary schools learners' oral communication skills.
- e) The effect of challenges the English language teachers face during reading instruction on English Performance.

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Appendix A

Composition from a National Girls' School A

Michael kids
Term 3

Appendix C
ENGLISH COMPOSITION WRITING ASSESSMENT

NAME.....(optional)

LOCATION OF SCHOOL: GENDER: Male/Female FORM: 2 (3)

TIME: 40MINUTES MARKS: 40

Instructions: Write a captivating and thrilling story starting with the sentences given.

A BLOOD CURLING ORBEAL
It was at midnight when I was woken up by ear piercing screams from our neighbour's house. I hurriedly gathered courage and jumped out of bed, wore my slippers and locked my door. I walked briskly down the path that led to the house. With each step I took the screams became more audible. My heart beat fast like the turmoil drums of West Africa. A crowd of people had already gathered around the house by the time I reached.

99/40 I joined them and tried to gather some information on what was going on. Unfortunately not a single soul knew what was happening. The screams were so sharp as to burst our ears drums. Having wit, I asked the crowd why they weren't doing anything to help. One of them said it was wrong to trespass. "Trespassing my past, some ones is in need of help and all you talk about is trespassing." I answered back angrily. Another person asked me what my suggestion to solve the problem was.

An idea struck my mind. I told some men to grab some logs that were outside and try to knock the door down. Five strong men volunteered to do it. The first five knocks did not seem to help the situation but instead the screams grew hysterical. Suddenly a hoarse voice urged us to stop the knocking, if not he would continue hurting his hostage.

1

I felt fear rise up my spine. Trying to imagine what he was doing to my neighbour. My neighbour was Mr Yusuf, he was kind-hearted, generous and caring, so I had no idea who on this world would want to hurt him. I urged the men to continue with the knocking and see if the man would let us in. My heart sunk as the screaming grew louder but full of wit I was determined to help Mr Yusuf.

Suddenly the door crashed down with a mighty bang. I hurriedly entered the house as the others scrambled to follow me. What I saw almost made my eyes pop out of my sockets. There on the floor lay Mr Yusuf, laid Mr Yusuf soaked in blood, next to him the perpetrator laid on the floor stabbed to death.

I knelt beside Mr Yusuf and felt his heart rate. I was relieved that he was still alive but it seemed his heart pulse was dying down. I hurriedly dialled 911 and in a flash sirens of ambulances and police cars were filled the air. Mr Yusuf was placed in an ambulance as the other man was taken to a nearby hospital in an ambulance. I offered to go with Mr Yusuf to the hospital.

As the doctors treated him, they found that the man had cut off Mr Yusuf's private parts with a machete and used later to stab him self. The doctors found out that Mr Yusuf's back had been burnt with a hot iron. My mind was disturbed as I thought why a heartless being would exist in this world and why he had done it. Done it, to Mr Yusuf. Well, that's a story for another day.

Grammar 14
Creativity 5
Wids of unity 4
Overall impression 6
29

- Very well narrated.
- Creativity noted.
- Well constructed sentences
- Can write better than this

the people present and there was a jar of silence. My father carried my mother's body towards our home. We helped him to carry her. On entering the gate my siblings saw my mother and both sobbed uncontrollably. We loaded our car and we headed to the hospital. On arrival my mother was taken to the Intensive Care Unit.

He spent days and weeks visiting her at the hospital and it was now turning months and she was still ill. Until one day we saw her improvement and she improved day by day until the day she was released. On arriving home she was ill again and we spent all the money on her until she became well recovered.

After a month at home, our neighbour came to our home and tried to be sorry for us. She talked but I realised that she was beating around the bush. Just then she bit a nail on the head. She said that when she screamed, she was attracting our attention because what she wanted to do was to kill our mother because she had known the illegal business she was carrying out and that the police were looking for her to be arrested. She shed tears of sorrow but none of us noticed it.

Suddenly my father came in followed by the police. The police signalled to arrest her because my father had heard all the confessions made by our neighbour. She was carried away to the police station to record a statement and my parents called for a celebration among the neighbours.

Grammar 15
Creativity - 5
Words & merit 3
Overall Impression 5

23

- Good choice of words
- We constructed sentences
- The ² vivid description to capture the scenes well.

Appendix C

Composition from a County Girls' School I

45 copies for
Form 2
County School

Appendix C

ENGLISH COMPOSITION WRITING ASSESSMENT

NAME: Tereviah Wakarima Nyawira.....(optional)

LOCATION OF SCHOOL: _____ GENDER: Male/Female FORM: 2 / 3

TIME: 40MINUTES MARKS: 40

Instructions: Write a captivating and thrilling story starting with the sentences given.

It was at midnight when I was woken up by ear piercing screams from our neighbour's house. I hurriedly gathered courage and ~~to look to my heels.~~ I ran as fast as my ~~lean lumpy legs~~ could carry me there. On reaching there the whole ~~of~~ I was all alone. Questions ~~cries~~ crossed my mind. Suddenly, I was heard a tenacious ~~voice~~ seize on my collar. Terror paralysed me as I heard danger following me silently. When I turned my countenance I was shocked to see a gigantic man standing behind me. I was then half dragged and half carried to an awaiting sedan. 32/40

The engine was coughed to life and we drove off. I was as afraid as a grasshopper to even utter a word. Questions lingered and lingered ~~in~~ in my little confused mind. Why me? Why now? What is even happening? thru were the questions that nugged me. Then I gathered my courage to ask ~~whether~~ what was happening. My words landed on deaf ears, none of them even looked at me. The driver manoeuvred the corners as if he was born to drive.

I was in rixes and ~~sevens~~ sevens at that moment. I kept asking them where they were taking me. As to answer my questions I was given a hot blast that made me drift in and out of consciousness. ~~I did not speak anymore.~~ "If you really mind your life you small brat you better keep quiet" one of the monstrous men snarled. I did not ask any other questions because I knew they would land me into problems.

1

As sudden as a snapshot we came to a sudden halt. I was frog-marched to a cabin that was secluded in the forest. As I walked there, terror devoured my morale and I felt as helpless as a child. I was locked up in the dark room. On looking at the cabin I noticed a small window. Immediately I opened it my eyes almost popped out of their sockets. I saw human remains all over, maddening stained with blood and awkward images on the wall. On that very moment I came to a conclusion that I was going to be killed.

In a dint of a second I heard someone fumbling with the door knob. When the door flung open I saw a man with a black suit and black shades. Danger was now imitating itself. He had two body guards who were well built. He came near me and examined me closely, his face was inscribed with anger like words on an epitaph. "He is not the one," he snarled. I took out a sigh of relief.

Only then did I know that they were targeting my neighbour's child who was of my age. The men had entered our neighbour's house and that is why there were screams. When they found that the boy was not in the house they thought it was me. It was a confused identity. My heart melted with joy as I knew I would be set free but only then did I know they were planning to kill me so that I could not report them to the police.

I took a metal rod and with all my might hit them hard. They lay on the ground lifeless in a pool of blood. I heard the police siren. Our neighbours had called the police to inform them of my kidnap. I was safely in the hands of the authority. Little did I know that I had killed the most wanted criminals in the area. "Will that ever happen again?" I soliloquized. Only mother nature and father fate will tell that.

Grammar 14
Locality 6
Word meaning 5
Overall impression 7.
32

2 - well depicting
- Use of word 'ment' identified
- Application of vivid description what

Appendix D

Composition from a County Boys' School G

County Boys' School Form 2.

Appendix C

ENGLISH COMPOSITION WRITING ASSESSMENT

NAME: Theresa Stanley (optional)

LOCATION OF SCHOOL: NYATHURURI GENDER: Male/ Female Male Female FORM: 2 2 3

TIME: 40 MINUTES UNFORGETTABLE MOMENT. MARKS: 40

Instructions: Write a captivating and thrilling story starting with the sentences given.

It was at midnight when I was woken up by ear piercing screams from our neighbour's house. I hurriedly gathered courage and ran out to see what was happening.

Oh my God! I found my mother's body lying down on the floor full of blood everywhere. My father stood behind. My father was standing beside my mother looking so furious, holding a knife on his right hand.

I laid my head on my mother's body and started crying. Villagers tried to push me out but they were not able since I tried to hold her body tightly.

The policemen arrived after some minutes. The dead body was carried by an ambulance and taken to hospital, while my father and I went to police station. When we arrived at the police station we were asked some questions, I was unable to answer them since I had no idea about the murder case. When it was my father's turn to answer the questions, he stared at the policemen as if he knew nothing.

The policeman gave him a thorough beating until he was able to answer them. He admitted that he was the one who had killed my mother because he found her sleeping in the neighbour's house inside their bedroom and another person beside her.

He thought the person behind her was the man of that home dead, therefore he started fighting my mother and at last he took a knife and stabbed her several times leading to her death.

29/40

Pepe / interrogated

1

When the person beside her woke up due to the screams he was surprised to see the woman of that home dead. She explained to him the reason as to why my mother died there. She needed a help any time since her pregnancy was already nine months, therefore she could give birth any time and she needed a person who would escort her to the hospital. The police officer wrote down his explanation and after that he was taken to the cell. I went back home and sound preparation of my lovely mother's burial. I did not believe that my mother was leaving me alone. After funeral ceremony, my relatives and I went to the court and my father was sentenced to life. This made me more crazy.
How would I survive without them?

Grammar - 8

Coherence 4

Coherence 4

Overall Impression 4

20

- Make it more interesting.
- Use detailed description.
- Use more expression.

Appendix E

Composition from a Sub-County Secondary School D

Subcounty school
9/16/2019

ADM 317

ENGLISH COMPOSITION WRITING ASSESSMENT

NAME: KIABU GRACE WANGUI (optional)

LOCATION OF SCHOOL: _____ GENDER: Male Female FORM: 2 3

TIME: 40MINUTES MARKS: 40

Instructions: Write a captivating and thrilling story starting with the sentences given.

It was at midnight when I was woken up by ear piercing screams from our neighbour's house. I hurriedly gathered courage and confidents in my hearts. I lifted myself as quickly as possible (to move) out and start having a research on what have gone wrong. I was very disappointed when I found that there was a house which was burning. My face body was paralyzed as my heart was beating like a hammer. I saw a kitchen horizon. My legs becomes paralyzed as that they could not move in the right direction. The screaming was very horrifying for me to think what was happening. Every body are sad because of the accident. Some were crying while others were screaming asking for on help. The child was inside the house when the fire continues spreading in every part of the house. Everything in the house got burnt as others was trying for their best to find what next to do. All that time now the birds were singing their melodious songs from east to west. Everyone now was already woken. It was the day that I would will never forget in my life. The day that everybody could not eat or drink something. After the police (have) reached and started talking everyone was very hungry and so it was having very easily to take some steps after us for the police. But the police came late after it got chilly.

17/10

miss prep

two words added prep

sentences instruct

in the morning. The members in the village ^{and have} had already called for the heat water car to come and do what was necessary for us.

I was very happy to see that the child ^{in this} had ^{in this} case got saved. Every body was now very delighted. The man who her house got burnt was very rich and he remain with nothing except the clothes which was in her body.

Everybody ^{had} home looking very confused. On that you could not go home and get sleep for two or one hours when others ^{were} crying out side. On that accidents ^{plurals} I learnt something that the better you get more the ^{more} you do nothing to the world.

That was the day I will live to recall in my features and the day that I have never cross across the day like that. The day that everybody who was ^{there} would live to remembers.

Grammar = 7
Content = 4
Word & mean = 3
Overall impression = 8

- Use words appropriately.
- Avoid repetition.
- Use the tenses well.
- Organise the story well.

17/40

Appendix G

Questionnaire for Students

Dear student,

Welcome and thank you for sparing time to fill this questionnaire. I am undertaking a Postgraduate Degree in Education at Kenyatta University. The purpose of this questionnaire is to find out information on pedagogical techniques that promote and sustain learners' acquisition of extensive reading habit. Please complete each section as instructed. All information provided will be highly confidential.

INSTRUCTIONS: Kindly give honest and accurate responses to the items in the questionnaire by placing a tick in the chosen cell or providing answers in the given spaces.

Section A: BIO DATA

1. Age in years.....

2. Gender: Male Female

3. Form : 2 3

4. School Category: National Extra County

County Sub County

5. School location: Urban Rural

Section B: Extensive Reading Patterns and Available Reading Materials

Below are statements against which you are to respond based on your knowledge and opinion. To the right are responses and corresponding scores assigned to each statement. For each statement tick (the appropriate answer from the following options);

SD-Strongly Disagree; D-Disagree; U-Undecided; A-Agree; SA-Strongly Agree.

No	Statement	SD	D	U	A	SA
	Score:	1	2	3	4	5
1a	I visit the library regularly to borrow reading materials					
B	I enjoy reading widely					
C	When I come across an interesting book I					

	read it to the end					
D	I have been taught various reading strategies by my English language teacher that I apply while reading for pleasure.					
E	I apply the reading skills taught to aid my comprehension of what I read.					
F	I borrow reading materials from friends in school.					
G	I share what I read with my classmates.					
H	I derive pleasure in reading and want to read more					
I	I feel reading widely is boring and tiresome.					
J	Reading widely improves my performance in English.					
K	I don't feel fulfilled until I read.					
L	My English teacher motivates us to read extensively.					
M	I can access reading materials from the internet in our school.					
N	We give individual reports on the books we are reading in class.					
O	I dedicate more than an hour every day for extensive reading.					
P	I read newspapers, poems, biographies, science fiction and fiction regularly.					
Q	I read to pass my examinations.					
R	My English teacher guides me on which books to read.					
S	I face challenges in extensive reading.					
T	Library access is restricted in my school and as such it does not benefit many students.					
U	Our library is adequately stocked with variety of up to date English reading materials.					
V	I am taught various reading skills by my teacher.					
W	I apply reading skills taught while reading.					
X	My English teacher quite often shares with us what s/ he is reading currently.					

2. Does your school have a library?

3 What type of reading materials are found in you school library?

i.....
.....

ii.....
.....

iii.....
..

iv.....

4. How many books do you read for pleasure in a term?

5. What types of books do you prefer reading?
.....

6. Suggest ways in which your school can improve your reading habits inside and outside classroom?

i.....
.....

ii.....
.....

iii.....
....

7. In which ways are you encouraged to read for pleasure by your teachers?

i.....
.....

ii.....
.....

iii.....
.....

8. Are you currently reading a book for pleasure? If yes give the title and the author of the book and the main character.

i)Title:.....
.....

ii) Author

.....

iii) Main character.....

9. What do you feel affects your engagement in extensive reading?

.....

10. Suggest ways that can encourage learners to reading extensively?

i.....

ii.....

11. Which reading techniques have you found useful in the course of your reading?

i.....

ii.....

12. What challenges do you encounter when you engage in extensive reading?

.....

13. Why do you feel it is important to develop a habit of reading for pleasure?

.....

14. How much time do you feel should be allocated for extensive reading in school?

.....

15. Do you have a timetabled reading lesson when you read whatever material you want? If yes how many lessons per week?.....

.....

16. How can your school promote your reading outside school?.....

.....

Appendix H

Interview Schedule for English Language Teachers

1) Bio Data

a) Gender: Male Female

b) Teaching experience

Less than 5 years 6-10 years 11-15 years 16-20yrs

above 20 years

c) Educational level

Bachelor degree (BEd) Master Degree (MEd)

PGDE Diploma Certificate Master of Arts

d) Kindly inform about the number of years you have been an English language teacher.

0-5Years 6-10Years 11-15Years 16-20 Years

Above 20 years

e) Source of pedagogical knowledge? Training Seminar Experience

f) State your subject combination.

2. Do you teach reading skills to your learners? If yes how?

3. What techniques do you use to teach extensive reading skills?

4. How do you assess learners' extensive reading skills?

5. Do you motivate your learners to read? If yes what strategies do you use?

6. What kind of reading materials are on high demand by your students?

7. What do you feel influences extensive reading habits in your school?

8. Do you share what you read with your learners? If yes how?

9. Do you have forums where students discuss what they have read? If yes how are they conducted?

10. Do you give reading targets to your learners?

11. Does your school provide the required reading material and spacious reading rooms?

12. How much time do you allocate your learners for extensive reading in a week?

13. Do learners buy their own reading materials?

14. What challenges do you encounter in teaching reading and what do you do to overcome these challenges?

15. Does the state of reading culture in your school affect English performance? If yes how?

16. Do you keep reading progress reports for your students?

17. Which additional reading materials would you recommend to the school to buy for the learners?

18. What non-classroom interventions has the school put up in place to motivate learners to read extensively?

19. How can the school promote reading outside classroom?

20. What can be done to improve the current state of reading culture in your school?

SECTION B

Kindly inform from your records how many of these reading materials are available in your school.

Reading materials	The number of items	Frequency of use/ daily weekly/monthly/ rarely.
Science fiction		
Bibliography		
Dictionaries		
Thesaurus		
Love stories		
Newspapers		
Detectives Stories		

Mystery Stories		
Adventure stories		
Journals		
Directories		
Magazines		
Novels		
Autobiography		
Short stories		
Novella		
Oral narrative materials		
Poetry		
Audio visual materials		
Periodicals		
Reports		
Encyclopedia		
Others		
OTHER MATERIALS		
Audio books		
Films		
Videos		
Audio cassettes		
Compact Discs		
Computers		

Appendix I

Document Analysis Guide

1) Name of school.....,

ii) Type of school... Public/ Private Day/ Boarding Single sex/ mixed

iii) Location of school. Urban / rural

iv) Form 2 3

Date Taught	lesson Extensive reading skills	Reading Instructional Objectives	Reading Activities	Teaching Resources	Library Resources

Appendix K

English Composition Marking Scheme from Kenya National Examination Council

CLASS	MARK CATERGORY	ESSAY 1
A	A+	38-40
	A	36
	A-	34-32
B	B+	30-28
	B	26
	B-	24-22
C	C+	20-18
	C	16
	C-	14-12
D	D+	10-08
	D	06
	D-	04- 00

The composition is intended to test the candidates' ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by the question it is linguistic competence mostly brought about by extensive reading shown by the candidates that should carry most of the marks.

It is important to determine FIRST how each essay communicates and in which category (A,B,C, or D)) its fits.

D CLASS:

The candidate either does not communicate at all or his language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation.

All kinds of errors. “ Broken English”. English that does communicate.

D 02 – 04

Chaotic. Little meaning whatsoever. Questions paper of some words from it simply copied.

D 06

Flow of thought almost impossible to follow. The errors are continuous

D+ 08-10

Although the English is often broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

CLASS C

The candidate communicates understanding but only more or less clearly. He is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language. Mother tongue influence is felt

C 12- 14

The candidate obviously finds it difficult to communicate his ideas. ***He is seriously hampered by his very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.***

C 16

The candidate communicates but not with consistent clarity. His linguistic abilities being very limited, he cannot avoid frequent errors in sentence structure. There is little variety or originality.

Very bookish English, links are weak, incorrect, repeated at times.

C+ 18- 20

The candidate communicates clearly but in flat and uncertain manner.

Simple concepts sentence forms are often strained. ***There may be an overuse of clichés, unsuitable idioms, proverbs are misquoted or misinterpreted.*** The flow is still jerky. There are some errors of agreement. Tenses, spelling.

B CLASS

This class is characterized by greater fluency and ease of expression that he can use English as a normal way of expressing himself. Sentences are varied and usually well-constructed. Some candidates become ambitious and even over- ambitious. There may be items of merit of one expression type.

Many essays in this category may be just clean and unassuming but they still show that the candidate is at ease with the language. There may be a tendency to under mark such essays. Give credit for tone.

B-22-24

The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally..

B 26

The sentences are varied but rather simple and straight forward. The candidate does not strain himself in an effort to impress .***There is a fair range of vocabulary and idiom.*** Natural and effortless. Some items of merit . ***Economy of language.***

B+ 28-30

The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses. Spelling and punctuation are quite good. A number of items of merit of the “whole sentence” of the “Whole expression” type.

A CLASS

The candidate communicates not only fluently, but attractively, with originality and efficiency. S/he has the ability to make us share his deep feelings, emotions enthusiasm. He expresses himself freely and without any visible constraint. The script gives evidence of maturity good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is not strain – just pleasantness, clever arrangement of felicity or expression.

A- 32-34

The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provide the “ spark” such essays. ***Vocabulary, idiom, sentence structure, links, variety are impressive.*** Gross errors are very rare. There may be slips.

A-36


Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety structures. A definite spark (Many ticks on the margin)

A- 38 – 40

The candidate communicate not only information and meaning, but also, and especially, the candidate's *wholeself: his feelings, tastes, points of view, youth, culture*. This ability to communicate his deep self may express itself in many ways: *wide range of effective vocabulary original approach, vivid and sustained account*, A very definite sparks.

Appendix L

Research Authorization Letter from the Graduate School Kenyatta University


KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
Website: dean-graduate@ku.ac.ke
www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E83/23971/12 Date: 26th September, 2016

Director General,
National Commission for Science, Technology & Innovation,
P.O. Box 30623-00100
NAIROBI


Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. FRANCIS MWANGI REG NO. E83/23971/12

I write to introduce Mr. Mwangi who is a Postgraduate Student of this University. He is registered for Ph.D. degree programme in the Department of Educational Communication & Technology in the School of Education.

Mr. Mwangi intends to conduct research for Ph.D. Degree thesis entitled "Pedagogical Techniques for Learners' Acquisition of Extensive Reading Habits in Secondary Schools in Laikipia County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

RM/cao

Appendix M

Research Authorization Letter from Laikipia County Director of Education

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "Education" LKP.
Telephone: 062-31518, 31519
Email: laikipiacountydirector@yahoo.com



County Director of Education,
Laikipia County,
P.O. Box 253.
NANYUKI.

When replying please quote:

Ref: LPA/C/A/1 VOL. IV(17)

6 January, 2017

TO: WHO IT MAY CONCERN

RE: RESEARCH AUTHORITY - FRANCIS GICHUKI MWANGI

The National Commission for Science, Technology and Innovation letter ref. No. **NACOSTI/P/16/26409/14163** dated **21st November, 2016** refers.

This is to inform you that the above named person has been authorized to carry out research on "**Pedagogical techniques for learner' acquisition of extensive reading habits in secondary in Laikipia County, Kenya.**" for a period ending **28th October, 2017.**

Kindly assist him where possible.



JOHN THIRINGI
FOR: COUNTY DIRECTOR OF EDUCATION
LAIKIPIA COUNTY.

C.C.
National Commission for Science,
Technology and Innovation,
NAIROBI.

The County Commissioner,
LAIKIPIA COUNTY.

ISO 9001:2008 CERTIFIED



Appendix N

Research Authorization Letter from the Laikipia County Commissioner



**THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF
NATIONAL GOVERNMENT**

COUNTY COMMISSIONER
LAIKIPIA COUNTY
P O BOX 11
NANYUKI

Telephone: Nanyuki 31268
When replying please quote
Email: laikipia countyt@yahoo
Ref: COUNTY.EDU.12/14/20

29th December 2016

Francis Gichuki Mwangi
Kenyatta University
P O Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Pedagogical techniques for learners' acquisition of extensive reading habits in secondary schools in Laikipia County, Kenya". I am pleased to inform you that you have been authorised by to carry out research in Laikipia County for the period ending 21st November 2017.

A handwritten signature in blue ink, appearing to read 'B M Wangechi'.

B M Wangechi
FOR: COUNTY COMMISSIONER
LAIKIPIA COUNTY

Appendix O

Research Authorization Letter from the National Commission for Science Technology and Innovation (NACOSTI)



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/26409/14163**

Date: **21st November, 2016**

Francis Gichuki Mwangi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Pedagogical techniques for learners' acquisition of extensive reading habits in secondary schools in Laikipia County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Laikipia County** for the period ending **21st November, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Laikipia 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.

**DR. M. K. RUGUTT, PHD, HSC.
DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Laikipia County.

The County Director of Education
Laikipia County.

Appendix P

Research Permit


THIS IS TO CERTIFY THAT:

MR. FRANCIS GICHUKI MWANGI
of KENYATTA UNIVERSITY, 1792-20300
NYAHURURU, has been permitted to
conduct research in Laikipia County

on the topic: PEDAGOGICAL
TECHNIQUES FOR LEARNERS'
ACQUISITION OF EXTENSIVE READING
HABITS IN SECONDARY SCHOOLS IN
LAIKIPIA COUNTY, KENYA

for the period ending:
21st November, 2017

Permit No : NACOSTI/P/16/26409/14163
Date Of Issue : 21st November, 2016
Fee Received :Ksh 2000




Applicant's Signature

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA



NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 11996

CONDITIONS: see back page