

**A SURVEY OF APPROACHES USED IN TEACHING OF READING  
IN EARLY CHILDHOOD GRADES IN DAGORETTI AND  
WESTLANDS DIVISIONS, NAIROBI COUNTY, KENYA**

**BY**

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**DECLARATION**

I confirm that this thesis is my original work and has not been presented in any other university/institution for certification. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works, the sources are specifically accredited through referencing in accordance with anti-plagialism regulations.

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## **DEDICATION**

This thesis is dedicated to my husband Njoroge Marima, my children Marima and Muthoni, Wanjiru, Waithira, Kiki and my granddaughters Neema and Nuru. Without your encouragement and support, I would not have completed this study.

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## TABLE OF CONTENTS

DECLARATION .....	i
DEDICATION .....	i
ACKNOWLEDGEMENT .....	iii
TABLE OF CONTENTS .....	iv
LIST OF TABLES .....	ix
LIST OF FIGURES .....	xi
ABBREVIATIONS AND ACRONYMS .....	xii
ABSTRACT.....	xiii
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study .....	7
1.4 Objectives of the Study .....	7
1.5 Research Questions .....	8
1.6 Significance of the Study .....	8
1.7 Limitation of the Study .....	10
1.8 Delimitation of the Study.....	10
1.9 Assumptions of the Study .....	11
1.10 Theoretical Framework.....	11
1.11 Conceptual Framework.....	16
1.12 Operational Definitions of Terms .....	17
<b>CHAPTER TWO .....</b>	<b>19</b>
<b>REVIEW OF RELATED LITERATURE .....</b>	<b>19</b>
2.1 Introduction.....	19
2.1.1 Definition of Reading .....	19
2.1.2 Importance of Reading.....	20

2.1.3 The Process of Reading .....	20
2.2 Instructional Strategies.....	22
2.2.1 Teachers Preferred Methods in Teaching of Reading.....	23
2.2.2. The Phonic Method.....	24
2.2.2 Phonics Instruction.....	27
2.2.3 Whole-Word Teaching Approach.....	29
2.2.4 Phonics versus Whole Word Approaches.....	30
2.2.5 The Alphabetic Letter Method.....	34
2.3 Teacher Qualification and Training .....	35
2.4 Instructional Resources .....	37
2.5 Challenges in Teaching of Teaching Reading .....	38
2.6 Summary of Related Literature.....	40
<b>CHAPTER THREE .....</b>	<b>42</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>42</b>
3.0 Introduction.....	42
3.1 Research Design.....	42
3.2 Study variables.....	43
3.2.1 Dependent Variables .....	43
3.2.2 Independent Variables .....	43
3.3 Location of the Study.....	44
3.3 The Target Population.....	45
3.4 Sampling Techniques and Sample Size .....	45
3.4.1 Sampling Technique .....	45
3.4.2 Sample Size.....	46
3.5 Research Instruments .....	47
3.5.1 Questionnaires.....	48
3.5.2 Observation Checklist:.....	48
3.6 Pilot Study.....	49
3.6.1 Validity.....	49
3.6.2 Reliability of Instruments .....	50
3.7 Data Collection Procedure .....	50

3.8	Data Analysis Technique .....	51
3.9	Logistical and Ethical Considerations .....	51
<b>CHAPTER FOUR.....</b>		<b>52</b>
<b>PRESENTATIONS AND DISCUSSION OF FINDINGS.....</b>		<b>52</b>
4.0	Introduction.....	52
4.1	Methods of Data Analysis.....	52
4.1.1	Demographic Information.....	53
4.2	Teachers’ Preferred Methods in the Teaching of Reading .....	60
4.2.1	Recommended Methods for Teaching Reading.....	62
4.3	Teachers’ Academic and Professional Qualifications .....	65
4.3.1	Teachers’ Academic Qualifications.....	65
4.3.2	Teachers Grade in English KCSE.....	66
4.3.3	Teachers Level of Confidence .....	67
4.3.3.1	How Teachers Learned Various Teaching Methods.....	69
4.4	Instructional Resources and Other Methods of Teaching Reading .....	70
4.4.1	Books Used in Teaching of Reading .....	71
4.4.2	Methods Used to Enhance Teaching Reading .....	75
4.4.3	Teaching and Learning Aids .....	77
4.5	Challenges of Teaching Reading .....	78
4.5.1	General Challenges Faced by Teachers in the Teaching of Reading.....	79
4.5.2	Overcoming Challenges in Pre-Unit and Class Three .....	82
4.5.3	Other Challenges.....	83
4.5.3.1	Mother tongue.....	83
4.5.3.2	Teaching of Reading in English language .....	86
4.5.3.3	Teachers In-service Training .....	90
4.5.3.4	Reading Problems .....	92
4.5.5	Common Problems in Reading .....	94
4.5.5.1	Most Common Mistakes Observed in Both Pre-Unit and Class .....	97
4.5.5.2	How to Overcome the Most Common Mistakes.....	99

<b>CHAPTER FIVE: .....</b>	<b>101</b>
<b>SUMMARY, CONCLUSIONS, RECOMMENDATION AND SUGGESTIONS FOR FURTHER STUDIES.....</b>	<b>101</b>
5.0 Introduction.....	101
5.1 Summary of Major Findings.....	101
5.2 Implications of the Major Findings.....	103
5.2.1.Academic and Professional Qualification of Teachers.....	103
5.2.2 Teachers Preferred Methods of Teaching Reading.....	103
5.2.3 Implication Of the Finding on Parents.....	104
5.2.4 Implication of the Finding on School Management .....	104
5.2.5 Implication of the Findings for Policy Makers.....	105
5.2.7 Implication of the Findings on Teacher Trainers.....	106
5.2.8 Implication of the Findings on Curriculum Developers .....	106
5.3 Conclusion .....	107
5.4 Recommendations.....	108
5.4.1 Recommendations to Stakeholders .....	109
5.5 Recommendations for Further Research.....	111
REFERENCES .....	113
APPENDIX I:INTRODUCTION LETTER .....	120
APPENDIX 11: QUESTIONNAIRE FOR REGULAR TEACHERS TEACHING PRE-UNIT AND CLASS THREE.....	121
APPENDIX 111:INTERVIEW SCHEDULE FOR ENGLISH HEAD OF DEPARTMENT.....	126
APPENDIX 1V: INTERVIEW SCHEDULE FOR ECD CLASSROOMS ..	129
APPENDIX V: OBSERVATION FOR PRE-UNIT/ STD 3, READING SCHEDULE.....	130
APPENDIX VI: BUDGET.....	131
APPENDIX VII:TIME SCHEDULE.....	132
APPENDIX VIII:WORD LISTS FOR EADING.....	133
APPENDIX 1X: RESEARCH AUTHORIZATION .....	134
APPENDIX X: RESEARCH PERMIT.....	135

APPENDIX XI: MAP OF NAIROBI SHOWING DAGORETTI AND  
WESTLANDS DIVISIONS .....136

## LIST OF TABLES

Table 2.1: Letter Sounds .....	32
Table 3.1: Sampling Frame.....	47
Table 3.2 : Sample Size of Heads of Department and Teachers.....	47
Table 4.1: Period of time the head of department had served as English Head of Department .....	58
Table 4.2: Period of time Pre-Unit and Class three Teachers Served.....	59
Table 4.3: Best Method for Teaching Reading according to the Teachers.....	62
Table 4.4: Reasons Why Teachers Prefer Phonics Method.....	64
Table 4.5: Level of Confidence in Various Teaching Methods.....	67
Table 4.6: Books used in teaching of reading.....	71
Table 4.7: Explanations why Books are not Adequate .....	73
Table 4.8: Other Resources Used by Teachers .....	74
Table 4.9: Teaching and learning aids as observed .....	77
Table 4.10: Types of Challenges Faced by Teachers in Pre-Unit.....	80
Table 4.11: Types of Challenges Faced by Class Three Teachers .....	81
Table 4.12: How Teachers Try to Overcome Challenge in Pre unit.....	82
Table 4.13: How Class 3 Teachers Try to Overcome Challenges .....	82
Table 4.14: Mother Tongue as a Challenge in Teaching of Reading .....	84
Table 4.15: Mother Tongue Reported Problems in Pre-unit.....	84
Table 4.16: Mother Tongue Problems in Class Three .....	85
Table: 4.17: Reasons why Mother Tongue is not a Problem in Class Three..	85
Table 4.18: Teachers who Think Teaching of Reading in English is.....	87
Table 4.19: Reasons why Teaching of Reading in English is Problematic ...	87

Table 4.20: Factors Affecting Teaching of Reading in English .....	89
Table 4.21: How Often Teachers Attend Training on Reading .....	90
Table 4.23: Whether In-service Training of teachers is adequate .....	90
Table 4.23: Last time Teachers Attended Training on Reading .....	91
Table 4.24: Reasons why Pupils are Unable to Read Fluently in Pre-Unit ...	93
Table 4.25: Why Some Pupils are Unable to Read Fluently in Class Three ..	94
Table 4.26: Overcoming Problems Associated to Reading in Pre-Unit .....	96
Table 4.27: Other Common Problems Reported by the Teachers .....	97
Table 4.28: Most Common Mistakes Reported .....	98
Table 4.29: How to overcome the most common mistakes .....	99

## LIST OF FIGURES

Figure 4.1: Distribution of Qualifications for Heads of department.....	53
Figure 4.2: Academic Qualifications of Pre-unit and Class three Teacher.....	54
Figure 4.3: Professional Qualifications of Pre-unit and Class three Teachers	56
Figure 4.4: Teachers' Preferred Teaching Method .....	60
Figure 4.5: Recommended Methods for Teaching Reading by HODs .....	63
Figure 4.6: Grades in English for Pre-Unit and Class three Teachers .....	66
Figure 4.7: How Teachers Learned Various Teaching Method.....	69
Figure 4.8: Do Teachers have Adequate Resources .....	72
Figure 4.9: Methods Used to Enhance Teaching of Reading .....	76
Figure 4.10: Reported Challenges Faced by Teachers.....	79
Figure 4.11: Distribution of teachers who indicated that children cannot read.....	92
Figure 4.12: Common Mistakes in Reading at Pre School Level.....	95

### **ABBREVIATIONS AND ACRONYMS**

<b>AEO</b>	Assistant Education Officer
<b>DEO</b>	District Education Officer
<b>DICECE</b>	District Centre for Early Childhood Education
<b>DO</b>	District Officer
<b>ECD</b>	Early Childhood Development
<b>ECE</b>	Early Childhood Education
<b>EFA</b>	Education for All
<b>ITA</b>	Initial Teaching Alphabet
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KHA</b>	Kenya Head Teachers Association
<b>KIE</b>	Kenya Institute of Education
<b>MoEST</b>	Ministry of Education Science and Technology
<b>NACECE</b>	National Center for Early Childhood Education
<b>NLS</b>	National Literacy Strategy
<b>NPA</b>	New Primary Approach
<b>NRP</b>	National Reading Panel
<b>SbTD</b>	School Board Teacher Development
<b>UNESCO</b>	United Nations Education Scientific Cultural Organization
<b>USA</b>	United States of America

## ABSTRACT

Proficiency in reading has been identified as one of the most reliable indicators of whether a learner will attain the competence needed to achieve academic success and contribute actively to society. Research into the level of English Language proficiency in Kenyan primary schools has revealed significant levels of underperformance. The study examines reading strategies with reference to the teaching of reading to early childhood learners. The teaching of reading at the early stages is important because the quality of experience children get at this level affect or lay the foundation for reading development (Chall,1996). The teaching of reading in early childhood levels studied is therefore of great importance. The theoretical background used includes theories of literacy development and Stages of Reading selected for discussion in this study. The Literacy development theories by Holdaway and The Stages of Reading theory by Chall tried to guide, explain and predict the outcome of this study and have highlighted the role of the teacher and use of instructional strategies in early childhood levels. Research has shown that factors such as choice of instructional method, teacher experience and training, academic qualification impact on academic performance of the learner. Research has also identified appropriate strategies such as phonics and whole word in teaching of reading to enhance academic performance. The purpose of the study is to establish instructional approaches used by teachers in teaching of reading in selected schools in Dagoretti and Westlands Divisions of Nairobi County in Pre Unit and class three levels and use of phonics and whole word approaches. The study adopted the Descriptive research design using the survey method and observation technique. The semi-structured interviews were used as the main method of collecting data from the forty early childhood teachers and twenty Heads of Department selected from the twenty selected schools. From the findings, the teachers used two main approaches, Phonics and whole word in teaching of reading in early childhood classes. The teaching/learning environments and instructional materials in the study do not depict the level of the learners. Since the instructional strategies available for teachers use in their classrooms are more than the teachers indicated, the study recommends that the training curriculum should be revised to include more instructional strategies. The study also recommends more involvement and collaboration between teachers, administrators and trainers when planning for training on teaching of reading approaches. Stakeholders to keep abreast with new developments in teaching of reading to effectively analyse new approaches. Finally teachers should be encouraged to carry out investigations on teaching of reading approaches in their respective classroom and to come up with approaches best suited for the learners.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter lays the background that helps in understanding the contextual argument of this study which culminates in the statement of the problem, the purpose of the study and the objectives of the study. The chapter finalizes with research questions, significance of the study and ends by stating the possible limitations, delimitation, assumptions of the study, theoretical and conceptual framework and operational definitions of terms.

#### **1.1 Background to the Study**

Proficiency in reading has been identified as one of the most reliable indicators of whether a learner will attain the competence needed to achieve academic success and to contribute actively to society. As one of the four language skills in which learners need to be versed in their earliest years in formal schooling, it builds the foundation for all formal learning in school. If learners do not acquire this skill in the Foundation phase they will struggle to catch on (Teale, 2003). Reading forms the basis of all language skills, particularly writing because the ability to write depends on the ability to read and what is written can only be meaningful if it can be read (Stahl, 2004).

The World Conference on Education for All (EFA) that took place in Jomtien, Thailand (March 1990) articulated the significance of the childhood years as the foundation of an individual. It is the fastest period of growth and

development in all aspects which include physical, socio-emotional, language, cognitive, ethical and even brain development. Furthermore, childhood is a critical stage of development that forms the future wellbeing and learning. Studies in Psychology have shown that half of a person's intelligence potential is developed during this period. These years are proven important to the later life of a child. The impact of proper reading approaches in early childhood is therefore well established especially in enhancing literacy development. (UNICEF, 1990)

Bunyi (2008) notes that there are several language categories in Kenya (mother tongue, foreign languages, Kiswahili as national language and English as the official language). In lower primary school (Standard 1-3), the use of Mother Tongue is allowed for reinforcing instruction in English-taught and examined subjects (Sure & Ogechi, 2009). However very little if any of this phenomenon actually exists in practice as pressure arising from the need to understand English for competitive academic pursuit has led to the demise of first-language instruction in schools. In addition, it is acknowledged that parents are increasingly showing positive attitudes towards learning English. (Kioko & Muthwii, 2004).

English as a subject is taught from Standard One onwards and used as medium of instruction from Standard Four onwards. The pre-independence school system featured three sub-systems: one for settler European/Colonialist children, one for Indian children and one for African children, the latter not

geared to learning English. English literacy only became a policy after the Ominde recommendation in 1964. Other innovations such as English Medium Project which later became the New Primary Approach (NPA), English by Radio Project and School Based Teacher Development course (SbTD) have not had any lasting impact and even the 8-4-4 Syllabus objectives stating that children should learn to listen, speak, read and write in English, does not give specific guidance on how far they are to be taken in respect of each skill nor what each involves. The syllabus has no indication of what the expected knowledge levels are. Consequently the syllabus fails to give the teaching-learning materials developers and teachers adequate guidance on how far they should be trying to take learners (Bunyi, 2008)

The justification for the English Medium Project was that Asian and African students were taught through their mother tongues up to standard five were performing poorly compared to Europeans who were taught through English right from Standard one. It was decided that a pilot project in which Asian and African children were taught in English right from Standard one be implemented. A Publication of project teaching-learning materials known as the Peak Series that started in 1961 ended in 1963. The consequence was that the learner-centered methodologies were watered down drastically and remained only in name.

Due to some nationalistic discomfort with emphasis on English around this time of Kenya's change from colonial to independent status, the project name was changed from English Medium to the New Primary Approach (NPA) (Oluoch, 1982; Mbaabu, 1996). The next English Radio Project implemented in the mid-1970s was a small project within which English as a second language, experts prepared English language radio lessons in the then Kenya Educational Media Services section of the Kenya Institute of Education (KIE). It was aired nationally from Kenya Broadcasting Corporation (KBC) schools' broadcasting department studios. The School Based Teacher Development (SbTD) which followed was a distance learning in-service course for primary school teachers that started in 2001. The aim of the course was to improve the quality of primary education in every school in the country (MOEST, 2001).

Bunyi (2008) laments that for the last three decades; Kenyan newspapers have carried articles that decry the poor English skills of primary, secondary and even college students. In spite of the crucial role reading plays in literacy development reading is not taught as a subject in our Kenyan schools but as one of the four skills within the English Language. Runo (2010) argues that, in Kenya, where so much emphasis is placed on passing examinations, quite a number of learners may be disadvantaged especially if they are poor readers. A number of learners may become reading disabled due to lack of appropriate instructional methods. KCPE results for the last two years in Nairobi indicate that most of the candidates perform poorly in English and the reason could be that they cannot read which affects performance in other subjects and overall

performance. After the release of 2011 KCPE results, candidates were reported to have taken their own lives for failing to perform as expected, the more reason to ensure that children are able to read at the right time, that is in early childhood stages to enhance academic performance and avoid shocking news items like the one reported in the local dailies below among others;

“A 14-year-old girl who performed dismally in 2011 Standard Eight national exams committed suicide after checking her results at Ketitui Primary School in Kericho County. She had scored 145 marks out of 500.” (DAILY NATION December 30, 2011pg.4)

Poor performance in English at the primary level has been identified by the Ministry of Education, Science and Technology (MOEST) as a factor influencing acquisition of skills and knowledge on other subject areas. Research investigating the poor performances has focused primarily on primary and secondary levels (Gathumbi, 1998). Unlike Kiswahili and other vernaculars which have a one to one correspondence, English requires more than sounding words hence the debate on supremacy of the two reading methods Phonics and whole word approaches. The poor academic performance at higher levels of education could begin at preschool levels. This study sought to establish instructional strategies, teacher characteristics and perspectives on teaching of reading in early childhood settings, the current position on learning environment and resources in teaching of reading in early childhood classes.

## **1.2 Statement of the Problem**

For teachers, parent and school administrators, the teaching of reading has become a concern in most schools. What is missing from a lot of crucial decisions among the stakeholders is the one factor that is of the utmost importance: the learners. The focus should always be on the learner. The best way for learners in learning how to read is for the teachers to find out what instructional strategy works best for the learners and base the instructional methods on that. Flesch (1981) indicated that the teaching of reading should be child-centered rather than method-centered.

It is not necessary to choose one approach to teaching reading. According to the International Reading Association (1999), "There is no single method or combination of methods that can successfully teach all children to read. Therefore, teachers must have a strong knowledge of multiple methods for teaching reading and a strong knowledge of the children under their care so that they can create the appropriate balance of methods needed for the children they teach. Excellent reading teachers include a variety of reading materials in their classroom and they also have supplemental materials and rich classroom environments. Studies have been conducted in the use of English in teaching of reading in primary and secondary levels. However the extent to which early childhood teachers use instructional strategies in teaching of reading though very important has not been investigated. The researcher is aware that learners in the schools under investigation use English through out the school life and

still children could not read. When children cannot read after receiving lessons it is important to investigate the teaching approaches teachers are using.

### **1.3 Purpose of the Study**

The purpose of the study was to explore teachers' knowledge of instructional approaches in teaching of reading in early childhood classes. The study also tried to establish teachers preferred approaches, professional, academic qualification, teaching experience, perceptions, availability of teaching and learning resources in early childhood classes in Dagoretti and Westlands Divisions.

### **1.4 Objectives of the Study**

There is growing consensus in research that teaching methods are related to learners' academic achievement, especially with learners with reading problems. Therefore there is need to establish teaching approaches /strategies teachers employ in teaching of reading in early childhood settings. The study had the following objectives:

- (1) Establish teachers' preferred methods of teaching reading in early childhood settings
- (2) Find out the teachers' qualifications and perceptions on instructional approaches used in teaching of in early childhood classes
- (3) Determine availability of instructional materials/resources teachers use to enhance teaching of reading.

- (4) Identify challenges and suggestions in the teaching of reading in early childhood classes.

### **1.5 Research Questions**

Research questions were formulated from the objectives as follows:

- (1) What are teachers' preferred approaches in teaching reading in early childhood classes?
- (2) What are the teachers' qualifications and perceptions on teaching instructional approaches in early childhood classes?
- (3) What are the instructional resources available to teachers to enhance teaching of reading in early levels?
- (4) What are the challenges and suggestions in the teaching of reading in early childhood levels?

### **1.6 Significance of the Study**

The findings of this study could add to the discourse on language teaching approaches and provide feedback to policy makers and a platform for reflective practices. To the policy makers at the Ministry of Education, the findings could be useful in the revision of the language policy to include specific instructional approaches and a standard medium of instruction in early childhood classes. To curriculum developers the findings could be useful to Kenya Institute of Curriculum Development (KICD) in developing a curriculum that clearly stipulates the instructional strategies to be used by

early childhood teachers at different levels in teaching of reading. This could help learners become more competent in reading and in the use of English as the medium of instruction in upper levels which could lead success in academic performance.

The study findings could also be useful to Teacher Trainers to improve training of early childhood teachers by teaching a variety of approaches and creating awareness on the importance of using different instructional methods in teaching of reading. This could equip the trainee teachers with a variety of instructional strategies before going to the field. The findings in this study could help the early childhood teacher trainees appreciate the importance of using a variety and appropriate instructional strategies and probably use them in teaching of reading.

The findings of this study might provide information useful in planning curriculum, choosing reading methodologies that best suit individual learners, recommending the best choices when adopting reading instructional materials and implementing meaningful pre-service and in-service training. The information gathered and recommendations made from the study could encourage teachers and researchers to seek more information and increase knowledge in both theory and practice of teaching reading.

### **1.7 Limitation of the Study**

One of the limitation of the study was that the respondents had reported to work after a teachers' national strike and their morale was low chances of respondents giving answers they thought were acceptable were high. The researcher explained the importance of the research to the body of knowledge and prevailed upon them to be honest in their responses. The researcher promised confidentiality.

### **1.8 Delimitation of the Study**

The study was carried out in Dagoretti and Westlands Divisions only and focused on 60 Early Childhood teachers and Heads of Department in charge of English. The study was delimited to teachers in Pre-Unit, class three teachers and English HODs and not the other early childhood classes. It was delimited to instructional methods used in teaching of reading in early childhood classes in only two divisions Dagoretti and Westlands in Nairobi County. In order to get comprehensive information about methods of teaching it was necessary to consider the within group differences and the various other strategies used in other curriculum programs and models of teaching. The study focused on Early Childhood teachers in Pre-Unit, Class three and views of other teachers and stake holders were not investigated. Other skills such as writing, speaking, listening and comprehension were not investigated.

### **1.9 Assumptions of the Study**

The study assumed that all the teachers in the two divisions are professionally trained and had gone through the same level of training using same syllabus, the teachers were familiar with different approaches in the teaching of reading in early childhood and that teachers use appropriate methodology to enhance teaching of reading.

### **1.10 Theoretical Framework**

The development of emergent literacy skills is a multifaceted process in which multiple theoretical frameworks are needed to fully understand the complexity of literacy learning and development in preschool literacy environments. The theoretical frameworks that frame this research include, Holdaway's (1979) theory of literacy development and Chall's stages of reading development theory. Holdaway's (1979) theory of literacy development encompasses three assumptions: (1) acquisition of literacy skills follows a natural development pattern; (2) there are four processes central to learning literacy; and (3) the utilization of specific teaching methods will enhance literacy development.

First, Holdaway (1979) asserts that development of emergent literacy reflects a natural progression in literacy-rich environments, mimicking the development of oral language (Morrow, 2006). For example, oral language development begins by adults talking to children, eventually children start imitating sounds, followed by imitating vocalizing words, and language

development continues to become more complex as children master the developmental oral language progression, ultimately understanding that utterances carry meaning. Similar to oral language development, emergent literacy also shows a developmental progression based on children's participation in interactive environments with an adult language user (Tracy & Morrow, 2006). First the children observe adults engaging in literate behaviors by creating stories, memorizing and reciting storybooks, and scribbling to mimic writing and finally as the children progress and internalize the literacy skills they are able to become independent literate individuals (Holdaway, 1979).

Second, according to Holdaway (1979) there are several processes that are the foundation of literacy development, all of which are rooted in meaning based instruction (Holdaway, 1979). The first process is the child observes literacy behaviors (i.e., being read to). For example the child observes specific linguistic and cognitive actions that are taken by adults i.e., page turning, tracking the lines of print, pointing to pictures), and these behaviors come to be assimilated into the child's own metalinguistic performance (Justice & Ezell, 1999). The second process is the adult and child work together to jointly participate in book reading through interactions that are rich with encouragement, motivation and assistance. The third process is allowing ample opportunity for additional practice of learned skills to become a fluent, literate individual. The adult, for example, may provide frequent opportunities for the child to reread the book with the support of adult or taped models

(Justice & Ezell, 2009). The final process is having the child perform or share their knowledge with adults and peers without the guided or scaffolded assistance that characterized earlier interactions.

Finally, the third dimension of Holdaway's theory of literacy development (1979) is that specific teaching methods enhance literacy development. Holdaway (1979) asserted certain literacy practices facilitate literacy growth. The first aspect is developing a literacy rich classroom. For example providing access to a multitude of books, explicitly placing print throughout the classroom (i.e., labeling objects), and systematically embedding print in every aspect of the classroom (i.e., free play, centers, classroom routines) are instructional instances that contribute to the creation of a literacy-rich classroom (Holdaway, 1979). This theory helps teachers understand that acquisition of literacy skills follow a natural development pattern. The teacher is therefore able to cater for the class diversities like the age and social emotional state of the learners.

Chall's Model of Reading Development grew out of her research on the effectiveness of different beginning reading approaches (Chall, 1967). In her later book on *Stages of Reading Development* (1983), Chall described six stages of development. The theoretical framework for this study was also based on the stages of reading development given by Chall (1983). These stages begin with pre-reading stage (stage 0), birth to 6 years, where the

learner grows and can control language both in semantics and syntax. The learner relies on non-visual information and contextual knowledge to begin reading, also begins to develop insights into the nature of words and begins to realize that words are made up of sounds. This stage is followed by stage 1 which is the initial reading or decoding stage (6 to 7 years). During this stage, the reader relies heavily on the text and focuses attention on visual information. The child begins to decode and sound words. The other two stages include stage 2 and stage 3. Stage 2 is known as confirmation of fluency and is mainly for standard twos and threes at age 7 and 8 respectively when the learner is able to recognize words and reaches the level of automaticity in word recognition and gains control of reading. Stage 3 which class 4 to 8 is the stage when the child reads for learning and uses reading as a tool to learn new information, ideas, attitudes and values while the other stages are for higher level semantics and syntax. By the end of stage 3, children begin to analyze and criticize what they read.

In stage 4, High school, students must deal with more than one point of view. Topics in textbooks are treated in greater depth by dealing with more than one set of facts, competing theories and multiple interpretations. In Stage 5, Post-Secondary, readers select materials to serve their purposes. They analyze, synthesize and make judgments about what they read. They balance their own comprehension of the words with their analysis of the content and their analysis of the content and their own ideas about the topic. At this stage, the

reader constructs knowledge and understanding from the reading materials of others.

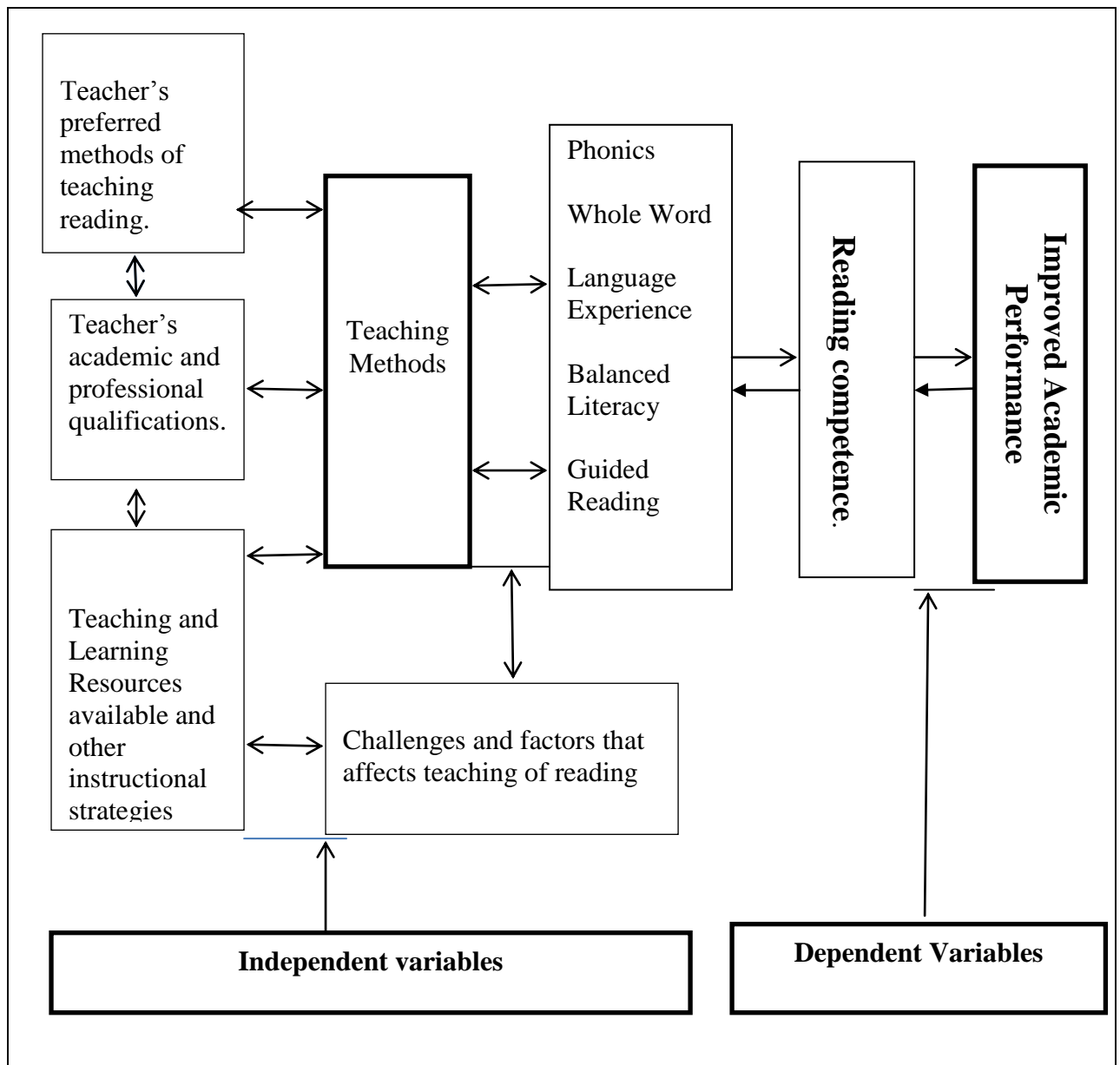
Chall's theory on stages of reading development in early learning guides the study in Stages 1 to 2 when the learner is able and can control language both in semantics and syntax and relies on non-visual and contextual knowledge to begin reading. It is during this stage the child begins to develop insights into the nature of words and realizes that words are made of sounds which is followed by decoding stage when the child begins to decode and sound words. The focus for this study was this stage when the child learns to read.

The rationale for selecting these theories is because they provide insight on the role of teachers in children's learning to read effectively. Applying these theories in the field of reading would enable teachers to understand that it is very important to use methods that are interactive in nature so as to advance collaborative social interaction within learners especially in the struggle to improve and develop reading skills. The theories further bring in the focus of schools to teach activities that are more focused to problem solving skills to enable advancement or developing reading skills which is key to success in all educational areas.

### **1.11 Conceptual Framework**

The main goal for Early Childhood Education is to enhance holistic development of the child in readiness for academic achievement through early reading which is a prerequisite to academic success. To achieve this, usage of the right approaches in the teaching of reading by qualified teachers with the right resources is crucial. The teaching of early reading may therefore be affected by teaching methods, teachers' orientation and preparedness and the availability of resources. The conceptual framework below shows the relationship between the variables of the study. The independent variables are methods of teaching reading which depend on the teachers' qualification, experience and orientation to teaching methods, availability of resources and the status of the school. The dependent variables are the pupils' reading competence and academic performance.

**Fig. 1.1 Factors that Affect Teaching of Reading**



**Figure 1.1 Source: Researcher (2014)**

### 1.12 Operational Definitions of Terms

**Academic Qualification:** The highest academic certificate attained such as Kenya Certificate of Primary Education (KCPE) Kenya Certificate of Secondary Education (KCSE) or Diploma/Degree in Education.

**Instructional Strategies:** These are teacher's choice of teaching approach in the teaching of reading such as phonics, whole word, Balanced approach or alphabetic approach.

**Preschool:** This is a learning institution for children aged between three and six years.

**Performance:** The outcome or results obtained by administering oral and written tests after learning activities

**Instructional materials:** These are materials used by the teacher in the teaching and learning process.

**Implementation:** The stages at which the syllabuses and teaching-learning materials are being used by the target group usually the teacher and the pupils.

**Phonics:** phonics is the explicit teaching of reading and spelling via letter-sound correspondences involving decoding and phoneme/grapheme translation.

**Strategy:** An individual's approach to a task and its subsequent outcomes.

**Whole word:** A reading approach among pupils that focuses on writing, oral language and literature to develop reading and comprehension skills.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviews literature related to the study which includes: Definition of reading; Approaches of teaching reading; teachers' qualifications, attitudes and opinions; teachers' awareness of other teaching methods; factors that affect teaching of reading and instructional resources.

##### **2.1.1 Definition of Reading**

Goodman (1982 cited in Kang'ethe 1988), states that reading is a process of making sense of written language. He regards reading as receptive language, a process parallel to listening. The general assumption here is that reading is the interaction between a reader and a written text and through it with the writer. Consequently, Goodman defines reading as "a psycholinguistic process in which thought and language interact as the reader builds meaning" (p.67). He further elaborates his definition by stating that reading involves exact, detailed sequential perception and identification of letters, words, spellings patterns and large language units. In essence, reading may be considered as series of word perceptions. (Runo, 2010).

### **2.1.2 Importance of Reading**

There are many reasons why we read. It is through reading that we can access important information individuals need, understand instructions given, it is a source of entertainment and helps to attain new skills. In classroom settings reading is still a major tool used in teaching and learning. Reading is instrumental in forming a foundation on which to build a child's educational career. However, reading in a foreign language such as English might be a problem for some people. Snow, Burns & Griffin (2006) claim that there are three potential stumbling blocks in reading, namely, the difficulty in understanding and using the alphabetic principle, the failure to transfer comprehension skills of spoken language to reading and the lack of motivation and appreciation for reading. They further add that children who face early reading problem lack prior knowledge and relevant skills such as the ability to distinguish sounds, the ability to master the mechanics of reading and the ability to identify letters.

### **2.1.3 The Process of Reading**

Runo (2010) explains that reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. It is a complex process that places demands on the individuals (i) perceptual, (ii) linguistic, (iii) cognitive and (iv) effective systems. Runo (2010) indicates that studies conducted in Kenya: (Chege, 1999, Kirigia, 1991,

and Njoroge, 2000) are all in agreement that learners with problems in reading English, have problems in school performance in general.

English performance continues to decline due to inadequacy of basic resources used for teaching and learning English (Njoroge, 2000). Recent research done in Kenya found that inadequacy in English literacy at primary school, left learners ill-prepared to face life outside the classroom (Gathumbi, 2008). Factors such as school absenteeism or lack of encouragement and interest in the child's academic work by parents, poor reading facilities both at home and school are among the main causes of reading difficulties in the learners (Runo, 2010).

The National Reading Panel Report (NRP, 2000) came up with a balanced literacy program using the five Literacy Elements which were assembled as a literacy map for teachers. Based on the findings, the Five Literacy Elements are: (a) phonemic awareness (b) Phonics (c) Fluency, (d) Vocabulary, and (e) text comprehension. Each of the five Literacy Elements is needed to create the core foundation of student's success in reading. Therefore, without proper knowledge and review of these Five Elements, teachers cannot properly implement a beneficial literacy block. Balanced literacy is widely viewed as an outgrowth of the National Reading Panel Report of 2000, combining a literature-based focus on comprehension instruction with a strong explicit phonics component. Cunningham (2004) further concluded that "the NRP has

provided us with an evidence based assessment of the scientific research literature” (p.326).

Goodman (1982) sees the reading process as a guessing game by which the reader reconstructs as best as he can, a message which has been encoded by a writer as a graphic display. In other words Goodman sees reading as a receptive phase of written communication whereby there exists an interaction between the reader and the written language. According to this model, the reader activates her “knowledge of language, past experience and conceptual attainments on the processing of language information encoded in the graphic symbols to decode the written language” (Goodman, 1982)

## **2.2 Instructional Strategies**

Teacher’s use of appropriate instructional strategy is known to have been influenced by a number of factors such as teacher training, academic qualification and experience. Research has shown that children’s success in reading depends more on the teachers’ commitment to the curriculum than on the type of program used. Therefore teachers choose the type of method or approach they believe works best for them (Cooper, 1996).

### **2.2.1 Teachers Preferred Methods in Teaching of Reading**

The “great debate” between Whole-Language and Phonics Instruction has plagued our school system for many years. Each program suggests advantages and disadvantages to each program used, especially in terms of the executed approach. In the world of literacy education, there is a deep-rooted debate over what classroom instructional method produces efficient readers (Turner, 1989). The “great debate” stemmed from misconceptions about whole language and phonics instructional programs. Over time, with much heated arguments, this feud has been named The “Great debate”. The “Great debate” essentially is a constant back and forth debate over such issues as best practices in the classroom. Data and research suggests benefits and disadvantages to each approach (Chall,1989; Turner, 1989).These are the two polarized approaches to the teaching of reading which are; the Look-and-say method, which uses a Whole-Word approach to recognize and remember words when encountered in a text, and the phonics approach, whereby children are taught to sound out and blend specific phonemes.

Pre-schools in Kenya have continued to teach reading using the letters of the alphabet and their sounds for many years with some using phonics and whole word approach in varying degrees. Teaching learners by beginning with phonics has not been given the emphasis it deserves in early childhood language activities and this inadequacy has contributed to poor development of reading skills including other aspects of language such as pronunciation, spelling, reading and grammar (Gathumbi, 2008). This problem is likely to be

caused by the fact that very few early childhood teachers have the right qualifications especially in English Language. There are many misconceptions about phonics that need to be addressed and many teachers seem to think phonics is only about letters and sounds which is not the case. The research therefore wanted to investigate and document the usage of the two teachings of reading approaches.

### **2.2.2. The Phonic Method**

The phonic method has been in use since the middle of the 19<sup>th</sup> century (Beard, 1987). Phonics instruction consists of teaching letter sound relationships. Learners are taught these techniques so that they are able to identify words that they do not recognize in print. Teaching of reading using phonics shows connection between printed letter and sounds and the ability to connect in reading to arrive at the pronunciation (Adams, 1990).

When the phonic approach is used, readers know the pronunciation of certain words long before they can read. However, the problem is that readers may not be aware of the connection between the printed symbols and the pronunciation. It is through phonic analysis that this dilemma is resolved making it an essential skill in the beginning of reading. Phonics instruction is therefore concerned with teaching letter sound relationship only as they relate to learning to read. It is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and

graphemes (the letters and spellings that represent those sounds in written language) (Adams, 2001). This decoding approach to teaching reading skills is generally referred to as “cracking the code”. Phonics is therefore not a method of teaching all reading skills but a method of teaching decoding skills (Morris, 2003).

The purpose of phonics instruction is to teach beginning readers that printed letters and letter combinations represent speech sounds heard in words. In applying phonic skills to an unknown word, the reader blends a series of sounds dictated by the order in which particular letters occur in printed word. The importance of phonics as the prime approach to teaching word recognition for the vast majority of children can substantially reduce the number of children who fall below age-related expectations and greatly enhance literacy in the country. This focus on quality by first teaching reading using the skills of phonetic approach should reduce the need for intervention in later years of schooling.

With the onset of the National Literacy Strategy in 1997, a more systematic literacy was adopted in primary schools, introducing a phonics approach to the learning of reading, together with individual and shared reading, the use of a Big Book for all children to look at, and diverse activities to reinforce phoneme and word recognition. Earlier research on phonics had led to synthetic phonics, which is a much accelerated form of phonics that does not begin by establishing an initial sight vocabulary. Synthetic phonics is

introduced before children are introduced to books, they are taught letter sounds. After learning the synthetic phonics, children are shown how these sounds can be blended together to build up words (Feitelson, 1988). For example, when the letters sounds /t/ /p/ /a/ and /s/ the children can build up words, *tap*, and *pat*, *pats*, *taps*, and *a tap* among others which they learn very fast.

The goal of phonics is to learn the alphabetic principles and predict associations between the letters and the words. Some will argue that the English language is too difficult and irregular for phonics to actually assist in reading. However studies show that students develop a system for remembering how to read not only the regular words but also the irregular words. This is because the irregular words often contain some normal letter sound pattern or relationships which readers lock into their memory to help aid in the decoding process (Adams, 1990). Phonics instruction consists of teaching letter sound relationships.

Runo (2010), states that teaching learners phonics has three major purposes. These are; to teach the new reader that printed letters and letter combinations represent speech sounds, which are heard in words, it also teaches the beginning reader that speech sounds heard in words are different; to teach the child to blend the sounds represented by the printed letters when he/she meets a word he/she does not recognize. According to Heilman et al (1981) blending the sounds is an essential part of phonics instruction. It teaches the child to use

all available cue systems in combination with letter sound relationships. It also helps identify words and comprehend written text. Therefore in teaching phonics, word meanings and comprehension should be given proper attention. To achieve these ends she adds, a consistent and continuous assessment of children's phonic progress is needed to identify those with additional needs, including those with specific learning difficulties. These children will require immediate and sustained additional support to close the gap in development of reading ability.

### **2.2.2 Phonics Instruction**

Ehri (2001), report that phonics instruction is different from instruction in phonemic awareness to the extent of providing explicit instruction and practice with reading words in and out of text. Several approaches have been used to teach phonics systematically. These are: analytic phonics, embedded phonics, analogy phonics, synthetic phonics and phonics through spelling. It is clear that systematic phonics instruction clearly identifies a carefully selected and useful set of letter-sound relationships and then organizes the introduction of these relationships into a logical instruction sequence" (Put Reading First, 2001). Adams (1990) concluded that a vast majority of program comparison studies indicate that approaches including systematic phonics instruction are significantly better than those that do not. The NRP (2001) agreed with Adams and have found phonics to be the most effective when taught systematically

which means that it is necessary to work on the phonics needed at the students reading level.

**Analytic Phonics** uses a whole-to-part approach that avoids having pupils pronounce sounds in isolation to recognize words. Pupils are taught to analyze letter-sound relations once the word is identified. For example, a teacher writes the letter 'p' followed by several words: pot, *pig*, *put*, *pet*. The teacher then helps the pupils to read the words by noting that each word begins with the same sound that is associated with 'p'.

It is interesting to speculate whether the opposition to phonics instruction would have been so great had the English language been more regular. These irregularities have led to several unsuccessful attempts at reforming the alphabet in the 1900s, the most famous being George Bernard Shaw's attempt in the nineteenth Century (1800s) and the introduction of Initial Teaching Alphabet (ITA). These attempts were based on the principle that one to one correspondence between letter and sound will make phonics instruction more effective and learning to read easier (Downing, 1979 cited in Adams, 1990). Phonics instruction on the other hand does have limitations and knowing this fact helps us avoid expecting too much of our lessons and also helps us see why children need other related word recognition approaches.

### **2.2.3 Whole-Word Teaching Approach**

Essentially, the whole language approach to teaching and learning reflects a constructivist philosophy of learning in which pupils are viewed as inherently active, self-regulating and who construct knowledge for themselves, with little or no explicit decoding instruction. However, there is a strong body of evidence that whole language approaches are not in the best interest of pupils especially with learning disabilities and especially those experiencing reading disabilities (Munro, 1998; 1999; 2000). Being taught under constructivist modes has the effect of compounding this disadvantage especially for pupils from non-English speaking backgrounds and those pupils where English may be their second language.

With the whole-word or sight-word method children should learn a number of sight words before receiving any phonics instruction. The two have been for a long time the only options and one was considered either pro-phonics or opposed to teaching sight words or vice versa. A lot of debate has been going on and a lot of criticism of children's reading abilities hence the need for further investigation. Increasing recognition that whole language has been a dismal failure in California and elsewhere has led to backpedaling on the part of whole language advocates. Such backpedaling is reflected in claims that whole language teachers do teach phonics when it is needed or that they do teach phonics to those students whose styles are compatible with phonics. The unfortunate truth is that the phonics instruction provided by most whole language teachers is simply too little, too late (Miller, 2002).

Another study that featured careful integration of phonics teaching and whole text work was carried out by Umbach et al. (1989). They attributed gains in reading competence in the experimental group in part to the phonics instruction they had received. But they also saw that contextualizing this instruction in meaningful experiences of connected print had played a contributory role in contrast to the recommendations of the Rose Report (2006). The reading instruction studies included in the two meta-analyses show the particular benefits of different types of phonics instruction when carefully integrated with whole text work making use of a range of teaching strategies.

#### **2.2.4 Phonics versus Whole Word Approaches**

In 1950s there was more focused debate on reading instruction and more demand and calls for change than had been earlier and in 1955 Rudolf Flesch published a book “Why Johnny Can’t Read” where he emphasized that lack of phonics instruction was the problem. He brought out the flaws in the American educational system resulting in a nation with declining literacy in its own language. This brought about a new wave of new materials with phonics emphasis being promoted such as flashcards, workbooks and tape recordings alleged to focus on cracking the code. This gave birth to the Initial Teaching Alphabet (ITA) developed by Sir James Pitman in England which simplified beginning reading tasks in several ways. These were: capital letter forms were

not introduced; irregularly spelled words were respelled; all long vowels were represented by two adjacent vowel letters.

During the 1960's "Great Debate", Chall, (1967) developed a scientific study to test the effectiveness of various approaches to reading. The outcome of her work "Learning to Read: The great debate" was published in 1967 and her conclusions were and remain, controversial. Having analyzed twenty basal level reading programs across 300 classrooms in three countries, and having studied the literature on effectiveness comparisons of phonics and whole-word approaches, she concluded that systematic teaching of phonics tended to produce better word recognition, spelling vocabulary and comprehension. This study by Jean Chall (1967) inspired the researcher to undertake a similar one in Kenya.

In the United States, the pendulum has swung back to Phonics as a way to educate Americans on their own language. For many years though, learning through whole word had dominated the American educational system. This, many say, has contributed to the decline of literacy in the U.S. In 1997, the U.S. Congress convened a National Panel to assess the status of research-based knowledge regarding the effectiveness of various approaches for teaching children to read and The Director of the National Institute of Child Health and Human Development in consultation with the Secretary of Education constituted the National Reading Panel (NRP).

The Rose Report commissioned by the Secretary of State for Education in England, recommended in March 2006 that early reading instruction must include synthetic phonics. In June 2006 the government duly announced a review of teaching of early reading. The report starts by stressing the importance of including systematic phonics instruction in early reading programs, a position that is supported by international research. Rose (2006) proposes that it is sensible to teach both names and sounds of letters. This is because the pronunciations of many of the letter names actually provide a clue to the letter sounds, as presented in Table 2.1 below.

**Table 2.1 Letter Sounds**

Letters where the names give clues to the sounds of the letter

<b>Name</b>	<b>Sound</b>	<b>Name</b>	<b>Sound</b>
Bee	/b/	Eff	/f/
Dee	/d/	Ell	/l/
Jay	/j/	Em	/m/
Kay	/k/	En	/n/
Pea	/p/	Ar	/r/
Tea	/t/	Ess	/s/
Vee	/v/	Ex	/x/
Zed	/z/		

Source Adopted from: The Rose Report (2006)

The potential impact of the Report on the early years and primary curriculum spreads beyond England. While Anglophone countries imposed systematic phonics on their education systems, (Australian Government. Department of Education, 2005; National Institute of Child Health and Human Development,

2000), England is the first to impose synthetic phonics on all early years' settings, including schools.

The final report of the Clackmannanshire Research (Johnson & Watson, 2007) concluded that "the synthetic phonics approach, as part of the reading curriculum, is more effective than the analytic phonics approach" (Johnson & Watson, 2005, p.9). Johnson and Watson were not the first to compare synthetic and analytic phonics within one research project. Foorman (1997) carried out such a comparison, concluding that "synthetic phonics facilitates skill in phonological analysis relative to analytic phonics and sight-word methods.

Emphasis on this approach is on teaching through a well-designed language. This means that learning is a natural part of normal language development and that children should learn to read in ways very similar to the ways in which they learn to listen and talk. In this approach children should be actively engaged in acquiring about the meaning of print and gradually come to use print just as they do spoken language. This approach encourages teachers to have the children write frequently and thus learn to write coherent sentences in wholes and not as letter sound as in the case of phonics. Advocates of this approach also referred to as top-down process as it focuses on the readers whom they say do not begin reading with their minds totally blank, but bring information based on past experience with language and their world to the act

of reading. Fluent readers do not give close attention to the word and parts but use the past experience to predict meaning as they read.

A study by Maneno (2008) cited in Runo (2010) on the identification processes of articulation and phonemic disorders in children with communication disorders in Nairobi, found that most teachers did not have phonological skills needed to effectively handle children with phonemic problems. The study also found that children with learning disabilities who had phonological problems were labeled slow learners and could not get any assistance from their class three teachers. Such children could benefit if taught using the whole word approach. Apart from the two main methods, there are other methods of teaching reading which have been in place for many years and which are still in use today.

### **2.2.5 The Alphabetic Letter Method**

According to Beard (1987), the alphabetic method overlaps with phonics in that the consonant letter names contain a phoneme with which they are commonly associated b,c,d,f,g,j,k,l,m,n,p,r,s,t,v,x,y, and z. The vowels also have names which contain long vowels with which they are often associated; ae, ee, ie, oe, ue. This method is still used in the Kenyan schools but to what extent the method may be in use and how well it is used is not known (Runo, 2010). Other methods of reading include shared reading, guided silent reading and reading aloud to children.

In her article published on 4<sup>th</sup> May, 2014 on Methods that teaches kids to read faster, Bernice Mbugua quoted Dr Catherine Murungi who stated that there are different ways of teaching children to read which should begin by establishing whether the child is ready which she called reading readiness. Dr. Murungi gives steps involved in teaching a kid to read which include:- introducing the letter sounds, mastering the letter sounds, parents to make books available, set a good pace and finally make word and sound association (Mbugua, 2014)

### **2.3 Teacher Qualification and Training**

Wheelock (1995) cited by Runo (2010) in a study for empowering teachers and learners, states that reforms in teaching and learning do not come about by accident, they happen only because professional educators combine thoughtful program development with hard work in a way that is powerful enough to change even the most entrenched classroom practice and bureaucratic habits. She further says that improved learning depends on teachers who are knowledgeable about academic content and are able to employ a variety of teaching methodologies to help all students master that content. An effective reading teacher should therefore have a variety of reading methods and should know how to deliver them to different learners functioning at different levels.

It is a common belief that a teacher's knowledge base will affect what he or she does in the classroom. As a result, numerous studies have sought to understand if in fact a relationship does exist between teacher knowledge and

teacher practice (Waters-Adams, 2006). Many of these studies have focused on the interaction between teacher knowledge, beliefs and practices without making a clear distinction between the concepts of knowledge and beliefs (Guerrero, 2005). This suggests that the early childhood teacher should undergo appropriate training so that they are equipped with thorough knowledge about how children develop language and literacy skills among others (Fillmore & Snow, 2000).

Studies done in Kenya by Ng'asike (2004) and Makoti (2005) found a high level of training of preschool teachers in various Districts in Kenya. Ng'asike's study in Kasarani Division found that 89% of the preschool teachers were trained while Makoti found that 77.9% of preschool teachers in Kwale were trained. Similar studies done in Langata, Ndegwa (2005) indicated 45% of the preschool teacher were trained. In Kenya, students with as low as D+ in their Kenya Certificate of Secondary Education (KCSE) qualify for Government ECD teacher training irrespective of their performance in English Language. This is an indication that these teachers are recruited with very low levels of academic qualification. A study by Ngasike (2004) in Kasarani division showed that academic qualification did not improve preschool teachers' skills. This could be attributed to teachers' low academic qualifications that may have limited their understanding and knowledge on how children learn concepts.

## **2.4 Instructional Resources**

Scholars have tried valiantly, inventing many teaching methods, in the hope that all children could be taught to read. In Kenya the primary school English syllabus spells out the objectives of teaching English in primary school but remains silent about the competences in each language skill that should be developed in learners including reading. Methodology on how to teach the content is not suggested in the syllabus which becomes a problem for the language teacher whose level of English language might also be low (Gathumbi, 2008). Teachers have however observed that whatever methods have been used to teach English reading, a few children always struggle, never achieving literacy. Some of the methods used besides Phonics and whole word include the Alphabetic Letter Method and Emergent Reading.

The kinds of social literacy environment in addition to physical environment that children are exposed to influence their attitudes towards and interest in reading (Wambiri, 2007). The environmental components have three main categories: books, literacy materials, and writing. This study is designed to examine the diversity, availability, and content of the reading, writing, and literacy materials available for children's use, in other words, how much exposure children have to different elements of literacy. In particular, the study looked into the accessibility of alphabet and word puzzles, books, templates to form letters, paper to write on, and writing tools. This is because previous research supports the notion that access to these materials provides children with important opportunities to experience reading and writing which

helps to promote the language and literacy development that is important for later school success (Morrow & Rand, 1991). In particular, results of previous study indicate that children are likely to engage in reading and writing more frequently in classroom environments with a higher quantity and variety of literacy materials (for example, books, pencils, paper).

Considering children's access to the language and literacy materials, the study examined the placement of the items in the environment. In keeping with the Piagetian perspective that children are natural explorers who construct knowledge and meaning from hands-on learning experiences, it is important that children are in environments where they are surrounded by opportunities to write and to see concepts of print (Miller, 2002). Therefore, language and literacy materials should be available in multiple areas of the room rather than just in one or two. This allows children to encounter literacy in all domains of their play.

### **2.5 Challenges in Teaching of Teaching Reading**

There are a number of factors that affect teaching of reading in early childhood settings especially in the English language. This is because irregular spelling of English words prevents one to one relationship between letters seen and the sounds heard as opposed to other languages like Kiswahili. This is because many English words are borrowed from other languages such as Latin, Greek, French and German. The rules for letter sound- correspondence

do not always provide the means to accurate decoding. The use of phonics is therefore aimed at reducing confusion and memory load on children by elimination options of guessing hence creating confident readers. A good phonic program builds a strong foundation for most children. It is important to note that there are approximately 44 speech sounds in English and that children learn to pronounce these sounds as they learn to talk and they learn to associate the sounds with letters as they learn to read and write. Sounds (phonemes) are represented in print with diagonal lines to differentiate them from letters or letter combination (Adams, 1990).

The American National Reading Panel (National Institute of Child Health and Human Development, 2000) described synthetic phonics programs as those that emphasize teaching students to convert letters (graphemes) into sounds (phonemes) and then blend the sounds to form recognizable words. Analytic phonics, on the other hand, is taken to refer to larger-unit phonics programs that introduce children to whole words before teaching them to analyze these into their component parts, and emphasize the larger sub-parts of words as well as phonemes. Areas that are tricky and require more practice are when there are two adjacent vowels. In such a case, the first vowel is long and the second one is not sounded. This is called generalization. Words like *rain*, *peace* and *weight* are governed by phonic generalization. Other English words have letters that do not represent any sound for example, *eight*, *night*, *comb*, *often* and *wrong*.

A word may also have one or more letters not sounded that differentiate it from another word pronounced exactly the same way for example *new* and *knew*, *our* and *hour*, *cent* and *scent* and *no* and *know*. Some letters and groups of letters represent different sounds in English from the sounds they represent in mother tongue or Kiswahili: -u in *fundu* and *fun*, ai in *chai*, and *chain*, and in *wait*. Some letters in English represent more than one sound: c in *receive* and *recovers* in *saw* and *was*, owing *sow* and *how*, y in *any* and *my* and *you*, a in *ball* and *bay*, e in *see* and *set*. It is important to note that generalizations have limited efficacy as a result of many exceptions for example: - when two vowels are side by side in a word the first one usually has its long sound and the second is not sounded, For example, *boat*, *rain*, *meat*, and *soap*; exceptions to this rule include *chief*, *said*, *field* and *their*; when a word has two vowels the second being final e, the first has its long sound and the final e is not sounded for example, *rule*, *ride*, *hate*, *bile* and *cane*; a single vowel in medial position in a word or syllable usually has its short sound for example *run*, *tap*, *mat* and *get*.

## **2.6 Summary of Related Literature**

Language plays a very important role especially in early childhood development. Stern, (1983) cited in Gathumbi (2005) argues that reading widely helps learners to develop a word bank of vocabulary, and exposes them to new ideas and sentence structures that are used later to communicate both verbally and in the written form. It is through reading that we are able to

gather information from printed and visual sources, both for academic and non-academic purposes. Ability to read is also part of education for life in that, we are able to read information that is important in our everyday lives (Adams, 2001).

This study sought to establish teaching of reading approaches in early childhood classes, determine teachers' preferred methods, qualifications, identify instructional resources, and challenges that enhance or hinder reading in early childhood. In summary, research has shown that children's literacy learning begins in the early childhood years and literacy development is best supported with effective teaching practices provided in the context of a literacy rich supportive early childhood classroom environment and correct teaching approaches which this study sought to establish. Research has also identified several instructional strategies that could be used by teachers in early childhood classes which may be influenced by their environment and teacher related factors.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The chapter represents the methodology that was used in this study. The purpose of this chapter is to discuss the methodology of this study. It presents the research design, study area, target population, sampling techniques and sample size, research instruments and data collection procedures and ethical and logical considerations.

#### **3.1 Research Design**

The study employed a descriptive study research design. The purpose of a descriptive design is to observe, describe and document aspects of a situation as they naturally occur. This is a method that involves collecting information from members of a target population by administering a questionnaire Gray (2003). He states that a descriptive survey is a process of collecting data in order to answer questions concerning the current status of the subject. While Abagi (1995) asserts that a descriptive research design attempts to describe what is in a social system such as the school. This study aimed at establishing the various instructional strategies that teachers use in teaching of reading in Early Childhood classes, qualifications, availability of resources and challenges in teaching of reading.

### 3.2 Study variables

The following were the main variables that were used for this study. These are the dependent and the independent variables as described below.

#### 3.2.1 Dependent Variables

These included different types of teaching of reading strategies such as:

**Phonics:** The teacher uses explicit teaching of reading and spelling through letter sound correspondences involving decoding and phoneme/grapheme translation.

**Whole word:** The teacher uses a methods that focuses on writing, oral language and literature to develop reading and comprehension skills.

**Language Experience:** The teacher uses this approach on teaching through well-designed language. This means that learning is a natural part of normal language development and that children should learn to read in ways very similar to the ways in which they learn to listen and talk.

**Balanced Literacy:** The teacher combines phonics and whole word approaches in teaching of reading.

**Guided silent Reading:** The teacher and a child or group of children read together silently with periodic discussion.

#### 3.2.2 Independent Variables

The independent variables of the study are:

**Teachers' preferred Instructional methods:** Specific methods, activities and materials that are used by the teacher in exact learning situation.

**Teachers' academic and professional qualifications:** Type of training, length of training and total number of years in the teaching profession.

**Instructional resources:** This has to do with the number of available resources which includes the richness of the environment in terms of things, objects and items at the child's disposal.

### **3.3 Location of the Study**

The study was conducted in Dagoretti and Westlands Divisions in Nairobi County. Nairobi County was purposefully sampled out of the other forty seven because of its cosmopolitan nature of the ECD activities. Most people in the two divisions have migrated from other places in search for jobs and better lives and therefore encompass all social economic classes. In addition learners had a common characteristic in that they were multi ethnic and the language of instruction was either Kiswahili or English as opposed to where you would expect mother tongue or language of catchment area. The people living in the area included salaried as well as business people, casual employees, small traders and those without any form of regular income similar to all other areas. The two Divisions are microcosm found in most parts of the country as they combine both slum and urban settings. Dagoretti Division has continued over the years to perform poorly and has been last in Nairobi for the last five years while Westlands on the other hand has been performing very well and has

been top in the county for the last five years. An analysis of the teaching of reading strategies in these two divisions is expected to provide on average, useful information that may help in addressing teaching of reading in early levels and improve reading competency and academic performance.

### **3.3 The Target Population**

The target population comprised the teachers teaching pre unit and class three in the 20 schools in Dagoretti division and 26 schools in Westlands Division and their pupils in early childhood grades which are from pre-unit to Class three. They were selected because they are in direct contact with the pupils at this level and are well versed with teaching methods and strategies in reading in early childhood. School heads of English Department from each school were also included because they were the ones in charge of their respective schools as the main curriculum implementation agents through the class three teacher. They are expected to provide the required guidance to the teachers and could therefore enhance or be a hindrance to effective implementation of the curriculum.

### **3.4 Sampling Techniques and Sample Size**

#### **3.4.1 Sampling Technique**

The main purpose of the study was to elicit views and perceptions from teachers concerning the teaching of reading in early childhood levels, the

method used was purposeful sampling. Patton (1990) calls it criterion based selection which is the strategy in which particular settings, persons or events are selected deliberately in order to provide important information. Gall (2003) described it as selecting samples that are likely to be information rich. The study used purposive sampling to select the two divisions out of the eight divisions in Nairobi County Westlands and Dagoretti. A total of 260 respondents were selected for the study. Ten schools from each of the two Divisions were randomly selected. Two, Pre- Unit, two Class three teachers and two Heads of Department from each of the 20 schools and ten pre unit pupils from ten schools were purposively selected as indicated in the tables below.

### **3.4.2 Sample Size**

The sample size consisted of 200 pupils, 20 Pre-unit Teachers, 20 Class three teachers, 20 Heads of English Department. Westlands Division representing the best performing Division while Dagoretti represents the lowest performing Division. Stratified random sampling was used to select the 10 schools in Westlands and 10 schools in Dagoretti and 10 pre-unit pupils from each school.

The sample size of 20 schools was considered appropriate due to the intensity of the observation method. The distribution of the sample is shown in Table 3.1 below.

**Table 3.1: Sampling Frame**

Areas of Study	Total number of schools	No. of selected schools
Dagoretti Division	65	10
Westlands Division	82	10
<b>Total</b>	<b>147</b>	<b>20</b>

**Table 3.2: Sample Size of Heads of Department and Teachers**

Division	HODs	Sample size
Dagorreti	65	10
Westlands	82	10
<b>Total</b>	<b>147</b>	<b>20</b>
<b>ECD Teachers</b>		
Dagorreti	65	20
Westlands	82	20
<b>Total</b>	<b>147</b>	<b>40</b>
<b>Pupils</b>		
Dagorreti	650	100
Westlands	820	100
<b>Total</b>	<b>1470</b>	<b>200</b>

### 3.5 Research Instruments

This study employed the use of interview questionnaires and observation guides as its main instruments.

### **3.5.1 Questionnaires**

These were questions in **appendix 11** and **111** to be answered by pre-unit and class three teachers as well as Heads of English Department to obtain demographic information and others related to use of instructional strategies in the teaching of reading. The questionnaire tool was also used to seek information on teachers' academic qualification, teaching experience and level of training.

The questionnaires for teachers had three sections. In Section A, teachers provided information about the subjects of the study. This included age, Academic Qualification, Professional Qualification and Work experience. Section B contained items to determine the extent of teaching competencies of the early childhood teachers. Section C brought out orientation towards Reading instructions and Section D contained questions which brought out the challenges faced by teachers in the teaching of reading. Questionnaires for Heads of Department brought out their profile, level of awareness of teaching methods and their role in promotion of reading and their perceived challenges affecting teaching of reading in early childhood classes.

### **3.5.2 Observation Checklist**

Observation checklist was used to enable the researcher observe pupils' reading to identify types of reading problems among the pupils and cross-check data given by the teachers. Also observed were resources available in

the classrooms. The researcher observed reading in pre-unit class to establish reading levels and reading problems in the selected classes to enable identify difficulties encountered by the learners at this level and the availability of teaching and learning resources. The observation schedule is presented in the **Appendix V**. The specific information gathered through observation checklist was the frequencies of resources available and reading miscues among the children.

### **3.6 Pilot Study**

A pilot test was undertaken to test the feasibility of this study. Two schools from the two Divisions were randomly sampled for the pilot-test outside the ten for the actual study. Two regular teachers and two heads of English Department were selected for the pilot test to ensure that the instruments yielded the needed data. Questions were corrected and the questionnaires given to the same respondents. Questions which were vague were rephrased to convey the same meaning to all subjects. Observation of actual reading to randomly selected pupils in pre-unit class to assess the level of reading and types of reading errors made by children.

#### **3.6.1 Validity**

The study used the content validity where the researcher checked out whether the items in the tools focused on the research Validity entails the research instrument measuring what it was intended to measure. It refers to the degree

to which results obtained from the analysis of the data actually represent the phenomena under study. Mugenda (2003), states that validity shows how accurately the data obtained in the study represents the variables. Prior to distribution, the instruments were piloted for content, concurrency and validity. Views of teachers from two pilot schools were sought to ensure that valid and reliable instruments were administered. The researcher verified that all items in the instruments were related to the study and covered all the important areas and objectives of the study. Items that were found not clear were modified or discarded.

### **3.6.2 Reliability of Instruments**

According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent result of data after repeated tests when administered a number of times. To enhance the reliability of the instruments, the researcher conducted a pilot study in two schools which were not included in the main study. The researcher found that results of the first and the second administration were similar and found the items adequate for measuring the variables. This also ensured that the instruments captured the data required and the respondents were comfortable with the given items.

### **3.7 Data Collection Procedure**

The researcher obtained a permit from the Ministry of Education to collect data. Thereafter made appointments with the teachers of the selected schools

and the questionnaires were administered to Pre-unit and class three teachers in the sampled schools in the two Divisions. The respondents were assured strict confidentiality in dealing with the identities. The observation was carried out on different days in two schools per day for reading and availability of resources. The completed questionnaires were collected at the agreed time.

### **3.8 Data Analysis Technique**

Data collected was analyzed first by establishing categories, coded and tabulated. Codes were assigned to each answer of the question to obtain coding list. After the data was collected there was identification of items wrongly responded and the ones not responded to. The data was then sorted and coded into categories in order to bring together related terms and then tallied. Data was then interpreted, presented and discussed in the form of. Tables and graphs and explanatory notes to answer the research questions.

### **3.9 Logistical and Ethical Considerations**

A letter was obtained from Graduate School of Kenyatta University, office of the Dean, graduate school which allowed the researcher to go to the field. A research permit was obtained from the Ministry of Education and presented to the City Education Officer Nairobi, District Education Officer Dagoretti and Westlands Divisions and the Head teachers. Informed consent was obtained from respondents who were assured of strict confidentiality of information they provide and no respondent was forced to participate.

## **CHAPTER FOUR**

### **PRESENTATIONS AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

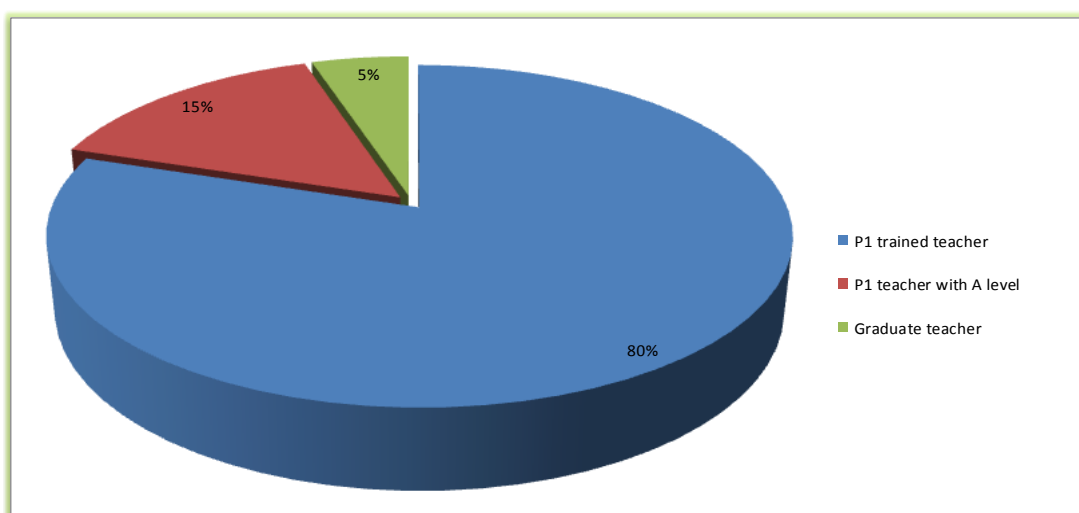
This chapter presents and analyzes the data of the study. The chapter reports the results of a survey that is designed to examine the early childhood teachers preferred methods of teaching reading their qualification and experience, availability of resources and factors that affect teaching of reading. The chapter is subdivided into two main sections. Section one presents the background information for respondents for purposes of sample description. Section two presents the results of the research questions formulated in the study and discussed in form of themes. The summary of the analysis is presented in tables and figures for the purposes of interpretation.

#### **4.1 Methods of Data Analysis**

Data was collected from twenty schools and the purpose was to establish teaching of reading approaches used by teachers in early childhood settings in Dagoretti and Westlands Divisions, Nairobi County. The development of themes was done following the research questions and considering the views of respondents. The themes included the background information of the teachers, Instructional methods, instructional resources and challenges in the teaching of reading.

#### 4.1.1 Demographic Information

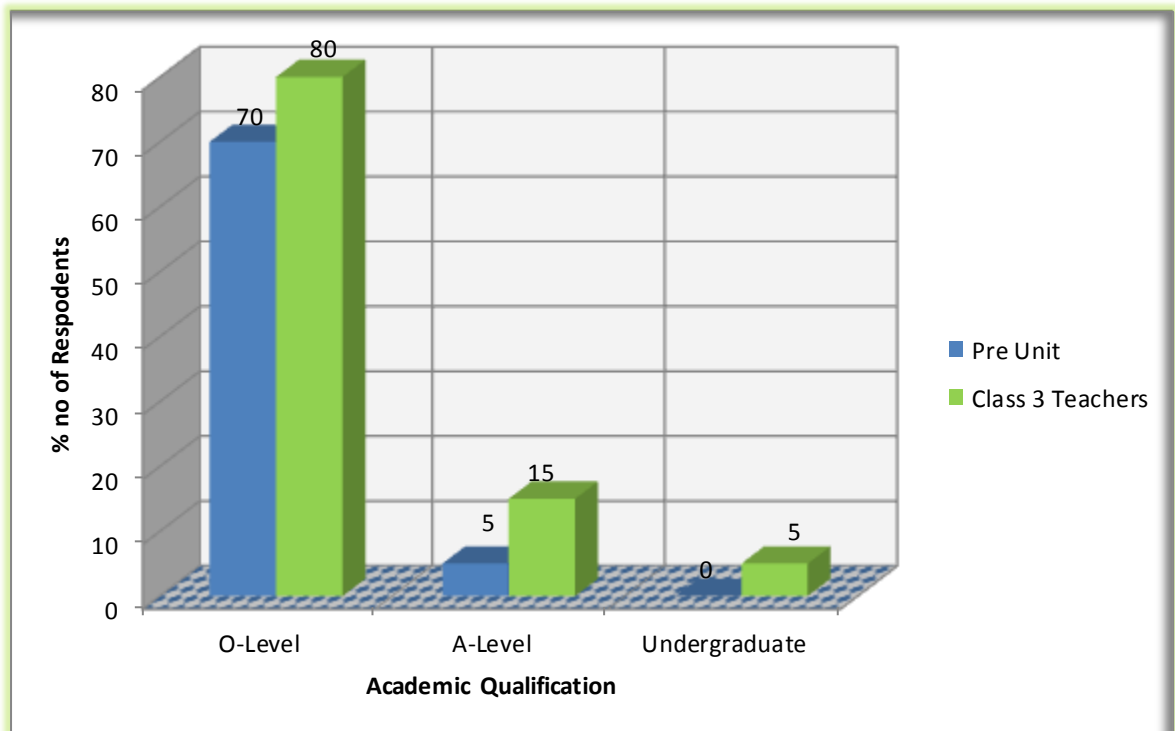
The following section shows the demographic information about the preschool teachers, class three teachers and heads of English Department. The demographic characteristics of respondents were analyzed along professional and academic qualifications and the length of time the respondents had served in their current positions. This section has been subdivided into two; background information for the head of department and that of pre-unit teacher compared to that of the class three teachers. Data was collected through questionnaires to find out the distribution of qualifications for Heads of Departments. The findings related to qualifications are represented in Figure 4.1 below.



**Figure 4.1: Distribution of Qualifications for Heads of department**

Figure 4.1 show that majority of Heads of Department had P1 Certificate and very few were graduates. Out of all Heads of Department, 16 (80%) had college P1 level of education while fifteen percent three (15%) had A Level and only five percent one (5%) had university level of education.

The study sought to establish academic qualifications of pre-unit and class three teachers in the two Divisions. Figure 4.2 shows the distribution of Preschool and Class three teachers by their highest Level of Education of Academic Qualifications.



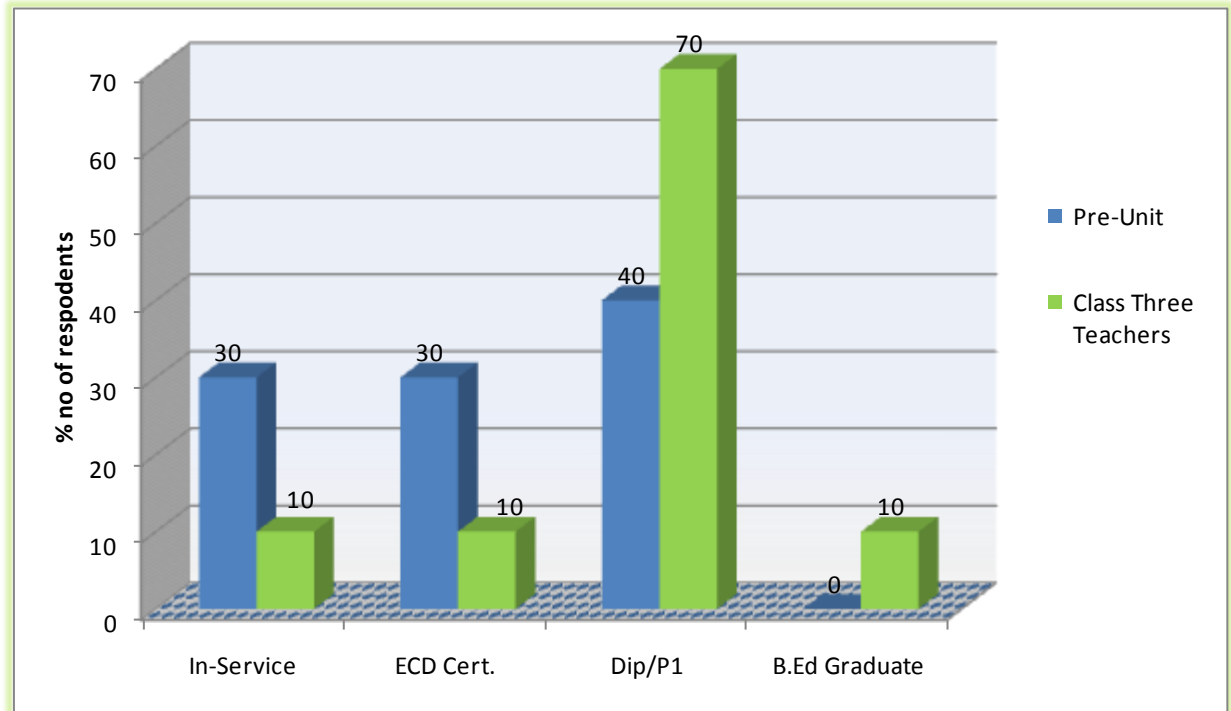
**Figure: 4.2 Academic Qualifications of Pre-unit and Class three Teacher**

Figure 4.2 represents highest academic qualification distribution among pre-unit and class three teachers. From the study, (70%) of pre-unit teachers had only up to KCSE level of education while (5%) had up to A-level education and none had a bachelor's degree. From Class three teachers (80%) had up to form four level of education (15%) had up to A-level education and only (5%) had degree-level of education.

The findings indicate that all pre-school and class three teachers had KCSE level of education which agrees with Ng'asike (2004) and Ndegwa (2005) that pre-school teachers had secondary school education. This level of academic qualification could be attributed to requirement during recruitment of teachers both in pre-school and primary school training colleges. The study considered the level of academic qualifications and the actual grades obtained by the teachers in English. Studies by Gakuru (1979) indicated that majority of pre-school teachers had low academic qualification and until recently recruitment of students to training colleges (DICECE) was based on qualification as low as D grade in KCSE.

The study focused on four levels of training of both preschool and class three teachers. These were In-Service, Certificate, Diploma and degree. The results of the distribution of both pre-unit and class three by level of training are shown on Figure 4.3.

#### 4.1.1.1 Professional Qualification of Pre-Unit and Class three Teachers



**Figure 4.3 Professional Qualifications of Pre-unit and Class three Teachers**

Figure 4.3 shows the professional qualifications of pre-unit and class three teachers. Majority of pre-unit and class three teachers had diploma in Early Childhood Education and P1 qualifications with eight (40%) and 14 (70%) respectively. Among the preunit teachers six (30%) were KCSE certificate holders trainees compared to two (10%) among class three teachers undergoing training and none of pre-unit teachers had a bachelor degree compared to two (10%) of class three teachers with Bachelor's Degree Certificate.

Low professional and academic qualifications among teachers are likely to affect the quality of teaching. Ellis (1990) emphasize the importance of high academic qualification in determining the quality of preschool teachers in the teaching of second language to children. According to the studies, high professional and academic qualifications of teachers empower them with the ability to have extended language vocabulary, curiosity and skills to do more research. This is more important for Heads of Departments who are required to articulate and clearly give guidance on teaching of language concepts which includes reading. The need to have professionally trained teachers is strongly recommended and there is need for professional training to be backed by good academic qualification for better language outcome in children (Fillmore and Snow, 2000).

From the findings, 80% of teachers felt that the kind of training they had gone through did not give them adequate knowledge on the methods of teaching which agrees with reviewed literature that points to limited knowledge on the methods of teaching reading and supported by Dubeck et al. (2012). Wheelock (1995) in a study for empowering teachers and learners, argues that improved learning depends on teachers who are knowledgeable about academic content and are able to employ a variety of teaching methodologies.

#### 4.1.1.2 Work Experience in the Current Position

This study also focused on the period of time the teachers had served in their current position. The results of the distribution for Heads of Department, Class three teachers and pre-unit teachers are presented in the tables below.

**Table 4.1: Period of time the head of department had served as English Head of Department**

<b>Period of time</b>	<b>Frequency</b>	<b>Percent</b>
Less than 5 years	8	40
5-10 years	10	50
11-15 years	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

Table 4.1 shows the period of time the head of department had served in the current position. Eight (40%) of the heads of departments had served for less than five years. Ten (50%) of the heads of department had served for a period of between five and 10 ten years while two (10%) had served for a period of between 11 and 15 years. Majority of the Heads of Department had less than ten years' experience at 18 (90%) with almost a half with less than five years in their current positions.

The study also sought to find out the period of time pre-unit and class three teachers had served in their current positions. Table 4.2 next page presents the findings.

**Table 4.2 Period of time Pre-Unit and Class 3 Teachers Served**

Period of time	Pre-unit teacher		Class 3 teacher	
	Frequency	Percent	Frequency	Percent
Below 5 years	14	70	8	40
6-10 years	4	20	2	10
11-15 years	2	10	8	40
Over 15 years	0	0	2	10
<b>Total</b>	<b>20</b>	<b>100</b>	<b>20</b>	<b>100</b>

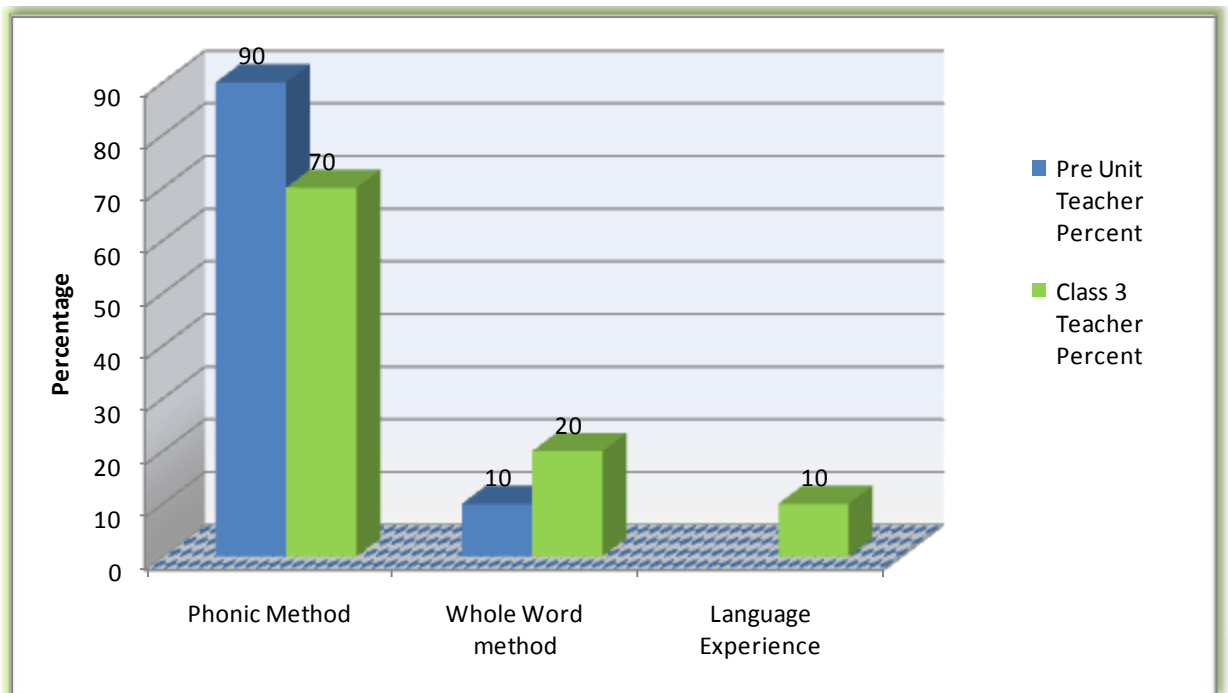
Table 4.2 shows the period of time pre-unit teachers had served in their current position. There were no pre-unit teachers who had served in their current position for a period above 15 years but very few of class three teachers who had served in their current position for that period. Four (20%) of the pre-unit teachers had served for a period of 6-10 years while only two (10%) of class three teachers who had served in their current positions for the same period. Very few of pre-unit teachers had served in their current position for between 11-15 years two (10%) compared to eight (40%) of the class three teachers who had served for the same period. Majority of the teachers 14 (70%) in pre-unit and eight (40%) in class three had served for less than five years.

The findings of this study are consistent with other studies done in Nairobi in early childhood classes. The studies reviewed indicated that the highest percentage of pre-school teachers had taught between two to five years. Ndegwa (2005) who did her study in Langata found that 72% of the teachers had less than five years' experience while Ngasike (2004) found that 55% of

the teachers had four or fewer years of teaching experience. The high turn-over of teachers does not augur well with very young children and would definitely affect performance. This study reveals that there is a higher turn-over of teachers in pre-unit classes that in lower primary.

#### 4.2 Teachers' Preferred Methods in the Teaching of Reading

This section discusses the preferred methods in the teaching of reading in early childhood. The section also analyses the best and recommended methods of teaching by the head of departments. Figure 4.1 below present teachers' Preferred Methods of Teaching Reading.



**Figure 4.4 Teachers' Preferred Teaching Method**

Figure 4.4 shows distribution of methods preferred in teaching. Majority of pre-unit teachers, 18 (90%) indicated that they preferred the phonics method, followed by very few two (10%) who indicated that they preferred whole-word method. Also interviewed 14 (70%) of class three teachers also preferred phonics while four (20%) used whole word and two (10%) language experience. From the study findings phonics method is a preferred method for both pre-unit teachers and class three teachers. Whole word method was used by preschool and class three teachers while language experience was used by few class three teachers. In general majority of both pre-unit and class three teachers prefer phonics method in the teaching of reading for beginners.

The literature reviewed in the study identified phonics as one of the most preferred methods used in teaching of reading in early childhood levels in Kenya. According to the reviewed research on use of phonics, this could be causing much damage to learners because not all words written in English can be read using phonics. This and the fact that most teachers do not have phonological skills needed to effectively handle children with phonemic problems could be contributing to the poor performance in reading hence poor performance in English and overall academic performance (Maneno, 2008)

Besides phonics and whole word approaches, teachers indicated other methods of teaching reading. The study sought to find out what teachers considered as Best method. Table 4.3 below shows what teachers felt was the best teaching method.

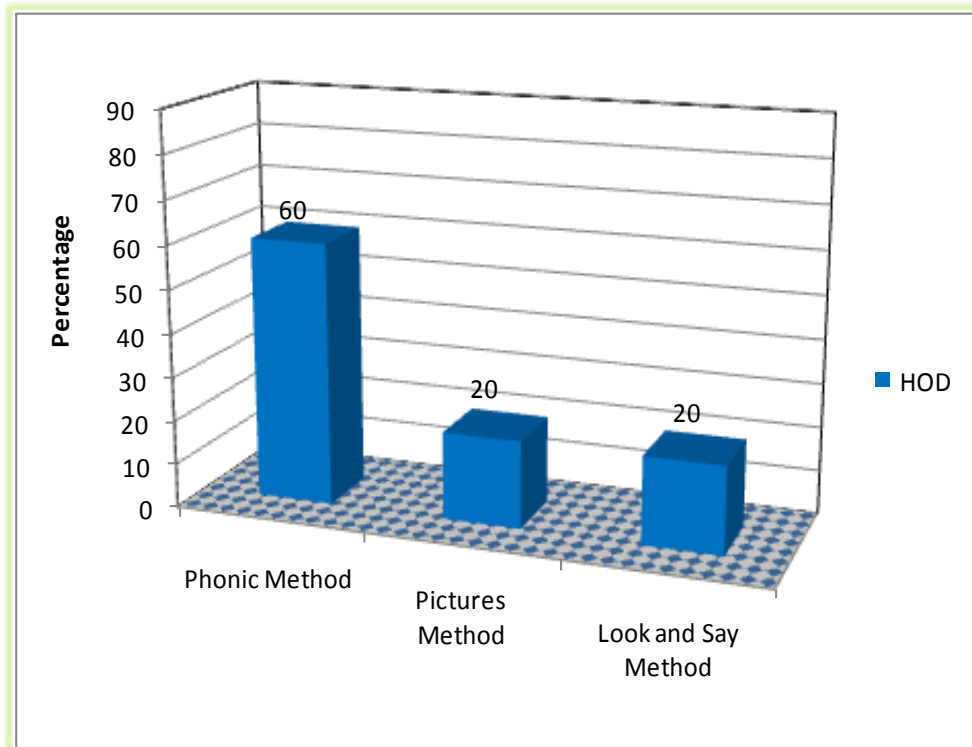
**Table 4.3 Best Method for Teaching Reading according to the Teachers**

Method of teaching	Pre-unit teacher		Class 3 teacher	
	Frequency	Percent	Frequency	Percent
Phonic method	18	90	14	70
Look and say	2	10	2	10
Use of sounds	0	0	2	10
Rhymes and songs	0	0	0	0
Language Experience	0	0	2	10
<b>TOTAL</b>	<b>20</b>	<b>100</b>	<b>20</b>	<b>100</b>

Table 4.3 shows that Phonic method of teaching was rated as the best method of teaching by of pre unit teachers and the class three teachers 18 (70%). Other methods that were also considered for teaching of reading are Look and say, by two (10%) of the pre-unit teachers and a similar percentage of class three teachers while use of sounds and language experience was used by two (10%) of the class three teachers.

#### **4.2.1 Recommended Methods for Teaching Reading**

The study also collected data on recommended methods for teaching reading from the Heads of Departments. Figure 4.5 presents recommend methods for teaching reading by H.O.Ds.



**Figure 4.5 Recommended Methods for Teaching Reading by HODs**

Figure 4.5 shows that 12 (60%) of the heads of department recommended the phonic method, followed by four (20%) who recommended the use of pictures while four (20%) recommended the look and say method.

From findings phonics method was the most preferred by both pre-unit and class three teachers and recommended by heads departments.

Scholars have tried valiantly, using many teaching methods, in the hope that all children could read, however whatever methods that have been used to teach English reading, a few children always struggle in vain never achieving literacy. Those who choose phonics and whole word approaches have varying reasons for their choice even as the debate as to which one is superior

continues. Table 4.4 shows reasons as to why phonics method is most preferred according to pre-unit and class three teachers.

**Table 4.4 Reasons Why Teachers Prefer Phonics Method**

Reasons	Pre-unit teacher		Class 3 teacher	
	Frequency	Percent	Frequency	Percent
Easy to understand	12	60	8	40
Increases comprehension	2	10	4	20
Quickens reading ability	6	30	8	40
<b>Total</b>	<b>20</b>	<b>100</b>	<b>20</b>	<b>100</b>

Table 4.4 presents the reasons why phonics method is most preferred. From the study 12 (60%) of pre-unit teachers said that when used it becomes easier for students to understand, followed by six (30%) who said it quickens reading ability, while two (10%) said that it quickens comprehension. Some of the teachers, eight (40%) of class three teachers said that the phonic method makes it easier for students to understand with an equivalent number eight (40%) said that it quickens reading ability while four (20%) of class three teachers said that the phonic method increases comprehension.

From the reviewed literature, these findings are in line with the NRP (2001) which agrees with Adams (2001) and have found phonics to be the most effective and in this study most preferred. It was not clear from the study whether the teachers are well equipped to teach phonics systematically at the

level of early childhood development classes or have the knowledge base required to teach children how to read without losing them at this early stage.

### **4.3 Teachers' Academic and Professional Qualifications**

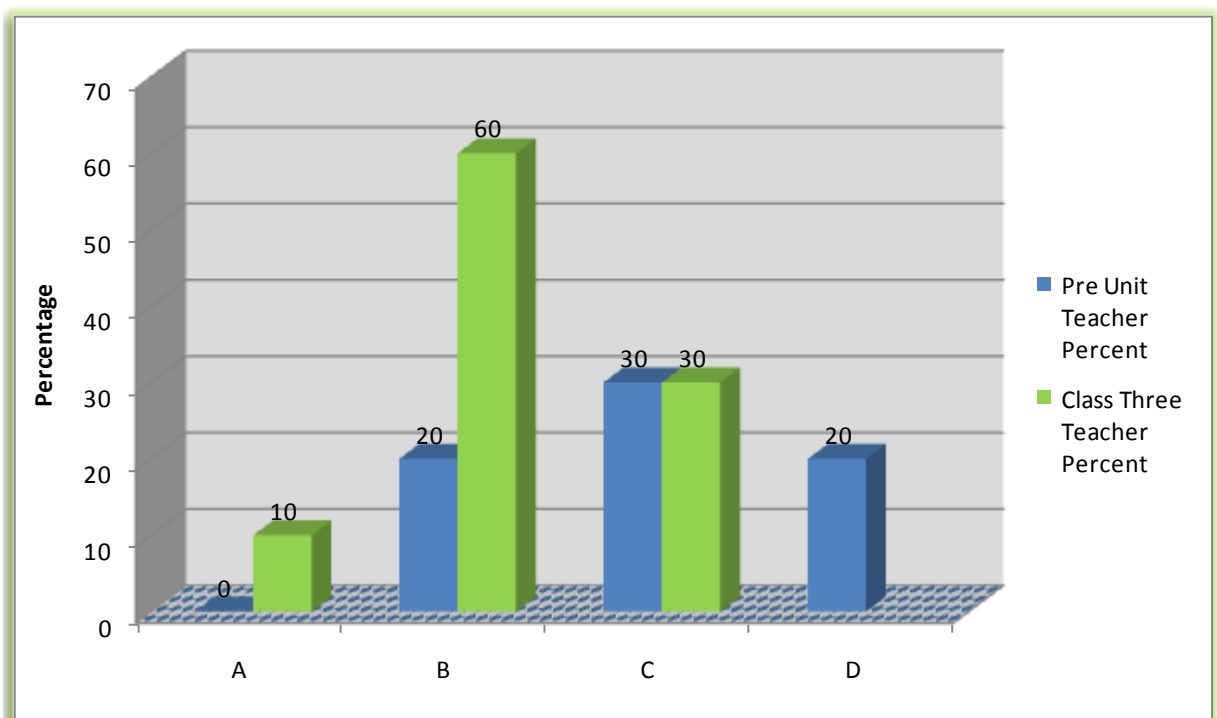
The Literature review in Chapter Two indicated that teacher's knowledge base will affect what the teacher does in the classroom and as a result numerous studies have sought the relationship between teacher knowledge and teacher practice.

#### **4.3.1 Teachers' Academic Qualifications**

Admission into Early Childhood Education teacher training does not require very high qualifications in the existing training institutions in Kenya and performance in each subject is not considered. In the literature reviewed, majority of pre-school teachers had low academic background and recruitment to District Centre for Early childhood Education (DICECE) training colleges is on a D+ grade in KCSE. High academic qualification especially in English Language helps in improving the language skills of teachers which is necessary to be able to articulate issues and explain language skills to learners (Mwangi, 2007). The study sought to investigate both pre-unit and class three teachers performance in the English language in KSCE.

### 4.3.2 Teachers Grade in English KCSE

There is need to have professionally trained teachers to handle early childhood which should be supported by good academic qualifications in the language for better language outcome in children. Figure 4.6 presents responses from both pre-unit and class three teachers interviewed regarding their academic achievement in the English Subject.



**Figure 4.6 Grades in English for Pre-Unit and Class three Teachers**

Figure 4.6 shows grades obtained by teachers in the English subject in their KCSE. There were no pre-unit teachers who had scored grade A and only two (10%) of class three teachers who had scored grade A. Among the class three teachers, 12 (60%) scored B compared to four (20%) of pre-unit teachers who scored the same grade, six (30%) of pre-unit teachers and six (30%) of class

three teachers scored grade C in their KCSE while four (20%) of pre-unit teachers scored grade D. The findings from this study indicate that teachers teaching reading in pre-unit did not perform very well in English as compared to those in class three and may not have capacity and skills of teaching reading at pre-school level. This will inevitably affect children's performance in reading and English as a subject and as the medium of instruction hence overall academic performance.

#### 4.3.3 Teachers Level of Confidence

Majority of teachers indicated that they used phonics. It is however unclear as to whether the teachers were confident in using the other methods. The study sought to establish the level of confidence in the methods the teachers indicated they used. Table 4.5 presents the findings on levels of confidence.

**Table 4.5: Level of Confidence in Various Teaching Methods**

Class	Pre-unit teacher				Class3 teacher			
	Very confident	Confident	Not confident	Not sure	Very confident	Confident	Not confident	Not sure
	F.(%)	F.(%)	F.(%)	F.(%)	F.(%)	F.(%)	F.(%)	F.(%)
Phonics	12(60)	4(20)	0	0	10(50)	8(40)	0	0
Whole word	4(20)	6(30)	0	0	4(20)	8(40)	4(20)	0
Alphabet	2(10)	4(20)	0	0	2(10)	6(30)	4(20)	2(10)
Language experience	6(30)	4(20)	0	0	6(30)	2(10)	6(30)	2(10)

Table 4.5 shows the level of confidence for various teaching methods. 12 (60%) of pre-unit teachers were very confident in the phonics method, followed by four (20%) who were just confident. About six (30%) of pre-unit teachers were confident in the whole word method, followed by four (20%) who were very confident. Only twenty percent four (20%) of pre-unit teachers were confident in the alphabet method, compared to two (10%) who were very confident. Only six (30%) of pre-unit teachers were very confident in the language experiences method, followed by four (20%) who were confident.

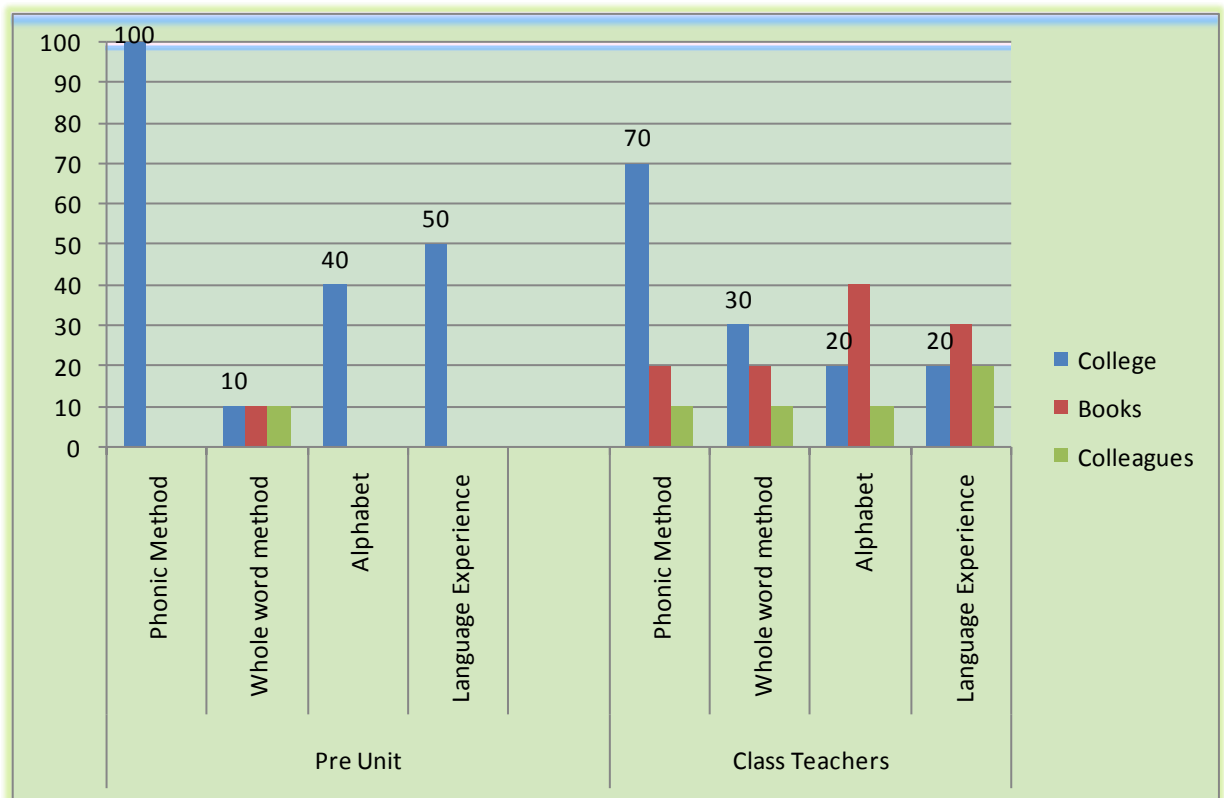
Only half of class three teachers 10 (50%) were very confident in the phonics method with four (20%) of class three teachers very confident in the whole word method, about six (30%) of class three teachers were confident in the alphabet method, two (10%) were very confident and two (10%) not were not sure. Six (30%) of class three teachers were very confident in the language experience method compared to a similar number six (30%) who were not confident in the method.

Evidence from different assessments in Kenya reviewed in the literature estimates that about 50% of children in class four are able to read at class two and a significant number of learners complete the primary school cycle without having achieved the basic levels of reading and comprehension (Uwezo, 2010/2011). From the findings the level of confidence does not seem to translate into reading skill acquisition by the pupils. Pre-unit teachers reported more confidence in the use of phonics than class three teachers who

were more confident in the language experience method. This indicates that although majority preferred phonics they were not very confident which could be attributed to their level of preparedness.

#### 4.3.3.1 How Teachers Learned Various Teaching Methods

The study went further to establish how teachers learned the methods they used in teaching of reading. Figure 4.7 presents responses from the teachers on how they learned the methods they use in teaching of reading in their classes.



**Figure 4.7 How Teachers Learned Various Teaching Method**

Figure 4.7 shows teachers' responses on how they learned various teaching methods. All pre-unit teachers indicated that they had learned the phonics methods. All pre-unit teachers indicated that they had learned the phonics method in college. Two (10%) of pre-unit teachers learned of the whole word

method in college, with a similar number two (10%) of pre-unit teachers who had learned of the method through books and through colleagues. Eight (40%) of pre-unit teachers had learned of the alphabet method in college. Ten (50%) of pre-unit teachers had learned of the language experience method in college. College was the most common avenue through which class three teachers learned about phonics method in college, followed by books at four (20%), and then colleagues at two (10%). Books are the most used method through which class three teachers learned about the alphabet method, followed by college as four (20%), and then through colleagues at two (10%). Books are also the most used method through which teachers learned of the language experience method, at six (30%), followed by colleges and colleagues at four (20%) each. Most pre-unit teachers and class 3 teachers learnt of the phonic methods through college. Pre-unit teachers learnt about the alphabet method only through the college.

#### **4.4 Instructional Resources and Other Methods of Teaching Reading**

For a rich conducive literacy environment, instructional resources are necessary. The study examined the diversity and availability of materials available. The environmental components have three main categories, books, literacy materials and writing materials. Table 4.7 below shows teachers' responses on the most commonly used books.

#### 4.4.1 Books Used in Teaching of Reading

**Table 4.6:Books used in teaching of reading**

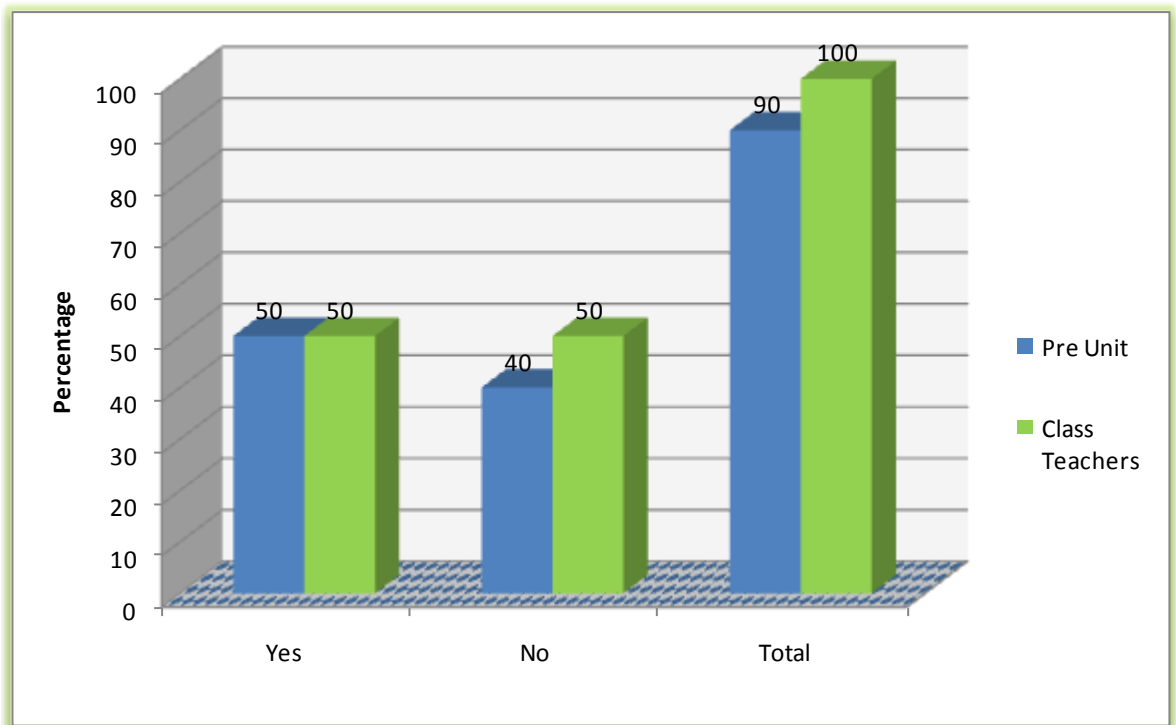
Books used in teaching of reading	Pre-unit teacher		Class 3 teacher	
	Frequency	Percent	Frequency	Percent
Sound and read book 1	14	80	12	60
Picture book	2	10	2	10
Read and write	2	10	2	10
Let's learn	2	10	4	20
<b>Total</b>	<b>20</b>	<b>100</b>	<b>20</b>	<b>100</b>

Table 4.6 presents books used in teaching of reading. The “Sound and Read” book was used by 80% of pre-unit teachers compared to 60% of class three teachers who used the book. The “Picture Book” was used by 10% of pre-unit teachers, with the same number 10% of class three teachers. The “Read and Write” book is used by 10% of the pre-unit teachers which compares to 10% of class three teachers. Another book “Lets Learn” is used by 10% of pre-unit teachers compared to 20% of class three teachers who used the book.

The findings are consistent with the study by Runo (2010). In her study teachers were asked to name the mostly commonly used teaching material and from the results, text books were the most common teaching and learning resource used by the teachers which agrees with this study however those who indicated using Sound and Read in her study were only 10% compared to 60% in this study which can be explained because her respondents were primary school teachers while this was only concerned with lower primary and pre-

primary teachers. The fact that Sound and Read is used by so many teachers in both primary and pre-primary classes is a sign of a shortage of quality resources in the market. This in itself is a gap that needs to be addressed.

The study also sought to find out what the teachers felt about the resources they were using, whether they were adequate or not. Figure 4.8 below presents the findings on what teachers felt about the content of the books.



**Figure 4.8 Do Teachers have Adequate Books?**

Figure 4.8 represents the findings on whether the books are adequate. Ten (50%) pre-unit teachers and 10 (50%) of class three teachers said that the books were adequate. Another eight (40%) pre-unit teachers said that the books were not adequate compared to 10 (50%) of class three teachers who said that the books were not adequate. This is consistent with previous studies

done in Kenya. When the teachers' opinion on the adequacy of the English syllabus was sought there was no common stand on the matter. Their opinion was approximately split in half, one portion indicating that it was adequate and the other half saying it was not (Gathumbi et al, 2009). As indicated in the study when opinion is split in half and further research is recommended to clarify the true position.

**Table 4.7: Explanations why Books are not Adequate**

<b>Explanations</b>	<b>Frequency</b>	<b>Percent</b>
Authors did not focus on teaching of reading	12	30
Wording in the books not well arranged	8	20
Do not have all the sounds and pictures	4	10
Not enough books in school	2	5

Table 4.7 presents the explanations by the teachers as to why books are not adequate. From the 40 interviewed, 12 (30%) of said that the authors did not focus on teaching of reading and eight (20%) said that the wording of the books was not well arranged. Only four (10%) said that the books did not have all sounds and pictures while two (5%) indicated that the books were not enough while 14 (25%) did not respond. Variation in their responses indicate lack of insight as to what content is required in the teaching of reading at the level of pre-unit to class three.

Results from previous studies revealed that children are likely to engage in reading and writing more frequently in classroom environments with a high quantity and variety of literacy material. In keeping with the Piagetian perspective children are natural explorers who construct knowledge and meaning from hands-on learning experiences, it is important that children are in environments where they are surrounded by opportunities to write and see concepts of print (Miller, 2002).

The study also sought to establish other resources used by teachers in teaching of reading. Table 4.9 below represents other resources used by teachers.

**Table 4.8: Other Resources Used by Teachers**

Resources	Pre-unit teacher		Class 3 teacher	
	Frequency	Percent	Frequency	Percent
Flashcards	8	40	9	45
Plasticine	2	10	1	5
Pictures and real objects	4	20	5	25
Wall charts	4	20	2	10
Course books	1	5	1	5
Rhymes, songs, Poems	1	5	2	10

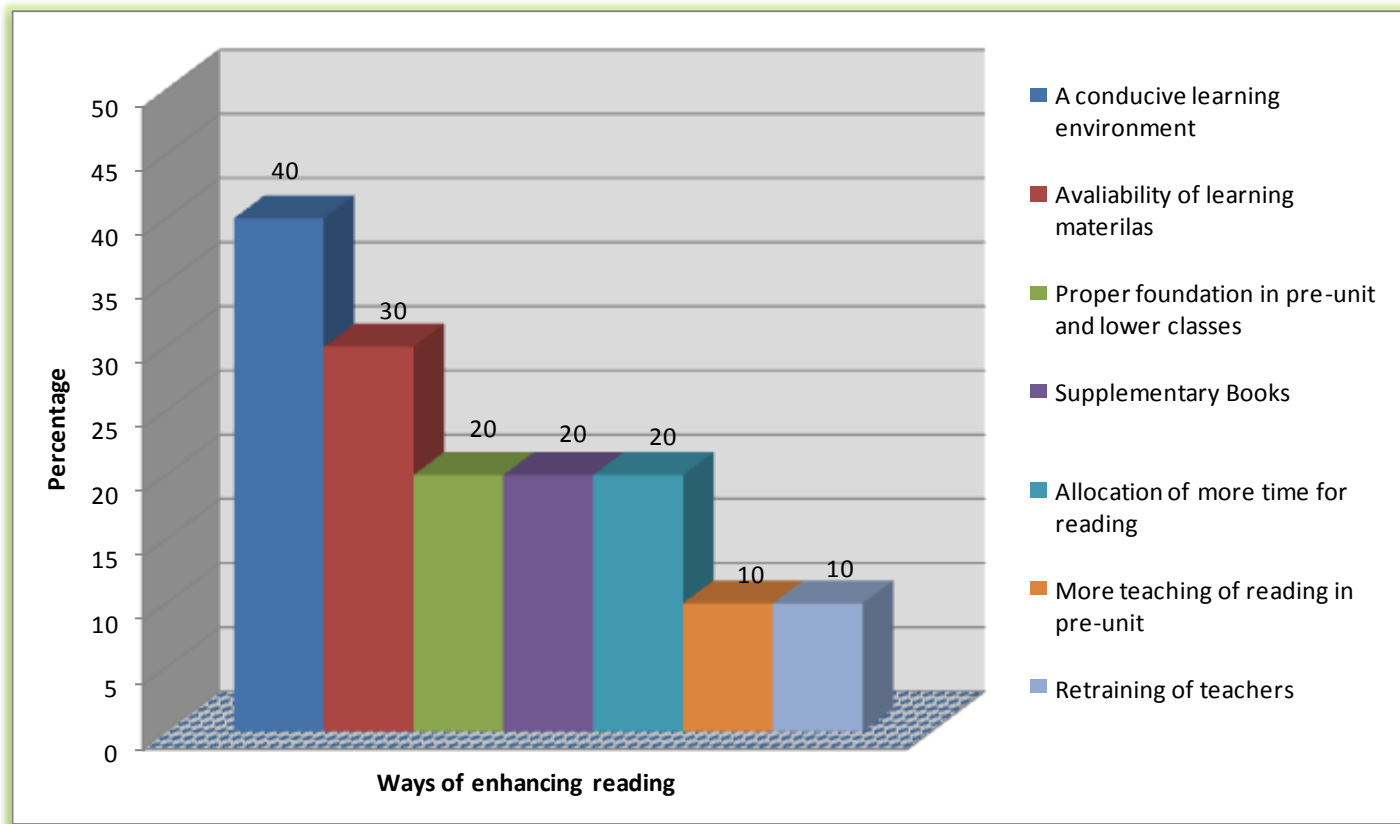
Table 4.8 presents other resources used by teachers. Flashcards were used by eight (40%) of pre-unit teachers compared to nine (45%) of class three teachers. two (10%) of pre-unit teachers used plasticine, four (20%) of pre-unit teachers used pictures and real objects, compared to five (25%) of class three teachers. Four (20%) of pre-unit teachers used wall charts compared to two

(10%) of class three teachers who used them. One (5%) of class three teachers used course books while another one (5%) used rhymes, songs and Poems. Flashcards and wall charts were largely used by pre-unit teachers, with eight (40%) of teachers using flashcards, while plasticine, pictures and real objects were not used frequently with two (10%) and four (20%) respectively. Class three teachers mostly used flashcards nine (45%).

From the responses given by the teachers on all the reading methods they knew, it was quite clear that many teachers are not familiar with many other methods and other resources available including modern technology and none of the materials were preferred by more than half of the respondents.

#### **4.4.2 Methods Used to Enhance Teaching Reading**

An effective approach in teaching of reading will be that which engages learners in a conducive environment that sustains their interest. The study sought to find out what teachers thought were methods of enhancing teaching of reading. Figure 4.9 below presents teachers' responses.



**Figure 4.9 Methods Used by Teachers To Enhance Teaching of Reading**

Figure 4.9 presents findings on what teachers felt were ways of enhancing teaching of reading. A conducive learning environment was the most recognized solution by eight (40%), followed by availability of learning materials six (30%), proper foundation in pre-unit and lower classes, provision of supplementary materials, allocation of more time for teaching reading four (20%) with retraining and more teaching of reading at pre-unit two (10%) each. Again none of methods was most preferred among the teachers or was a choice of half or more of the respondents which shows lack of uniformity in availability of resources in the schools.

#### 4.4.3 Teaching and Learning Aids

The table 4.9 below presents observed teaching and learning aids

**Table 4.9: Teaching and learning aids as observed**

Teaching and learning aids	Pre-unit teacher		Class 3 teacher	
	Frequency	%	Frequency	%
Flash cards	12	60	16	80
Text books	4	20	6	30
Exercise books	8	40	20	100
Charts	10	50	6	30
Plasticine	2	10	0	0
Pencils	20	100	20	100
Modeling clay	2	10	0	0
Pictures	8	40	8	40
Real objects	6	30	8	40
Songs and poems	0	0	1	5

Table 4.9 shows observed teaching and learning aids used by pre-unit and class three teachers. Flashcards were used by 12 (60%) of pre-unit teachers

and 16 (80%) of class three teachers. Textbooks were used by four (20%) of pre-unit teachers and six (30%) of class three teachers. Exercise books were used by only eight (40%) of pre-unit teachers compared to all 20 (100%) class three teachers. Charts were used by 10 (50%) of pre-unit teachers and six (30%) of class three teachers. Plasticine and modeling was used by two (10%) of pre-unit teachers. Pencils were used by all pre-unit and class three teachers. Pictures were used by eight (40%) of pre-unit teachers and class three teachers. Real objects were used by six (30%) of teachers compared to eight (40%) of class three teachers and only one (5%) of class three teachers used songs and poems in teaching of reading.

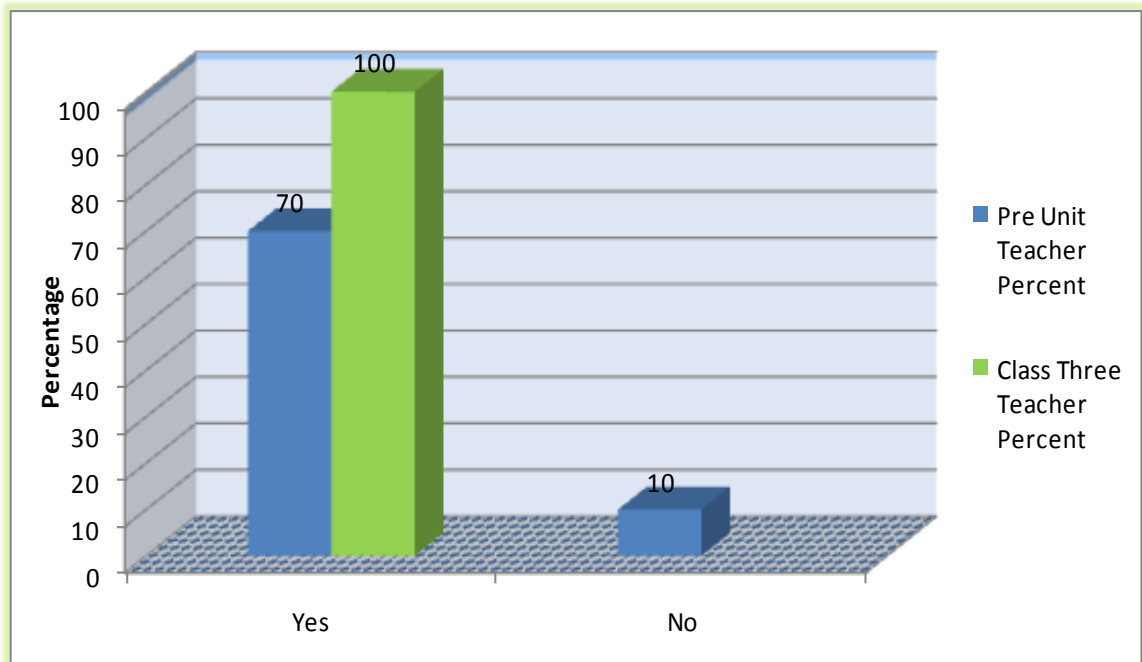
From literature reviewed use of supplementary materials was also identified as one of the strategies used for improving literacy achievement in primary schools at the coast of Kenya (Dubeck et al) cited in Runo (2013). Indeed, he adds, increasing reading materials not only brings excitement and contributes to the foundations of a reading culture, but contributes meaningfully to orienting children to knowledge seeking as part of lifelong learning and prompts the readers to learn anticipated later in the reading curve. This may not be happening given the inconsistency in teaching aids.

#### **4.5 Challenges of Teaching Reading**

The study also sought to find out what teachers considered to be the challenges in teaching of reading, The Study also endeavored to establish how the teachers tried to overcome them. Figure 4.10 presents teachers' responses

#### 4.5.1 General Challenges Faced by Teachers in the Teaching of Reading

Are there challenges in the teaching of reading in pre-unit and class 3?



**Figure 4.10: Types of Challenges Reported by Teachers**

Figure 4.10 shows that there are challenges faced by teachers. All class three teachers indicated that they faced challenges in the teaching of reading and 14 (70%) of pre-unit teachers. Two (10%) of pre-unit teachers said that they did not face any challenges.

The study sought to establish the types of challenges teachers faced. Table 4.01 next page presents the findings.

**Table 4.10: Types of Challenges Faced by Teachers in Pre-Unit**

	<b>Frequency</b>	<b>Percent</b>
Slow learning children	2	10
Confusion because parents sometimes teach children different languages compared to school	2	10
Children not going through nursery school preparation but direct to pre-unit	2	10
Lack of teaching or reading materials in the homes	10	50
Lack of systematic techniques of reading	4	20
<b>Total</b>	<b>20</b>	<b>100</b>

Table 4.10 shows types of challenges faced by teachers in pre unit. Lack of reading materials in the homes was the most common challenge faced, at 10 (50%), followed by lack of systematic techniques of reading at four (20%), slow learning and failure to take children through nursery school but instead taking them straight to pre-unit, each at two (10%) with a similar number of teachers indicating confusion in teaching approaches both from parents and teachers. They were of the opinion that parents sometimes taught children different languages from those taught at school, making children confused. The class three teachers also presented challenges they encountered in the teaching of reading. Table 4.12 below presents their responses from the teachers.

**Table 4.11: Types of Challenges Faced by Class Three Teachers**

	<b>Frequency</b>	<b>Percent</b>
Lack of teaching and learning resources	8	40
Mother tongue interference	2	10
Low concentration by learners	2	10
Heavy workload for the teacher	2	10
Lack of a strong pre-school foundation	4	20
Inadequate exposure to learning materials	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

Table 4.11 shows challenges faced by teachers in class three. Lack of resources was the most common challenge cited at eight (40%), followed by failure to take children through pre-school curriculum at five (20%), then mother tongue interference, forgetfulness, heavy workload for pupils and inadequate exposure, at two (10%) each.

The literature that supports the study contributes much on the influence of the environment in the development of reading skills. For example; Learner (1993) asserts that learning competencies depend on positive interaction with various environment which both school and home environments. It is however proved that environmental factors both at school and home have contributed a lot to the circumstances of poor reading backgrounds. This is to say that the practice of reading to children and buying the crucial reading materials for them is not treasured. This has consequently led to children lagging behind in their reading developments (National Research Council, 1991).

#### 4.5.2 Overcoming Challenges in Pre-Unit and Class Three

The study sought to establish how teachers tried to overcome the challenges they faced. Table 4.12 and 4.13 show how teachers responded.

**Table 4.12: How Teachers Try to Overcome Challenge in Pre unit**

	Frequency	Percent
Use of cards and story books	2	10
Parents should stop tutoring pupils	2	10
Taking children to nursery	4	20
Providing teaching/reading materials	8	40
Training teachers to improve their skills	4	20
<b>Total</b>	<b>20</b>	<b>100</b>

Table 4.12 presents the strategies used by teachers to try to overcome challenges in Pre-Unit. Providing teaching/reading materials was largely cited as a solution to challenges faced in pre-unit at eight (40%), followed by taking children through nursery education and more training for teachers, each at four (20%), use of cards and story books, and stopping interference from tutoring by parents, all at two (10%).

**Table 4.13 How Class Three Teachers Try to Overcome Challenges**

	Frequency	Percent
More training for teachers	2	10
Improving resources	8	40
Reading widely	2	10
Improving Teacher/Pupil ratio or having assistants	4	10
Emphasizing on early childhood education	6	30
<b>Total</b>	<b>20</b>	<b>100</b>

Table 4.13 presents the responses on how to overcome challenges in class three, eight (40%) indicated Improving resources as the most common solution of overcoming challenges, followed by emphasis on early childhood education at six (30%), increased teacher training and increased number of teachers and assistants and reading widely was cited by two (10%) of class three teachers as a way of overcoming the challenges.

From the findings lack of resources were cited as the greatest challenge by both pre-unit and class three teachers. In the reviewed literature studies indicate that children are likely to engage in reading and writing more frequently in a classroom environment with a higher quantity and variety of literacy materials. Children should be in environments where they are surrounded by opportunities to write and to see concepts of print (Miller, 2002). Therefore, language and literacy materials should be available in the multiple areas of the room rather than in one or two. This allows children to encounter literacy in all domains. From the study teachers are aware of the importance of learning and teaching resources but do not have capacity to obtain them.

### **4.5.3 Other Challenges**

#### **4.5.3.1 Mother tongue**

The study sought to establish whether mother tongue had is a challenge in teaching of reading in lower classes. Table 4.15 to Table 4.18 presents the findings.

**Table 4.14 Mother Tongue as a Challenge in Teaching of Reading**

	Pre-unit teacher		Class 3 teacher	
	Frequency	Percent	Frequency	Percent
Yes	15	75	13	65
No	5	25	7	35
<b>Total</b>	<b>20</b>	<b>100</b>	<b>20</b>	<b>100</b>

Table 4.14 presents responses from the teachers whether mother tongue is a problem faced in the teaching of reading. About two thirds 13 (65%) of class three teachers and three quarters 15 (75%) of pre-unit teachers said that it was a problem compared to five (25%) of pre-unit and seven (35%) of class three teachers who did not consider teaching of reading as a problem. This could be explained by the fact that the two schools are in Nairobi which has no dominant mother tongue since parents in the city come from all over the county for employment or business opportunities and use Kiswahili and English.

**Table 4.15: Mother Tongue Reported Problems in Pre-unit**

	Frequency	Percent
Affects pronunciation	9	45
Affects reading skills acquisition	2	10
Affects spelling of words	2	10
<b>Total</b>	<b>13</b>	<b>65</b>

Table 4.15 portrays reasons why mother tongue is a problem. Nine (45%) of pre-unit teachers said that mother tongue affects pronunciation, two (10%)

noted that mother tongue affects reading skill acquisition while a similar percentage of respondents noted that mother tongue affects how pupils spelt words.

**Table 4.16 Mother Tongue Problems in Class Three**

	<b>Frequency</b>	<b>Percent</b>
It affects Pronunciation	10	50
It contributes to Direct translation	10	50
<b>Total</b>	<b>20</b>	<b>100</b>

Table 4.16 represents responses from class three teachers. Ten (50%) of class three teachers said that mother tongue affects pronunciation while an equal number 10 (50%) of the same class said that mother tongue contributes to direct translation of English to mother tongue.

**Table: 4.17 Reasons why Mother Tongue is not a Problem in Class Three**

	<b>Frequency</b>	<b>Percent</b>
The area is urban, mother tongue is not mostly spoken	14	70
Those who know their mother tongue well can read very fast	6	30

Table 4.17 shows reasons why mother tongue is not a problem in some class three. A big number, 14 (70%) of respondents said that the area of the study

was mostly urban and that mother tongue was not a problem while less than a half six (30%) of respondents said that children who knew their mother tongue well could read very fast.

The language of instruction policy in Kenya is in consonance with research showing that the best language in which to teach reading is pupils' mother tongue or the language with which they are most familiar. However the reality on the ground is that the policy is not implemented with many schools introducing children to reading through English and Kiswahili. The RTI/Hewlett Foundation study in 2010 showed that mother tongue was used very infrequently in classrooms. As a result, children have difficulty in engaging with basic reading instruction. As there are schools where children are introduced to reading in three languages: the local mother tongue, Kiswahili and English (UNESCO, 2012).

#### **4.5.3.2 Teaching of Reading in English language**

The study also sought to find out what teachers thought about teaching of reading in English language in early childhood classes. Table 4.19 below presents teachers responses.

**Table: 4.18 Teachers who Think Teaching of Reading in English is**

	<b>Frequency</b>	<b>Percent</b>
Yes	24	60
No	16	40
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.18 presents what teachers feel about teaching of reading with 24 (60%) of pre-unit and class three teachers said that teaching of reading was a problem while 16 (40%) of the respondents indicated that it was not a problem.

Teachers were asked why they thought that teaching of reading in English was problematic. Table 4.20 shows teachers responses.

**Table 4.19 Reasons why Teaching of Reading in English is Problematic**

	<b>Frequency</b>	<b>Percent</b>
Inadequate training	8	40
There are no standardized methods of teaching	6	30
A combination of methods that can help students excel in reading not used	4	20
Some pupils are naturally slow and cannot comprehend easily	2	10

Table 4.19 shows reasons why teaching of reading in English is problematic. Inadequate training and inability of students to comprehend easily was cited as the major reasons why teaching of reading in English was problematic, at

eight (40%) and six (30%) respectively. Lack of standardized methods of teaching of reading, and lack of combination of methods in teaching of reading were also cited as reasons why teaching of reading was problematic, at four (20%) and two (10%) respectively.

From reviewed literature on teaching, one of the factors that affect teaching of reading is irregular spelling of English words which prevents one to one relationship between letters seen and sounds heard as opposed to other languages like Kiswahili. English is not a phonetic language which makes it difficult to read even for native speakers and it is therefore necessary for those who wish to learn English to have a clear and systematic approach of learning it especially in applying the skills of phonics. From the study, none of the teachers cited this as a challenge which is an indication that they are not even aware of some technical aspects or problems of teaching English.

The study also sought to find out what teachers thought affected teaching of reading in English language. Table 4.21 presents the findings

**Table 4.20: Factors Affecting Teaching of Reading in English**

Factors	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Mother tongue interference	20	50	20	50
Inadequate materials	16	40	24	60
Age	14	35	26	65
Lack of adequate time	8	20	32	80
Disability	4	10	36	90
Teacher pupil ratio	8	20	32	80

Table 4.20 shows factors affecting teaching of reading in English. Mother tongue was cited by 20 (50%) while the other 20 (50%) did not consider it to be a problem. Inadequate materials were cited by 16 (40%) of respondents, age factor was cited by 14 (35%) of respondents and eight (20%) indicated lack of adequate time for learning as a factor while the teacher-pupil ratio was cited by eight (20%) of teachers. Disability was also cited by four (10%) of the teachers.

From table 4.20, it is evident that mother tongue interference was the most common factor affecting teaching of reading in English according to the teachers, followed by inadequate materials, age, lack of adequate time and teacher-pupil ratio, and lastly, disability. It is not clear whether the interference was on the side of the teachers or the learners or both.

### 4.5.3.3 Teachers In-service Training

The study further sought to establish the frequency of training on reading.

Table 4.22 presents the findings.

**Table 4.21 How Often Teachers Attend Training on Reading**

	<b>Frequency</b>	<b>Percent</b>
Once in a year	8	20
Regularly	12	30
Rarely	20	50
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.21 shows how often teachers attend training. Fifty percent of teachers rarely attended training compared to 30% of teachers who regularly attended training and 20% who attended training once in every year.

The study also sought to find out what the teacher felt about the training.

Table 4.22 below presents the responses

**Table 4.23 Whether In-service Training of teachers is adequate**

	<b>Frequency</b>	<b>Percent</b>
Yes	8	20
No	32	80
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.22 shows responses from the teachers on whether the training of teachers on methods of teaching is adequate. Eight (20%) of teachers

considered training of teachers as adequate while 32 (80%) did not consider it as adequate. More than three quarters of all the teachers in the study indicated that the training was inadequate and only eight (20%) indicating that the training was adequate. Blomeke (2012) proposes that, it is important to interrogate the range exposed to teachers during training.

In addition the study sought to establish the last time teachers attended training on reading methods. Table 4.23 below presents the findings.

**Table 4.23: Last time Teachers Attended Training on Reading**

	<b>Frequency</b>	<b>Percent</b>
In 2012	20	50
In 2010	8	20
More than 5 years ago	8	20
Never attended	2	10
<b>Total</b>	<b>40</b>	<b>100</b>

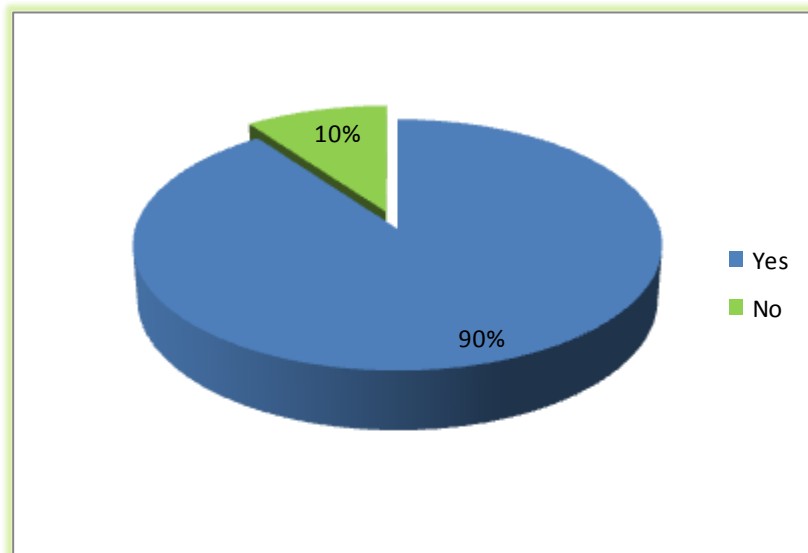
Table 4.23 shows the last time teachers attended a course on reading, 20 (50%) had last attended training in 2012 while two (10%) had attended training in 2010, eight (20%) of teachers had last attended training more than five years ago.

From the study continuous training of teachers on reading methods is lacking, this could be contributing to the poor performance in reading. From reviewed

literature, research has indicated that pre-service training alone is inadequate to assure life-long agency among teachers, and that on-going professional development delivers value in improving the quality of teachers in Kenyan schools (Dubeck et al, 2012).

#### 4.5.3.4 Reading Problems

The study further endeavored to establish whether there were learners who could not read according to the teachers. Figure 4.11 represents teachers' responses.



**Figure 4.11: Distribution of Teachers who indicated that children cannot read**

Figure 4.11 presents percentage of teachers who indicated that they had learners who could not read fluently. Majority 90% of teachers said that they had pupils who could not read while 10% of teachers said that they had no learners who could not read.

The study tried to establish what teachers thought was the reason why learners at that level were unable to read fluently. Table 4.25 below presents the findings.

**Table4.24: Reasons why Pupils are Unable to Read Fluently in Pre-Unit**

	<b>Frequency</b>	<b>Percent</b>
Pupils are too young	8	20
Lack of concentration	8	20
Pupils are slow in learning	8	20
Lack of enough exposure	12	30
Absenteeism	4	10
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.24 shows why some pupils are unable to read fluently in pre-unit. Lack of enough exposure was the most common reason, at 12 (30%), followed by pupils being underage, lack of concentration and pupils being too slow in learning, each factor having eight (20%) of the responses. Absenteeism was the least common factor at four (10%). From this analysis it emerges that teachers are poorly-equipped to teach teaching, with evident teacher failure in the creation of learning recourses. The scarcity of learning materials has been decried by other studies including Uwezo (2011) and Dubeck (2012).

The study also sought to establish why some pupils are unable to read fluently according to teachers in class three. Table 4.26 shows responses on why some pupils are unable to read fluently in class three

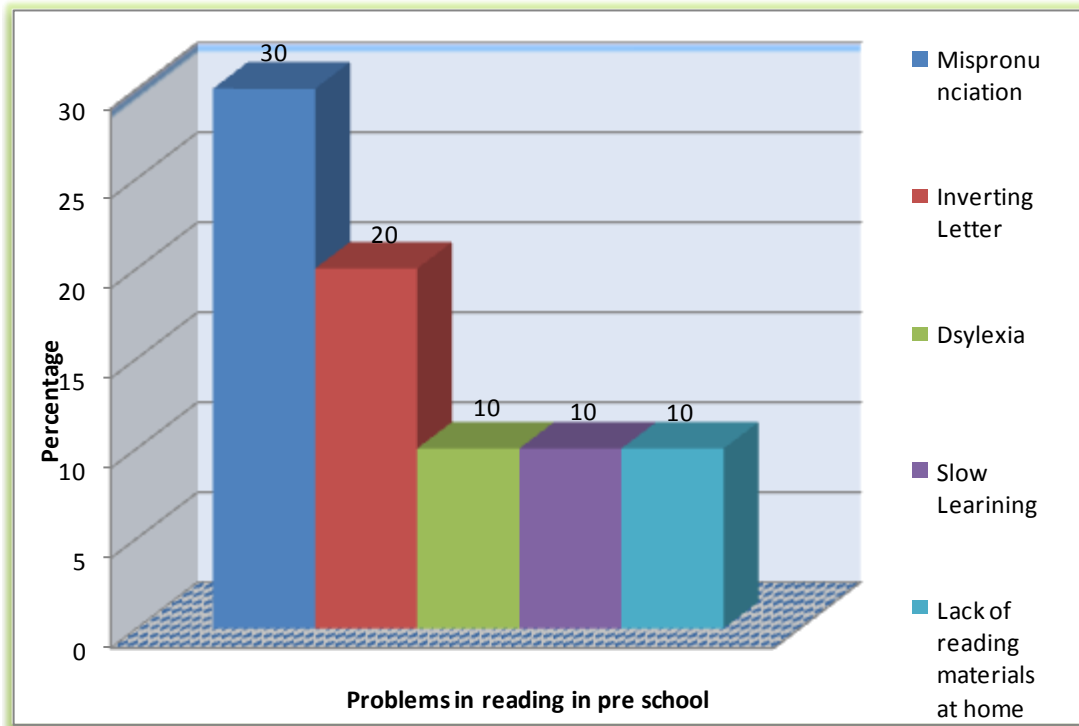
**Table 4.25: Why Some Pupils are Unable to Read Fluently in Class Three**

	<b>Frequency</b>	<b>Percent</b>
Poor foundation in pre-school and lower classes	20	50
Not enough reading experiences	8	20
Fear	4	10
Eyesight	4	10
Absenteeism	2	5
Lack of resources	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.25 shows why some pupils are unable to read fluently in school. Poor foundation in Pre School was the most common factor, at 50%, followed by lack of enough reading exercises at 20%, and then fear at 10%, and poor eyesight at 10%. 5% of the teachers felt that absenteeism and lack of resources contribute to reading problems and fluency. The findings agree with previous studies reviewed in the literature that many teachers are not aware of the supplementary materials necessary for reading intervention and no mention of computer-based tools (Mercer and Mercer 2001).

#### **4.5.5 Common Problems in Reading**

The study sought to establish the most common problems in Reading according to Pre-unit and class three teachers. Figure 4.12 presents their responses.



**Figure 4.12 Common Mistakes in Reading at Pre School Level**

Figure 4.12 shows common problems according to the teachers in reading at Pre School level. Mispronunciation was the most common problem, at 30%, followed by inverting of letters at 20%, and then dyslexia, slow learning and lack of reading materials, each factor at 10%.

The study also tried to establish how teachers tried to overcome the problems associated to reading. Table 4.26 presents teachers responses

**Table 4.26: Overcoming Problems Associated to Reading in Pre-Unit**

<b>Solutions</b>	<b>Frequency</b>	<b>Percent</b>
More and consistent practice	16	40
Enough preparation in preschool	8	20
Workshops for parents	8	20
Use of riddles, tongue twisters	4	10
Improving teaching methods	4	10
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.26 shows how to overcome problems associated with reading in class three. Increasing practice was the most common solution, at 40%, followed by increasing preparation in preschool at 20%, and introducing workshops for parents, also at 20%, followed by use of riddles and tongue twisters at 10%, and improving teaching methods at 10%. This clearly shows that teachers were aware of intervention measures they can put into practice to overcome problems associated to reading but lack expertise and resources required.

The study sought to establish other common problems in reading by conducting a reading test in both pre-unit and class three. Table 4.28 presents the findings as reported by the teachers.

**Table 4.27: Other Common Problems Reported by the Teachers**

	<b>Frequency</b>	<b>Percent</b>
Children forgetting the sounds	18	45
Mispronunciation	10	25
Repetition of words	8	20
Stammering	4	10
Reading from left to right	0	0
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.27 shows other common problems. Forgetting of sounds by children was the most common factor, at 45%, followed by mispronunciation at 25%, and repetition of words at 20%, then by stammering at 10%, and reading from left to right none. From the findings the most common problem among the learners was forgetting the sounds. This is an indication that teachers' methods of teaching is wanting and does not leave a mark on the learners. Sounds taught through play, games, rhymes and songs are not forgotten easily by the learners and should therefore be taught not in a mechanical way but in an enjoyable, memorable way.

#### **4.5.5.1 Most Common Mistakes Observed in Both Pre-Unit and Class Three**

The table 4.29 below presents the most common mistakes made by pupils in pre-unit and class three while reading in English.

**Table 4.28: Most Common Mistakes Observed**

Most common mistakes	Pre-unit		Class 3	
	Frequency	%	Frequency	%
Skips a word or a sentence	24	60	16	40
Repeats a word several times	28	70	8	20
Reads a word wrongly and corrects	28	70	28	70
Substitutes a word or letter for another	28	70	28	70
Inserts a word that is not there	28	70	32	80
Mispronounces	28	70	32	80
Hesitates after every word	24	60	28	70
Reverses letters or adds letters or words	4	10	28	70

Table 4.28 shows the most common mistakes. Twenty four (60%) of pre-pupils omitted a word, letter or sentence compared to 16 (40%) of class three pupils. Twenty eight (70%) of pre-unit pupils would repeat a word several times compared to eight (20%) of class three. Another 28 (70%) of pre-unit pupils would substitute a word or letter for another while the same number in class three did the same. Twenty eight (70%) of pre-unit pupils would insert a word that was not there compared to 32 (80%) of class three. Twenty eight (70%) of pre-unit pupils would mispronounce words. About 32 (80%) of class three would mispronounce words. Twenty four (60%) of pre-unit pupils would hesitate after every word. Twenty eight (70%) of class three would hesitate after every word. Four (10%) of pre-unit pupils would reverse letters or add letters or words. Twenty eight (70%) of class three would also reverse letters

or add letters or words. Both pre-unit and class three pupils would mispronounce words or insert a word that was not there.

From the findings, mistakes are common to both pre-unit and class three learners and should therefore be given a uniform approach. Highly qualified personnel equipped with phonics and whole word approaches, a rich environment in terms of teaching and learning resources which includes modern technology and enough time allocated to reading should be enough to reverse the trend to ensure that all children are able to read fluently before they leave class three which will improve their performance in English and also the overall academic performance.

#### **4.5.5.2 How to Overcome the Most Common Mistakes**

The study sought to find out from teachers how they try to overcome the most common mistakes made by learners in both pre-unit and class three. The tables 4.30 presents the approaches indicated by the teachers.

**Table 4.29: How to overcome the most common mistakes**

	<b>Frequency</b>	<b>Percent</b>
Providing lots of reading materials	4	10
Giving lots of activities such as modeling, sorting and matching	24	60
Guiding children on how to overcome their specific problems	12	30
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.29 shows how teachers try to overcome the most common mistakes. Giving children lots of activities such as modeling, sorting and matching was the most common method of solving mistakes with 24 (60%), followed by guiding children in overcoming their problems with 12 (30%), and then providing lots of reading materials, with four (10%). This is a clear indication that teachers know what to do to overcome the most common mistakes and what they could be lacking is the right approach and relevant resources which if made available would make a difference in the lives of the learners. Proper foundation and continuous training on reading methods would help the children at the pre-unit and class three to be able to read properly.

From reviewed literature, special preparation for pre-school teachers is required. This is because teaching of young children has serious professional responsibilities, since it influences the lives of children from their most formative years and this influence continues during their academic and later lives. Teachers are therefore supposed during training to acquire a lot of knowledge and skills to work with children at this level. They are also taught how to teach and how their interaction with the children can affect learning (Gakuru, 1979).

**CHAPTER FIVE:**  
**SUMMARY, CONCLUSIONS, RECOMMENDATION AND**  
**SUGGESTIONS FOR FURTHER STUDIES**

**5.0 Introduction**

The main objective of this study was to identify reading strategies that pre-unit and class three teacher's use when teaching reading. The following are the summary of the main findings of the study, implications of the main findings, the recommendations and suggestions for further studies.

**5.1 Summary of Major Findings**

The purpose of this study was to establish approaches used by teachers in teaching of reading in early childhood settings, find out teachers' academic and professional qualifications, determine other instructional strategies and availability of instructional resources and identify challenges and factors that affect the teaching of reading. Some of the major findings are presented in the following paragraphs.

- 1) As observed from the study phonics is the most preferred method of teaching reading in early childhood settings followed by whole word approach. It was also the most recommended method by Heads of Departments.
- 2) From the study it was found that 100% of the pre-school and class three teachers had form four level of education. The observed teachers had scored between grade D and Grade A. None of pre-school teachers

had scored Grade A. Teachers who had obtained A grade were teaching in class three.

- 3) All sampled teachers had some level of training Certificate holders DICECE (30%), Diploma (40%), P1 Certificate (70%), B.Ed. degree holders (10%) and therefore capable of proper interpretation and delivery of curriculum guidelines.
- 4) Teachers observed that the reading content, instructional materials used are not adequate or designed to address the needs of early childhood reading in all settings.
- 5) The study observed that the main resource used by teachers are books, the Sound and Read was used by majority of teachers, which implies scarcity and need for more relevant books for teachers to use in teaching of reading.
- 6) Majority of the teachers observed indicated that there were challenges in teaching of reading with the main challenge as provision of teaching and reading materials. This implies that with the right resources and the right curriculum, teachers are capable of teaching reading effectively.
- 7) Teachers observed did not attend training regularly and those who had did not consider it adequate. This was the same for pre-service training.

## **5.2 Implications of the Major Findings**

The finding of the study has a number of implications to all stakeholders in the Early Childhood Development (ECD). These include teachers and other care givers, parents, policy makers in the Ministry of Education, curriculum developers and teacher training institutions.

### **5.2.1. Academic and Professional Qualification of Teachers**

Teachers in both pre-school and lower primary observed were qualified and had at least Form four level of education. This shows that the teachers are capable of reading and interpreting given curriculum guidelines. With this level of knowledge, teachers should be more innovative in the way they teach children. With a little creativity children are able not only to enjoy learning but also acquire the required reading skills. The study also observed that use of instructional strategy in the teaching of reading did not vary with qualification or the number of years the teacher had taught. This implies that teachers with little experience are as capable as those with more experience. With continuous training they should be well equipped with appropriate strategies for teaching reading. This should empower teachers with appropriate skills, better instructional strategies which will enable children acquire the right reading skills.

### **5.2.2 Teachers Preferred Methods of Teaching Reading**

The findings indicate that teachers use some instructional strategies and not others. The strategies that were most preferred were phonics, whole word and

language experience. This is an indication that the guidelines available to the teachers are not clear on how to teach reading in a uniform way. The guidelines do not clarify which one of the available strategies is to be used and how. Another observation was that some of the teachers were not using the reading method they had indicated in the study.

### **5.2.3 Implication Of the Finding on Parents**

From available information, there are no clear guidelines as to what encompasses teaching and learning resources and to what extent the parent or the teacher should be involved. In the absence of proper guidelines teachers and parents do not have any point of reference for both provision and use of resources. With this lack of direction, the teacher, parent and even the management may not be sure of their level of engagement which negatively affects the impact of useful resources in the teaching of reading in early childhood levels. There should be specification of resources for different ages. Pre-school teachers were teaching under a lot of pressure from parents and even managers to perform and use English as the medium of instruction even when the policy is very clear about using English from class four.

### **5.2.4 Implication of the Finding on School Management**

Lack of teaching and reading materials was the most common problem. This implies that there is a gap in the provision of these materials and training of the teachers on the suitability and use. Another observation from the study was that mother tongue was a problem that affects pronunciation and contributes to

direct translation. Inadequate training and inability of students to comprehend was cited as a reason why teaching of reading is a problem. This implies that there is no standardized method or a balanced approach of teaching reading. Other problems were inadequate materials, high teacher pupil ratio and lack of continuous training.

### **5.2.5 Implication of the Findings for Policy Makers**

Policy makers in this case the Ministry of Education (MOE) and affiliated institutions have not done enough to educate and mobilize stakeholders by creating awareness on the importance of early childhood education. The Ministry of Education through Teachers Service Commission should take full charge of Early Childhood Education in the same manner it has taken basic and higher education, give guidelines and oversight on the right approach that is holistic to be applied in all Early Childhood Centers in Nairobi. It also implies that there is inadequate supervision if any of Early Childhood programs and therefore teachers use methods of their choice. As a result, pre-school children may not acquire the intended skills including reading skills. It is also the responsibility of the ministry to provide policy and more importantly ensure that it is implemented. The current policy is confusing in the sense that it states that the medium of instruction from standard Four is English language yet the pre-school teachers were using English as the medium of instruction and nobody seems concerned about its consequences.

### **5.2.7 Implication of the Findings on Teacher Trainers**

There is clear indication that teachers are not sure of the language of instruction to be used in the teaching of reading in the early childhood classes or their impact on acquisition of learning how to read. This implies that the kind of training teachers go through does not specify the appropriate instructional strategies or language of instruction. Teacher trainers may have the general methods of teaching Language but may not be conversant with the specific methods of teaching reading. Teachers in the Kenyan context are mainly second language speakers of English and in order for them to confidently teach and guide learners, they need to be well-grounded themselves which is not the case.

### **5.2.8 Implication of the Findings on Curriculum Developers**

The language syllabus in Early Childhood Development for teachers is not clear on specific approaches to be used and the objectives are stated in bold terms. This implies that teachers do not have a standard approach to teach reading at that level. The study implies that teachers depend on text books for reference as well as course book. The study revealed that available books are not adequate and therefore curriculum developers should come up with more resources for teaching reading in early childhood classes. There should be teaching guides for language and reading complete with instructional strategies which include thematic guidelines for teachers. In addition a lot of reading materials and story books for stimulation of children's reading skills.

Majority of books are put on the market by educational publishers who need to be properly guided by experts in reading.

### **5.3 Conclusion**

- Majority of pre-unit teachers used the phonics and whole-word method while majority of class three teachers used language experience.
- Phonic method of teaching is the most preferred method of teaching and the most recommended by the heads of departments.
- Reasons why Phonic method was the most preferred method of teaching reading were that it was easier for pupils to understand, and quickens reading ability and comprehension.
- Majority of pre-unit teachers had form four education level; there were no pre-unit teachers who had a degree or masters-level of education. The study also concludes that an equivalent percentage of teachers in class three had degree, diploma and form four level of education.
- Majority of pre-unit teachers scored C grade and below in their KCSE English exam. While over 70% class three teachers scored grade B in KCSE exam.
- Over 80% pre-unit teachers are confident in the phonics method, while 30% are confident in the whole word method. The reason could be that most children have already learnt to read by the time they get to class three.
- Most pre-unit and class three teachers indicated that they learned use of the phonics and whole word methods in college.

- The sound and read book was the most used book in pre-unit and lower classes levels. The book was mostly used because it is adequate.
- Other frequently used resources by teachers are flashcards, plasticine, pictures and real objects, wall charts, course books and rhymes.
- Provision and availability of reading/learning materials is the most recognized solution to the reading problems.
- Majority of pre-unit and class three teachers indicated that they face challenges in the teaching of reading.
- Lack of reading materials is the most common challenge faced by pre-unit and class three teachers.
- Inadequate training and inability of students to comprehend easily are major reasons why teaching of reading was problematic.
- Mother tongue interference is the most common factor affecting teaching of reading, followed by inadequate materials, age, lack of adequate time and teacher-pupil ratio, and lastly disability especially dyslexia which affects the ability to read.
- Majority of teachers rarely attended training. The minority who attend training do not consider the training as adequate.
- Mispronunciation is the most common problem, followed by inverting of letters and dyslexia.

#### **5.4 Recommendations**

Proficiency in reading has been identified as one of the most reliable indicators of whether a learner will attain the competence needed to achieve

academic success and contribute actively to society. There is therefore need for the government of Kenya to come up with strategies and mechanisms to ensure reading is taught properly in early childhood levels and proper quality control and intervention carried out before learners move to higher levels.

#### **5.4.1 Recommendations to Stakeholders**

From the results of the study it is only appropriate to provide long-term and short-term recommendations for various stakeholders.

The Ministry of Education should draw a clear policy guidelines on how to use phonics and whole-word or any other methods of teaching reading. This can be done by giving specific objectives to be achieved at every level of reading.

- 1) The Early Childhood Development Service Standard Guidelines for Kenya should be revised to be more specific. This should provide clear guidelines on implementation of the ECD policy framework, the quality, provision and accessibility of learning materials.
- 2) Considering that Majority of pre-unit teachers had form four education level; and that there were no pre-unit teachers who had a degree or masters-level of education, the study recommends compulsory in-service training for pre-unit and pre-school teachers on how to teach reading. High remuneration should be considered to make teaching at this level attractive and competitive.
- 3) The study also recommends more involvement and collaboration between teachers, administrators and trainers when planning for

training on teaching of reading approaches since not all teachers were very confident in the use of any single approach. There is need for Kenya Institute of Education to ensure the teachers training syllabus is sufficiently developed together with relevant resources so as to prepare teachers for teaching of reading. The curriculum developers should work closely with publishers to organize capacity building workshops for competent and potential authors.

- 4) There is need for the Ministry of Education and other stakeholders to ensure that reading/learning materials are adequately provided and are available in pre-unit and lower primary class three levels. Awareness should be created to sensitize parents on the need to work closely with the teachers especially during the early years of learning when children are introduced to this crucial lifelong skill of reading.
- 5) Pre-school teachers as role models for children should play their role to influence the learners positively. They should be creative in using various instructional strategies available as they teach reading. It is important that teachers appreciate children's first language or the language of their catchment area to enable the learning of both the first language and English
- 6) Trainers of teachers in Early Childhood Education Colleges should make a deliberate effort to ensure that the teacher trainees are aware of the approved instructional strategies. They should make sure that teachers have adequate knowledge on language development and teaching methods in early childhood. The effect of the first language in

learning English should be addressed during training and continuous refresher courses are provided where teachers can update and keep abreast on the appropriate teaching strategies as well as emerging issues in education. In service training may not provide time to acquire the relevant skills and it is therefore necessary to strengthen the training program by increasing the training period.

- 7) The high turn-over of teachers denies learners continuity and there is need for managers to help retain the teachers at their centers by improving their remuneration as well as terms of service. This will ensure that experienced teachers are retained and this may help in improving the standard of reading and consequently the overall performance in the school.
- 8) Materials for play and learning should be developed to be used both in school and at home to enhance reading. At this time and age it is necessary to integrate ICT in early childhood learning institutions to enhance learning`

### **5.5 Recommendations for Further Research**

The scope of the study was to survey approaches used in the teaching of reading in early childhood classes. It was also limited to Pre-Unit and Class three classes in Dagoretti and Westlands Divisions and therefore further research is recommended.

- The study only covered two divisions in Nairobi County. There is need to establish teaching of reading strategies in other counties. This may

advise the government to formulate the right policies that are required at the early learning levels.

- There is also need to carry out a comparative study on the teaching of reading methods in different parts of the country. This may help in standardizing instructional approaches in all early learning classes.
- A study on use of technology in teaching of reading in early childhood classes is highly recommended.

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**APPENDIX I:  
INTRODUCTION LETTER**

Dear Sir/Madam

I am a student from Kenyatta University and I am conducting a PhD research on reading strategies of Early Childhood pupils. My main interest is the Pre-Unit and Class Three which falls under the age bracket of five to eight years.

Every year after the national exams are released, teachers are concerned about the poor performance which is almost always attributed to reading inability. Oftentimes they do not know what the problem is and intervention becomes very difficult. It is for this reason that I wish to ask you a few questions that may help us understand why children are not reading in early classes the way they should.

Please note that information given will be treated with utmost confidentiality and will be used for research purposes only.

Your assistance and cooperation will be highly appreciated

**Esther Marima**

**Student, Early Childhood Education Department**

**Kenyatta University**

**Date: 22nd November 2012**

**APPENDIX 11:****QUESTIONNAIRE FOR REGULAR TEACHERS****TEACHING PRE-UNIT AND CLASS THREE.*****Section A: Respondents Bio-Data***

*Please provide the following information by filling in the spaces provided*

1. Name of your

School \_\_\_\_\_ Class \_\_\_\_\_

2. Type of school    Public [  ]    Private [  ]    3. Roll No. of children [  ]

3. What is your highest academic qualification? ( tick as appropriate)

a)                    Form four (O-Level)            [  ]

b)                    A- Level                            [  ]

c)                    BA, B.Ed                           [  ]

d)                    M.Ed                                [  ]

e)                    Other,                                [  ]

Specify \_\_\_\_\_

4. What is your highest professional qualification? (please tick as appropriate)

a)                    Certificate                        [  ]

b)                    P2                                    [  ]

c)                    P1                                    [  ]

d)                    S1                                    [  ]

e)                    Diploma                         [  ]

f)                    Approved Teacher Status(ATS) [  ]

f)                    B. Ed Graduate

g)                    M.Ed Graduate                   [  ]

h)                    Other,

Specify

5. What grade did you get in English    A [  ]    B [  ]    C [  ]    D [  ]    E [  ]

6. For how long have you been teaching?

Below 5 years [  ]

6 – 10 years [  ]

11 – 15 years [  ]

Over 15 years [  ]

***Section B: Teacher Opinion and preferred Teaching Approaches***

How many children do you have in your class? Boys \_\_\_\_\_ Girls \_\_\_\_\_

How many cannot read at class level? Boys \_\_\_\_\_ Girls \_\_\_\_\_

7. There are different methods of teaching reading in early childhood settings. Which of the following methods do you use more?

Phonics method [ ]  
 Whole Word method [ ]  
 The Alphabet [ ]  
 Language experience [ ]  
 Others [ ]

Why? \_\_\_\_\_

8. What is your level of confidence in the teaching of reading using the listed methods? Indicate by ticking the description that best describes your level of confidence

Method	Very Confident	Confident	Not confident	Not Sure
1 Phonics				
2 Whole word				
3 Alphabet				
4 Language experience				

Indicate all the teaching of reading methods that you know \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_.

9. How did you learn the methods that you use in teaching of reading?

Methods	In College	From Colleagues	From Books	Others
1 Phonics				
2 Whole word				
3 Alphabet				
4 Language experience				

Which of the above methods do you prefer?

\_\_\_\_\_

\_\_\_\_\_,

\_\_\_\_\_

10. Which books do you use in teaching of reading?

\_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_

11. Are the books enough for the class? Yes [ ] No [ ] Explain

\_\_\_\_\_

Is the content adequate? Yes [ ] No [ ] Explain

\_\_\_\_\_

How would you describe the content in the books?

\_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

12. What other resources do you use for teaching reading?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

13. Are there any areas you feel should be improved to enhance teaching of reading? Yes [ ] No [ ]

Specify \_\_\_\_\_

What in your own opinion do you think should be done? \_\_\_\_\_

\_\_\_\_\_

*Section C: Factors that enhance or hinder Teaching Reading*

14. In your opinion are there any challenges faced by teachers in teaching of reading

Yes [ ] No [ ]

If Yes, What are the challenges?

\_\_\_\_\_

How in your own opinion can they be overcome?

\_\_\_\_\_

15. Is mother tongue interference a problem in the teaching of reading?

Yes [ ] No [ ]

Explain \_\_\_\_\_

16. What other common problems do children have in reading?

---

How can they be overcome?

---

17. Which Teaching and Learning Aids do you use when teaching reading?

1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_ 4 \_\_\_\_\_

18. In your own opinion which is the best method for teaching reading in Early Childhood classes and why?

---

19. When did you last attend an in-service course on reading? \_\_\_\_\_

20. Are there pupils in your class who cannot read fluently? Yes [  ] No [  ]

21. If yes above how many? \_\_\_\_\_ What do you think is the problem?

---

22. Who do you consult when faced with reading problems in your class?

---

23. What are the most common mistakes children make in reading?

---

24. Below are some common mistakes made by learners in early learning classes?

Which ones are common among your poor readers?

	Yes	No
Omitting a letter, word or sentence		
Repeating a word several times		
Reading a word wrongly and corrects		
Substituting a word or letter for another		
Inserting a word that is not there		
Mispronunciation		
Hesitating after every word		
Reversing letters or adding letters or words		

Any others \_\_\_\_\_

---



---

25. What effect does inability to read have on a pupil?

---

26. What do you think should be done to improve the standards of reading in your school?

---

27. What are the most effective ways to enhance teaching of reading?

---

---

28. What recommendation would you give to improve reading in early childhood classes?

---

---

29. What would you advise schools to do to minimize reading difficulties?

---

---

30. Any other comment?

---



**Section B: challenges of teaching reading and recommended methods by  
Heads English Department**

6. In your own opinion is teaching of reading a problem? Yes [ ] No [ ]  
Explain

What could you consider as the main problem? \_\_\_\_\_

Explain \_\_\_\_\_

7. What are the factors that affect teaching of reading in early childhood levels?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. How often do teachers in your school attend in-service courses on reading?

\_\_\_\_\_

9. What can you say about the preparation and training of teachers on reading?

\_\_\_\_\_

Do you think it is adequate?

\_\_\_\_\_

10. Which methods would you recommend and why for teaching reading in early

Childhood \_\_\_\_\_

\_\_\_\_\_

11. In your own opinion, do teachers in lower primary have problems in teaching?

of reading? Yes [ ] No [ ] and does it have any effect? If Yes Explain

\_\_\_\_\_

\_\_\_\_\_

12. What method of teaching reading do the teachers in your school use?

\_\_\_\_\_

13. Which one would you recommend most and why?

\_\_\_\_\_

\_\_\_\_\_

14. What does your school policy say on remediation on pupils who cannot read?

---

15. What other additional help would you recommend to improve the standard of Reading performance in your school? \_\_\_\_\_

**APPENDIX 1V:****AVAILABILITY OF RESOURCES IN ECD CLASSROOMS****(To be done by class teachers)**

School: \_\_\_\_\_

Class \_\_\_\_\_

Division \_\_\_\_\_

Class \_\_\_\_\_

Go through the list and tick.

<b>Resource Materials</b>	<b>Not at all</b>	<b>Few</b>	<b>Enough</b>
Text Books			
Charts			
Flash Cards			
Others			

**APPENDIX V:****OBSERVATION FOR PRE-UNIT/ STD 3, READING SCHEDULE**

Checklist on Reading errors (to be done by research assistants and the researcher)

Reading Observation  
Child

School: \_\_\_\_\_

Class \_\_\_\_\_

Division \_\_\_\_\_

Reading Level \_\_\_\_\_

Go through the list and tick if the child is able to read

Child	Frequency	Total
Omits a letter, word or sentence		
Repeats a word several times		
Reads a word wrongly and corrects		
Substitutes a word or letter for another		
Inserts a word that is not there		
Mispronounces		
Hesitates after every word		
Reverses letters or adds letters or words		

**APPENDIX V1:****BUDGET**

<b>ITEM</b>	<b>COST</b>
Computer	60,000
Camera 2 @ 3,000	6,000
<b>Travelling</b>	6,000
Fuel	9,000
Subsistence 18 days @ 2,000	36,000
Per diem 2 assistants 18 days @ 500	18,000
Stationery	
Paper	4,000
Pens	1,000
Files	15,000
Typing and photocopying	20,000
<b>Total</b>	<b>175,000</b>

**APPENDIX VI:**  
**TIME SCHEDULE**

<b>ACTIVITIES</b>	<b>TIME</b>
Proposal development	May to August 2012
Data collection	March to May 2013
Data analysis and report writing	June to December 2013
Binding and Presentation	January 2014
Oral defense	July 2014
Corrections	July to October

**APPENDIX VIII:**  
**WORD LISTS FOR EADING**

**Pre-Unit**

1. house
2. knife
3. pupil
4. numbers
5. child
6. warm
7. mud
8. weather
9. broom
10. uniform
11. sweep
12. clock
13. comb
14. hand
15. black
16. shop
17. giraffe
18. branch
19. men
20. lake

**Class three**

1. school
2. garden
3. blackboard
4. wedding
5. blanket
6. breakfast
7. crocodile
8. antelope
9. elephant
10. forest
11. helicopter
12. lemonade
13. mountain
14. neighbor
15. ostrich
16. primary
17. question
18. random
19. station
20. transport

**APPENDIX 1X:**  
**RESEARCH AUTHORIZATION**

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787, 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

**NCST/RCD/14/013/1103**

Esther Wairimu Marima  
Kenyatta University  
P.O.Box 43844-00100  
Nairobi.

Date:

24<sup>th</sup> June, 2013

*Handwritten signature*  
**COUNTY COMMISSIONER**  
**NAIROBI COUNTY**  
P. O. Box 30124-00100, NBI  
TEL: 341666  
*Received 9/7/2013*

**RE: RESEARCH AUTHORIZATION**

Following your application dated 14<sup>th</sup> June, 2013 for authority to carry out research on "*Use of phonics and whole word approaches in teaching reading in early childhood classes in Dagoretti and Westlands Divisions, Kenya*," I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 31<sup>st</sup> December, 2013.

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

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

*Handwritten signature*  
**DR. M. K. RUGUTI, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The County Commissioner  
The County Director of Education  
Nairobi County.



*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*

**APPENDIX X:  
RESEARCH PERMIT**

**PAGE 2** **PAGE 3**

**Research Permit No. NCST/RCD/14/013/1103**

**THIS IS TO CERTIFY THAT:** **Date of issue** **24<sup>th</sup> June, 2013**

**Prof./Dr./Mr./Mrs./Miss/Institution** **Fee received** **KSH. 1000**

**Esther Wairimu Marima**

**of (Address) Kenyatta University,**

**P.O.Box 43844-00100, Nairobi,**

**has been permitted to conduct research in**

**Location**

**District**

**Nairobi County**

**on the topic: Use of phonics and whole**



**word approaches in teaching reading in**

**early childhood classes in Dagoretti and**

**Westlands Divisions, Kenya**

**Applicant's Signature** **For Secretary**

**for a period ending: 31<sup>st</sup> December, 2013.** **National Council for Science & Technology**



**APPENDIX X1:**

**MAP OF NAIROBI SHOWING DAGORETTI AND WESTLANDS DIVISIONS**

