

**FORMATIVE ASSESSMENT AND ITS' IMPLICATION ON ENGLISH  
LITERACY ACQUISITION IN SELECTED PUBLIC PRIMARY SCHOOLS  
IN MACHAKOS COUNTY, KENYA**

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## **DECLARATION**

I declare that this research project is my original work and has not been presented in any other university or institution for consideration of any certification. This research project has been complimented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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## ABBREVIATIONS AND ACRONYMS

<b>CERI:</b>	Centre for Educational Research and Innovation
<b>DCL:</b>	Desired Competence Level
<b>EAQEL:</b>	East African Quality in Early Learning
<b>EFA:</b>	Education For All
<b>ELA:</b>	English Literary Acquisition
<b>IBM:</b>	International Business Machines
<b>KCPE:</b>	Kenya Certificate of Primary Education
<b>KIE:</b>	Kenya Institute of Education
<b>KNEC:</b>	Kenya National Examination Council
<b>MCL:</b>	Minimum Competence Level
<b>MDG:</b>	Millennium Development Goals
<b>MOE:</b>	Ministry of Education
<b>NACOSTI:</b>	National Commission for Science, Technology, and Innovation
<b>NASMLA:</b>	National Assessment System for Monitoring Learner Achievement
<b>NAC:</b>	National Assessment Centre
<b>OECD:</b>	Organization for Economic Development and Cooperation
<b>PISA:</b>	Programme for International Assessment
<b>PIRLS:</b>	Progress in International Reading Literacy Study
<b>SAQMEC:</b>	Southern Africa Consortium for Monitoring Education Quality
<b>SPSS:</b>	Statistical Package for the Social Sciences
<b>TIMSS:</b>	Trends in International Mathematics and Science Study
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

In many Anglophone institutions of learning, English literacy acquisition (ELA) is considered one of the major steps in the development of learners. This study sought to evaluate formative assessment and its implications on English literacy acquisition in public primary schools in Matungulu Sub-County, Machakos County, Kenya. Specific objectives included: to describe the challenge faced in use of formative assessment in the teaching of English literacy acquisition in class six in selected public primary schools in Machakos County; to review the professional qualifications of teachers and their influence on the utilization of formative assessment in English literacy acquisition in selected public primary schools in Machakos county; to review the performance of pupils in class six in English literacy acquisition in selected primary schools in Machakos county using Uwezo Kenya tools; and to identify the availability of scholastic materials that are used for teaching and learning of English literacy acquisition among the pupils in selected public primary schools in Machakos County. The study used a descriptive survey design and was based on Halliday's (2003) language-based theory of learning. The study used simple random sampling to select schools, pupils, and teachers. Head teachers were selected purposively. The study used questionnaires, interview schedules, pupils' test and checklists to collect data. The study used a sample that comprised of pupils, teachers and head teachers, drawn from 22 sample schools from a population of 99 schools. Quantitative data was processed using SPSS version 21 and results organized and tabulated in percentages and frequencies. Qualitative data was coded and organized in themes. The study drew its justification from the apparently low learning outcome in basic reading literacy in Matungulu sub-county, in order to achieve 100% basic reading literacy rates among the primary school pupils. Findings indicate that teachers made a good effort in the utilization of formative assessment even though they require opportunities for retooling to be up-to-date with new trends. Teachers, however, experienced an insufficiency in writing and even reading materials for class 6 pupils as well teachers' guidebooks. Again, class six pupils had the literacy competences they needed to have developed while at grade two level even though 36% were still at story level and with a further 1% at paragraph level. Nonetheless, teachers were found to face challenges related to planning for instruction for acquisition of literacy skills as well as designing lessons. The study concluded that whereas the development of the literacy skills was on the right trajectory, continued capacity building through in-service trainings on formative assessment are bound to further foster acquisition of literacy skills and competencies. The study recommends exposure of language teachers to more refresher courses and in-service trainings to sustain their efforts in developing literacy competences on the part of the learners.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This chapter presents the background to the study, statement of the problem, research questions, and objectives of the study, assumptions, and limitations of the study, delimitations, and significance of the study, theoretical and conceptual frameworks, and definitions of an operational definition of terms.

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

In learning institutions across the world and specifically in Anglophone countries, English literacy acquisition (ELA) is considered one of the major steps in the academic development of learners. English literacy acquisition is defined as the achievement of the English language competencies in reading, writing, speaking, and comprehension of the English language (Walqui, 2013). Failure to acquire literacy in English has become a key factor in the classification of children with learning disabilities as well as a key factor for dropping out of school.

According to Walqui (2013) formative assessment is a frequent and interactive assessments of the understanding and progress of students in order to determine their learning needs and make the appropriate teaching adjustments. Integrating assessment and instruction, formative assessment involves continuous process that entails evidence gathering and determining the effectiveness of students' learning; providing students with feedback on their learning progress; and using assessment data to adjust subsequent instruction as needed (Ananda, Rabinowitz, Sato, Alvarez, and Walqui, 2014). Teachers who use formative assessment approach have the advantage of satisfy various needs of students through differentiation and adaptation

of teaching to students' individual needs with an aim of raising the students' performance and achieving equity for their outcomes. Although there are a number of studies that target primary school education, only a few of them consider formative assessment as an integral part of the educational development of children (Walqui, 2013; Linqanti, 2014). From this gap, this study aims to evaluate formative assessment and its implication on English literacy acquisition in public primary schools in Matungulu Sub County, Machakos County.

Implementation of the formative assessment practices presents many opportunities as well as challenges for teachers, who, in either case, need to expand their knowledge on the subject, assume new responsibilities and roles, and examine their teaching strategies (Linguanti & Abedi 2012). Formative assessment has a main objective of enabling students develop exercising power and agency in their learning. According to Alvarez *et al.*(2014), just as formative assessment calls teachers to action in assessing student learning in relation to learning goals and adjusting their instruction accordingly, it also gives the students the opportunity to focus their actions towards achieving academic goals. With such autonomy as the objective, the researcher assumes that teachers must guide students to develop cognitive skills that make it possible for them to assess their own levels of understanding and improvement. Therefore, the need for this study to assess formative assessment and its implication on English literacy acquisition in public primary schools in Matungulu Sub County, Machakos County. According to its design, formative assessment has several levels of providing feedback. Firstly, it provides the teacher with feedback about the level that students understands. This feedback also informs what the next steps in learning should be. Therefore, teachers

should create an environment that necessitates feedback (Wilkinson, 2008). Feedback is central to guiding students through their own next steps. Sadler's model strongly emphasizes feedback to students through the use of the feedback loop. This loop involves teachers and their students in an on-going process. Effective feedback obtained from teachers gives descriptive, clear, information based on criteria that shows students their learning progress, the deviation of their understanding from the expected learning objectives, as well as how they can improve (Hanover Research, 2014). For effective feedback, the researcher assumes that the teacher should modify instructions and carry out assessment to provide more information on learning in order to ensure that the students' learning goals are achieved. The researcher further assumes that with formative assessments, for the learners to improve their learning, they must use feedback.

Teachers also need to help learners set short-term goals, which are derived from the learning progression and described in terms of success criteria. Success criteria guides the learning process when students are engaged in learning activities (Hoffman & Paciga, 2010). The framework for formative assessment is provided by success criteria. This makes it possible to interpret the evidence. Teachers should know the skills, knowledge, and concepts to be taught within a section what students require in order to obtain them, and an example of a successful performance in each. With this knowledge, they are able to define a learning progression of sub -goals toward the expected learning which will be used as the framework to guide instructions as well as the (assessment Alvarez *et al.*, 2014). The current study will help determine if a sufficiently detailed progression can supply the success criteria

for recognizing when students have demonstrated a successful performance and when they have not.

According to (Paciga & Hoffman, 2010), Teachers also need to understand student met cognition as it relates to assessment, students develop the ability to assess and monitor their own learning to help them recognize the time they are leaning and the time they are not learning.). The other concept that is related to self-assessment is the concept of self-regulation. This can be explained as the will to act in those ways that will result in learning. In any case, whenever students realize that they are not learning, they organize to do something about it. Again, teachers need to realize that the beliefs students hold about motivation in terms of their own levels of competence could still influence their learning. Two things should happen if students were to take part in the assessment. First, teachers need to create a norm that will support peer and self-assessment. Classroom culture characterized by listening to one another in a respectful way as well as appreciating the differences in skill levels amongst peer-learners makes them to feel safe in the learning environment and to learn from one another (Nyamu, 2015). Above all, teachers will need the skills to model the norms of the classroom in their own behaviour. With this in mind, the study will review the professional qualifications of teachers and their influence on the utilization of formative assessment in English literacy acquisition in public primary schools.

Generally, formative assessments have low stakes and usually carry no grade, which in some instances may discourage the students from doing the task or fully engaging with it. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The

gaps between learning objectives and current status differs from one student to another, so teachers need instructional strategies that are specific to individual and the skills on how to apply them in a classroom. Teachers need to be knowledgeable on multiple self-assessment skills, teaching models and cognitive processes in order to support student self-assessment. However, they can only achieve this if the head teachers, through the education officials, push for more resources to train the teachers (Alvarez *et al.*, 2014). Additional teacher training is being advocated for in this area, especially in English language, due to the lack of attention it has previously received and since inadequate training for teachers is always considered a barrier to a change and implementation, which is why the study intends to review the professional qualifications of teachers and their influence on the utilization of formative assessment in English literacy acquisition as one of the objectives.

From a global perspective, these triennial results give sufficient data which help countries improve their global ranking in education. Asian countries outperform the rest of the world, as per the OECD - Organisation for Economic Co-operation and Development, with Taiwan, Hongkong, Shanghai, Japan, Singapore and South Korea among the best performing economies and countries. (CERI, 2008). In Shanghai, students' performance in English was good that the OECD compared their score to about three years of learning above most OECD countries. (OECD, 2014). By 2012, 32 out of 64 countries with comparable data improved performance in reading, 22 did not show any change while 10 worsened. Malaysia, Qatar and Kazakhstan, witnessed average improvement in English performance above eight points per annum (CERI, 2008).

A report by OECD lauded Germany, Brazil, Mexico, Israel, Chile, Italy, Poland, Turkey, Portugal and Tunisia. The report further claims that these countries' performance has consistently improved over time. (Ibid, 2008). Qatar showed the highest reading score-point difference in a single year though the OECD warns that when considering an annual change that the average change experienced over successive Programme for International Student Assessment (PISA) assessments does not include if this change is accelerating or decelerating or the level of steadiness of the change. (CERI, 2008).

The cycles for Progress in International Reading Literacy Study (PIRLS) and TIMSS coincided for the first time and the countries that participated were given a chance of conducting both PIRLS and TIMSS with their Year, 3-6 pupils in 2011. Australia belonged to a group of countries who decided to have the same sample of Year 3-6 students participate in PIRLS and TIMSS and thereby obtained the students' results in reading. This world-wide assessment and research projects also collected extensive fundamental information vital for addressing the concerns about the content, quality and quantity of the instruction to inform educational policies among the countries that participate. The most important skill that children require during their development in early years is reading which encompasses learning in all aspects. Year 3-6 is a very essential point for the children to develop into good readers. This is the age in which majority of the students change their focus from learning to reading (TIMSS&PIRLS, 2011). However, studies carried out in the most developed countries majorly focus on the numeracy skills because English acts as the first language. For this reason, there is a dearth of studies on formative assessment of English language skills acquisition.

In Poland, one in five 15-year-olds lacks basic English literacy skills (Kaplan, 2009). According to the European Commission, improvements in English literacy has been observed within the last 10 years. This indicates that, when proper support is provided, young people as well as children are likely to gain strong skills in literacy. Children at the younger age need their parents' support in order to develop both in literacy and language. This can be achieved by parents talking, listening and talking to their children, as well as sharing or reading to them different materials on interesting topics on papers and on digital media. The skills on early language of children both in their instructional language and their mother tongue greatly impact their knowledge and literacy skills development. Strong language skills at early stage, provide children with fundamental learning at primary school level.

The global spread of English has led to the increase in the number of young people learning English in Asia (Kaplan, 2009). In Japan, formative assessments and commercial English language tests is being commonly practiced in primary schools especially among young English students. Education sectors of these countries have responded by adopting language-in-education policies which enable primary schools to offer language education including English. According to Kawangamalu (2010), majority of young children learn English in private language schools and at home before they start studying English in school. This has led to the development of a national initiative which aims at assessing for the English ability for young pupils and hence the establishment of tests in English language and in-class assessments use in primary schools.

Surveys of developments, practices, and factors on testing Language carried out these tests in order to use the results in improving teaching quality. Commercially

produced tests, referred to as JidōEiken, which is pupils' English qualification tests provide efficient means of in which written tests can officially be introduced in primary schools (Takahashi & Yanagi, 2011). Based on this concept JidōEiken, English language is not being taught as an academic subject but as experiential and hence doesn't require formal assessments. National education sectors are pressured by tests like JidōEiken to implement the usage of English language tests that are standardised. It is therefore important to identify the potential outcomes of the policies of young children's English language tests that are commercially produced.

In Multilingual countries in Africa, Ghana, for instance, acquiring English literacy is a process which involve linguistic, motor, perception, memory and phonological aspects which determine rate of reading. High rates of poverty persistently cause adverse impacts on the development of human resource and the quality of education in African continent. As a result, many countries' dreams of achieving the Sustainable Development Goals (SDG).

In addition, Schiff Myers et al. (2002) suggest that caution should be exercised in assessment of language to assist pupils who transit from a language to another. The study further points out that this may encourage learners not to give up even when the performance is poor. Ideally, Kenyan schools should focus more on formative or alternative assessment to adequately diagnose and involve pupils in their process of language development. In contrary, students are not given a chance to discover their capabilities as literacy users or to reflect on their achievements and learning progress and only the teachers' knowledge is considered. (Wilkinson, 2008).

In Africa, listening and writing paper was given to the pupils in standard six by the Southern Africa Consortium for Monitoring Education Quality (SACMEQ). From the sample taken, only 11.7% achieved the Desired Competence Level (DCL); 44.4% of the sample achieved the Minimum Competence Level (MCL); whereas 43.9% was unable to attain the Minimum Competence Level (MCL). In the paper that tested reading, speaking and listening skills, the Desired Competence Level was only achieved by 20.8% of the sample. The Standard 3 pupils performed poorly in their test papers as compared to those in Standard six. It should be noted that both sets of pupils did different tests as per their levels. For the paper which was testing writing and listening skills, 81% was unable to achieve the MCL; 17.4% achieved the MCL; while only 1.65% achieved DCL. In speaking, reading and listening, 38% did not achieve MCL; 33% attained the MCL; and only 29% got DCL. In the paper which tested and writing reading and skills, 59% of the sample failed, 23% achieved the MCL while 18% attained DCL. (SACMEQ, 2014). From the tests, the DCL are the results that are deemed best while the MCL are results that are just deemed as a pass.

Uwezo East Africa has carried out Uwezo Learning Assessment studies on numeracy and literacy levels in East Africa since 2009. Uwezo data of 2015 has not shown any evidence of progress in the proportions of children who complete the Standard 2 level literacy and numeracy tests. This assessment showed that, 39% of pupils aged between 6 and 16 years performed so well in the tests. In addition, previous rounds also showed similar pass rates; 41% in 2013, 37% in 2012 and 40% in 2011. Specifically, 25% of pupils in grade 3 passed the literacy test while 29% passed the numeracy test. About 6% of pupil's excelled in both numeracy and

literacy tests. According to the national curricula, most East African children early in their primary schools do not obtain basic competency. Assessment on reading both in Kiswahili and English were done at four distinct levels by use of Class 2 tests. The assessment started at the level of syllables and moved to story /hadithi level. Grading of children was done based on the highest level they reached. The assessment began with English test and then Kiswahili. Four samples of tests were administered to allow for variations in the homes with many children who qualify for the assessment. The first three test levels were used to assess reading for fluency while the last level assessed reading for comprehension. These findings will form a foundational framework for the current study, as they will inform the researcher on the national literacy levels.

In Kenya, National Assessment System for Monitoring Learner Achievement (NASMLA) carried out Annual literacy Assessment in the year 2016. NASMLA is a framework that was developed in 2007 to monitor learners' achievement. The percentage of pupils who attained the pre-reading skills in both English and Kiswahili is very low at 14.9% and 10.5% respectively (NASMLA, 2016). It is particularly worth noting that it is expected that pupils, at this level, should be able to arrange words in an alphabetical order as well as using a dictionary. Yet again, most pupils had attained Level 2 competencies in English and Kiswahili at 60.1% and 63.1% respectively. And at Level 3, majority of the pupils (69.2%) had attained basic reading competency in Kiswahili while only 38.1% have attained the same in English (NASMLA, 2016). But as for meaning competency in English and Kiswahili, they were at 28.6% and 47.1% respectively. The study did not, however, delve into other assessments, particularly of a formative nature, that could aid in the

acquisition of the literary skills. This is thus, a gap that this study seeks fill with findings of the assessment of the effectiveness of formative assessment.

Each year, assessment is normally carried out in line with the Kenya National Examination Council (KNEC) guidelines. KNEC is an Agency that was formed by the Act of Parliament that conducts examinations in schools and other learning institutions (KNEC, 2009). The KNEC achieves its goals through capacity building, coordinating activities for assessment, preparation of national assessment reports and results, and disseminating findings of the studies. KNEC is currently focusing on the level achievement of pupils in a given competency in numeracy and literacy. Competency in vital areas such as Life-skills may as well be assessed in future. There is an expectation that this National Assessment strategy will expand to all the levels of education systems in Kenya. At its National Assessment Centre (NAC), KNEC has researchers who are responsible for spearheading the activities of National Assessments. By assessing the effectiveness of formative assessments, these studies can offer recommendations to KNEC on how best to utilize formative assessment.

A study carried out by the National Assessment System for Monitoring Learner Achievement (NASMLA) (2016) in Kenya shows that a majority of the teachers (47.9%) frequently used their own class tests, while those who frequently used past examinations and commercial tests were 44.3 % and 39.7% respectively. It is notable that a considerable number of teachers (41.8%) used own tests very frequently. An interesting finding was that pupils who were subjected to frequent testing performed worse than those who were not tested frequently, putting the diagnostic value of the tests given to question. This finding is akin to the finding of

NASMLA (2010) where pupils who were tested less frequently were found to perform better than those tested frequently. They recommend that there is a need for KNEC to enhance the teachers' capacity to develop own tests for effective formative assessment. In her study in Nyeri, Nyamu (2015) found out that one of the main reasons for poor performance in literacy skills in primary schools is lack of adequate resources, both personnel and study materials. She also found out that most schools did not have enough literacy teachers, leading to poor performance.

Although few studies have been carried out in Kenya on the formative assessment of English literacy acquisition, there is still a huge gap of knowledge in this field. Researchers indicate that there is low achievement in English at primary school level in Kenya (KNEC, 2010); Uwezo, 2011). When pupils have poor performance in English at lower primary level, the chances are that they might consequently achieve poor grades in the Kenya Certificate of Primary Education (KCPE). According to Nyamu (2015), many pupils leave primary schools before they acquire the MCL in grammar, writing composition, reading comprehension and vocabulary. Pupils who haven't acquired English literacy may not effectively participate in national and personal development and this causes adverse effects on national economic development. In Machakos County, one out of 10 children in class 8 cannot do Class 2 work. It is from this background that the study seeks to evaluate formative assessment and its implication on English literacy acquisition in public primary schools in Matungulu Sub-County, Machakos County.

## **1.2 Statement of the Problem**

Every year, teachers in the Kenyan primary schools are under pressure to produce good scores in the KCPE. To date, a majority of Kenyan pupils still perform poorly in the English language, and one of the main reasons might be insufficient formative assessments in primary schools. Primary school education forms an integral part of a person's education. With the newly introduced competency-based curriculum (CBC), it is necessary that all teaching programmes must be made pragmatic to help learners meet their goals in a unique but effective way. In Machakos County, one out of 10 children in class 8 cannot do Class 2 work. Despite the fact that 63.5% of 6-16-year-old pupils in primary schools receive extra tuition in literacy skills, Uwezo Report of 2015 shows that Machakos County scored 50.5% in literacy levels, which is slightly above the national scores of 47.4%/. It is therefore understood that now that formative assessment tools are integrated into the current syllabus, teacher should use them as part of implementation of the syllabus and this should lead to better performance. However, it is not clear how prepared teachers are in using formative assessment during teaching and learning. Therefore, the current study will evaluate formative assessment and its implication on English literacy acquisition in public primary schools in Matungulu Sub-County, Machakos County.

### **1.2.1 Purpose of the Study**

The purpose of this study was to evaluate formative assessment and its implication on English literacy acquisition in public primary schools in Matungulu Sub-County, Machakos County.

### **1.2.2 Objectives of the Study**

The objectives of the current study were to:

1. Review the professional qualifications of teachers and their influence in the utilization of formative assessment in English literacy acquisition in public primary schools in Matungulu Sub-County, Machakos County – Kenya.
2. Evaluate the performance of pupils in class six in English literacy acquisition using the Uwezo literacy Assessment tools in selected primary schools in Matungulu Sub-County, Machakos County- Kenya.
3. Identify the availability of scholastic materials that are used for teaching and learning of English literacy acquisition among the pupils in public primary schools in Matungulu Sub-County, Machakos County – Kenya.
4. Evaluate the challenge faced in use of formative assessment in the teaching of English literacy acquisition in class six in selected public primary schools in Matungulu Sub-County, Machakos County- Kenya.

### **1.2.3 Research Questions**

This study sought to answer the following research questions.

1. How do the professional qualifications of teachers in English language influence utilization of formative assessment in English literacy acquisition in public primary schools in Matungulu Sub-County, Machakos County?
2. How do class six pupils perform in English literacy acquisition using the Uwezo assessment tools in selected primary schools in Matungulu Sub-County, Machakos County?

3. How does the provision of scholastic materials on teaching English language influence English literacy acquisition among the pupils in public primary schools in Matungulu Sub-County, Machakos County?
4. What are the challenges faced in the use of formative assessment in the teaching of English literacy acquisition in class six in selected public primary schools in Matungulu Sub-County, Machakos County?

### **1.3 Significance of the Study**

The findings of this study might create awareness to the Ministry of Education, Government policymakers, Non-Government Organizations, and United Nations Organization about the specific English literacy acquisition needs in Matungulu sub-county so that they can mount interventions to enhance the achievement of SDGs. While the Ministry of Education gives direction, policies, and funding for schools, the UN and the NGOs play a crucial role in providing extra funding needed to ensure successful initiation of projects in schools.

Through this study, the government and the school management might realize the factors influencing the level of English literacy acquisition. Consequently, actions might be taken on and this in alignment with the CBC, and in turn, will affect the primary school pupils positively in their English literacy acquisition and their education altogether. Findings from this study might also add to the knowledge on which future research on related issues can be based.

Knowledge derived from this study might assist school administrators and teachers to be aware of the English literacy acquisition so that they can adjust accordingly. It is also hoped that the study findings might promote the parent's awareness of

English literacy acquisition among children and assist the pupils where necessary on the same. This comes at a time when CBC has just been rolled out, which makes the study important as it might offer recommendations on how formative assessment can be fused into competency-based curriculum to help improve learner' outcomes.

#### **1.4 Limitation and Delimitation of the Study**

##### **1.4.1 Limitation**

The main limitation that this study faced included the likelihood of the interference of the school curriculum due to the recent outbreak of the Covid-19. It is uncertain when the schools would reopen again, thereby jeopardizing the researcher's plan to complete the study within the specified timeframe. However, this is a global pandemic which the researcher has no control over and the only way to work around it is to wait for the schools to reopen before the study can be conducted. In an attempt to mitigate this limitation, the researcher had to be patient and wait for schools to reopen and that was when she proceeded with data collection. Second, in some instances, albeit a few, the researcher tended to face indifferent treatment from some school teachers and heads who thought that the study was aimed at exposing their weaknesses or failures because it looked at performance. This made it a little harder for the researcher to get unbiased and honest responses. To overcome this limitation, the researcher explained the purpose of the research assuring the respondents that their responses would be anonymous and confidential, and the study was purely for academic purposes. Lastly, the researcher's plan of distributing the questionnaire to teachers and then collecting them later on resulted in increased cases of missing data or reduced response rate. To overcome this limitation, the

researcher made follow-ups upon collecting the questionnaires after the respondents filled them to ensure that all had been filled, and filled properly.

#### **1.4.2 Delimitation**

This study focused on English literacy acquisition among primary school pupils. Basic reading literacy in this study was delimited to the ability to read and comprehend. The study involved primary school pupils aged between 11 to 16 years because most learners get to standard six by the age of 11. By including those in the 11 to 16 age bracket, the researcher is only ensuring that even those who get to Standard 6 after years of repeating classes or late joining of school are still covered. The study also included teachers of English in primary schools as they are often in direct contact with pupils through teaching and learning of literacy. Primary school head teachers took part in the study as they implement teaching and learning. The study was carried out in public primary schools in Matungulu sub-county in Machakos County. The researcher selected this area because it had posted rather unsatisfactory levels of literacy in the 2015 Uwezo Annual Learning Assessment. Again, looking at this sample, one realizes that the study did not explore the private schools hence the results could only be generalized to public primary school and again with extreme caution given the rather smaller sample size.

#### **1.5 Assumptions of the Study**

The study made the following assumptions that guided the study

1. Formative assessment is normally carried out in schools across Machakos County.
2. Teachers of English language were capable of using formative evaluation during teaching and learning.

## **1.6 Theoretical and Conceptual Framework**

### **1.6.1 Theoretical Framework**

The study was guided by Halliday's theory of learning of 2003 and which is basically about learning language. According to the theory, human learning is semiotic – symbols and signs are used in nature even though gaining knowledge basically depends on verbal education. In this theory, Halliday traces the process of learning back from the time learning begun, the very beginning of a child. Through observing how children develop their individual protolanguage, Halliday shows that children can use language not only for expressing but also for acting. He refers to these functions as the interpersonal and ideational met language's functions. Learning ability and of a child develops progressively up to the time he goes to school and meets a new challenges: common sense knowledge to educational knowledge transition.

One of the main tenets of this theory is that children always rely on the previously stored experiences to assist them in reading and writing when they begin their education in school. The child's writing ability is not just a writing a narrative but is very significant function. A child should also be taught diverse types of writing for instance, scientific discourse to enable them not only gain scientific knowledge but also the language for presenting the knowledge. Additionally, the child will be able to differentiate between the writing language and the spoken language, i.e. the difference between the written language's lexical density and the spoken language's grammatical intricacy.

This theory is applicable to this study because it attempts to give explanation on how children learn languages and also highlights significant features of human learning as process that makes children learning a meaningful function. A child will learn only if the language used for learning is understandable to him. The assumptions of the theory are that language development process is continuous and begins during birth, proceeds during infancy, in adolescent stage and through adulthood.

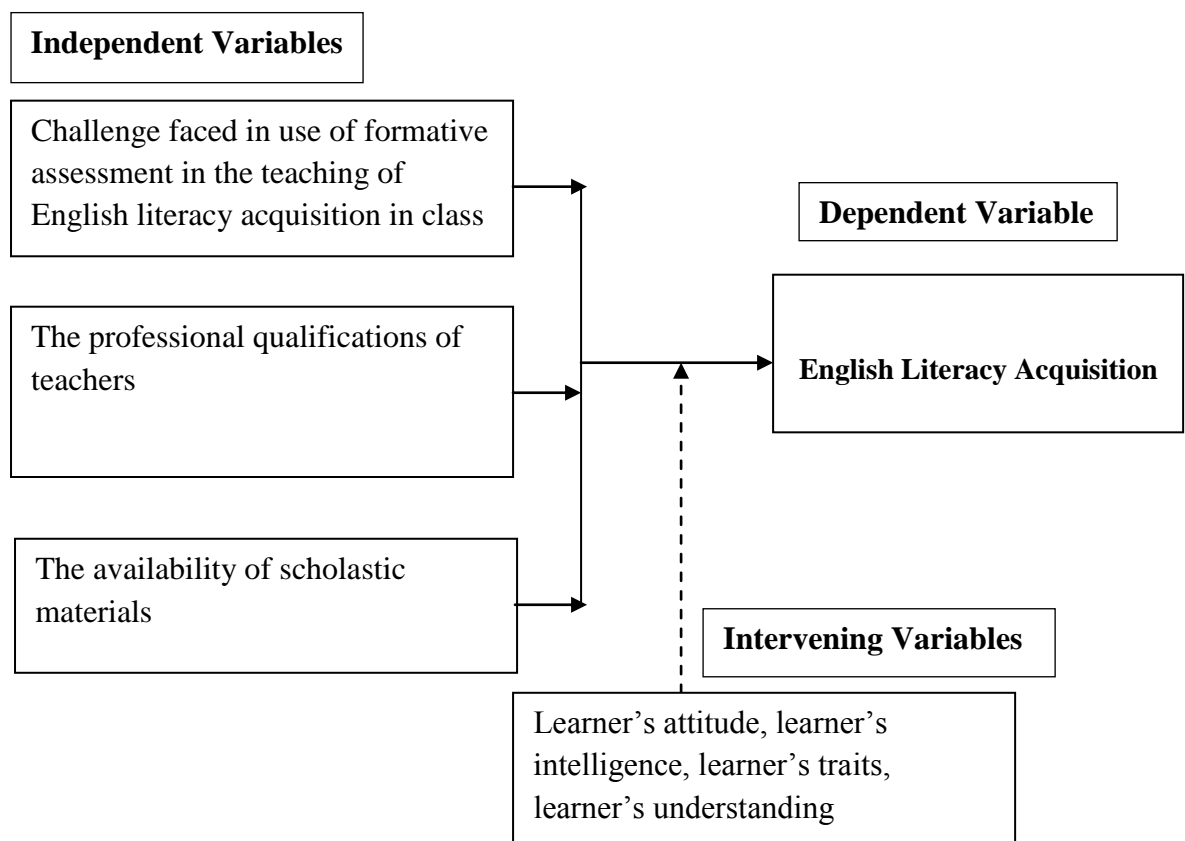
This theory attempts to provide language development features and also indicates that a baby uses symbols, signs and acts. The author has referred these symbolic acts by the infants to as foundation of learning language or the acts of meaning. Signs involves enacting or mediating –interactions with other people as well as turning experience into meanings. Peers and parents help much in modelling the first language of a child.

The researcher supports the idea that like any other language, development of English language in a child involves a progressive process and depends on their social and mental development. English language teachers always consider the children's development level in their plan for the educational requirements of the children.

This theory was considered by the researcher to be relevant for this study since it may be used in the context of education and shows how well a language can be learnt. English literacy acquisition starts as early as a child reports to school on the first day. As this theory depicts, learning a new language for a child/pupil is a gradual process. As a child grows, he/she understands the English language in different dimensions. However, in this theory, some factors do affect the English

acquisition level in a child development process. Some of these factors include the environment the child is brought up in, school environment, the communication relationship with his/her parents/teachers and the child's intelligence level. The theory informs formative assessment as the symbolic acts which the human infant engages in helps in the acquisition and learning of English language. Through regular and positive symbolic acts, the learner is likely to perform well in the language assessments. In this way, the theory will enforce the use of formative assessment in supporting learners' acquisition of learners' literacy skills.

### 1.7 Conceptual Framework



Source: Field Data (2021)

### **Figure 1.1: Conceptual framework**

This conceptual framework shows the independent and dependent variables in this study. If teachers are capacitated in methodologies of teaching English, and if they acquired more knowledge and skills in English, made use of more teaching and learning materials; then the outcome of the dependent variable (English Literacy Acquisition) would become more predictable.

Figure 1 shows the researcher's conceptualization of factors affecting teaching and learning of English language skills and its impact on English literacy acquisition in public primary schools in Matungulu sub-county, Machakos County. The independent variables include the challenges in the use of formative assessment in the teaching of English literary acquisition, professional qualification of teachers, and the availability of scholastic materials.

The intervening variables include learner attitude, learner intelligence, learner understanding, and learner traits. These variables moderate between the independent variables and English literacy acquisition among grade 6 learners. Although they do not affect learners directly, these factors play an important role in determining how the independent variables impact dependant variable. The dependent variable is English literacy acquisition. It depends on the independent variables and their variations. Therefore, according to the schematic diagram, the presence of the three independent variables such as availability of teaching and learning materials, professionalism of teachers and proper handling of the associated challenges can lead to acquisition of literacy skills and that if the teachers adopted formative assessment, the acquisition will be more effective.

## **1.8 Operational Definition of Key Terms**

**Basic Reading literacy:** In this study, this term refers to the ability to decode and sound out one to four syllable words.

**Reading literacy skill:** In this study, this term refers the competencies that one possesses to recognize and sound out words and text fast and accurately.

**Language acquisition:** In this study, this term refers the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate correctly in accordance with English rules.

**Language Competencies:** In this study, this term refers the ability to understand a language successfully or efficiently.

**Scholastic materials-**In this study, this term refers the materials that provide the basis of learning in the English language and other academic subjects.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This section discusses the use of formative assessment in English literacy acquisition, the professional qualifications of teachers in the English language, English literacy acquisition in public primary schools, and the scholastic materials for teaching and learning of English literacy acquisition.

#### **2.1 Challenge faced in Use of Formative Assessment in English Literacy Acquisition**

According to William (2009), formative assessment refers to a statement about purpose of the feedback. William goes on to differentiate between ineffective and effective applications of formative assessment. He also gives the distinctions between short cycle, medium cycle, and long cycle. Long cycle formative assessment includes examining the way the curriculum is taught when there are poor results; the impact of the assessment may not be felt within the first one year. The Medium-cycle assessment deals with shorter assessment cycles; for instance, a period between 1 to 4 weeks. This assessment if well applied, can give better results such as improved engagement students and interactions between teachers. The best results however are achieved through the short assessment cycles, i.e. minute to minute and day by day cycles. Before leaving the classroom, a teacher should know the achievements of pupils so as to be aware what to prepare for the lessons that follows. Short-cycle formative assessment is undoubtedly the powerful strategy because of the improvement of pupil engagement as well as increased teachers practice in classroom according to the needs of pupils. William, (2009) indicates that

the strategy enables teachers to be knowledgeable about where the pupils have gained in the learning process, what they are required to cover, and steps they need to achieve their learning objective.

Macmahon and Fiene (2007) suggested a formative assessment process for English assessment since teachers are encouraged to test pupils' comprehension requirements and thereby formulate instructions according to the needs. They believe that a comprehensive process for formative assessment deals with varied aspects of comprehension assessment including, literal comprehension, prior knowledge, meaning of words, interpretive comprehension, parts story, summarizing, organizing information, visualization, generation of questions, analysis of questions involves reading strategy. The authors used one of the Wisconsin school district to demonstrate how it managed to develop a simple assessment process based on classroom to help teachers in examining the learners' comprehension requirements and assist in designing instructions according to their needs. By the use of classroom-based processes, the teachers had hoped to understand the comprehension of students. In contrary, the researchers concentrated on a single school. This made it difficult to generalize the findings. The research will encompass the obvious gap by covering 30% of the target population in Machakos County, to make the study conclusions generalizable in a similar setting.

Formative based assessment for reading comprehension was also supported by a study carried out by Oakley (2011). In another study; "The assessment of reading comprehension cognitive strategies: Practices and perceptions of Western Australian teachers," Oakley believes that this strategy can open way for other assessments that show progress in several contexts over a given time period. To her, the assessment

of reading comprehension is best done through the teaching of cognitive as well as metacognitive strategies for comprehension. Nonetheless, she decried a dearth of literature on the use of comprehension strategies in the assessment of reading comprehension. Her study utilized survey research followed by semi-structured interviews. This methodology only enabled her to observe the teachers and investigate how their instructional methodologies enabled students to achieve the desired learning needs. It left out learners, who are the most important component. The present study will cover this gap by developing a pupils' test that will directly cover learners and investigate their progress. In Oakley's study, there was a gender imbalance in the sample size as 72% were female and only 28% were male. In the current study, the researcher will ensure an equal balance in the sample to get fairly represented findings.

A teacher's intentions to conducting a formative assessment increase when he exhibits positive norm, instrumental attitude, and high level of behavioural control. (Yan and Cheng, 2014). From the review of their research, they discovered that standards can be raised when formative assessment is improved. The researchers observed a total of 838 students aged 5 years from poor households picked from at least regions in U.S. The teachers involved in the experiment were given training on the implementation of a formative assessment system which included a procedure for testing students, designing educational plan based on the students' performance, retesting students and then the second set of results were used to modify the plan. Post and pre -intervention tests were used to determine the students' performance. The research showed that the students taught by teachers who belonged to the experimental group significantly scored higher grades especially in mathematics,

science and reading, as compared to those in the control group. While Yan and Cheng (2014) only observed students from disadvantaged families, this study will not discriminate the sample population. Students from all cultural, economic, political, and religious backgrounds will be considered.

Crystal's meta-analysis conducted involved 21 studies on students who had disabilities in learning and included those from pre-school level to those in grade 12. To each, a control group and experimental was employed and the frequency of assessment was 2-5 times every week. The calculated mean of 0.70 was obtained from effect size of 96. In his conclusion, he observed that frequent formative feedbacks are highly beneficial for low performing populations. However, the study only considered students with learning disabilities. As noted earlier, the current study shall overcome this deficiency by considering all students, irrespective of their backgrounds and learning abilities.

Some of the studies conducted in Kenya, for example, Ekaptan (2015) and Nyamu (2015), reveal that most primary schools have not implemented formative assessment methodologies, as they still rely on summative to evaluate the effectiveness of the use of formative assessment on achievement of English literacy acquisition in public primary schools in Matungulu Sub-County, Machakos County. There is therefore need to explore the extent to which this has been done and with which level of effectiveness.

## **2.2 The Professional Qualifications of English Language Teachers**

The available literature points out at a number of setbacks facing the establishment, the adoption and practicing of formative assessment in classrooms around the world.

Such obstacles include proper professional training for teachers and proper development of a common curriculum. According to Brown *et al*, 2009, teachers do not understand the formative assessment well thereby making it difficult to implement. Drummond and Marshall (2006) indicate that for the formative assessment to be successful, the skills and knowledge in the particular subject must be developed.

These challenges were further examined by Cheng (2004) basically at the English language teachers' level, the context of teaching and the programs for professional development. His findings indicate that teachers were not well prepared in their subjects and were not properly qualified as compared to other teachers in various parts of world as far as methodology is concerned. Teaching also reportedly carried out in larger classrooms and every learner is able to access a teaching opportunity. However, his study only used 25 teachers, which made it impossible to generalise the conclusions. The current study shall overcome this gap by using a sample that is 20-30% representative of the whole population, as suggested by Mugenda and Mugenda (2009).

In his study, Fareh (2010) found that a number of learning institutions have teacher-centred rather than learner-centred activities. He discovered that teachers spend most of the time talking during their lesson and students may not find the opportunity of speaking or asking questions. This practice could be as a result of the need by a teacher to enhance discipline in his class by restricting students from interacting or speaking with one another. Consequently, students may lose motivation in learning and hence become less attentive in class. These practices cripple the development and the improvement of language skills that can be promoted by practicing instead

of just being silent and idle during lessons. Although this study used both teachers and learners as respondents, they failed to use proper data collection methods, especially while interrogating learners. The current study shall include validated test as used by Uwezo as part of its data collection methods to ensure that the researcher gets all the pertinent information.

Carless (2005) conducted a research in Hong Kong on formative assessment practice; he found that teachers who participated questioned the ability of formative assessment to give accurate assessments. Black *et al.* (2003) however, pointed out that considering validity and reliability issues in formative assessment is unnecessary owing to the fact that formative assessment never uses assessment either for certification or accountability. Furthermore, they assert that formative assessment is always informal, embedded every learning and teaching aspects, and is carried out by individual teachers in their own styles usually aimed at promoting the teaching and learning process.

Reviews of the current literatures show that feedback is normally the most challenging aspect for teachers in implementing formative assessment (Lee, 2008; Nakabugo, 2003). Adendorff (2007) recognized the important role played by teachers in providing a feedback of high quality. He argued that teachers need to learn effective techniques for receiving and giving feedback. However, his sample of 33 respondents was not large enough to enable him make a generalization of the findings. As stated earlier, the current study shall use the required number of schools, teachers, and learners to make the findings generalizable.

According to Popham (2009), teachers lack knowledge on educational assessments. For instance, Competence in accountability assessments, is very important when it comes to English teachers' needs of engaging with the relevant international and national English tests and curriculum. In a brochure on EAQEL strategies, the AKF (2011) indicated that 75.79% of lower primary teachers lack specialized training needed for assessing and teaching early grades, while those who receive on the job training are only 25%. This is undoubtedly the real situation since the Ministry of Education does not have a comprehensive programme for the teachers on assessing and teaching early grades literacy apart from the Teachers Service Commission's Teacher Proficiency Course. The course is applicable to promoting teachers from P2 to ATS III job grades after they successfully complete appropriate Teacher Proficiency Courses. This is one of the backgrounds that informed this research.

A study was carried out in Kitui District by Syomwene (2003) on how the 8.4.4 Secondary Curriculum is implemented. The aim of the study was to determine the barriers that affect the of the 8.4.4 English curriculum in Kitui District. In its findings, the study indicated that the teachers' competencies were not adequate. This study's findings provided a clear path for the proposed studies which aimed at evaluating formative assessment on the acquisition of English literacy in public primary schools in Matungulu sub-county in the County of Machakos.

### **2.3 English Literacy Acquisition among Pupils in Public Primary Schools**

According to Gathumbi, (2008), students begin to learn English as a subject and as a second language just when they begin primary school (class one). However, some schools start giving English instruction as early as possible in order to give their students an insight in the language. Studies have shown that on completing class

three, most students in Kenya are not proficient enough to proceed and learn English content in Class Four effectively (Gathumbi, 2008; Bunyi, 2008). Without the necessary competency in the English language, many learners are at a disadvantage in acquiring quality grades in their examinations.

The SACMEQ III project of 2007-2011 measured basic reading skills from Level 1 (prereading) to Level 8 (critical reading) in 15 countries in Africa of grade/class six pupils. Generally, Kenya was ranked 4th with an average score of 543.1. In pre-reading, Kenya scored 2.3, beating Tanzania (1.4) but coming below Botswana (2.9) and Seychelles (4.4). In emergent reading, Kenya scored 5.7, performing better than Tanzania at 2.1 but coming below Botswana and Seychelles at 7.7 and 7.4 respectively. In basic reading, Kenya scored 11.8, beating Tanzania and Seychelles at 10.2 and 6.6 respectively. However, Botswana registered better scores of 13.6. In critical reading, Kenya registered a score of 6.4, beating Botswana at 5.8 and Tanzania at 6.2 but scoring below Seychelles (16.2).

Locally, Eastern Province, which encompasses Machakos country, grade/class 6 students' scores were lower than some parts of Kenya. While the average score for all class 6 pupils in Eastern Province was 550.6, Central Kenya, Coast Province, and Nairobi registered scores of 574.3, 553.8, and 622.1 respectively. In the individual areas tested, Eastern province scored 1.8 in pre-reading skills while Nyanza and Western scored 2.4 and 5.5 respectively. In analytical reading, Eastern scored 12.7 while Central and Nairobi scored 23.4 and 25.8 respectively. In basic reading, Eastern scored 9.1 while Rift Valley, Western, and North Eastern scored 14.5, 19.7, and 9.9 respectively.

In the latest SACMEQ project (SACMEQ V), which was conducted in 2013, the English test results show that Kenya scored 601, which was an improvement from the 2011 findings. The only country which ranked above Kenya was Seychelles with a score of 602. Unlike the 2007 report, there are no explicit report for individual test scores, that is, pre-reading skills, emergent reading skills, basic reading, reading for meaning, interpretive reading inferential reading, analytical reading, and critical reading because the SACMEQ website only contains such results for 4 countries, that is, Namibia, South Africa, Botswana, and Mauritius. By the time the researcher visited the website, complete scores for Kenya were lacking. In 2015, UWEZO conducted a literacy test in Garbatulla District, Kenya to test children's reading skills. It was found that 39% of class three children could not read simple words; 58% of class three children could not read a simple 4-line paragraph; and 74% of class three children could not read a simple Grade 2 level story.

According to Sure and Ogechi (2009), by Class Eight, some pupils in Kenyan schools are still unable to communicate in English despite it being the language of instruction. This has a negative effect on the pupils' success in other learning areas. And by the time they are entering secondary schools, they are at a disadvantage particularly in terms of proficiency in English. While Sure and Ongechi (2009) majorly focussed on language proficiency, the current study shall look at the very process of attaining proficiency, which is English literacy acquisition as it seeks to evaluate the effectiveness of the use of formative assessment on achievement of English literacy acquisition in public primary schools in Matungulu sub-county, Machakos County.

## **2.4 Scholastic Materials for Teaching and Learning of English Literacy Acquisition**

Tools such as literacy materials can facilitate the acquisition, application and development of literacy (UNESCO, 2011). Such tools may include writing materials, objects used for counting, reading materials, as well as audio-visual tools. The advanced technology can be used to avail most of these materials in form of electronics. This strategy will make learning process faster and simpler.(UNESCO-Bangkok 2011).

According to a study by UNESCO (2011), most teachers in Ireland, Turkey, Brazil, Bulgaria, Mexico, and Lithuania, served in learning institutions where the administrators reported that the insufficient resources hindered instruction. In particular, the shortage of instructional materials, computers, and library materials prevented efficient delivery. Notably, countries that had a relatively high class size had most of their school principals considering lack of qualified teachers as one of the factors that hinder instruction.

In their study in Indian schools, Davidson and Abebe (2012) determined that pupils are interested in learning vocabulary aided by visual material, which enhances learners express their feelings and ideas through the use of language. However, they also established that teachers seldom use visual materials in teaching in spite of their confirmation that such materials help students learn language effectively. The researchers used 120 students out of 580, which is less than the required 30% threshold for a sample. The current study shall meet the 30% sample to bridge the gap.

In a study carried out in the Gambia, Sprenger Charolles (2008) found that 90% of pupils with higher reading competencies had reading books at home. Importantly, children need to have access to textbooks, supplementary readers and other reading materials. The study used a large-scale reading assessment which involving a random selection of 1,200 pupils from grades 1 to 3. Analysis was carried out in three phases, thus; first, a comparison within the group where control variables of gender, home language, and SES was examined vis-a vis the children's results. Second, correlations between the different tasks (and between these tasks and some control variables) and thirdly, regression of the predictors of isolated-word and word-in-context reading, and reading comprehension. Unlike this study which used socioeconomic factor as an intervening variable, the current study shall not discriminate pupils on the basis of their socioeconomic statuses.

Ndung'u (2016) examined school-based factors influencing pupils' performance in English at KCPE in public primary schools in Gilgil Sub-County, Kenya. Her study revealed that there were inadequate teaching and learning resources for English in public primary schools. Even though the schools had libraries, in most cases, they were under stocked or filled with very old books that unhelpful to the learners. However, the study used 680 pupils, which was way below the required 30% of the target population. Given that the target population was 3400 pupils, 30% could have been 1020 pupils. To bridge this gap, the current study will adhere to the 30% threshold.

In a related study, Lichodi (2015) found that 75.5% of the teachers agreed that instructional materials affect the performance of English-Language subject among public primary schools in Matungulu Sub-County to a very great extent. He

recommends that learners should rely heavily on textbooks because they determine the content, methods and procedures of learning. However, the study fails to describe how the research instrument was tested, making it difficult to deduce whether the study used a reliable instrument or not. The current study will use test-retest measure to determine the reliability of the selected research instrument.

In yet another study, Kotut (2016) found that the schools she investigated had sufficient English teaching and learning materials. On the other hand teachers agreed that the availability of teaching and learning materials improved the effectiveness of teaching. However, the study failed to test the validity and reliability of the research materials. Besides, the researcher used purposive sampling to select 30 schools from the 105 schools in the study area. Purposive sampling is only used in instances when the researcher wants to select key informants. By using purposive sampling, the researcher discriminated on some schools, risking her findings to the risk of failing generalizability test. The current study will use simple random sampling to select 30 schools out of 99, giving each school an opportunity to participate in the study.

In his study Oundo (2017) investigated factors militating against learning of English Language in public primary schools in Bungoma South Sub- County. One of its findings was lack of learning resource materials in schools, which provided an insight into this proposed study that seeks to evaluate the use of formative assessment on English literacy acquisition in public primary schools in Matungulu sub-county, Machakos County.

## 2.5 Chapter Summary

Review of related literature has revealed/identified the following gap of knowledge that this study sought to fill. First, there is gap in the sample population selected. A number of studies have used sample populations that do not meet the minimum threshold, making it difficult for the findings to be generalized. This study sought to cover the obvious gap by covering 30% of the target population in Machakos County, to make the study conclusions generalizable in a similar setting. Closely related, some studies failed to strike a balance in the sample in terms of gender. The current study sought to ensure an equal balance in the sample to get fairly represented findings.

Second, there are gaps in methodologies, specifically in the data collection methods. For example, some studies failed to use proper data collection methods, especially while interrogating learners. The current study included validated test as used by Uwezo as part of its data collection methods to ensure that the researcher gets all the pertinent information.

Third, there is a gap in the scope that the previous studies covered. For example, Sure and Ongechi (2009) majorly focussed on language proficiency only. To cover the gap, the current study looked at the very process of attaining proficiency, which is English literacy acquisition as it seeks to evaluate the effectiveness of the use of formative assessment on achievement of English literacy acquisition in public primary schools in Machakos County.

Lastly, there is also a gap in the sampling techniques. For example, Kotut (2016) used purposive sampling in a general population. Purposive sampling is only used in

instances when the researcher wants to select key informants. By using purposive sampling, the researcher discriminated on some schools, risking her findings to the risk of failing generalizability test. The current study used simple random sampling to give each school an equal opportunity to participate in the study.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This section elaborates the research design, the study's location, sampling size, target population, sampling and sample size, research instruments, pilot study, data collection, data analysis procedures, logistical and ethical considerations.

#### **3.2 Research Design**

Bell (2005) defines research design as the framework the researcher adopted in conducting a study. According to Creswell, (2014), a research design refers to a fundamental framework through which data collection and data analysis processes are guided in a research project. It gives the plan which specifies the relevant information to be collected, procedure for collection as well as the sources. It is providing guidance and directions to be followed for the completion of project and ensures that the study is economical and focusses on the problem. (Orodho, 2009).

The study used a comparative descriptive research design. This is because despite descriptive studies being restricted to finding facts, it helps in to formulate solutions to serious problems and adoption of knowledge principles (Creswell, 2014). The researcher used a descriptive approach, which involves fact-finding and enquiries to determine the current strategies used to manage conflict in secondary schools. This design also enabled the measurement, classification, analysis, comparison and interpretation of data. Descriptive approach aims at obtaining information about the current phenomenon as well as drawing general and reliable conclusions from the facts under discussion (Kombo and Tromp, 2007). For this objective to be achieved, a researcher administered questionnaires and interviews to enhance gathering

enough much information. This study was guided by George Bereday's Systematic Area Study approach in the collection and analysis of the data as used in Comparative Education. The following steps will inform the current study as propounded by Bereday. These are; description, interpretation, juxta positioning, comparison and lastly suggestions, generalization and conclusion. The current study used these steps in the development of the various chapters of this work in line with the descriptive design.

### **3.2.1 Variables**

The independent variables include the challenges in the use of formative assessment in the teaching of English literary acquisition, professional qualification of teachers, and the availability of scholastic materials. The intervening variables include learner attitude, learner intelligence, learner understanding, and learner traits. These variables moderate between the independent variables and English literacy acquisition among grade 6 learners. The dependent variable is English literacy acquisition.

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

This study was carried out in Matungulu Sub County, which is situated in Machakos County, Kenya (see appendix III). The researcher selected this area because it was one of the most underperforming sub-counties in Machakos County (Matungulu Sub-County Education Office, 2018). The researcher has also selected Matungulu because that is where she was working, thus making it convenient for her to collect data as she attended to her duty calls. Accordingly, findings of this study from such an area will be more telling for many other areas whose literacy levels are this low.

### **3.4 Target Population**

The target population comprised of primary schools' head teachers, English teachers, and class six pupils in public primary schools in Matungulu sub-county, Kenya. The sub-county has a total of 98 primary schools with 98 head teachers, 250 English teachers, and 6400 pupils (Matungulu Sub County Education Office, 2018). There are approximately 630 class six pupils in Matungulu Sub-County. The schools are categorized into eight; Day Only (20), Day Only Special (7), Day Only Integrated (17), Day and Boarding (16), Day and Boarding Special (9), Day and Boarding Integrated (12), Boarding Only (9) and Boarding special (8) public primary schools.

### **3.5 Sampling Techniques and Sample Size**

This section presents the sampling techniques and sample frame.

#### **3.5.1 Sampling Techniques**

This used non-probability and probability sampling design. Probability sampling design is non-biased sampling techniques in which all participants have equal possibility of participating in the study whereas non-probability sampling method is a sampling technique which focuses on samples that are predetermined. Schools were picked using probability sampling (Simple random sampling). Public primary schools of all categories in Matungulu Sub County were placed in strata based on whether they are Mixed, Girls, Boys, Boarding and Day. Matungulu Sub County has 98 public primary schools. The stratified sampling method was used to categorise and select the schools. After dividing these schools into various strata, from each category, the researcher selected 20% of schools. A good sample should range from 10% to 30% Serekan (2009). After calculating the number of schools in every

category, the researcher then selected specific number using a technique known as systematic sampling. One major reason to why systematic sampling is much better than simple random sampling is that it can be used to identify a sample in a very organized manner (Creswell, 2014). The researcher sought to achieve the target number of schools by selecting every 2<sup>nd</sup> school from every category. She picked a total of 25 schools from the 98 schools in Matungulu sub- County.

Five of class six pupils were picked from each school by the use of simple random sampling. The researcher settled on 5 pupils per school to ensure balance in results. Additionally, simple random sampling method was used in selecting 2 class six teachers of English from each school. The researcher settled on 2 teachers of English because most schools have 2 or more streams. The researcher did this by asking the school head to give her the list of class six teachers, separating the male from the female teachers, and out of the two lists and randomly selected one name. She did this across all 22 schools. Creswell (2014) postulate that purposive sampling is useful when there is a need to limit the sample to cases that are likely to be “information rich” with respect to the study. Thus, purposive sampling enabled the researcher to sample specific persons in positions of responsibility. Therefore, purposive sampling was used to select head teachers from the schools because these respondents are perceived to have specific important pertaining to school management which can enhance the study findings. The researcher achieved this by selecting all the school head teachers from the selected schools.

### **3.5.2 Sample Size**

In total, the sample comprised of 191 respondents. The tables below show how many schools per category and respondents the researcher used.

**Table 3.1: Sampling Frame**

<b>Types of Schools</b>	<b>Number</b>	<b>Sample</b>	<b>Percentage</b>
Day Only Ordinary,	19	5	26%
Day Only Special,	7	1	14%
Day Only Integrated,	17	4	24%
Day and Boarding Ordinary,	16	4	25%
Day and Boarding Special,	9	2	22%
Day and Boarding Integrated,	12	3	25%
Boarding Only Ordinary	9	2	22%
Boarding special public primary schools	8	1	213%
<b>Total</b>	<b>98</b>	<b>22</b>	

**Source: Field Data (2021)**

**Table 3.2: Categories of Respondents**

<b>Respondents</b>	<b>Number</b>	<b>Sample</b>	<b>Percentage</b>
Head teachers	98	22	23%
Teachers of English	250	44	18%
Class six pupils	630	125	20%
<b>Total</b>	<b>978</b>	<b>191</b>	

**Source: Field Data (2021)**

### **3.6 Research Instruments**

Data was collected using three kinds of instruments; questionnaires, interview schedules, and a pupils' test.

#### **3.6.1 Questionnaires**

Questionnaires were used to collect information from teachers of English in their respective schools. Questionnaires are appropriate for this study because they enabled the researcher to collect a lot of information within a reasonably short time,

(Orodho, 2009). The researcher distributed the questionnaires to the teachers and collect them after one week.

### **3.6.2 Interview Schedules**

The semi-structured interviews were administered to head teachers, who were key in providing information about the available scholastic material in their schools. While the head teachers are such that there is only one head teacher in a given school, they (head teachers) had a lot of information that is helpful in understanding the trends given by analysis of quantitative data. Semi-structured interviews allow for probing, elaboration and clarification (Orodho, 2009). This tool solicited information on a variety of areas including teacher appraisal, forms of assessment used by teachers, the support given to teachers of English in an attempt to disseminate literacy skills and all the other factors associated with the acquisition of literacy skills in English.

### **3.6.3 Pupils' Test**

The pupils' test was be used to collect information on the ability of the pupils to read simple words and text. Studies such as Abebe and Davidson (2012), Lichodi (2015) and Ekapten (2014) have used pupils' tests to test proficiency levels among pupils. The researcher developed the research instruments by modifying the aforementioned previously tested and validated tools.

### **3.7 Pilot Study**

This was a preliminary study conducted to evaluate the feasibility, time, cost and diverse events in an attempt to predict an appropriate sample size and improve upon the design prior to carrying out the real study (Creswell, 2014) in primary schools in

Matungulu Sub County. The study tested the research instruments to ascertain their validity and reliability. Questionnaires were administered to 2 class six teachers of English in 2 public primary schools in Matungulu Sub County; the semi-structured interview to 2 head teachers; and the student test tool to 10 class six students from two schools. The researcher settled on the above figures because they represent 10% of the sample population. According to Mugenda and Mugenda (2009), a pilot study should use 10% of the sample population. The 2 schools were selected randomly and were not be used again in the actual study, as advised by Creswell (2014). The pilot study helped the researcher to test the research instruments and make the necessary changes or alterations in the research tools before finally going out to collect data.

### **3.7.1 Validity of Research Instruments**

Validity refers to the accuracy with which an instrument measures what it was designed to measure. This is to say, validity shows to what extent the results from the data analysis represent the phenomenon being studied (Mugenda & Mugenda, 2009). This study measured the validity of the instrument (questionnaire) using factorial validity. An Empirical extension of content validity is what is referred to as Factorial validity. Factorial validity “validates the contents of the construct employing the statistical model called factor analysis” (Mugenda & Mugenda, 2009: 58). In the current study, factorial validity was applied. Many tools that are combined to measure a given dimension in a specific area should have a closer relationship than the ones used to measure different dimension (Creswell, 2014; 112).

### **3.7.2 Reliability of Research Instruments**

Reliability refers to the level of consistency between two measures of similar things (Orodho, 2009). To test reliability, the researcher will use the test-retest correlation, which indicates stability for a period of time. According to researchers, reliability or stability occur when repeated tests on the same respondents give similar or same scores. This means that from time to time, the scores are consistent. The researcher tested the instrument's reliability through a test-retest procedure by exposing the instruments to the pilot sample and then do it again after two weeks. The researcher did this by using similar instrument for measurement on the same persons under similar conditions after a given duration. Cronbach's alpha, which measures internal consistency, was used to accomplish this. The variation accounted for by the true score of the underlying construct is associated with reliability index known as Cronbach's alpha. The instrument was considered to be reliable Cronbach's alpha ( $\alpha$ ) value  $\alpha \geq 0.70$ .

### **3.8 Data Collection Procedures**

The researcher obtained a letter of introduction from the Graduate School at Kenyatta University first before seeking a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). After the research permit was granted from NACOSTI, further clearance was sought from Machakos County Director of Education. There were two data collection sessions; the first was for pre-testing the tools and the second was the main or actual data collection for the study. Data collection for the main study was carried out after the researcher had ascertained the reliability of the research instruments.

First, the researcher administered the questionnaires and the semi-structured interviews with the sampled teachers and the head teachers respectively. Then the sampled class six pupils were assembled in an appropriate room and then the test tool administered to them. The researcher, with a teacher's help, moved around the school filling the information needed on the checklist.

### **3.9 Data Analysis**

The researcher ensured that the respondents complete all questionnaires in time. The researcher analysed collected data by the use of both qualitative and quantitative tools. According to Chakraborty (2012), quantitative research refers to an inquiry done on a problem that has been identified, based on theory testing, measured using numbers, and analysed by statistical methods in order to determine whether a theory is true. The researcher used SPSS v.22 to organize the data. The quantitative data was analysed using descriptive statistics and presented it in terms of percentages, means, and graphically presented as pie charts, graphs and frequency tables. A qualitative research acquires a wide understanding of the behaviour of human being. It is based on diverse aspects of human behaviour. It is an inquiry into why and how a decision is made and not only when, what, or where. Chakraborty, (2012). Qualitative data was organized in to themes as they emerge from the content analysis. Quantitative data was derived from the questionnaires and pupils' test while qualitative data will be derived from interview schedules

### **3.10 Logistical and Ethical Considerations**

#### **3.10.1 Logistical Considerations**

To ensure logistical considerations during this study, the study considered the resources required to train the research assistants, distribute questionnaires, movement facilitation and conducting the research in general. Upon receipt of approval letter for the study from the Graduate school, Kenyatta University, the researcher applied for the research permit from the National Commission for Science, Technology and Innovation (NACOSTI) which she took to the County Director of Education's office in Machakos County upon a courtesy call. Here the researcher was given a letter of introduction which she presented to the headteachers of the sampled schools upon her visit to those schools.

#### **3.10.2 Ethical Considerations**

In every school that the researcher went to collect data, permission was requested from the head teachers before administering the research tools. Through the consent form, the researcher also sought approval from the teachers. Through the head teachers, the researcher sought consent to conduct their study on pupils. Participation in the survey was voluntary, and the names of the participants remained anonymous to protect their identity. According to Orodho (2009), assuring the respondents of their anonymity gives them the freedom to participate in the study without any fear, for example, fear of bias and victimization. The data collected was treated with confidentiality. After collecting and analysing data, the researcher stored the transcripts under lock and key.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND PRESENTATION**

#### **4.1 Introduction**

This chapter presents an analysis and interpretation of data that was collected during the data collection phase of this study. The aspects of analysis and interpretation have been executed within the framework of the objectives the study was designed to address. The core objective of the study was to examine use of formative assessment and its implications on the development and acquisition of English literacy skills in public primary schools in Machakos County. The study was conducted in some sampled public primary schools in Matungulu Sub-County of Machakos County. The respondents included samples of pupils, teachers and head teachers of the sampled schools. In each of the visited schools, the sample of pupils was drawn from class six.

Data presented here is organized into four broad themes based on the key research questions that guided fieldwork for the study. These are;

1. How do the professional qualifications of teachers in English language influence utilization of formative assessment in English literacy acquisition in public primary schools in Matungulu Sub-County, Machakos County?
2. How does the provision of scholastic materials on teaching English language influence English literacy acquisition among the pupils in public primary schools in Matungulu Sub-County, Machakos County?
3. How do class six pupils perform in English literacy acquisition in selected primary schools in Matungulu Sub-County, Machakos County using Uwezo Learning Assessment tools?

4. What are the challenges faced in the use of formative assessment in the teaching of English literacy acquisition in class six in selected public primary schools in Matungulu Sub-County, Machakos County?

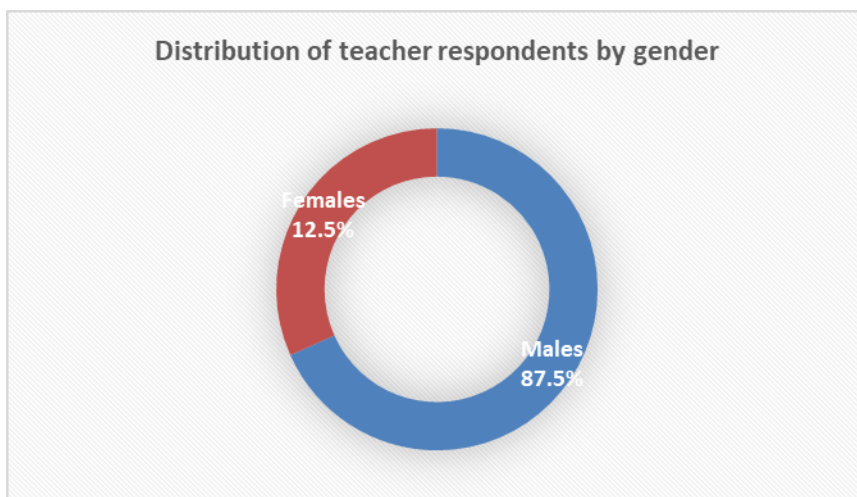
Accordingly, the chapter is presented in themes that include Demographic characteristics of the respondents, Influence of teachers' professional qualifications on utilization of formative assessment in English literacy acquisition, Influence of Provision of Scholastic Materials in the Teaching of English Language on Acquisition of Literacy Skills, English Literacy Skills levels of Class Six Pupils in Primary Schools in Matungulu Sub-County and finally; challenges faced by teachers in the use of formative assessment in the teaching and acquisition of English literacy skills in primary schools.

#### **4.1.1 Demographic Characteristics of the Respondents**

This section presents some demographic information pertinent to the information collected for analysis in this study.

##### **4.1.1.1 Gender of Teacher Respondents**

The sample of the teachers consisted of both male and females teachers with a gender distribution of 87.5 percent males and 12.5 percent females. This means that this sample (of class 6 teachers of English) comprised of more male than female teachers. This is represented in the figure below.

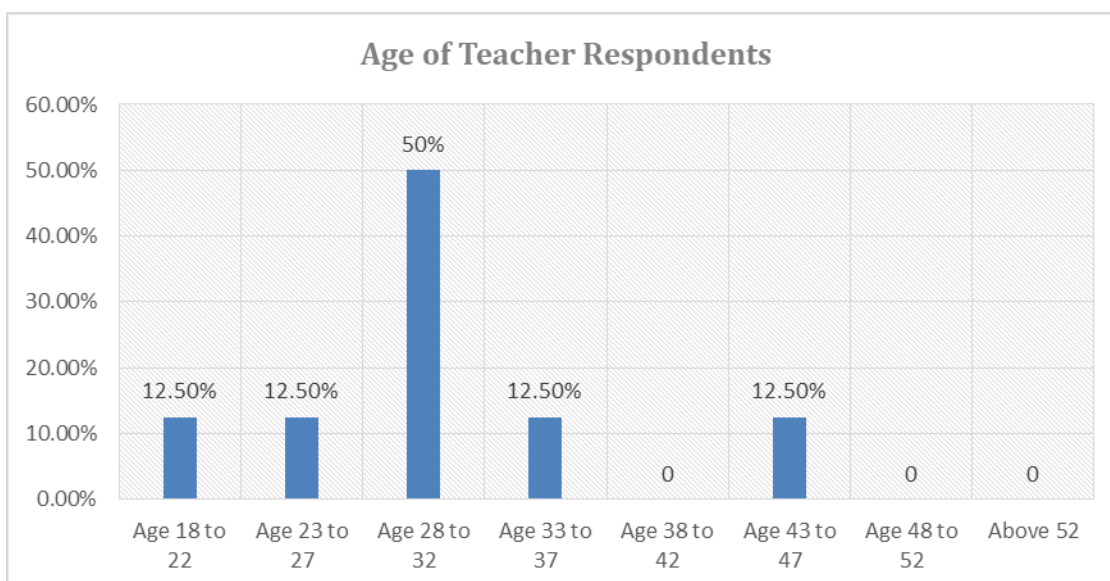


**Figure 4.1: Distribution of teacher respondents by gender**

**Source: Field Data (2021)**

#### 4.1.1.2 Age of teacher Respondents

The age distribution of the teacher respondents indicates that the majority of the sampled teachers were aged between 28 and 32 years and this category constituted fifty per cent while there were no teachers sampled and who were aged beyond 47 years. This is indicated on the figure below.

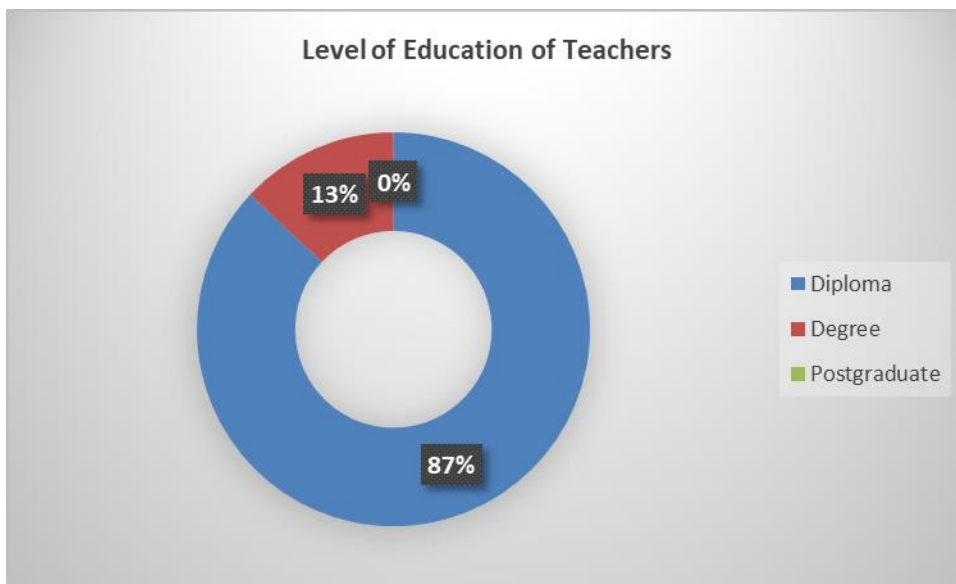


### Figure 4.2: Age of Teacher Respondents

(Source; Fieldwork 2021)

#### 4.1.1.3 Level of Education

The researcher also sought to have an understanding of the level of education of the teacher respondents. The distribution of these teacher respondents in terms of their level of education is presented in figure 4.3 below.



### Figure 4.3: Level of education of teacher respondents

Source: Field Data (2022)

From the distribution of the levels of education of the teacher respondents, it is notable that while all the sampled teachers had received the required level of training, the majority of the teacher respondents had studied to the diploma level (87%) with the rest having a degree as their highest level of education attained.

#### **4.2 Influence of teachers' professional qualifications on utilization of formative assessment in English literacy acquisition**

In most of the contemporary systems of education, educators and schools have been faced with increased accountability for student learning (Berger, 2018). In this regard, over time countries, including Kenya, have adopted tests (including EGRA, EGMA, SACMEC and even Uwezo Learning Assessments) beginning in third grade and going through high school. However, studies on teachers' qualifications in relation to assessment, including Mellati & Khademi (2018) have indicated that teachers' assessment literacy has a statistically significant impact on learners' literacy skills acquisition and general learning achievements and that teachers' assessment awareness leads teaching environments into effective and motivated assessment design. In part, this study sought to establish the influence of teachers' professional qualifications on utilization of formative assessment in English literacy acquisition. The question was posed to the teachers in form of a 5-point Likert scale, requiring them to indicate the level of their agreement with some statements in relation to professional qualifications of teachers and their influence on the utilization of formative assessment in English literacy acquisition in primary schools. The results of the analysis of the questions are as presented in table 4.2 below:

**Table 4.1: Influence of teachers’ professional qualifications on utilization of formative assessment**

SN	Statement	SD	D	N	A	SA
1	I can choose and show pupils examples of pupils’ work for learning purposes using formative assessment	-	2 (12.5%)	-	3 (25%)	8 (62.5%)
2	I have the skills to get a pupil to show me how he/she has gone about literacy learning so that I can diagnose errors	-	-	4 (25%)	-	9 (75%)
3	I have the capacity to get a pupil to demonstrate to the class how he/she did a literacy task	-	-	-	5 (37.5%)	8 (62.5%)
4	I can skilfully get a pupil to suggest ways literacy learning can be improved using formative assessment	-	-	(12) 50%	-	6 (50%)
5	I can provide formats and structure for writing or recording findings	2 (12.5%)	-	2 (12.5%)	3 (25%)	6 (50%)

.Source: Field work (2022)

The results further indicate that on the statement: *I can choose and show pupils examples of pupils’ work for learning purposes using formative assessment* the majority of teacher respondents (87.5%) are in agreement with it (with 25% indicating that they agree while 62.5% indicate that they strongly agree). What this means is that majority of teachers are comfortable with encouraging an approach where learners learn from their peers’ successes and mistakes. Again, on the statement: *I have the skills to get a pupil to show me how he/she has gone about literacy learning so that I can diagnose errors*, the greater majority (75%) indicated

that they strongly agree meaning that the teachers, to a greater extent, adopt approaches that provide for attention to individual learners, after all, the achievement in literacy skills are to be observed at the individual level. At the same time, on the question: *I have the capacity to get a pupil to demonstrate to the class how he/she did a literacy task*, all the teacher respondents answered in the affirmative with 37.5% indicating that they agree while 62.5% indicated that they strongly agree.

However, when it came to the statement: *I can skillfully get a pupil to suggest ways literacy learning can be improved using formative assessment*, while half of the respondents responded in the affirmative, it is notable that the other half of the respondents neither agreed nor disagreed. They therefore were undecided. It would, however, appear that the rather challenging skill is that of getting pupils to suggest ways literacy learning can be improved using formative assessment particularly considering that half of the teacher respondents were non-committal on the possession of such a skill. And finally, on the statement: *I can provide formats and structure for writing or recording findings*, the greater majority (75%) were in agreement (with 25% and 50% agreeing and strongly agreeing respectively) but with a 12.5% minority neither agreeing nor disagreeing hence undecided). Only 12.5% were in strong disagreement. What this means is that most of the teacher respondents had the relevant skills and knowledge when it comes to writing and recording formats and structure.

The general trend one notices here is that since all of the teachers have met the minimum requirements for professional qualifications, there is generally a good extent of utilization of formative assessment by the sampled teachers. These findings

are in line with those of Alexander, Kirimi & Nyambura (2022) according to which teachers that are well prepared professionally find it more convenient to make use of formative assessment and at the same time, are more capable of making strategic choices in designing such assessments. As for McGatha et al. (2009), there are significant differences in performance on some types of items among children taught by teachers participating in teacher professional development programs compared to those of the children taught by teachers with less or no professional training. This would be taken to mean that teachers professional qualifications is such a factor in the efficacy of teacher utilization of formative assessment even though there are other related factors such as the government policy on school evaluation and how it is enforced as well as school culture in relation to evaluation/assessment procedures.

#### **4.3 Influence of Provision of Scholastic Materials in the Teaching of English Language on Acquisition of Literacy Skills**

Any country's social and economic well-being depends on how literate her citizens are (Anigbogu, 2019). Literacy is part of what the curriculum seeks to promote in the learners. The use of instructional materials plays a significant role in facilitating effective teaching and learning in all primary schools hence developing language. Indeed, the dearth of literacy materials in some schools and the neglect for the same as manifested in their non-use by some teachers have actually slowed down the pace at which students learn hence the need to encourage and even enforce the use of literacy materials in teaching and learning.

While studies have indicated the use of instructional materials in teaching literacy (Lau & Richards, 2021) there are those, including Anigbogu (2019) that have revealed that in some schools, these materials are not available and that in some cases where these materials are available, they are not effectively utilized by some teachers. Part of the concern of this study was to collect information that will help respond to the question: how does the provision of scholastic materials on teaching English language influence English literacy acquisition among the pupils in public primary schools in Matungulu Sub-County, Machakos County? The respondents (teachers) were provided with a table with statements related to provision of scholastic (teaching and learning materials in the learning of literacy) and which the respondent was asked to tick appropriately in a 5 point Likert scale. The results of the analysis of the question is as presented in table 4.2 below.

**Table 4.2: Influence of provision of scholastic materials in teaching English language and acquisition of literacy skills**

<b>Statement</b>	<b>1 SD</b>	<b>2 D</b>	<b>3 N</b>	<b>4 A</b>	<b>5 SA</b>
The school provides sufficient writing materials for pupils	10(25%)	20(50%)	5(12.5%)	-	5(12.5%)
The school provides sufficient English textbooks materials for pupils in class 6	-	15(37.5%)	10(25%)	10(25%)	5(12.5%)
The school provides enough teacher-guide books for English literacy	4(50%)	10(25%)	10(25%)		
The school has a library/mini-library where teachers and learners can get access to English reading materials	30(75%)	10(25%)	-		

Source: Field work (2021)

From the results of the analysis done on the statement: *The school provides sufficient writing materials for pupils*, majority of the respondents to the teacher questionnaires (75%) did not agree with the statement. This included 25% being those who strongly disagree and 50% being those who simply disagreed. What this means is that the majority of the teacher respondents denied that school provides sufficient writing materials for pupils. In any case, from table 4.2, it is observable that only 12.5% agreed that the school provides sufficient English textbooks materials for pupils in class 6 and a further 12.5% who were undecided. This means that there is an insufficiency in writing and even reading materials for class 6 pupils. This finding is in agreement with Anigbogu (2019) whose study findings also decried the insufficiency of writing and reading materials in schools. It is even more worrying that studies such as Anigbogu (2019) have revealed indicated the possibility that despite some few schools providing such materials, some of them (that provide) the materials do not utilize them effectively or simply, do not use them for the development of literacy skills.

At the same time, the teachers were asked to comment on whether the school provides sufficient English textbooks materials for pupils in class 6. In their responses, a total of 37.5 per cent responded in the affirmative. This means that they confirmed that their respective schools provide sufficient English textbooks materials for pupils in class 6. It is worth noting that a similar proportion of the pupils 37.5 per cent denied the fact that their respective schools provide sufficient English textbook materials for pupils in class 6. Further to this, 25 per cent of the teacher respondents were non-committal to the question of providing sufficient English textbooks materials for pupils in class 6.

On the subject of teachers' guide book, the teacher respondents were given a statement to agree or disagree with thus: *The school provides enough teacher-guide books for English literacy.* Results of the analysis of this question indicates that three quarters of the teachers denied there being enough teacher-guide books for English literacy in their respective schools. Nonetheless, 25% of the teachers acknowledged being provided with enough teacher-guide books for English literacy. It is therefore, apparent from this distribution that those who acknowledged having these teacher guide books were the minority.

Teachers' guide books are usually designed and written by experts to provide practical tools and additional options for approaching the teaching and learning of language skills (Abu Al-Maali, & Siddiek, 2022). It is therefore apparent that the role of teacher training institutions is incomplete unless they are further supported with such teaching materials that include Teacher's Book or the Teacher's Guide. This is where novice teachers and even those experienced ones draw guidance as well as access to extra ideas about effective teaching that can improve learners' performance in the language in real life situation.

And closely related to the issue of school providing teacher-guide books is the question of the school having a library/mini-library where teachers and learners can get access to English reading materials. The statement the respondents were provided with to agree or to disagree with is: *The school has a library/mini-library where teachers and learners can get access to English reading materials.* To this statement, all the teacher respondents denied the possession of this facility by their respective schools. This was distributed thus; 75 per cent strongly disagreed while 25 per cent disagreed having a library/mini-library in their respective schools where

teachers and learners can get access to English reading materials. Simply put, all the teacher respondents denied the presence of a library/mini-library in their respective schools. This therefore becomes one of the factors that may explain the fact that 36 percent of the children in class 6 had not acquired all the necessary literacy skills that children should have by the completion of class 2. However, mere provision of scholastic materials alone may not enhance effective development of literacy skills unless they are well utilized. On this, the researcher sought to establish, from the head teachers about the manner in which these materials are used during some interviews. A majority of the responses revealed that head teachers as supervisors of curriculum implementation within the school always ensured that the materials were put to use either as class readers or supplementary materials. This they did by checking the lesson plans and teacher workbooks to see how the resources used were varied and included the scholastic materials provided by the school.

#### **4.4 English Literacy Skills levels of Class Six Pupils in Primary Schools in Matungulu Sub-County**

One of the main points of focus of this study was to establish the levels of literacy competency in class 6 pupils in selected schools in Matungulu Sub-county of Machakos County. This objective was achieved by using the Uwezo Assessment tool (2015). So as to establish the levels of literacy or competence, children have achieved. The following sections give details on the findings on these two issues that constitute the response to this objective.

The tests administered to establish the literacy levels of the class 6 pupils were developed and pegged on Grade 2 curriculum. This is because, according to international standards, after two years of schooling a learner is expected to have

acquired the basic competencies in literacy and numeracy that are essential for learning in all other subjects in later years (Hoogeveen & Andrew, 2011). And therefore, in the literacy test administered, children were asked to recognize letters/syllables, read words, read a paragraph, and read a short story and answer questions about it.

The table below shows the six (6) levels of competency in literacy ordered by increasing difficulty levels as appears in the assessment tests. These are: nothing, letter recognition, reading of words, reading of simple sentences forming a paragraph, reading a short story and comprehension of the story (see appendix B). During the administration of the tests, the teachers started with the letter level and would then proceed to the next higher level depending on the child's ability. Children who were unable to read letters/sounds of the alphabet were scored as 'nothing level'. Ability to fluently read words was determined using criteria such as ease and accuracy of reading. At paragraph and story level, fluency was determined by considering the child's ability to read sentences accurately rather than as a string of words while comprehension ability was based on the accuracy of the child to read the given story and correctly answer one or both of two questions given orally.

**Table 4.3: Uwezo Learning Assessment levels of competence**

<b>Task Description</b>	<b>Description</b>
<b>Nothing</b>	The inability to recognize letters of the alphabet
<b>Letter/syllable recognition</b>	The ability to recognize letters of the alphabet from a set of different letters/syllable where the child is to select any five of them and read them aloud
<b>Reading words</b>	The ability to read common words from a set of common words. The child is to select any five of them and read them aloud
<b>Reading a paragraph</b>	The ability to read sentences. The pupil to read a paragraph, consisting of four sentences. A child to select any of them and read the text aloud
<b>Reading a story</b>	The ability to read a story of primary 2 level. Child to read a text aloud that consist of six to 14 sentences
<b>Comprehending a story</b>	The ability to read and make meaning of a story of primary 2 level. Children to answer two questions about the text that was read

While in the original uwezo context from which these tests were adopted the children are assessed in their respective households, this tests in this study were administered in school but in an environment that was adjusted to be different from a classroom or exam room context. To avoid cases where children who have been assessed get to mix and discuss the content of the test, all the children being assessed were assembled at one place and would get into a room where the assessment was done from and then after the assessment, they would be led out of the room to go back to their classes or join the rest of the children in routine activities. This way, the researcher avoided mixing them with others who had not been assessed.

As indicated in the table, the tests start from the easiest task that is, reading letters/syllables all the way to comprehension in the literacy in order of increasing

difficulty, terminating when the child cannot successfully complete a task or after the child has attempted the most difficult task. Alternatively, it is also acceptable, especially when assessing a child who is at an advanced grade (such as the respondents in this study who were at grade 6), to begin at the middle, in this case; the paragraph level. In this way, if the child is unable to read the paragraph, then the test administrator takes the child back to the previous level which is word. But if the child successfully reads the paragraph, he/she is taken to the next level which is story and established the extent of their competence in the increasing levels of difficulty.

In terms of placement (the equivalence of scoring), and as happens with the uwezo assessment, children were categorized according to the highest level attained. In a case where the test administrator begins in the middle, that is at the paragraph level and the child is able to read it successfully and that he/she is to be taken to the next level, it is often assumed that such a child who can read a paragraph fluently also has competence in all the previous levels' (Uwezo-Tanzania, 2013, p. 24). This means that, for instance, in the literacy test, if a child reads the paragraph correctly but cannot read the story, he or she will be placed in the 'paragraph' category, and even though the easier tasks of recognizing and reading letters and words were not administered, it is assumed that he or she would have been able to read them successfully.

After the entire exercise of assessment of literacy skills with grade six pupils in the sampled schools, the results of analysis of the levels were obtained and are as presented in the following figure.

**Table 4.4: Levels of competence attained by grade 6 pupils in primary schools in Matungulu sub-county**

School	Gender						Level of learner's reading ability Comprehension
		Nothing	Letter/ syllable	Word	Paragraph	Story	
		0	0	0	6(5%)	14 (12%)	49 (40.5%)
	Girls	0	0	0	4(3%)	10 (8%)	38 (31.5%)
<b>Kin B</b>	Boys	0	0	0	0	10 (8.4%)	43 (35.5%)
	Girls	0	0	0	2(2%)	12 (10%)	53 (43.8%)
<b>Kin C</b>	Boys	0	0	0	6(5%)	18 (15%)	34 (28%)
	Girls	0	0	0	5(4%)	22 (18%)	36 (30%)
<b>Kya A</b>	Boys	0	0	0	0	19 (16%)	43 (36%)
	Girls	0	0	0	0	10(8%)	49(40%)
<b>Kya B</b>	Boys	0	0	0	0	7(6%)	49 (41%)
	Girls	0	0	0	0	23(19%)	41(34%)
<b>Math A</b>	Boys	0	0	0	0	12 (10%)	62(52%)
	Girls	0	0	0	0	8(7%)	37(31%)
<b>Math B</b>	Boys	0	0	0	0	2(2%)	54(45%)
	Girls	0	0	0	0	9 (7.5%)	55 (45.5%)
<b>Matu A</b>	Boys	0	0	0	0	7.6%	42.4%
	Girls	0	0	0	0	4(3%)	56 (47%)
<b>Matu B</b>	Boys	0	0	0	0	5(4%)	53 (43.6%)
	Girls	0	0	0	0	8 (6.8%)	55 (45.6%)
<b>Matu C</b>	Boys	0	0	0	0	6 (4.6%)	53 (43.8%)
	Girls	0	0	0	0	7 (5.8%)	55 (45.8%)
<b>Sen A</b>	Boys	0	0	0	2(2%)	7 (5.5%)	56 (46.5%)
	Girls	0	0	0	0	2(2%)	55 (46%)
<b>Sen B</b>	Boys	0	0	0	4(3%)	10(8%)	43 (35%)
	Girls	0	0	0	0	9.2%	44.8%

Source: Fieldwork (2021)

As indicated in table 4.4 above, there is one common trend that is identifiable. This is the trend that the greater majority of the learners in class six are at the levels of story and comprehension. There is clearly no child in class six that was found to be at the levels of word, letter/syllable and noting levels. This is consistent with the Uwezo Kenya findings of (2014) that confirmed that at class six level, most of the pupils (84%) had already mastered the skills they were supposed to acquire at class 2 level. There are, however, very few instances in which there are some children at the paragraph level. This was observed in five of the sampled schools which included; KIN A with 5% of the boys and 3% as girls at the paragraph level; KIN B with 2% being girls at the paragraph level; KIN C with 5% boys and 3% girls at comprehension level; SEN A with 2% of the boys and SEN B with 3% of the boys at comprehension level. Whereas such instances are minimal, they nonetheless raise issues of why children in class six have not developed their reading skills to the level of reading a story fluently, a skill they were supposed to have developed at class 2 level. But just like in the earlier Uwezo Kenya Reports of (2013), (2014) and (2015), such instances could be attributed to a number of factors including the automatic promotion policy which disallows children repeating classes even if they have not performed well in the assessment for a given class/grade.

Again, other issues include a good number of children who are at story level meaning; despite the fact that they can read a story, they have not developed their skills or ability to read and make meaning out of a story of primary 2 level. This was inferred from the fact that they were not able to answer the two questions about the story they read. This is a finding that requires further reflection as part of the process of establishing the challenge that these children are facing so that it is addressed in

good time. At the same time, this indicates that formative assessment is not being fully utilized in the sampled schools since, if it was being used, such issues as children advancing in classes without having acquired the relevant skills would have been sorted out, and in good time.

One other observable trend in the findings on the literacy levels among the learners is that of gender distribution of the highest levels of achievement in reading skills. From table 4.4 above, the distribution of percentage of those children in the highest level of literacy indicate that the instances where there are more boys than girls constitute one third while in three quarters of the instances, there are more girls than boys in the highest level of literacy. This trend has also been the case in the 2014 and 2015 reports and especially for literacy skills among children aged 6 to 16.

#### **4.5 Challenges faced by teachers in the use of formative assessment in the teaching and acquisition of English literacy skills in primary schools**

The matter of the challenges faced in the use of formative assessment in the teaching of English literacy acquisition in primary schools was asked to the teachers. This was posed in the form of a 5-point Likert. While reviewed literature indicates that the use of formative evaluation significantly improves acquisition of literacy skills on the part of the pupils, the same literature indicates rather low levels of use of formative evaluation in primary schools in Kenya. Analysis of the data collected indicates that respondents had some mixed feelings about this question.

To begin with, asked whether their teachers use formative assessment, all the interviewed head teacher respondents confirmed that indeed, teachers in their respective schools were making use of formative evaluation. This was supported by the teachers identifying the methods of assessment they used as including random

assessment tests (RATs), continuous assessment tests (CATs) both of which are forms of formative assessment, besides the use of end term and end year examinations which could be considered as summative assessment. Beyond this, asked if they ever support their teachers' quest to improve acquisition of English literacy skills, all the interviewed head teachers answered in the affirmative as exemplified in the following excerpt

Many teachers are used to the summative way of evaluation. But now we have been training and encouraging them on how to utilise the formative assessment and how it can help them improve on the learners' literacy and even numeracy skills. I am glad they are taking this approach positively and using it...(Headteacher, Machakos).

In other words, the head teachers were confirming the teachers in their respective schools were using formative assessment as and that they (head teachers) were making an effort to give their support. Despite this acknowledged use of formative assessment and the subsequent support by the headteachers, the use of this formative assessment is not full time in all the sampled schools. And even for those who use them, the usage is not without some challenges. Such challenges were sought through a Likert tool. The findings are as indicated in the table below:

**Table 4.5: Challenges faced by teachers in the use of formative assessment in teaching literacy**

SN	Challenges	SD	D	N	A	SA
1	I find it difficult to tailor lessons for pupils	27 (37.5%)	10 (25%)	5 (12.5%)	10 (25%)	-
2	I find it difficult to invite and	5	5	10	10	

	build on pupils' contributions	(12.5%)	(12.5%)	(25%)	(25%)	(25%)
3	I find it easy to set up tasks designed to enable pupils to get on by themselves	-	5 (12.5%)	25 (62.5%)	5 (12.5%)	5 (12.5%)
4	I find it easy to spur pupils on by making encouraging but specific focused comments	-	5 (12.5%)	25 (62.5%)	5 (12.5%)	5 (12.5%)
5	I find it easy to get pupils to help another pupil	15 (37.5%)	-	-	5 (12.5%)	20 (50%)

Teacher respondents were given statements regarding the challenges they face in relation to the use of formative assessment in teaching literacy in primary schools. In responding to these statements, they were required to agree or disagree with the statements. And to begin with, they were given the statement: *I find it difficult to tailor lessons for pupils*. Results of the analysis indicated that a majority (62.5%) disagreed with this statement, distributed as 25% disagreeing and 37.5% strongly disagreeing. A minority of 25% agreed with it while 12.5% neither agreed nor disagreed. They were therefore undecided. But the general picture here was that the majority of the teacher respondents indicated that it is not difficult for them to tailor their lessons for pupils. This means that most of the teachers have the knowledge and skills as well as the flexibility to adjust the lesson appropriately depending on the situation of the learners.

The other statement the teachers were given and which they were to respond to was; *I find it difficult to invite and build on pupils' contributions*. Results of the analysis of the responses to this question are as shown on table 4.5. Evidently, half of the teacher respondents confirmed that they find it difficult to invite and build on pupils'

contributions. This therefore, becomes one of the challenges they face in their use of formative assessment in teaching literacy in English. Further to this, 25% of the teacher respondents were non-committal on this matter while the other 25% were in disagreement with this statement, meaning; they do not find it difficult to invite and build on pupils' contributions. Simply put, only a quarter of the sampled teachers indicated having the knowledge and skill to invite and build on pupils' contributions. Put differently, teachers need some support in matters related to how best to invite their learners to participate in the lessons and using their contribution or feedback to move the lesson forward.

Again, there was the whole question of setting up tasks designed to enable pupils to get on by themselves. In this regard, the teachers were asked if they find it easy to set up tasks designed to enable pupils to get on by themselves. The statement given to them for them to agree or disagree was: *I find it easy to set up tasks designed to enable pupils to get on by themselves*. Results of the analysis show that the majority of the respondents, 62.5 per cent, were non-committal on this, with only a quarter of the sampled teachers agreeing to the statement. Only 12.5% of them disagreed with the statement. It is quite interesting to note that the majority of respondents remained non-committal to this question, and one would wonder why the neutrality. Whether this was due to lack of understanding of the question or just not being sure of how to set up tasks designed to enable pupils to get on by themselves, it is apparent that the teachers stand in need of some technical support on this aspect.

At the same time, teacher respondents were provided with the statement: *I find it easy to spur pupils on by making encouraging but specific focused comments*. Analysis of the responses to this statement indicate a similar statistical picture to that

of setting up tasks designed to enable pupils to get on by themselves. Accordingly, 25% of the teachers confirmed this as a challenge while a majority (62.5%) were non-committal. In which case, this remains a challenge particularly considering that the teachers who are unable to make a decision as to whether those is a challenge to them or not are the same teachers we expect to spur pupils on by making encouraging but specific focused comments thereby making it possible for the learners to acquire literacy skills. This is a challenge that certainly calls for some professional support to the teacher in this study locale if they were to be enabled to effectively support the learners' acquisition of literacy skills.

Finally, the teachers responded to the statement: *I find it easy to get pupils to help another pupil*. Analysis of their responses showed that 37.5% strongly disagreed being able to get pupils help one another as one of the ways of formative assessment and improving literacy skills among learners. However, a greater majority of 62.5% confirmed their ease in getting the pupils help another pupil. This means that while, to the majority of the teachers, this was not a challenge, it was a challenge nonetheless since more a third of the respondents found it challenging. Arrangements must therefore be made, whether at the school level or sub-county level to give more support to language teachers to build their capacity in developing the learners' literacy skills.

In general, the findings indicate that teachers face challenges related to planning for instruction for acquisition of literacy skills, designing lessons that make it possible for children to learn by themselves, issues of motivating learners through the use of encouraging comments. These findings appear consistent with those by some studies that have focused on the challenges of using formative assessment including Tan

(2004); Dunphy (2010); Bennet (2011); Heitink et al (2015) and which have established that the main challenge of teachers in relation to the use of formative assessment is the lack of skills and knowledge of using the formative assessment. In fact, some studies such as Akhmedina (2017) have argued that its applicability is a “complicated process” owing to the fact that the instructor needs to know how to reflect and analyze the learning process for them to effectively use formative assessment. To a greater extent, this hints at the link between the teachers’ professional and educational background and the use of formative assessment in the teaching of literacy skills in English, a point that was pursued in the earlier sections of this study.

#### **4.6 Summary of the Chapter**

In the foregoing chapter, an analysis interpretation and presentation of the data collected during the fieldwork phase of the study has been executed. The findings have been presented in the various forms including pie charts and tables. These findings have been discussed and reference made to other findings of related studies in a bid to position the findings within the wider spectrum of literature on formative assessment. In so doing, the chapter has taken cognizance of the points of intersection of the findings with existing body of literature as well as the points of departure. But more importantly, this has been done with a view of taking note of possible conclusions that can be made from the findings. The next chapter therefore provides a summary of the findings, the conclusions arrived at as well as the recommendations made in relation to the state of formative assessment in primary schools in Machakos County.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a summary of the research findings, conclusions, recommendations and suggestions for policy decisions and further research in line with the development of literacy skills among primary school children in Matungulu sub-county, Machakos County. Other than that, the chapter has also elaborated on the nature of the problem and other concerns that emerged in the course of the research. The conclusions arrived at are substantive as they are drawn from answering research questions and recommendations were made for the relevant stakeholders to address specific concerns.

The purpose of this study is to evaluate formative assessment and its implication on English literacy acquisition in public primary schools in Matungulu Sub-County, Machakos County. A total of 12 public primary schools were sampled in Matungulu sub-county and in each school, the researcher administered a teacher questionnaire and a literacy assessment to children in grade six. Therefore, the study set out to address the following objectives:

- i. How do the professional qualifications of teachers in English language influence utilization of formative assessment in English literacy acquisition in public primary schools in Matungulu Sub-County, Machakos County?
- ii. How does the provision of scholastic materials on teaching English language influence English literacy acquisition among the pupils in public primary schools in Matungulu Sub-County, Machakos County?

- iii. How do class six pupils perform in English literacy acquisition in selected primary schools in Matungulu Sub-County, Machakos County using Uwezo Learning assessment tools?
- iv. What are the challenges faced in the use of formative assessment in the teaching of English literacy acquisition in class six in selected public primary schools in Matungulu Sub-County, Machakos County?

Accordingly, the summary of the study findings was based on the study research objectives as presented in the following sections.

## **5.2 Summary of Main Findings of the Study**

The first objective sought to establish the ways in which professional qualifications of teachers in English language influence utilization of formative assessment in English literacy acquisition in public primary schools in Matungulu Sub-County.

In relation to this objective, findings indicated that all of the teachers in the sample had met the minimum requirements for professional qualifications and therefore, to a larger extent, there was a good utilization of formative assessment. Nonetheless, for purposes of enhancing improvement on the part of children's acquisition of the literacy skills, it was felt that these teachers require some opportunities for retooling in form of in-service seminars to bring them to speed with new trends in the practice of teaching with a view to improving the acquisition of literacy skills on the part of the children.

The second objective was about the influence of provision of scholastic materials in the teaching of English language on acquisition of literacy skills. Findings indicated that that the majority of the teacher respondents confirmed the existence of an

insufficiency in writing and even reading materials for class 6 pupils. At the same time, there was also a reported insufficiency of English textbook materials for pupils in class 6. Regarding the issue of teachers guide books, it was found out that those who acknowledged having these teacher guide books were the minority. And on the question of whether or not the school has a library/mini-library where teachers and learners can get access to English reading materials, all the teacher respondents denied the presence of a library/mini-library in their respective schools. Apparently, such are the enough reasons or basis for a compromise on the effective teaching of English language by the teachers and the subsequent acquisition of literacy skills on the part of the learners.

The third objective was about English Literacy Skills of Class Six Pupils in Primary Schools in Matungulu Sub-County. Findings on this objective indicated that most of the children in grade six (63 percent) possess the literacy skills for the level of grade 2. In other words, they have the literacy competences they needed to have developed when they were at grade two level, even though, a few of them (36%) still have not developed their skills for comprehension. There was also a smaller minority who still at paragraph level, a situation attributable to the effect of the automatic promotion or even free primary education (FPE) policies. What this means in terms of formative assessment is that it (formative assessment) is not being fully utilized in primary schools in Machakos County. Again this could be due to lack of emphasis on the use of formative assessment as well as lack of opportunities for retooling teachers with these skills.

The fourth objective was about challenges faced by teachers in the use of formative assessment in the teaching and acquisition of English literacy skills in primary schools. Findings on this issue indicate that teachers face challenges related to planning for instruction for acquisition of literacy skills, designing lessons that make it possible for children to learn by themselves, issues of motivating learners through the use of encouraging comments. All these challenges point to the fact that there is need for more and continued technical support for language teacher for the sake of enhancing the children's effective acquisition of literacy skills.

#### **5.4 Conclusions**

The following conclusions have been drawn based on the findings. To start with, it was noted that almost all teachers have the requisite professional qualifications. However, only 63% of the learners appeared to have developed the literacy skills they needed to have developed by the time they were in grade two. It was thus concluded that while it is good to have the professional qualifications, occasional in-service training for the teachers regardless of whether or not they have the professional qualifications goes a long way in retooling them to ensure continued effective transmission of literacy skills.

Concerning the issue of teaching and learning materials including teachers' English language guide-books and facilities such as the library, these were found to be in short supply and sometimes, especially for the library, non-existent. Such a lack in the relevant learning materials as well as facilities was concluded as being part of the reasons behind the apparent compromise on the effective teaching of English language by the teachers and the subsequent acquisition of literacy skills on the part of the learners.

Most of the children in grade six possess the literacy skills for the level of grade 2. But apparently, a few of them seem not to have fully developed these skills at the time they needed to have done so. It was thus concluded that the development of the literacy skills is on the right trajectory and everything must be done to maintain this. What is to be done must therefore include active identification of factors that work against the success of effective acquisition of literacy skills, both internal and external to the school and work towards mitigating them.

This study was also concerned about the challenges faced by teachers in the use of formative assessment in the teaching and acquisition of English literacy skills in primary schools. A number of challenges were identified in the study as those that tend to compromise the acquisition of the literacy skills by the learners. It was therefore concluded that while it is part of the norm for any undertaking to have its own challenges, efforts should be made to continue identifying these challenges and addressing them if and when they occur. Part of the effort is about continued technical support to the English language teachers in so far as the development of literacy skills is concerned.

## **5.5 Recommendations**

This section provides recommendations made in this study. These are in two sets; those related to policy and practice and as well as recommendations for further research.

### **5.5.1 Recommendations for practice**

Following from the findings and arguments sustained in the foregoing sections, the following recommendations were made:

- i. It has been established that there is a reasonable proportion of children in grade six but who have not fully developed their competencies in literacy. This study did not go deeper into finding out why this is the case. Accordingly, further research needs to go into alternative successful practices that have worked in other places and times. This is because while these could be the learning outcomes in Matungulu sub-county, there are still other areas within the country where there are success stories in literacy, at least from available literature, particularly by Uwezo Kenya and Usawa Agenda.
- ii. The government through the Ministry of Education as well as stakeholders need to support schools in exploring ways and means of having the relevant English language teaching and learning materials to support the teachers in developing literacy skills.
- iii. While teachers have the requisite professional and/or academic qualifications, it is good practice for such teachers to be exposed to some refresher courses as well as some in-service trainings to enable them have a sustained effort in executing their role in developing literacy in English language on the part of the learners.

### **5.5.2 Recommendations for Further Research**

This study took a descriptive design and looked into the issue of formative assessment and particularly its implications on the acquisition of literacy skills in English in primary schools. In this regard, it has been established that teachers are faced with a number of challenges in their attempt to apply this type of assessment. While some of these challenges have been identified in this study, it is not clear how their effect can be mitigated. More research effort needs to be directed towards the ways in which these challenges can be addressed and their effect mitigated.

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## APPENDICES

### APPENDIX I: CONSENT FORM

My name is Felistus Mwendu, a master's student at Kenyatta University. I am carrying out a study titled "Formative Assessment and Its Implication on English Literacy Acquisition in Public Primary Schools in Matungulu Sub-County, Machakos County, Kenya." The purpose of this form is to kindly request you to give consent to take part in the study. The findings will be used for academic purposes. The study is anonymous and your responses will be treated with high confidentiality.

Signature.....

Date .....

**APPENDIX II: QUESTIONNAIRE FOR TEACHERS BIO DATA**

**Gender**      Male [ ]      Female      [ ]

**Age**    18-22      [ ]    23-27      [ ]    28-32      [ ]    33-37 [ ]

          38-42      [ ]    43-47      [ ]    48-52      [ ]

          above 52      [ ]

**Level of Education**

Diploma      [ ]                      Degree      [ ]      Post graduate      [ ]

School: .....

Please indicate the level of your agreement with the following statements on challenge faced in use of formative assessment in the teaching of English literacy acquisition. They are measured in the Likert scale of 1-5, where 5 = Strongly Agree, 4 = Agree 3= Neutral 2= Disagree and 1 = Strongly Disagree.

<b>Statement</b>					
I find it difficult to tailor lessons for pupils.					
I find it difficult to invite and build on pupils' contributions.					
I find it easy to set up tasks designed to enable pupils to get on by themselves.					
I find it easy to spur pupils on by making encouraging but specific, focused comments.					
I find it easy to get a pupil to help another pupil.					

Please indicate the level of your agreement with the following statements on the professional qualifications of teachers and their influence on in on the utilization of formative assessment in English literacy acquisition in public primary schools. They are measured in the Likert scale of 1-5, where 5 = Strongly Agree, 4 = Agree 3= Neutral 2= Disagree and 1 = Strongly Disagree.

<b>Statement</b>					
I can choose and show pupils' examples of pupils' work for learning purposes using formative assessment.					
I have the skills to get a pupil to show me how he/she has gone about literacy learning to so I can diagnose error.					
I have the capacity to get a pupil to demonstrate to the class how he/she did a literacy task.					
I can skillfully get a pupil to suggest ways literacy learning can be improved using formative assessment.					
I can provide formats and structures for writing or recording findings.					

Please indicate the level of your agreement with the following statements on the availability of scholastic materials that are used for teaching and learning of English literacy acquisition among the pupils in public primary schools. They are measured in the Likert scale of 1-5, where 5 = Strongly Agree, 4 = Agree 3= Neutral 2= Disagree and 1 = Strongly Disagree.

<b>Statement</b>					
The school provides sufficient writing materials for pupils.					
The school provides sufficient English textbooks materials for pupils in class 6.					
The school provides enough teacher-guide books for English literacy.					
The school has a library/mini-library where teachers and learners can get access to English reading materials.					

**APPENDIX III: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR  
HEADTEACHERS**

1. How often do you appraise your class 6 English teachers' performance?
2. What assessment method are your teachers of English using currently?
3. Do your teachers of English use formative assessment?
4. If yes, how effective is it in helping learners acquire English literacy skills?
5. Do you support your teachers in their quest to improve English literacy acquisition for class 6 pupils?
6. Describe the activities that can help class 6 pupils to acquire English literacy skills in your school.

**APPENDIX IV: ADOPTED UWEZO TOOLS FOR CHILDREN AGED 6-16  
YEARS**

**Part A: Paragraph Reading Test Instructions**

Start here for all children aged 6-16 years.

Let the child choose any of the two paragraphs and read.

If the child reads the paragraph, take him/her to the **STORY**.

If the child cannot read the paragraph, take him/her to the **WORDS**.

**Paragraph**

Our flag has four colours. We learn about them in school. They tell us about our country. We love our flag very much.

**Paragraph 2**

Kibet lives in Molo. He is a farmer. He grows maize and beans. He also has many cows.

**Part B: Comprehension Instructions**

Only give the story to children who have correctly read the paragraph.

The child should answer the **TWO** questions.

A long time ago, there was a cow. She lived in a big forest. The forest had many wild animals. Some animals used to kill and eat others. One day, the cow gave birth to a calf.

She loved it very much. She did not want the animals to eat it.

One morning, the cow went to the lion. She wanted him to help her. The lion roared at them. The cow and her calf ran away. They found a man outside his house. The man loved the animals. He made a cow shed for them. The cow never went back to the forest.

Q1. What did the forest have?

Q2. Why did the cow and her calf run away?

**Part C: Word Reading Test Instructions**

- Give these to the child WHO CANNOT read the paragraph.
- The child should read any 5. At least 4 words should be read correctly.
- If the child cannot read this take him/her to the LETTERS

tree                                  hand  
cat                                      dog  
room                                  desk  
pot                                      hen  
fish                                      mango

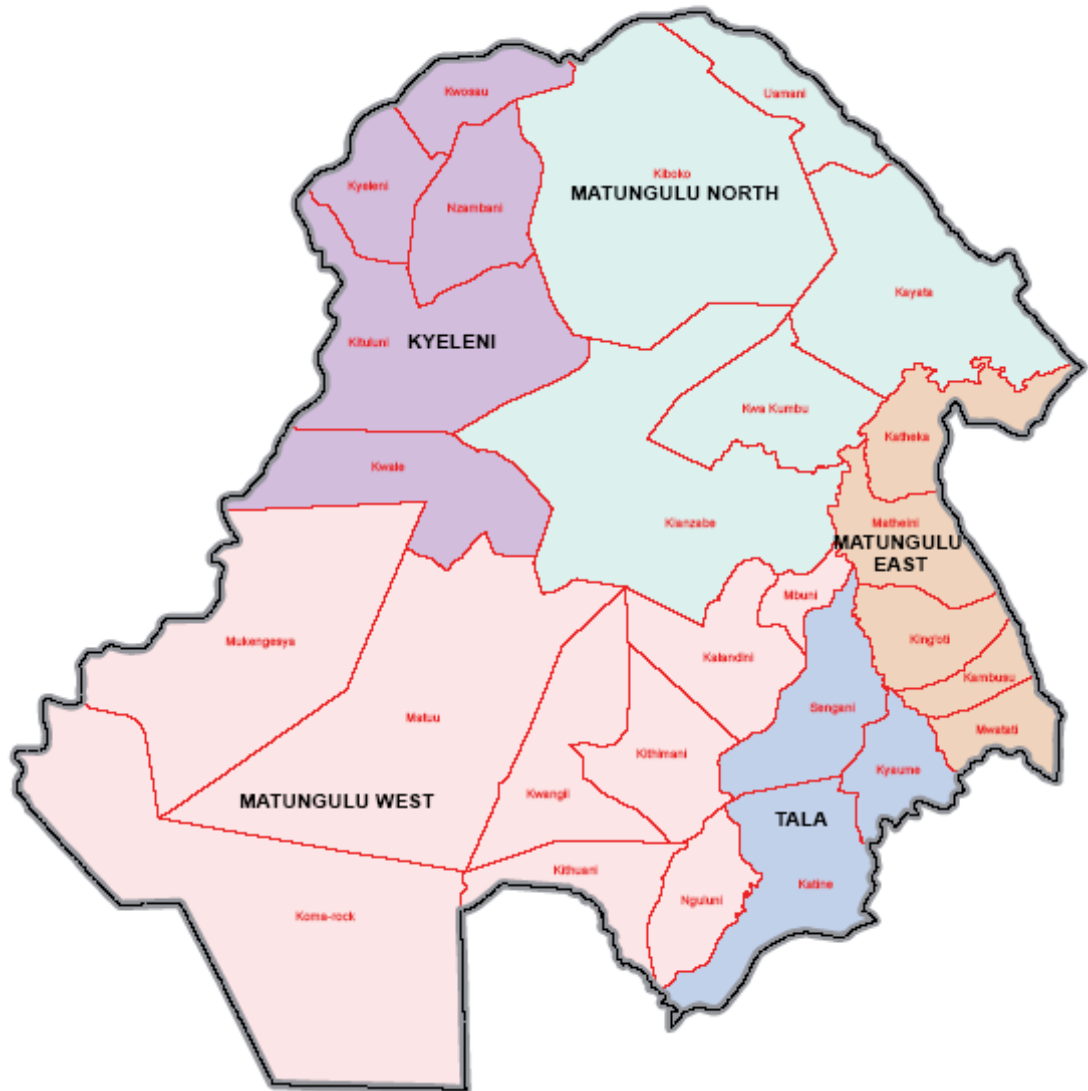
**Part D: Letter Reading Instructions**

- Give these to the child WHO CANNOT read words.
- The child should read any 5. At least 4 letters should be read correctly.
- If the child cannot read these, mark him/her at the
- NOTHING LEVEL.

**Part E: Tool for Scoring**

	<b>ENGLISH ITERACY</b>					
<b>PUPILS</b>	<b>NOTHING</b>	<b>LETTER</b>	<b>WORD</b>	<b>PARAGRAPH</b>	<b>STORY</b>	<b>COMPRE HENSION</b>
1						
2						
3						
4						
5						

## APPENDIX V: MATUNGLULU MAP



**APPENDIX VI: RESEARCH LICENSE NACOSTI**


  
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