

**AN EVALUATION ON THE IMPLEMENTATION OF THE LANGUAGE
ACTIVITY CURRICULUM IN PRE-PRIMARY SCHOOLS IN
BUSIA COUNTY, KENYA**

BY

AKELLO SPECIA

**A THESIS SUBMITTED TO SCHOOL OF EDUCATION, THE DEPARTMENT
OF CURRICULUM, INSTRUCTION AND EDUCATIONAL MEDIA, IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF DOCTOR OF PHILOSOPHY IN EARLY CHILDHOOD
AND PRIMARY EDUCATION**

MOI UNIVERSITY

2022

DECLARATION

Declaration by the Candidate

This is my original work and has not been presented for a degree program in any other University. No part of this thesis may be produced without permission from the author and/ or Moi University.

Signature_____

Date_____

Akello Specia

EDU/D.PHIL.CM/1010/14

Declaration by Supervisors

This thesis has been submitted with our approval as University supervisors on behalf of Moi University.

Signature_____

Date_____

Prof. Peter L. Barasa

Department of Curriculum, Instruction and Educational Media,
School of Education, Moi University.

Signature_____

Date_____

Prof. Carolyne Omulando

Department of Language and Literature Education,
School of Education and Social Sciences, Alupe University College.

DEDICATION

This study is dedicated first and foremost to the Almighty God, my family, parents, mentors, relatives, colleagues and friends; for the support and encouragement they gave me, and the confidence they had in me.

ACKNOWLEDGEMENTS

I wish to thank the Almighty God for His grace without which I would not have completed this thesis. On the human front, the completion of this thesis was made possible through the encouragement, co-operation, assistance, guidance, help and constructive criticism from various people. First and foremost, I wish to appreciate the contribution of Moi University, School of Education, Department of Curriculum, Instruction and Educational Media for their tireless efforts in monitoring my progress during the thesis writing. Secondly, my regards go to my beloved supervisors Prof. Peter. L Barasa and Prof. Carolyne Omulando for their guidance. Finally, I cannot forget my colleagues in the D.Phil. class who helped me proof read my work every now and then.

THANK YOU AND GOD BLESS YOU ALL.

ABSTRACT

In pre-primary, the goal of the language activity area is to develop oral, reading, and writing readiness skills in order to lay the groundwork for language acquisition. Because children use language to interact with their immediate environment, it is an important tool for facilitating learning. It provides learners with the abilities they need for listening and speaking, as well as developing literacy skills, as a medium of communication and a crucial component of socializing. The Competency Based Curriculum advocates for a multilingual approach to language learning focusing on mother-tongue, Kiswahili and English in Early Year Education. However, the implementation of the language curriculum in Pre-primary is still faced with a myriad of challenges in terms of operationalization. Generally, there are myriad challenges experienced in the implementation of language activities, including but not limited to lack of relevant teacher Competency Based Curriculum competencies and knowledge and inadequate instructional materials. Against this backdrop, the study sought to evaluate the Early Year Education language curriculum implementation in pre-primary. In particular, the objectives focused on teachers' level of preparedness for language activity implementation, examination of resources used during instruction, determination of the evaluation procedures used in the implementation process, examination of learning activities that learners are engaged and establishment of challenges that teachers face during language activity curriculum implementation. The study adopted Tyler's Curriculum Theory, Krashen and Terrel input Hypothesis and Swain's Output Hypothesis theory of language acquisition that focus on process of curriculum implementation and language learning requirements respectively. The mixed method research approach using the convergent design, grounded upon pragmatism philosophy were utilized in examining the study variables. Thirty-five (35) Early Childhood Development centers were randomly selected using simple random sampling out of a total of 353 in Busia County. Purposive sampling was used to select key informants as follows: The County Director of Education, Education Standards and Quality Assurance officer, 35 head teachers and 7 District Centre Early Childhood Education Coordinators. Data collection instruments were the questionnaire, observation, interview and document analysis schedules. Validity of the instruments was assessed by involving experts and professionals. Constructs were operationalized. Reliability was established through a pilot study. Data analysis combined both descriptive statistics and content analysis procedures. The study findings show limited teacher preparedness levels because they have received one Competency Based Curriculum training, however they indicated that they required frequent capacity building to acquire competence to teach language activities learning area on Competency Based Curriculum. Additionally, there were inadequate instructional resources and plenty of teacher talk engaged during lessons, and widespread use of summative evaluation, rather than formative modes. The study in objective one concluded that teachers lack sufficient support to enable them adequately implement the language activities learning area in Competency Based Curriculum. The study recommends: contextualized teacher in-service training and professional development, alongside provision of adequate instructional resources for appropriate implementation of language activities learning area. The findings will aid Competency Based Curriculum developers in making informed adjustments with regard to teacher preparation requirements, resources mobilization, instructional activities and adaption of productive formative evaluation procedures.

TABLE OF CONTENTS

DECLARATION-----	ii
DEDICATION-----	iii
ACKNOWLEDGEMENTS-----	iv
ABSTRACT-----	v
TABLE OF CONTENTS-----	vi
LIST OF TABLES-----	x
LIST OF FIGURES-----	xi
ABBREVIATIONS AND ACRONYMS-----	xii
CHAPTER ONE-----	1
INTRODUCTION TO THE STUDY-----	1
1.1 Overview of the Study-----	1
1.2 Background to the Study-----	2
1.3 Statement of the Problem-----	7
1.4 Purpose of the Study-----	9
1.5 Objectives of the Study-----	10
1.6 Research Questions-----	10
1.7 Justification of the Study-----	11
1.8 Significance of the Study-----	11
1.9 Scope of the Study-----	13
1.10 Limitations of the Study-----	14
1.11 Assumptions of the Study-----	15
1.12 Theoretical Framework-----	15
1.12.1 The Curriculum Theory	16
1.12.2 The Input Hypothesis Theory	17
1.12.3 Output Hypothesis Theory	18
1.13 Conceptual Framework-----	19
1.14 Operational Definition of Key Terms-----	21
1.15 Chapter Summary-----	23
CHAPTER TWO-----	24
LITERATURE REVIEW-----	24
2.1 Introduction-----	24
2.2 Early Childhood Development Education-----	24

2.2.1 A Global Perspective of Language in Early Childhood Education	25
2.2.2 Brief History of Early Childhood Education in Kenya.....	26
2.3 Language Curriculum for Young Children-----	29
2.3.1 Benefits of Pre-Primary School Language Education	33
2.3.2 Language Policy in Kenya	35
2.3.3 Competency Based Curriculum in Kenya.....	38
2.3.4 Early Years Education (EYE)-----	46
2.4 Implementation of Language Activities Curriculum in Pre-Primary School -----	48
2.5 Teacher Preparedness in Language Classrooms-----	51
2.5.1 Selection of Learning Experiences	66
2.5.2 Teacher Supervision.....	70
2.5.3 Instructional Documents	73
2.6 Teaching and Learning Resources -----	77
2.6.1 Display and Storage of Material Resources.....	84
2.7 Teaching and Learning Approaches and Strategies-----	86
2.8 Evaluation Procedures in Competency Based Curriculum -----	92
2.8.1 Forms of Evaluation.....	99
2.9 Challenges in the Implementation of Language Activity Curriculum-----	104
2.10 Related Studies -----	107
2.11 Chapter Summary-----	110
CHAPTER THREE-----	112
RESEARCH DESIGN AND METHODOLOGY-----	112
3.1 Introduction-----	112
3.2 Study Area -----	112
3.3 Philosophical Paradigm of the Study -----	113
3.4 Research Methodology-----	115
3.5 Research Design-----	118
3.6 Target Population-----	120
3.7 Study Sample and Sampling Techniques -----	121
3.8 Research Instruments -----	123
3.8.1 The Questionnaire.....	124
3.8.2 Interview Schedules	125
3.8.3 Observation Schedule	127
3.8.4 Document Analysis Guide	128

3.9 Validity of the Study Instruments -----	129
3.10 Reliability of the Study Instruments-----	130
3.11 Pilot Study-----	131
3.12 Data Collection Procedures -----	133
3.13 Data Analysis -----	135
3.13.1 Qualitative data Analysis	136
3.13.2 Quantitative Data Analysis	137
3.14 Ethical Considerations -----	138
3.15 Chapter Summary-----	139
CHAPTER FOUR-----	140
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND	
 DISCUSSION -----	140
4.1 Introduction-----	140
4.2 Teacher's Level of Preparedness -----	142
4.2.1 Availability of Seminars and Workshops	143
4.2.2 Record Keeping	149
4.3 Resources used in Teaching and Learning of Language Activity-----	154
4.3.1 Acquisition of Teaching and Learning Resources	160
4.4 Teaching and Learning Activities -----	165
4.4.1 Approaches and Strategies of Teaching Language	166
4.5 Evaluation Procedures used in the teaching of Language Activities -----	170
4.6 Challenges Facing Pre-primary School Teachers in Language Activity	
Implementation -----	175
4.7 Discussion of Findings -----	177
4.7.1 Pre-primary Teachers' Level of Preparedness to teach Language Activity .	177
4.7.2 Resources used in the instruction of Language Activity	186
4.7.3 Teaching and Learning Activities used in the Instruction of Language	
Activity.....	192
4.7.4 Evaluation Procedures used in the Instruction of Language Activity.....	198
4.7.5 Challenges Facing Pre-primary School Teachers in Language Activity	
Implementation	206
4.8 Chapter Summary -----	210

CHAPTER FIVE -----	211
SUMMARY OF THE FINDINGS, CONCLUSION AND	
RECOMMENDATIONS-----	211
5.1 Introduction-----	211
5.2 Summary of Findings-----	211
5.2.1 Teachers’ Level of Preparedness to teach Language Activity.....	212
5.2.2 Resources used in the Instruction of Language Activity	212
5.2.3 Teaching and Learning Activities used in Language Activity Classrooms..	213
5.2.4 Evaluation Procedures used in the Instruction of Language Activity.....	213
5.2.5 Challenges Facing Language Activity Implementation.....	213
5.3 Conclusion-----	214
5.4 Recommendations-----	215
5.5 Suggestions for Further Research-----	217
REFERENCES-----	219
APPENDICES-----	229
Appendix A: A Questionnaire for Pre-Primary School Teachers.....	229
Appendix B: Interview Schedule for DICECE Coordinators	238
Appendix C: Interview Schedule for Headteachers.....	239
Appendix D: Interview Schedule for the County Director Pre-primary Education	
.....	240
Appendix E: Interview Schedule for Education Standards & Quality Assurance&	
Commission Officer (ESQAC)	241
Appendix F: Observation Schedule for ECDE Institutions	242
Appendix G: Document Analysis Schedule (Availability of Resource Materials and	
Facilities)	244
Appendix H: A Sample of a Competency-Based Lesson Plan	245
Appendix I: Language Activities Assessment matrix.....	246
Appendix J: A Map Showing the Sub-Counties in Busia County	247
Appendix K: Research Permit NACOSTI	248
Appendix L: Introductory Letter Moi University	249
Appendix M: Authorization Letter Ministry of Education	250
Appendix N: Authorization Letter County Commissioner	251

LIST OF TABLES

Table 2.1: Activity areas and their Lessons Allocation	76
Table 3.1 Sampled Pre-primary schools per Sub- County.....	123
Table 3.2 Summary of sample size	123
Table 3.3 Reliability Coefficients	131
Table 4.1 Response Return Rate.....	142
Table 4.2 Teachers' Professional Status and Academic Qualifications	143
Table 4.3 Teachers' Attendance of Seminars and Workshops	144
Table 4.4 ECDE Teachers' Views on the Usefulness of Records kept	149
Table 4.5 The use, storage and adequacy of Teaching and Learning materials	154
Table 4.6 Sources of resource materials	160
Table 4.7 Teachers' Responses on their Frequency of using various materials	162
Table 4.8 Teachers' use of stories, poems riddles and tongue twisters	164
Table 4.9 ECDE Teachers' use of language activities.....	166
Table 4.10 Approaches and strategies and frequency of use by ECDE teachers	167
Table 4.11 Evaluation procedures used by teachers	171
Table 4.12 Ways in which parents are involved in evaluation process	174
Table 4.13 Challenges faced by pre-primary teachers while teaching language	175
Table 4.14 Pre-primary Teachers' Magnitude of Challenges Faced	176

LIST OF FIGURES

Figure 1.1 Conceptual Framework	20
Figure 2.1 Early Years Education Structural Model.....	47
Figure 2.2 Components of Design	55
Figure 2.3 Thematic and integrated learning approach	76
Figure 2.4 Process of Evaluation	99
Figure 3.1 Convergent Parallel Design	120
Figure 4.1 Responses on making of schemes of work.....	153

ABBREVIATIONS AND ACRONYMS

BECF:	Basic Education Curriculum Framework
CBA:	Competency Based Approach
CBC:	Competency Based Curriculum
CBE:	Competence Based Education
CPD:	Convergent Parallel Design
CRE:	Christian Religious Education
CSOs:	Curriculum Support Officers
DICECE:	District Centre for Early Childhood Education
EAC:	East African Community
ECD:	Early Childhood Education
ECDE:	Early Childhood Development and Education
EFA:	Education for All
EQASCO:	Education Quality Assurance and Standards Commission Officer
EYE:	Early Year Education
IL:	Interlanguage system
KCPE:	Kenya Certificate of Primary Education
KICD:	Kenya Institute of Curriculum Development
KLB:	Kenya Literature of Bureau
KNEC:	Kenya National Examination Council
KNUT:	Kenya National Union of Teachers
KSRAT:	Kenya School Readiness Assessment tool
L2:	Second Language
MOE:	Ministry of Education

MOEST:	Ministry of Education Science and Technology
NACECE:	National centre for Early Childhood Education
NACOSTI:	National Commission for Science Technology and Innovation
OBE:	Outcomes Based Education
PCIs:	Pertinent and Contemporary Issues
PPI:	Pastoral Programme of Instruction
QUAN:	Quantitative Data Analysis
QUAL:	Qualitative Data Analysis
SDGs:	Sustainable Development Goals
SMART:	Specific, Measurable, Attainable, realistic and time bound
SPSS:	Statistical Package for Social Sciences
TCIG:	Teacher's Curriculum Implementation Guide
TESOL:	The Association of English Speakers of other languages
TIE:	Tanzania Insitute of Education
TPR:	Total physical response
TRP:	Teacher Resource Portfolio
TSC:	Teachers Service Commission
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UN:	United Nations
UNICEF:	United Nations Child Emergence Fund
USA:	United States of America
USAID:	United States Agency for International Development
ZCFP:	Zambian Curriculum Framework Policy

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview of the Study

Competency Based Curriculum (CBC) values the development and use of language in young children's learning. According to Kenya Institute Curriculum Development (KICD), (2017), children need to use language not only to express their needs, feelings and thoughts but also to make sense of what adults want them to do. They need language to communicate with others and participate fully in society. Therefore, more experienced language users like parents and teachers must provide children with opportunities to extend and enrich their vocabulary by engaging them in meaningful experiences. Competency Based Curriculum (CBC) has therefore expanded the role of language from grade one.

Due to the expanded role of language, the CBC demands attainment of core competencies, values, life skills and citizenship during curriculum implementation. This calls for more skills and knowledge from the teachers to enhance implementation. According to KICD, (2017), language is a foundation for all other activity areas in the curriculum. Learning to learn as a core ability in CBC assists students in building on earlier learning and life experiences in order to use and apply information and skills in a range of situations. As a result, learners require language to supplement their life experiences.

Literacy, defined as the capacity to read, write, and communicate effectively, strives to provide the student with fundamental abilities in reading and writing, as well as to assist in all other areas of activity. As a result, language will help the student communicate with others while also encouraging learning to learn. CBC, on the other hand, is having

difficulties with implementation. International Bureau of Education (IBE)-UNESCO (2014), report on the implementation of the new curriculum states that despite the shift of the education system in Kenya from content based to competency based, various stakeholders claim that the shift has been hurriedly done without due consideration to preparing teachers adequately.

A letter written by the Kenya National Union of Teachers (KNUT) to the Cabinet Secretary for Education expressed dissatisfaction on the side of trade unions on the hasty way the system change was being implemented and called for an overhaul of the whole process, (Otieno, 2019). It is due to these concerns that this study sought to evaluate the implementation of language activity curriculum in pre-primary school in Busia County. Hence this chapter outlines the background to the problem, the statement of the problem, objectives, assumptions, scope, limitations, significance and justification of the study. It further presents the theoretical framework upon which the study is based, the operational definition of terms and finally an outline of the organization of the rest of the study.

1.2 Background to the Study

Around the world, there is a growing interest in early childhood education, which reflects different people's philosophical views on children. Most parents in Kenya are interested in pre-primary education because they feel it gives their children a head start on their formal education. As a method of empowering children as responsible members of society and future leaders, opportunities for optimal child development should be established via quality pre-primary education (Republic of Kenya, 2007). Furthermore, the current CBC is aimed at identifying the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainable development.

When more attention is given to Early Childhood Education (ECD), holistic development of children shall be realized. Education is the avenue through which people in the society are prepared for the tasks at hand and those lying ahead. This is because any society or country should aim at providing an education that is relevant to the prevailing needs of the society, (Sinyei, 2011). The need for a relevant education in Kenya has necessitated the formation of various education commissions dating back from 1922 to 1999 and the current overhaul of the curriculum. These commissions stirred the development of ECD and its entire curriculum areas.

Even with the CBC, language activity is one of the curriculum topics in pre-primary education. As a result, as one of the activities in ECD, it must be implemented well in order to promote holistic development. Given its dual character in education, it plays a crucial role in the provision of pre-primary services as both a medium of teaching and a topic. It incorporates education into and via many activities. Listening, speaking, reading, and writing are examples of these activities (Otto, 2009). As a result, there is a greater need to focus on language activity implementation because it is the cornerstone for children's holistic development. Language is an avenue through which people in the society are prepared for the tasks at hand and those lying ahead. As a result, when appropriately presented, language activity experiences provide youngsters with a significant source of fun while also increasing their language development and overall holistic development (Machado, 2003). This pleasure, as well as the other developmental advantages of language encounters in early childhood settings, should be acknowledged and fostered in early childhood education (EYE).

It is commonly known that learners recall better when they are actively participating in the learning process rather than when they are passively involved in the learning process

when it comes to language acquisition (Willis, 2007). According to his 'Dale's Cone of Learning,' learners recall 10% of what they read, 20% of what they hear, 50% of what they hear or see, 70% of what they discussed, 80% of what they experience, and 95% of what they are actively involved in. As a result, when a student sees, hears, and actively engages in the learning process, he or she will learn considerably more than when learning is done passively.

Language also helps learners to build their confidence during the learning process. As children communicate and interact freely in the classroom, a learner-centered method is encouraged with total participation of learners through seeing, hearing and doing. In a nutshell, language competence gets the whole child involved in the process of learning. Many studies have pointed out the many implementation problems being encountered at the different levels of education namely: primary, secondary, and higher levels as pertains to language education in Kenya.

Whereas this situation may still hold true, more focus should actually be placed on the formative years of education. From birth until age 8, the young child grows rapidly, particularly as pertains to the brain. By the age of 8 years, while the average person has attained approximately 50% of their adult body weight, the brain has attained 90%. Children may therefore be viewed as growing plants, miniature adults, and national resources that need to be nurtured. They are a future investment critical to the sustenance of a society and its ability to keep up pace with the rest of the world, (Cameron, 2007).

The study therefore, evaluated pre-primary school language activity curriculum implementation which will include teacher's level of preparedness, resources used in teaching language, the teaching and learning activities engaged the evaluation procedures used in the implementation process of language activity and sought to find

out the challenges facing pre-school teachers while implementing language activity. It focused on universal best practices in teaching languages, which aim at emphasizing a holistic development of the child; as opposed to formal rote learning which involves learning or memorization by repetition, often without an understanding of the reasoning or relationships involved in the material that is learned. Attendance in school should be complemented with quality education that is relevant to an individual's development in life (UNESCO, 2014). Much attention should therefore be given to the important role of language in communication through self - expression that fosters young children's development.

Observations, reports and studies indicate that emphasis is shifting more and more from collaborative learning to learners becoming passive listeners because of lack of sufficient language for expression of learners, (Willis, 2007, Thomson, 2010 and Cameron, 2007). With the introduction of CBC, the research study sought to evaluate the challenges this curriculum could be facing in Kenya. Literature on CBC globally shows that a number of countries have faced myriad challenges as far as curriculum reforms are concerned.

Any CBC tries to relate education to the real-life experiences as it helps learners gain information, skills, values and attitude to access, criticize, evaluate and realistically apply them to reality. In this regard, learners are presented with practical experiences during the teaching and learning processes that are likely to assist them build life skills. It is a complicated and multidimensional phenomenon that necessitates educationists, instructors, and society to be aware of and informed about its principles in order to comprehend and appreciate it.

Many nations, like Finland, Germany, the Netherlands, and Norway, have built their own competency frameworks that recognize the needs of local populations for training programs within their competency frameworks. A curriculum, as a means for educational systems to assist citizens in acquiring desirable knowledge, skills, values, and attitudes, must strive to move beyond the narrow minded past of traditional syllabi or written plans and focus on providing learners with the ability to acquire, develop, and apply knowledge, values, and attitudes that should lead to the application of skills. (Mulenga et al, 2019).

To address these problems, a number of African nations, including South Africa, Tanzania, Rwanda, Zambia, Mozambique, and Zimbabwe, have shifted away from content-based curricula and toward competence or outcome-based curricula since the year 2000. The bulk of concepts and discussions about CBC, on the other hand, are still in the domain of discourse, with little evidence of how critical capabilities may be taught by students through a school curriculum. (Mulenga et al, 2019).

For example, the CBC in Zambia is already confronting a variety of issues relating to the supply of appropriate teaching and learning tools, as well as teacher pedagogical topic expertise (Mulenga et al, 2019). Another significant issue they observed is the loss and misuse of learning time, to the point that the duo said that learning time among educational professionals did not appear to be viewed as a resource. For a successful curriculum implementation, teachers' professional development, as well as enough and relevant teaching and learning tools, are critical (Amunga et al., 2020). In Tanzania, findings by Shamwelekwa (2008) and Timothy (2011) indicate that most secondary schools are facing acute shortage of teaching and learning resources relevant for the implementation of CBC.

CBC in Kenya, was implemented in 2016. Teachers as the main implementors of the curriculum have had seminars and workshops organized in order to train them on how to implement the curriculum. However, a number of stakeholders including parents and teachers have complained of minimal public participation in terms of curriculum design. The Kenya National Union of Teachers (KNUT) argues that the process of implementing CBC has been hurried (Otieno, 2019).

In fact, the curriculum reforms have dominated public debate in the recent past with Kenyans taking different positions. Majority of Kenyans testify that there are gaps as far as CBC is concerned. Furthermore, parents have been complaining about the much work to do in terms of assisting their children (Otieno, 2019).

It is in view of the above findings that the current study sought to evaluate the implementation of language activity curriculum in pre-primary schools in Busia County, Kenya. The study specifically sought to establish the teacher's level of preparedness, examine the resources used in the teaching and learning activities used find out the evaluation procedures used and determine the challenges facing the implementation of language activity curriculum.

1.3 Statement of the Problem

Language is a crucial instrument for supporting learning, according to the Basic Education Curriculum Framework (BECF), (2017), since children utilize it to engage with their immediate surroundings. It is a kind of communication as well as an important aspect of socializing. The goal of this activity area is to build oral, reading, and writing preparation skills in order to provide the groundwork for language learning.

The Kenya Institute of Curriculum Development (KICD) has put measures in place to train teachers for a week during holidays on curriculum implementation but this training is not adequate. According to Muraya (2019) as cited by Amunga *et al.*, (2020), 181 Master trainers had been trained. The data further indicates that 1165 CSOs and CBC Champion teachers were also trained. Furthermore, 91,000 teachers had been trained from both public and private primary schools over the holidays. Unfortunately, the pre-primary school teachers had not been trained.

In 2016, USAID through the Ministry of Education increased the support for the system of education change by providing funding. Some materials (books) were produced and teachers trained for seven days during the 2017 August holidays (IBE-UNESCO, 2017). Later, the curriculum was rolled out for piloting from pre-primary to grade two. One year later, external reports by the National Curriculum Policy, (2018) indicated that there were gaps that needed to be addressed. These included inadequate training for teachers and poor infrastructure.

Studies however, have shown that CBC implementation is riddled with many challenges which include inadequate resources and inappropriate evaluation procedures that are used by teachers (Njeng'ere, 2017). Furthermore, Sudha, (2018) points out that most pre-primary school teachers are not able to design assessment rubrics to be used for evaluation. The Kenya Publishers Association Chairman (2018) cast doubts on the implementation of the new curriculum saying materials had not been published. On observation, there was no evidence of the presence of a variety of resources except for the course books.

An external report by IBE-UNESCO (2017) revealed that teachers of Nyeri County, with regard to the new curriculum raised alarm over too much time teachers took in

preparation thus compromising time for instruction. The report further revealed that teachers faced difficulty in constructing assessment rubrics. Furthermore, Waweru (2018) in his study on influence of teacher preparedness on implementation of CBC in public pre-primary schools in Nyandarua North Sub-County, found out that teachers had not been adequately prepared in implementing CBC. Teachers cited inadequate skills in lesson preparation and lack of adequate observation resources. Moreso, Nyandarua North Sub County training workshop for teachers on CBC, CSOs highlighted the fact that curriculum designs were distributed to schools without learners and teachers' guides. The teachers found it difficult to plan their lessons using the new designs and getting relevant content from the old course books, (Ondimu, 2018).

A report released by Uwezo, (2015), cited that many children in early years were noted to have problems in reading and speaking English. The development of skills and information in other subject areas, as well as in the school curriculum, may be hampered by a lack of mastery of language abilities. Due to this, and the fact that majority of the literature studied was sourced outside of Kenya. More study is clearly needed to guide the implementation of language activity curricula in Kenya's pre-primary institutions. Hence the current study sought to evaluate the implementation of language activity curriculum in pre-primary schools in Busia County in Kenya.

1.4 Purpose of the Study

This study was envisaged to evaluate the implementation of language activity curriculum in pre-primary schools in Busia County, Kenya.

1.5 Objectives of the Study

The objectives of this study were to:

1. Establish teachers' level of preparedness in the implementation of the language activity curriculum at pre-primary level.
2. Examine the resources used in the teaching and learning of language activity curriculum at pre-primary level.
3. Assess the teaching and learning activities used in the implementation of language activity curriculum at pre-primary level.
4. Find out the evaluation procedures used in the implementation of the language activity curriculum at pre-primary level.
5. Determine the challenges facing pre-primary school teachers in the implementation of the language activity curriculum at pre-primary level.

1.6 Research Questions

The following research questions guided the study:

1. How prepared are pre-primary teachers to implement language activity curriculum at pre- primary level?
2. Which resources are used in teaching and learning of language activity curriculum at pre- primary level?
3. What teaching and learning activities are used in the instruction of language activity curriculum at pre- primary level?
4. Which evaluation procedures are used in the teaching of language activities curriculum at pre- primary level?
5. What challenges do pre – primary school teachers face during the implementation of the language activity curriculum at pre- primary level?

1.7 Justification of the Study

The goal of language exercises at this level is to help students express themselves fluently while also improving their listening skills, focus, understanding, and memory. The study focused on the importance of language in early childhood education. The consequences of second language learning during EYE have been thoroughly explained in previous research. According to studies, children who do not learn second language adequately in EYE will struggle to communicate themselves as they progress through their schooling.

Uwezo report (2015), indicated that learners in standard eight were unable to read or spell vocabulary for grade two. Busia County was among the identified counties with this challenge. The study was also influenced by the findings of most recent studies. For instance, Momanyi and Rop (2019) and Ondimu (2018) as quoted by Akala (2021) posit that there have been gaps during the preparation of course books and sometimes even delays in publication. This challenge according to them has made teachers and learners lag behind in terms of curriculum implementation. This worrying trend prompted this study to find out the status quo at pre-primary school level and what challenges might be facing implementation process. This study therefore was justified to be carried out in Busia County, because it was one of the counties with poor reading abilities. Busia County is currently implementing the CBC curriculum.

1.8 Significance of the Study

The findings of this study will benefit early childhood educators, teacher educators, educational managers, parents and learners on teacher preparedness, provision of appropriate learning resources and suggestions on appropriate implementation strategies to improve the teaching and learning of language activity in early childhood

education. The findings of this study are expected to assist language activity teachers to utilize the most appropriate strategies in ensuring that language as a medium of instruction and as a discipline are efficiently and effectively used.

The study's recommendations, such as compiling resource materials (which will be disseminated through a book, journal publication, and presentations at workshops), will also provide the general public with an insight into the realities of teaching, such as the need for adequate resource materials and ongoing research in early childhood language activity. This will raise awareness of the need to gather, expose, or modify more resources and make them available for use in ECD whenever possible, as well as look for practical answers to other difficulties.

With the government's imminent plan to fully institutionalize the employment policy in terms of service for early childhood teachers, there will be demand for government approved course books for pre- primary. The findings of the study with regard to resource materials such as audio, visual and tactile will provide teachers in pre-primary with supplementary material resources to ensure quality and effectiveness in pre-primary education. With the CBC, there is only one course book for language activity that has been developed by the Kenya Literature Bureau (KLB). 'SKILL GROW'.

The findings will more-so help publishers develop other course books and supplementary readers to enhance language acquisition. Policy makers and curriculum developers may also wish to consider some or all the findings in the process of seeking to improve and unify the pre- primary curriculum. The findings of the study will be disseminated through submitting a copy of the thesis findings to the National Commission for Science Technology and Innovation (NACOSTI). Publishing the

findings in journal articles on education and published book resources and availing a copy of the thesis to Moi University as a reference material for other scholars.

Parents will greatly benefit when their children are exposed to an appropriate language curriculum. The children will acquire language at a fast rate and will be able to communicate to them effectively. Parental involvement in the CBC is one guiding principle. Parents have a critical influence in influencing a child's educational performance. They share responsibility with schools for creating an atmosphere that is favorable to learning and encourages children to reach their full potential. Parents will be empowered to contribute to their children's learning outcomes and to be involved at all times as a result of the findings.

1.9 Scope of the Study

The practice of language activity in pre-primary schools has been concerned mainly with its usage as a transition tool between the different activities, discipline activity in itself or as an interaction and entertainment tool. At best, it's used as a teaching tool for all of the other activity areas. The scope of this study's curriculum was limited to the implementation of language activity curriculum at two pre-primary levels, namely pre-primary 1 and pre-primary 2. The research looked at how language activity curriculum was implemented in pre-primary schools in Kenya's Busia County. It also identified the level of teacher preparedness, the teaching and learning activities used, the evaluation procedures and resources used for its implementation.

It was ultimately discovered the difficulties instructors encounter while implementing language curriculum in pre-primary institutions. As a result, the study assessed the implementation of language activities as an activity in and of itself, as well as their application in boosting other areas of early childhood education. Although a number of

tools can be employed to gather data, the questionnaires, observation, interview, and document analysis protocols were utilized in this study.

Through the literature review, the study referred to the global education practices in line with the CBC. Given the centralized pre-primary Curriculum, the basically common teacher training opportunities available for teachers and the general competence levels among the teachers in Kenya, the findings of this study can be generalized to other parts of the country which have similar characteristics.

The study was based in Busia County. The county has seven Sub-Counties which includes; Butula, Busia, Samia, Budalangi, Nambale, Teso North and Teso South. There were 353 registered pre-primary schools at the time of study.

1.10 Limitations of the Study

One key limitation in conducting the study was the reliance on self – reports by the pre-primary teachers on their level of preparedness, resources used, teaching and learning activities used, evaluation procedures employed and challenges faced in the implementation of language activity curriculum, thus limiting the possibility of establishing the uprightness of their responses. However, the possible effects of the limitation were alleviated by triangulation of research instruments.

Other key informants such as the headteachers, Education Standards and Quality Assurance and Commission officer (ESQAC), DICECE Coordinators and County Director of Education were included in the study. Since the study's sample population was from one county, the statistical significance of the collected data could be biased in nature thus making it difficult to infer about other counties. However, this was ruled

out by incorporating random sampling technique in arriving at the sample size, thus ensuring that the chosen sample is representative.

Tools of data collection yielded data whose accuracy was reliant on the responses given by the sample. However, this was countered by utilizing the test retest factor. Piloting was done in Bungoma County. Piloting was very important in ensuring consistency of the results that give the tools credibility of yielding good results. The use of stratified sampling also ensured adequate representation by making the population homogeneous.

1.11 Assumptions of the Study

This study was based on the following assumptions:

1. That language provides for holistic development of children in ECD.
2. That language curriculum is offered using the KICD curriculum design in all pre- primary institutions.
3. That the dynamism within language activity is such that it is adaptable to the globally established best practices at a given time.

1.12 Theoretical Framework

A theoretical framework is a framework that may hold or support a research study's theory. It's utilized to present and describe the theory that explains why the study's research challenge occurs. It outlines which key factors impact a phenomena of interest and emphasizes the necessity to investigate how and when those key variables differ. A theory, according to Bryman and Bell (2015), is a statement that specifies certain relationships to explain a certain section of events. Three theories led the research. This is because the topic of the study investigated the implementation of curriculum, thus

prompting the use of Curriculum theory proposed by Ralph Tyler (1949). The study further examined the language activity area in particular.

This prompted the use of the input hypothesis theory to explain how language is acquired among learners and finally adopted Swain's (1985) Output Theory to explain how learners interact with various resources in acquiring language. Triangulation of the three theories in this research study allowed the researcher to obtain a variety of information on curriculum implementation at the same time. The use of the three theories gave more strength to the study in that one theory compensates for the deficiencies in the other theory. This helped the study to achieve a higher degree of validity and reliability.

1.12.1 The Curriculum Theory

Tyler's curriculum theory (1949), also called the objectives model, links objectives, selection of learning experiences and the final evaluation stage in a linear system. Tyler (1949), provided a rationale for viewing, analyzing and interpreting the curriculum and instructional program in an educational institution. Tyler's objectives model is a rational and orderly process that has been used in many countries, Kenya included. It sets out what curriculum workers should do and begins by identifying four fundamental tenets. These tenets must be considered in developing any curriculum and plan of instruction. These include: defining educational purposes (objectives) to be attained, selection of learning experiences to attain the purposes, organization of the learning experiences and evaluation of the objectives. These tenets form a basis of explaining the variables of the study.

In terms of teacher preparedness, teachers need to have objectives that are specific, measurable, attainable, realistic and time bound (SMART). These are found in both

schemes of work and lesson plans. The selection of learning experiences and their organization involves the arrangement of resources and activities during the instructional process. Finally, the evaluation of objectives is relevant to evaluation procedures which the current study intends to achieve. Tyler's idea, on the other hand, has the overall impact of emphasizing the aims and encouraging rigidity in the process. It makes no explicit provision for assessing any learning outcomes that may emerge as the phases progress toward the ultimate summative assessment.

The notion suggests a sequential approach to the curriculum's essential aspects. Competency-based assessment (CBA) is a crucial reform in the present curricular revisions that will encourage the adoption of formative assessment techniques that promote diagnostic approaches that will improve learning. This necessitated the need for another theory that would provide an explanation for the teacher with specific directions for accomplishing the predetermined language activity at the same time giving room for evaluating the activities at every possible stage as far as language acquisition and learning is concerned.

1.12.2 The Input Hypothesis Theory

Krashen and Terrell (1983) input hypothesis was therefore adopted in the study because it claims to explain the relationship between what the learner is exposed to in a language (the input) and language acquisition. The hypothesis states that learners acquire language best by understanding input that is slightly beyond their current level of competence. The hypothesis further claims that in order for acquirers to progress to the next stage they need to understand input language that includes a structure that is part of the next stage. Understanding a language that contains a structure that learners have not yet acquired is through context and extra linguistic information.

The implication of the input hypothesis to this study is that the best means of learning and instruction in language are those that supply comprehensible input to the learner. It also implies that for learners to develop competence in language, they need to acquire it through context and extra-linguistic information. This will come through spoken and written language. Since the current study intended to observe language curriculum in the implementation process, input of the learners was gauged by activities and resources used during instruction, while output was determined in the evaluation procedures offered.

Krashen and Terrell argue for the use of total physical response (TPR) exercises at the early stages of learning when understandable input is required to stimulate acquisition. Giving learners basic orders and having them act out what the teacher says, asking questions based on physical traits and clothing learners in class, and using photographs are examples of such exercises. At the EYE level, this is essentially the learning process.

Krashen and Terrell input hypothesis was considered relevant to this study because it claims that learners acquire language through comprehensible input within the classroom in the form of teacher talk. Krashen and Terrell felt that learners should be relaxed as possible in the classroom and acquisition should take place. This theory was therefore found relevant for this study given the fact that implementation of language activity was to take place in the classroom setting.

1.12.3 Output Hypothesis Theory

Finally, the study adopted Swain's (1985) Output Hypothesis Theory. Swain claims that the comprehensible output hypothesis role is to provide opportunities to move the learner from a purely semantic analysis of language to syntactic analysis. She asserted

that it is in the production process, that language knowledge is stored in the Interlanguage (IL) system. She claimed that “noticing” played a role in producing the second language (L2). Noticing a problem prompts the students to modify their output. In doing so, the student occasionally is forced to a syntactic processing mode. Thus, output may set “noticing” in train, triggering mental processes that lead to modified output.

In this theory, it basically means that when learners notice the gap in their language acquisition, they then fill it. This is the process of restructuring and expanding the IL system. The noticing of a problem is enhanced through interaction either with textbooks or tasks given by teachers during implementation process. It is through interaction that the output is modified. Since the study entailed the implementation process of the curriculum, the theory was found viable in that learners interact with various resources in the classroom to help them fill gaps in their language acquisition, through the help of their teachers.

1.13 Conceptual Framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation, (Bryman & Bell 2015). This study had the independent variables (IVs) and the dependent. The IVs in this study include: teacher preparedness, teaching and learning variables (DVs) activities, resources and evaluation procedures. They are the variables that are manipulated to give the outcome which is the DV. The DV was the language activity. The relationship between these variables is presented as Figure 1.1.

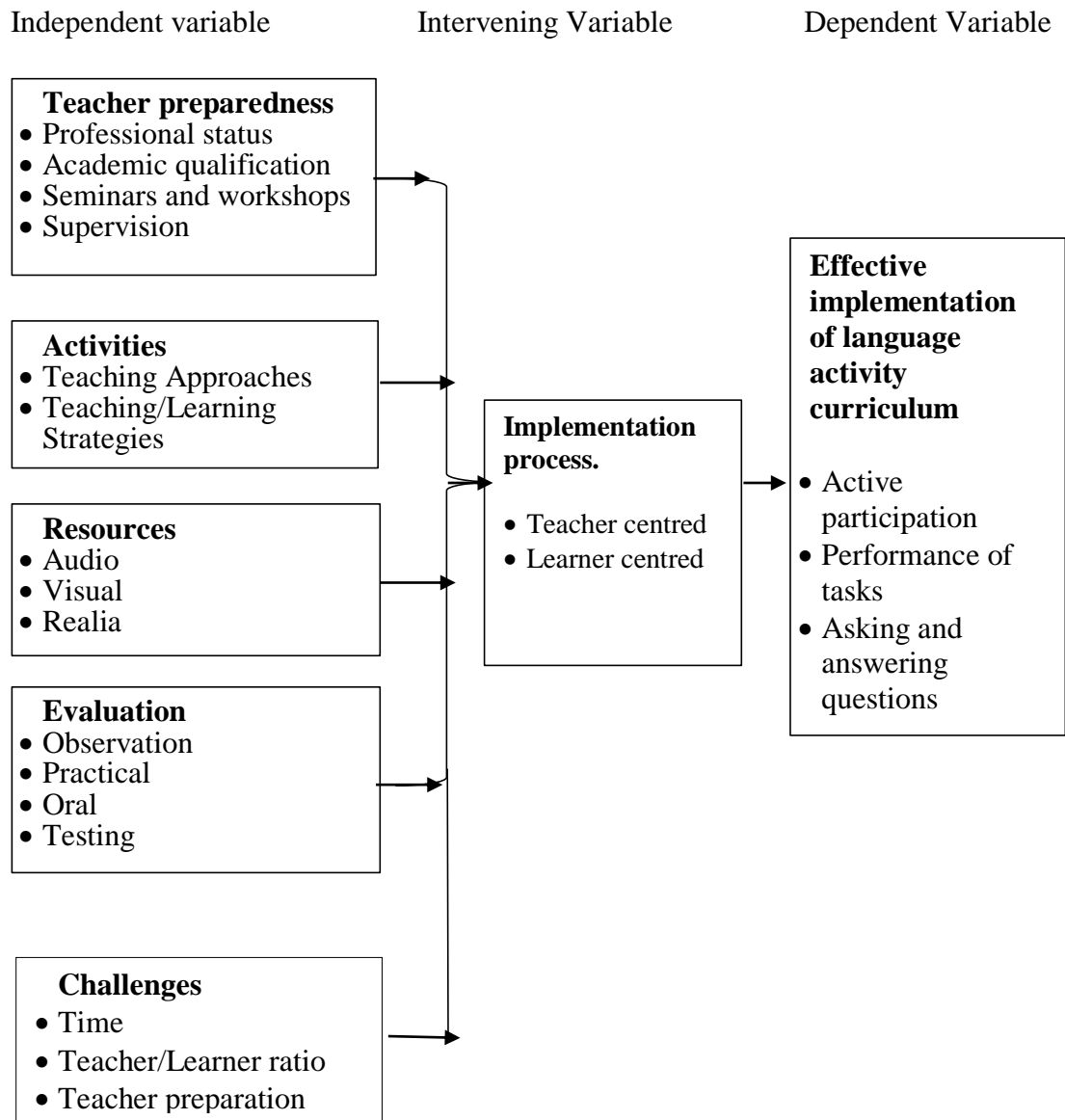


Figure 1.1 Conceptual Framework

1.14 Operational Definition of Key Terms

Attitudes: The acquired feelings, opinions or thoughts teachers, parents and pupils have towards a given language and how this influences their behavior towards the use of a particular language and perception of speakers of the given language.

Bilingualism: Co- existence of two languages used by a group or individuals in a society.

Challenges: These are obstacles or hindrances against the implementation of language activity in pre-primary schools.

Competency: This refers to the ECDE teachers' ability in having sufficient skills, knowledge and attitudes to effectively implement the ECDE language curriculum.

Curriculum: Teaching and learning activities organized under the guidance of an institution in this case the ECDE institutions.

Curriculum Implementation: According to Otunga (2011), curriculum implementation is the act of putting the prescribed curriculum into practice in schools. In this study, it is the teaching and learning of language activity in early childhood development.

ECD Curriculum: A set of recommended teaching and learning activities for each level of the ECDE.

ECDE: According to UNESCO (2009), this refers to the learning experiences that are offered to children between the ages of 0-8 years. In this study,

it is used to refer to the learning experiences offered to children between 3-5 years before joining primary schools. It is used interchangeably with ECE.

ECE: In this study, it is used for the same meaning as ECDE

Effectiveness: The ability, potential and the degree to which the language curriculum is capable of facilitating education in and through language and language related activities.

Evaluation: The activities carried out by learners during the instructional process to gauge their understanding and ability.

Implementation: To implement is to put a certain practice into effect. In this study, implementation refers to the process of translating the preschool language curriculum objectives into practical realities both in and out of the classroom.

In-service: In-service refers to the training opportunities for teachers while already on the job. In this study in-service encompasses seminars, workshops and all meetings that ECE practicing teachers may be involved in where discussions touch on all or any ECE curriculum matters.

Instruction: Teaching and learning of language activity.

Language Curriculum: The language activity area that is taught in pre-school as a subject.

Medium of instruction: The language used in school as a vehicle through which all the subjects offered in the school curriculum are taught with the exception of languages.

Resources: Refer to the materials used by the teachers and learners to bring out clarity on language activity area.

Teacher preparedness: Refers to individual and collective knowledge skills, attitudes, perceptions and ability of teachers to support implementation of the language activity curriculum in pre-primary schools.

Multilingualism: Co – existence of three or more languages used by a group or individuals in a society.

1.15 Chapter Summary

This chapter has outlined the background to the problem, statement of the problem, objectives, assumptions, scope, limitations, significance and justification of the study. It has also provided the theoretical framework upon which the study was based, the operational definition of terms, an outline of the organization of the study and finally a brief summary of the chapter. The next chapter deals with literature review relevant to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In order to examine the implementation of the pre-primary language curriculum practice, relevant studies and literature of ECD were analyzed. Books, audio visual and print media, research theses, periodicals, journals and supplementary information from the internet provided the basis upon which the review of the related literature was done. Since the focus of the study is on language in pre-primary education in Kenya, this chapter presents a brief history of ECD in Kenya, importance of pre- primary school language education in Kenya and other parts of the world to provide a comparative framework for the study and the chapter finally presents literature review based on the objectives of the study, related studies and a summary of the chapter.

2.2 Early Childhood Development Education

Early Childhood Growth and Education (ECDE) contributes to a child's long-term development and learning, according to Waweru, J.W (2018). It promotes a supportive and exciting atmosphere throughout the early phases of lifelong learning. A fragile foundation, in turn, hinders the child's ability to learn and grow holistically. Early Childhood Development (ECD) is defined by her as the care, development, and learning of young children aged 0 to 5. This level of learning has been important globally. Language activity is thus an area in the curriculum that has been given more importance. The global and local perspective of ECD indicate that language activity is of great importance.

2.2.1 A Global Perspective of Language in Early Childhood Education

According to Githinji (2009) language is a very important aspect of human growth and development as it is one of the elements that make a human being unique from other animals. Socialization which is a characteristic of human beings is made possible by language. A human being is born unable to talk and within a period of one or two years, produces hundreds of words, and is able to understand five times as much. How this child acquires the sounds, syntax, morphology, semantics and pragmatics of his or her language is surprising. It is argued that a child is capable of learning any language irrespective of the ethnic, cultural or social boundaries.

Language is not inherited genetically, but rather acquired or learned. Through creative expression and listening experiences, successful language experiences enable all children bond emotionally and cognitively with others. Language at the pre-primary level lays the groundwork for subsequent language development. These experiences should be included into children's regular routines. In this way, long-lasting views towards the joy of self-expression through language are formed (Waweru, 2018).

For young children in the United States, language education consists of a developmentally appropriate program of speaking, listening, reading, and writing. The content of such a software should reflect the numerous dialects spoken in a given location. During the day, time should be set aside for activities where language is the major focus of attention for its own sake. It may also be used by instructors to assist in the achievement of other national educational goals (Karaka, 2007).

Language experiences should be play-based, simulative and well planned with various types of learning opportunities such as integration of other areas of the curriculum. Play enhances language development, social competence, creativity, imagination and

thinking skills. (Kahwa, 2009). Karaka (2007), concurs by stating that “play is the chief vehicle for the development of imagination and intelligence, language, social skills and perceptual-motor abilities in infants and young children” (p.48). The best possible language models and activities should be provided. Adults responsible for guiding these experiences may range from parents, caregivers, to early childhood educators and language specialists.

Language educators should be dedicated to collaborating with these folks in order to create outstanding language experiences for young children. EYE is available in a number of configurations. The kids come from a wide range of backgrounds, experiences, and risk factors, and they have a wide spectrum of special needs. All of these applications require a linguistic component. It caters to all children's expressive, emotional, intellectual, social, and creative requirements. Language educators should take the effort to establish relationships with parents and early childhood experts in order to distribute developmentally appropriate language resources and practices for use in curriculum development (Cameron, 2007).

2.2.2 Brief History of Early Childhood Education in Kenya

The Church Missionary Societies established the first known school for young children in Kenya in 1886 in Rabai in the Coast district of Kenya (Bogonko, 2008). The earliest early childhood education centers were created in the 1940s by British colonists to educate both European and Asian youngsters. In response to Mau Mau uprisings and fights for independence, the colonial authority developed early childhood care centers for Kenyan children living on tea, coffee, and sugar plantations from then until the early 1970s (Manoj, 2011). The centers were non-academic child care facilities that provided the essential services. These facilities solely offered custodial care; non-medical care

that assisted clients with daily living activities, the preparation of special foods, and self-administration of medications that did not need continual medical attention (Kabiru, Njenga & Swadener, 2003).

The United Nations Children's Fund (UNICEF) began supporting early childhood development in 1954, with a particular focus on maternal and child health. Later, it expanded beyond infant survival aims to encompass development and education (UNESCO – IBE – 2015). Prior to independence, Kenya's early childhood care and education system was divided and stratified, with Europeans obtaining better educational resources than those from Asian and Arab nations, followed by Africans. The colonial authority justified segregation by claiming that various races required different types of education, which were deemed "suitable" for their particular roles.

Education, according to modernization theorists, modifies individual values, attitudes, and behaviors, resulting in development (IBE-UNESCO, 2015). As a result, there has been a push in Kenya for education to be expanded at all levels, including pre-primary institutions. Kenya declared independence from the United Kingdom in 1963. Following that, there was a significant increase of early childhood education centers across the country. National growth, curriculum indigenization, respect for Kenyan culture, and social equality are among the educational aims defined by the new Kenyan sovereign state. The Republic of Kenya was established in 1964 to address these concerns, marking the first step toward tying early childhood and primary education together.

Many theoretical viewpoints emphasize the importance of education in human growth and development (Sinyei, 2011). Since the mid-1970s, major government programs have stressed the need of providing pre-primary school care and instruction. The

Gachathi Report of the Republic of Kenya (1976) and the Kamunge Educational Commission of the Republic of Kenya (1988), both generally known as the Kamunge educational commissions, were instrumental in gaining increased attention for pre-primary school education inside the Ministry of Education (MOE). Education and economic growth are strongly associated, according to the World Progress Report, making education essential to development. As a result, growing interest in early childhood education and care has been sparked by the potential long-term advantages of children's cognitive and social development. This passion led to the creation of a research to improve children's cognitive and social development via language.

In Kenya, an increased number of ECD centers were developed in the 1980s and 1990s, with varying levels of quality, curriculum, instruction, and organization. In recent years, a global effort has been made to prioritize early childhood care and education in the twenty-first century. Such attempts are in reaction to a number of complicated social concerns and economic trends, including societal changes brought on by industrialization, the process of transitioning to a socioeconomic system dominated by industry, the disintegration of the traditional social order, and so on (Sinyei, 2011). The growth of Early Childhood Development and Education Programs is one of Education For All's (EFA) aims.

The Kenyan government acknowledges the relevance of pre-primary education initiatives in the country's social and economic growth. As a result, its early childhood education initiatives are aimed at children aged four to six. Because of the importance of pre-primary education, the Kenya Institute of Curriculum Development (KICD) has created a curriculum with six action categories that include language (KICD, 2017). The curriculum acknowledges the significance of language as a tool for enhancing

learning and as a channel through which children learn to convey their feelings to others. During the early years, the language exercises will help children build listening, speaking, reading readiness, and writing ready abilities.

2.3 Language Curriculum for Young Children

According to UNESCO (2005), young toddlers are sponges. They are taught strategies that will assist them in becoming readers on a daily basis. Infants, toddlers, and preschoolers learn about books and print, as well as sounds and alphabet. Preschool instructors are crucial in encouraging literacy, reducing reading issues, and preparing young children for kindergarten. When people respond to a toddler's attempts to speak, they help them develop conversational skills, expand their vocabulary, and move closer to literacy.

The kindergarten language arts department includes a variety of learning activities and teaching resources focused on phonics, verbal comprehension, reading fluency, vocabulary development, and following directions. Oral skills, reading skills, and writing abilities are among the early language skills to be developed, according to KICD (2017). Oral skills include listening and speaking abilities, both of which are necessary for reading and writing proficiency. These abilities are learned prior to the acquisition of other linguistic abilities. Separating talents is difficult, especially when planning activities for youngsters.

According to research, having numerous opportunities to discuss as well as listen to instructors and peers helps to build listening and speaking abilities. Children learn linguistic abilities that are critical to their success in reading and writing as a result of these activities (Dickinson & Tabors, 2001). It is necessary for a variety of reasons,

including obtaining information for job applications and using spoken language to follow and offer simple directions and instructions.

Teachers may improve their listening skills by asking and answering questions from students, enabling students to engage in conversations, and allowing students to express their thoughts via language. Oral skills development entails assisting youngsters in speaking properly and fluently, listening with comprehension, and distinguishing sounds (NACECE, 2000). According to KICD (2017), teachers can employ the following exercises to help students improve their oral skills:

1. Allowing children to listen to different sounds in the environment and imitate them.
2. Tell stories, ask children to tell stories and answer questions.
3. Guide children to recite letters of the alphabet
4. Teach simple, short and interesting songs and poems that are related to the strands.
5. Guide children in news telling about past, present and future events.
6. Engage children in activities involving solving riddles/puzzles and listening to and repeating tongue twisters.
7. Guide children on dramatizing and role-playing activities.
8. Engage children in conversations and discussions.

As a result, it's critical for teachers to ask open-ended questions that encourage students to elaborate on their responses. They should reply to queries from youngsters and allow them to drive the conversation. This will aid in the development of linguistic abilities in youngsters. Encourage youngsters to predict what will happen in the tale and to find connections between the story and their own personal experiences when reading aloud

to them. Play games, according to Neuman and Dickinson (2001), focus children's attention on the need of listening properly. Throughout the day, teachers should gently emphasize the norms of excellent listening and speaking. Oral abilities, on the other hand, differ in degree of proficiency between Pre-primary 1 and Pre-primary 2.

Observing and describing pictures and objects, sorting and matching pictures and objects, looking at pictures and reading them, naming, recalling objects, sorting out colors, left-right eye orientation, reciting vowels and letters of the alphabet, and recognition of letter sounds and syllables are among the reading readiness skills listed by KICD (2017). Phonological awareness is the term for this. For example, young toddlers with phonological awareness realize that words can start or end with the same sound. For instance, bag, ball, and bug all start with the letter 'b,' words can rhyme, and sentences are made up of independent words.

Neuman and Dickinson (2001) found that how quickly children learn to read is typically determined by their level of phonological awareness when they enter kindergarten. When playing a rhyming game, it is critical for young children to be able to repeat rhyming words. Looking at and discerning features in pictures and objects, as well as shifting their eyes according to the recognized reading style, such as roman style from right to left and top to bottom, are all part of reading preparation.

According to KICD (2016), teachers can enhance reading readiness to the young children in the following ways; helping children to observe details in pictures and objects, guiding children to sort and match objects, encouraging children to handle reading materials properly, providing pictures and other reading materials and encouraging children to picture read, helping children to name items in pictures, helping children to play lotto and fishing games related to strands, assisting children to identify

items of different colors related to the strand, guiding children on the proper way of opening pages and movement of eyes from left to right, composing songs, rhymes and poems about colors for children to sing and recite, exposing children to different colors and let them learn about color names.

Finally, writing preparation skills are part of the language curriculum in pre-primary school. Kendra (2013) reminds out that from the time children are born, print is part of their life. Their blankets, bedding, and feeding bottles are all adorned with words. They are shown on the posters and photographs that adorn their walls. Kids can be found on the blocks and toys they play with, as well as in the books they are read to. Despite the fact that printed words are all around them, young children are frequently unaware of them. And, of course, they are unaware of the significance of printed words in their life. This print will provide youngsters with the opportunity to learn more about letter writing. Children who attend pre-primary school knowing a lot of letter names have a better chance of succeeding in learning to write them down.

Writing is the ability of a child to hold a writing tool and put a mark on a surface. Writing tools include pencils, pens, chalk, crayons, sticks, charcoal and brushes. The writing surface can include, but is not limited to paper, book, black or white wall or board, table and floor. At pre-primary school level, a child is exposed to a writing material and written materials. A child who sees a caregiver or older children writing will also develop interest in writing early (Otto, 2009). Children should be let free and even be encouraged to manipulate writing materials. KICD (2017) describes writing readiness skills as follows; scribbling, drawing, modeling, coloring, tracing, printing, letter and pattern writing, threading, cutting and pasting.

Karanja (2015), cited that, for a child to be able to write, the fine finger muscles must be well developed. This can be stimulated through several activities such as picking small items using the fingers, selecting a mixture of grains or various seeds, beading, threading, tearing, cutting, modeling using clay or plasticine, throwing and catching, pasting and sticking, fixing puzzles, pricking, buttoning, zipping, and finger printing among others. He contends that these activities will exercise and strengthen them for the purpose of holding a writing tool. In writing readiness, he advocates that the child should learn how to draw, write, and paint. Children need a variety of experiences through which they can develop these skills.

2.3.1 Benefits of Pre-Primary School Language Education

NACECE, (2000), elaborates the values of language as follows; majorly, language is a medium of communication therefore, a child will use language to ask for a toy that he or she needs from the caregiver. The caregiver will also use language as an instrument to make the child undertake simple household chores or run errand. Language secondly, plays a vital role in human interaction and interrelationships. The individuals are able to establish, identify and maintain relationships through language. When, for instance, a person meets a stranger, he uses language to strike a rapport, and to get to know the other person. Communication with that person, using language, will determine whether the relationship they have started will be maintained. This could be achieved through regular face to face communication, telephone calls, electronic text messages, electronic mails, and face book letters or even through sending neighbors with greetings.

Talented individuals use language to bring out their imagination and creativity. They are able to share their ideas and thoughts for the well-being of the community. This in

turn helps in community development. Through language, new information, ideas and thoughts are gathered. This captures discoveries in science and modern technology. We need language to be able to label and talk about what is discovered. Think of the money transfer systems such as M-Pesa by Safaricom or Airtel. We need those terms to refer to those systems and also understand them and their operations. This is a very vital role of language especially in today's world, where technology is evolving very fast (Kioko and Muthwii, 2001).

According to Masinde, (2005), the purpose of language is referred to as 'social chit chat'. It is through language that children are able to interact and interrelate with others in the social sphere of life. When a pregnant mother and those around talk, the unborn child is stimulated. This interaction goes on through infancy, toddler period and continues through the growth process. The kind of linguistic interaction the child makes during the pre-linguistic stage of language development with those around him/her serves as the basis, for all other interactive communication he/she will have with others in their social life. There is a close relationship between language and concept formation. The growth of thought in children depends on language, while the growth of language depends on cognition. Therefore, as children learn language, they receive a facility which enables them to acquire important concepts. It is through language that all other learning occurs. Concepts in Mathematics, Sciences and Humanities are imparted and received through language.

Language helps children make sense of the experiences they go through in their daily lives. These experiences could be either pleasant or unpleasant. The child understands what he or she is exposed to, thus, learning more about the world. This is enhanced in the classroom situation by an activity like news-telling. The child can talk about

something good that happened to him or her and will also hear the experiences of others, which may be different from her own and learn something from them. A child needs language for social identity he or she is owned by and belongs to that family or society. He or she is a member of a certain social circle since he/she has the ability to comfortably share with its members. Children are able to feel that they belong to a certain social group and that sense of security gives them confidence (Virbu, 2015).

Ideas and desires are thoughts in the mind, which when translated through verbal and non-verbal means to a listener, results in an expression expecting a response from the receivers. Children can express their feelings to others and understand how others feel by use of language. Language is further used to express needs and appreciation of children. Language is a useful regulator of behavior in the community. This is the directive function of language. The dos and don'ts of a given community are expressed through language. The likely verbal expressions, facial expressions or other communicative signs will encourage or discourage certain behavior in a member of a given community (Mberia, 2016).

Finally, language is a means of enhancing communal cohesion. It is through language that the individual is informed of the need for communal integration and the benefits that accrue from the same. The call for interdependence and responsibility in developing a sense of sharing equitably the common resources is made through language. It is through language that community members interact and interrelate, when in social welfare groups, self-help groups and religious fellowships among others.

2.3.2 Language Policy in Kenya

All governments and societies need to put guidelines governing language matters for children, adults, and institutions of learning and other arms of the government. Kenya

is a multilingual state with over 42 vernaculars, whose speakers are perpetually seeking recognition even at the national level. Mbithi, (2014), states that the choice of the language to be used in learning institutions, especially in the cosmopolitan regions has been a source of conflict. Some communities which have used the languages of their neighbors in schooling and worship have recently realized that their languages can also serve those functions. On top of the over 42 vernaculars is English, Kiswahili and several other foreign languages all seeking recognition, the modern generation has also developed 'Sheng', which can be termed as an argot but which is quickly acquiring status of a full language. This is why a nation like Kenya will need proper guidance and direction in matters of language.

Since independence, reports on Education Inquiries have highlighted the importance of a child's first language in their development. Children were being taught to other languages too early, even before they had mastered their own language, according to the Koech study from 1999. This was ascribed to the stress of upcoming national exams. The study proposed that information, skills, and attitudes be transmitted through the first language in the early years. The Beecher report of 1949 advocated for the use of 20 mother languages in elementary classrooms, which was implemented until 1964.

The Ominde report of 1964 on the other hand, recognized the importance of mother tongue but recommended that it be used only in a single lesson for storytelling. However, the Gathathi report of 1976 recommended that mother tongue should be used as the medium of instruction in standard one to three. Despite this, instructional materials were lacking and are still lacking to date, in the majority of mother tongues. By 1976, only 15 vernaculars had literacy materials. These were Teso, Luo, Kikuyu, Kuria, Kalenjin, Taita, Giriama, Swahili, Kamba, Maragoli, Bukusu, Luhya, and

Maasai (Mbaabu, 1996). So far, there are 22 languages with vernacular materials. This means that several communities in Kenya still are learning in other communities' languages.

UNESCO, (2014), stresses the importance of mother tongue in early years by saying that children are fairly fluent in it. Children's mother tongue should be used as a means of communication in the pre-primary school. In this language, children may learn to express their first thoughts to the people close to them. This early interaction builds a relationship with others on whom their early lives depend. The child also develops his first thoughts and ideas and learns to express them in his mother tongue. The child is more confident at school when he is allowed to speak in his mother tongue. He also develops pride in his mother tongue even in later years.

The Kenyan pre-primary school setting is posed by challenges of the multilingual society with citizens who can speak their mother tongue, Kiswahili, English and for a few other foreign languages like French, German and Arabic with an acceptable level of proficiency. Because of this, the common language used for communication between language groups who do not speak each other's' language is Kiswahili; which is known as a lingua franca. This language shift from mother tongue to a lingua franca affects children's competency in language acquisition. Furthermore, English is the medium of instruction from grade four of primary education. It is also taught as a subject from grade one. (Koskei & Chepchumba, 2020).

A survey conducted by UNESCO, (2014), for example revealed that most pre-primary schools prefer English and Kiswahili as languages of instruction, although some schools in rural areas teach using children's mother tongue. This state of confusion on language policy seems to leave pre-school teachers in a dilemma. It is therefore

important to carry out the present study on pre-primary school language implementation so as to get a clear picture of how things are and improve practice. Pre-primary school, they believe, is about more than learning to read, write, and count. Young children may also use it to learn about the world, improve their motor abilities, and practice social skills. Teachers in pre-primary schools must provide a learning environment that allows pupils to experiment with a range of abilities. Reading a narrative to kids while they are still seated, for example, aids language learning.

2.3.3 Competency Based Curriculum in Kenya

According to Momanyi and Rop (2019), the increased need for 21st-century skills and the entrance of technology into everyday life, as well as globalization of the labor market, have influenced the nature and meaning of learning and teaching processes. As a result, new core abilities for personal and social growth are required. They emphasize that, unlike conventional education, which was predicated on fixed lengths of academic terms, CBC uses mastery of specific information and abilities as the gate for learners to graduate to more advanced subject. CBC allows learners to move at their own pace, spending as much or as little time on each strand as necessary to demonstrate mastery of desired competencies. CBC is advancing across the country as a critical component of creating an education system able to personalize education.

In Kenya, the BECF was designed to actualize curriculum reforms, (Koskei & Chepchamba, 2020). They explain that CBC is a curriculum that emphasizes what the learner is expected to do rather than focusing on what the learner is expected to know. It is aimed at helping learners acquire competencies in order to produce solutions to problems in real life contexts. Kenya has changed from an objective based curriculum to a CBC. The refined Kenyan curriculum is written by Kenyans for Kenyans. It was

developed with the Kenyan child at heart putting into consideration the diverse and different environments where children learn. It is an all-inclusive curriculum which aims at promoting holistic development of learners. The CBC in Kenya was developed to re-align education sector with the Kenyan constitution (2010) and the vision 2030.

Ondimu, (2018), in his study agreed that, Kenya cannot achieve the goals enshrined in her constitution with an objective based curriculum. The constitution aims at eradicating poverty, illiteracy and becoming an industrialized country by 2030. He said the objective based curriculum is exam and academic oriented and does not equip learners with the required technical skills to make them productive in an industrialized country. CBC offers flexible educational routes for discovering and cultivating learners' abilities and interests early on, in order to better prepare them for the workforce. According to him, CBC would allow students to convert their knowledge into technical and vocational skills that will help Kenya become an industrialized nation by 2030.

Furthermore, a number of factors have led to the adoption of CBC in Kenya. Firstly, Kenya is a member state of East African Community (EAC). The aim of this organization is to foster integration and co-operation which can be achieved through movement of labour. The member states therefore, required a harmonized curriculum for mutual recognition of academic certificates (Momanyi & Rop, 2019). This led to the development of a framework on harmonization of curricula, structure and examinations in the EAC.

Secondly, the KICD conducted a national needs assessment in 2016. During the assessment, critical issues that needed to be addressed were; unemployment and social evils among the youth. Kenyans therefore, expressed the need to address these challenges through the curriculum (KICD, 2016). Thirdly, after the need's assessment

in the same year, the United Nations (UN) unveiled sustainable development goals (SDGs). Kenya being a signatory of the UN needed to adopt a CBC which will play a major role in achieving these goals (KICD, 2016).

Fourth, a summative assessment of the primary and secondary school curricula indicated that they were overly restrictive, with little possibilities to integrate basic education with children's career interests, aptitudes, and talents. The approach assesses memory and rewards students who excel in conventional areas. After completing secondary school, pupils pursue further education and white-collar careers. The approach focuses on ranking rather than placement when it comes to evaluation. This has resulted in intense competition among students and schools, which has resulted in exam cheating. As a result of these causes, a BECF was created (Ondimu, 2017).

According to Ondimu (2018), the framework was created to put curricular revisions into practice. It offers a holistic view of basic education improvements. The framework outlines the vision for curriculum reforms, including the overarching mission, the reforms' pillars, the organization of basic education, core competencies to be achieved in basic education, curriculum approaches adopted in the framework, general learning outcomes, subjects, policies that will facilitate implementation of the curriculum reforms, appropriate pedagogical practices, proposed formative and summative assessment approaches, teaching analytic thinking, and teaching analytic thinking.

The vision of the curriculum reform, according to Amunga et al., (2020), is to generate an engaged, empowered, and ethical citizen. This will be achieved through providing exceptional teaching, school settings, and resources, as well as a long-term visionary curriculum that offers every student with seamless, competency-based, high-quality learning that appreciates each individual. Teachers should serve as role models for

students, encouraging them to reach their full potential. The goal of the basic education curriculum reform is to help every student reach their full potential. No kid must be considered a failure at the completion of basic education in this regard.

The BECF, (2017), is anchored on the National goals of Education which states that education in Kenya should:

1. Foster nationalism, patriotism and promote national unity
2. Promote social, economic, technological and industrial needs for national development.
3. Promote individual development and self-fulfillment.
4. Promote sound moral and religious values.
5. Promote social equity and responsibility
6. Promote respect for and development of Kenya's rich and varied culture.
7. Promote international consciousness and foster positive attitudes towards other nations.
8. Promote positive attitudes towards good health and environmental protection.

Three fundamental pillars support the framework's vision and mission: values, theoretical methods, and guiding principles. The teaching of values will help to realize the aim of the curriculum reform, especially in terms of generating ethical citizens. Students will learn to form connections, respect variety, work in groups, and display empathy as a result of their basic education. The Instructional Design Theory, which describes a redesigned curriculum, the Visible Learning Theory, which specifies an expanded role for instructors, and the Constructivism Theory, which explains many

methods in which human beings generate knowledge, are all supported by the Framework (Koskei & Chepchumba, 2020).

According to them the framework is based on the following guiding principles:

1. A range of opportunities are offered to learners to help them determine their needs, abilities, and potential. All students have access to education, which reduces educational waste.
2. Every student is encouraged to thrive in areas where they are passionate. This will diminish examination grade competitiveness and, as a result, examination misconduct.
3. Learners are expected to respect Kenya's variety in terms of race, ethnicity, gender, language, culture, and religion, and to accommodate learners of various capacities. To enhance access to education, curricular revisions should consider the needs of out-of-school children and teens, as well as adults.
4. Differentiated curriculum and learning indicates that teachers should adapt the curriculum to the learner rather than requiring the same level of learning from all students way the same time.
5. The framework gives schools the tools they need to enable parents to help their children achieve better learning outcomes.
6. Volunteering in the community Learning allows students to put their knowledge and abilities to use in a variety of situations.

According to a needs assessment study conducted by KICD (2016) and the vision and goal of BECF, every learner in basic education must attain seven key skills. These are:

1. Communication and collaboration

Communication competence, according to IBE-UNESCO (2015), is the capacity to connect with people effectively in terms of correctness, clarity, comprehensibility, coherence, expertise, effectiveness, and appropriateness. It may be claimed that the ability to communicate effectively as intended is the most crucial of all life skills in this regard. As a result, education at all levels should strive to improve the development of effective communication skills. Collaboration is the process of two or more individuals working together to achieve a common objective. Effective communication strategies enable individuals to work together more effectively. Learners in collaborative learning benefit from each other's experiences. In an oral language class, for example, a teacher could divide students into groups and ask them to give a presentation.

2. Self-efficacy

In their study, Momanyi and Rosemary (2019) defined self-efficacy as a person's conviction in his or her ability to execute a task. Cognitive, motivational, emotional, and selecting processes can all be influenced by self-efficacy. Learners with high self-efficacy may establish tough objectives for themselves and stick to them. Learners will be able to build and foster inter-personal skills and values if they have self-efficacy as a competency. Internal motivation will drive a learner with high self-efficacy to form and sustain good interpersonal interactions. The acquisition of self-efficacy would be determined by teacher capacity improvement. The school would be required to give chances for parents to be empowered and involved in their children's educational concerns and wellbeing.

3. Critical Thinking and Problem Solving

Three styles of thinking are identified by the BECF (2017): reasoning, forming judgements, and problem solving. When students are given critical thinking skills, they are able to avoid being subjective and reach judgments based on logic and facts. Lifelong learning necessitates critical thinking. These skills will be fostered through age-appropriate activities, such as having learners come up with the best methods to maintain their books in pre-primary.

4. Creativity and Imagination

While developing ECD policies, Karanja (2015) defined this core competency as the ability to create new mental representations and sensations and then convert them into reality. In educational terms, creativity and imagination relate to a student's or teacher's capacity to develop mental pictures and ideas and transform them into tangible objects. Imaginative and creative learners make learning enjoyable for themselves and others. They can apply the information and abilities they've learned in school to come up with fresh ideas. This latent talent in learners is recognized by the CBC.

5. Citizenship

It is the state of having all of a citizen's rights, advantages, and responsibilities. It gives them a sense of belonging to their country. This skill aids in the development of personal respect as well as respect for others. It encourages people to think thoroughly and critically about what is equitable and right, as well as what would do the least amount of harm to the environment.

6. Digital literacy

Learners who possess this skill will become more nationalistic. If a person possesses a broad variety of digital skills and knowledge, they are considered digitally literate. The

ability to use computer communication networks is also part of digital literacy. This is a field that is continually evolving and innovating. Digital literacy is now regarded as one of the most important basic qualities for learning and living in the modern world in the 21st century (BECF, 2017).

7. Learning to learn

Learning, according to Koskei and Chepchumba (2020), is a lifelong process. Personality, senses, feelings, intuition, beliefs, values, and volition are all part of the notion. We will not learn if we do not have the desire to learn, and if we do learn, we will be transformed in some manner. The capacity to pursue and continue in learning is known as learning to learn. Gaining, digesting, and absorbing new information and abilities, as well as seeking and using help, are all examples of this ability. The competency enables learners to build on existing information and life experiences in order to apply and utilise knowledge and skills in a range of situations.

CBC provides four distinct advantages. To begin with, it concentrates on the student. To allow for flexibility, the curriculum should be responsive and relevant to learners. Teachers are expected to cater to the requirements of their students. Second, rather than focusing on material, the program emphasizes competencies. By emphasizing on capabilities, the curriculum facilitates the construction of meaningful linkages within and across topic areas. Finally, the curriculum provides opportunity for learners to make local decisions. Finally, the curriculum provides a good mix of formative and summative evaluation. A variety of assessment methods should be used to focus on the development of student learning outcomes, co-curricular competences, literacy, and numeracy.

However, the basic question that has remained unanswered since the CBC was launched is whether policymakers are implementing this curricular reform as intended. The issue is of major concern because the adoption of this curriculum in other parts of Sub-Saharan Africa has been fraught with difficulties (Vally, 2010). This study aims to evaluate the implementation of language activity curriculum in randomly chosen pre-primary schools in Busia County, Kenya, in response to the aforementioned problem.

2.3.4 Early Years Education (EYE)

Early Years Education (EYE) shall comprise two years of pre-primary and three years of lower primary school education. The learning outcomes for EYE state that by the end of early years' education, the learner should be able to; demonstrate basic literacy and numeracy skills for learning, communicate appropriately using verbal and non-verbal modes in a variety of contexts, demonstrate appropriate etiquette in social relationships, apply creativity and critical thinking skills in problem solving, explore the immediate environment for learning and enjoyment, practice hygiene, nutrition, sanitation, safety skills to promote health and well-being, demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence and apply digital literacy skills for learning and enjoyment. (Amunga *et al.*, 2020). These learning outcomes, can only be achieved through effective communication which is realized in language skills. This provoked the research study to examine implementation of language activity in pre-primary schools. The model is as shown in Figure 2.1.

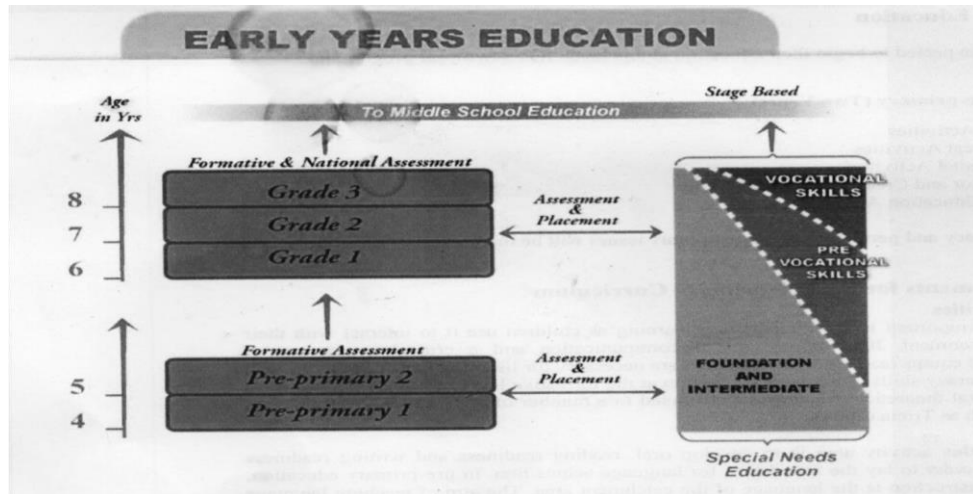


Figure 2.1 Early Years Education Structural Model

Language is a crucial tool for assisting learning since it is used by children to engage with their immediate surroundings. It is a channel of communication and an important component of socializing since it provides learners with abilities for listening and speaking as well as improving literacy skills. Language learning is crucial for future growth at the formative stage of human development. The essence of this activity area, according to BECF (2017), is to build listening, speaking, reading readiness, and writing readiness competences in order to create the groundwork for language acquisition.

According to IBE-UNESCO (2017), the medium of instruction in pre-primary education is the language of the catchment area. The goal of teaching language activities in pre-primary school is to help students express themselves fluently while also improving their listening skills, focus, understanding, and memory. At the pre-primary level, children will participate in activities that will help them become active listeners and speakers in a variety of contexts. Additionally, learners will participate in reading readiness and writing readiness activities to create a solid basis for formal

reading and writing in grade one. This exercise contains general learning goals that the student is supposed to acquire.

According to KICD (2017), learners should be able to: develop appropriate listening skills from a variety of experiences to enrich their ability to communicate, express own opinions, ideas, and feelings creatively, freely, and confidently in a variety of situations as they appreciate others, participate in conversation using appropriate verbal and nonverbal language in their everyday experiences, articulate letter sounds correctly in preparation for reading, develop appropriate listening skills from a variety of experiences to enrich their ability to communicate, develop appropriate listening skills from a variety of experiences to

The KICD, (2017), developed curriculum designs for pre-primary 1 and pre-primary 2. The strands for the two levels entail the learning skills; listening, speaking, reading readiness and writing readiness. The design further outlines the specific learning outcomes, suggested learning experiences, key inquiry questions, core competencies to be developed, pertinent and contemporary issues (PCIs) to be linked, values and life skills, citizenship, suggested community service learning, suggested assessment and assessment rubrics, the non -formal activities to support learning through application and the teaching and learning resources to be used. Language activity has been offered five lessons in a week and each lesson takes thirty minutes. The study specifically examined language activity implementation at pre-primary 1 and pre-primary 2 levels.

2.4 Implementation of Language Activities Curriculum in Pre-Primary School

The act of putting the defined curriculum into practice is known as implementation. It is the final goal of the curriculum creation process since it is only after this that learners will be able to experience and profit from the curriculum. Education Officials,

Education Standards and Quality Assurance and Commission officers (ESQAC), the school system guided by Head teachers, and Curriculum Support Officers are, of course, the implementers of curriculum (CSOs).

Learning is mostly obtained via play activities for children in pre-primary school. Children's growth is aided by these play activities in a variety of ways, including physical, cognitive, linguistic, social, moral, spiritual, emotional, cultural, and aesthetic. Caregivers should make sure that all three areas of learning are addressed when planning activities for pre-primary school children. There are three types: cognitive, emotional, and psychomotor (Ondimu, S.M, 2018). It is critical for caregivers to understand that while planning activities for young children, individual characteristics must be taken into account. This is in connection to the children's age, as well as their talents, capacities, and potential.

Children will participate in activities at the pre-primary level that will help them become active listeners and speakers in a variety of contexts, as well as communicate their thoughts, ideas, and opinions clearly and confidently. Additionally, learners will participate in reading readiness and writing readiness exercises to help create a strong foundation for formal reading and writing instruction in grade one (KICD, 2017). This means that all stakeholders, most importantly, teachers and head teachers should be at the center of the implementation process.

Oluoch, G.P, (2006), suggests that curriculum implementation is one area in which the head teachers should be familiar with to ensure effective implementation. In this context, it is the head teacher's responsibility to supervise the extent to which activities teachers, children and parents are fulfilling to meet the demands of curriculum

implementation, making him or her accountable and responsible for effecting pre-primary school goals.

Curriculum implementation requires a continuous effective and elaborate effort between and among stakeholders. Education officers should continue to support teachers during this stage. A number of studies have pointed out the paramount role played by teachers during the implementation process. However, teachers lack knowledge and skills that are required to implement the CBC. They become more competent when they receive training at pre-service or in-service education. In the current state of affairs in Kenya, most early childhood teachers are not adequately trained in CBC. Training of teachers make them to understand the new approaches required for successful implementation of innovations (UNESCO, 2015).

According to Sinyei, C.J.M, (2011), instructors suffer dread, worry, and uncertainty during the implementation stage, necessitating ongoing retraining. Teachers can cope with increasing demands and learn new techniques and methodologies to improve teaching and learning by receiving training. "To be a good teacher, you need a combination of personal and professional talents to enable you teach well," he admits. Organization, planning, administration, communication, monitoring, and assessment abilities are among them, he says. He goes on to say that a teacher must be knowledgeable in a variety of areas, including topic knowledge, child development theories, learning theories, teaching techniques, classroom management, and self-knowledge.

Through rigorous professional planning and preparation for instruction, a more informed and experienced teacher is more likely to be able to use student capabilities to enhance the learning process. "It is arguable that, in terms of education, the quantity,

quality, and breadth of knowledge of classroom instructors are key determinants of what is done and what is feasible in schools" (Vally, 2010, p. 77). The capacity of teachers to modify the many tools inside the instructional scenario to fit the individual learning settings makes them the most significant resource in the implementation process. These information, skills, and talents are acquired via various stages of teacher education as well as experiences gained as working instructors. It is therefore important to evaluate the implementation of language activity in early childhood and determine the extent to which all the stakeholders are involved in the implementation process and how prepared they are specifically for CBC.

2.5 Teacher Preparedness in Language Classrooms

Teacher readiness for CBC implementation is a top goal. To make the paradigm change to CBC work, instructors must carefully select instructional tactics in order to prevent monopoly in the classroom and to serve as facilitators, allowing learners to participate and interact with information with minimum monitoring. Professional development that focuses on enhancing subject comprehension and is of a longer duration and time span should be prioritized by the government since it is more likely to reflect improvements in knowledge and practice (Ondimu, 2018).

Teachers must have a wide range of knowledge and abilities, as well as the ability to engage with all types of students, set realistic expectations, and select instructional resources that can suit students at all levels. Furthermore, during evaluation, teachers should be able to develop valid rubrics for assessment (Sudha, 2018). A major problem world-wide in the field of language teaching is the popular belief that anyone who can speak a language can teach it. The fact is, however, that language teaching requires a special combination of knowledge and skills that is always hard to find, and finding

teachers who have it should be the first concern of any good administration. Preparing a teacher of language during his or her initial teacher training involves providing him or her with certain types of knowledge, skills and attitudes. Language teacher training has to be a life-long process (Cameron, 2007).

In addition to pre-service training, the teacher should continue learning by way of workshops, in - service courses and extension courses provided. The components of language teacher training should provide the teacher with knowledge about the subject matter. Secondly, he or she should be equipped with language teaching skills and thirdly, the teacher ought to leave training with the correct attitude to language implementation. (Maina & Rosemary, 2019). This is because effective implementation of an innovation is determined by the capabilities (competence) of the implementers.

The effects of teacher training, the qualifications and performance of teachers, determine their ability to implement. Developing countries have been matters of considerable interest (Sinyei, 2011). In the case of educational innovations, teachers need to have the right skills and knowledge to impart them appropriately to the learners. Teachers are charged with the responsibility of creating conditions that are conducive to making the curriculum operational at the school level. This in turn will lead to effective implementation which calls for proper training of teachers to equip them with the right skills, knowledge and attitudes. There is need to continuously improve the quality of teacher training to enable teachers interpret the curriculum more effectively into practical terms.

The quality and effectiveness of teaching and learning therefore depends on the competence of the teacher. This competence is manifested through effective interpretation of curriculum components. The curriculum components include the

stated educational purposes, selection and organization of learning experiences and the use of effective evaluation procedures, (Mose, 2017). Educational objectives are consciously willed goals and provide the criteria for selecting materials, outlining content and developing instructional procedures. A clear philosophy of education is a prerequisite for making value judgments about objectives. This philosophy of education is then broken down into more specific objectives.

In KICD (2017) pre-primary curriculum design outline the subject learning outcomes. These outcomes state that by the end of EYE;

.... Listen to and produce varied noises in the surroundings; freely express oneself; listen to short tales and basic songs; reply orally to instruction; convey simple information; Objects should be sorted, matched, and given names. Model, color, draw, paint, trace, combine dots and thread items freely, recite poetry and rhymes; solve riddles and repeat tongue twisters; dramatize and role play events; recognize letters, sounds, and syllables Put together a tale with photos and read three to four letter words (KICD, 2017, P.75).

Sources of these learning outcomes include the learners themselves, the rich cultural heritage developed over time, analysis of contemporary society, and comprehensive educational philosophy (Mose, 2017). Learning outcomes most include tasks which the teacher does in order to bring about the desired changes in the learners. KICD, (2017), for instance, gives hints on what the teacher could do to enhance effectiveness in the teaching and learning.

These include the following:

.....Expose children to a variety of sounds and imitate them, lead children to news telling, read and tell stories to children, ask oral questions after listening to stories to children, teach simple songs, poems and rhymes; perform games that call for listening and speaking skills; Encourage children to make and respond to simple requests; help children to play games related to them..... (KICD, 2017, P.80)

The KICD curriculum design states predetermined knowledge, facts and skills in a linear cause and-effect format.

The curriculum developers determine what is to be learned by, specifying the teaching and learning activities and include a post-test to see if the objective has been achieved; for instance (p.4): “By the end of the sub-strand (*Reading readiness*), the learner should be able to: Demonstrate left-right eye orientation when reading; Demonstrate top-down orientation skills when reading and turn pages from right to left when opening a page.

Behavioral objectives are written down for each fact or skill. The teacher is then expected to follow the sequence of activities ensuring that one objective is mastered as much as possible before the learner moves on to the next. Evaluation is usually administered at the end. Describing learner outcomes using behavioral objectives could be simplistic and may reduce education to training except in subjects such as Mathematics and physical sciences where skills are obvious and facts are clear (Sinyei, 2011). He said curriculum design refers to the nature and arrangement of the parts of the curriculum. He emphasized teacher-pupil planning. He used the term “components” to show the relationship and included learning experiences under “method and organization”. The relationship is shown in Figure 2.2

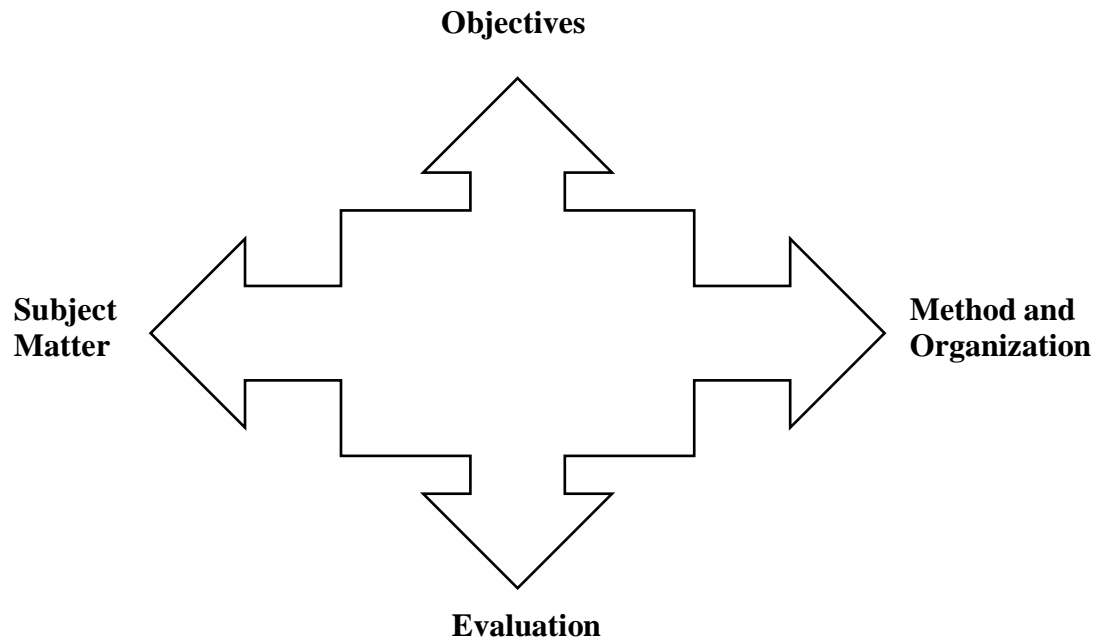


Figure 2.1 Components of Design

In the proposed design model, the four components interact with each other; decisions made about one component are dependent on decisions made about the other components. The model's components are similar to the Tyler's model developed several years later but present an opportunity for evaluation of the various curriculum components to be done at every stage. The decision's paradigm shows an ongoing interaction among the components. The four components suggest the four major stages of curriculum development. Selection of objectives, planning, implementation and evaluation of a programme.

Implementation, according to Oluoch (2006), is the process of putting an idea, program, or set of activities and structures into action within an organization. Many academics have figured out that curriculum implementation is a complicated process that necessitates adequate planning. Inadequate execution, he found, can cause educational programs to fail to accomplish their intended goals. He emphasizes the importance of teacher preparation. He went on to identify several probable implementation

determinants. Clarity of school policy in connection to aims, methods, and ends of innovation, organization of staff development activities, implementation of monitoring and evaluation systems, and ultimately, provision of technical assistance to instructors are among them. He also stated that the backing of the school administration has a significant impact on the possibility of transformation.

Headteachers are assigned time to teach specific subjects, provide teaching and learning materials, and create an environment conducive to effective teaching and learning. They also monitor and guide curriculum implementation by ensuring that schemes of work, lesson plans, and work records are prepared on a regular basis. Fullan (2011) goes on to say that headteachers are required to assess how successfully teachers use instrumental tools. A public pre-primary school is a component of a primary school in Kenya, and it is led by the head teacher, who also serves as an administrator. As a result, in order for language instructors to be effective in delivering curriculum, they require help from administrators and other stakeholders.

Pre-primary teachers need to be convinced of the importance of language activity in the early childhood curriculum because being a medium of instruction as well a discipline, the enthusiasm for it should start with the teacher who will then act as a role model encouraging the learners. The teacher will then manage to easily work towards bringing about meaningful changes in the learners in accordance with the objectives. Objectives therefore usually indicate the kinds of changes expected to be brought about in the learners so that the selection of content, the instructional activities and the kinds of teaching and evaluation procedures can be planned and developed appropriately (Karanja, 2015). All these skills can only be achieved through adequate teacher preparation and re-tooling.

A study by Shore, (2013) on the New Mathematics debate in America found out that students failed because the teachers lacked the knowledge and skills required by the new subject matter. According to Eshiwani (1983), the New Mathematics initiative in Kenya failed due to a lack of meaningful training for teachers who were supposed to execute it. The implementation process was hampered in both situations by a lack of teacher competency. These findings are comparable to those of Muhammad (2011), who conducted research on the influence of teacher quality on secondary school students' academic success in Punjab (Pakistan). He stated that instructors with higher education levels teach better and are more competent than those with lower education levels. Academically competent instructors possessed more true topic knowledge than academically unqualified teachers.

Similarly, according to Ng'asike (2004), the majority of pre-primary school instructors have inadequate academic qualifications, which has a negative impact on teaching quality. Barbara (2004) claims that competent teachers are the single most important driver of student accomplishment, and that teacher education, skill, and experience account for more variance in student achievement than all other factors combined. As a result, it is critical for instructors to prepare well before to teaching. She pointed out that teachers, like other professionals, must continue to expand their knowledge and develop their abilities throughout their careers.

In-service education and training, according to Muhammad (2011), is a constant continuing process for teachers throughout their professional lives that may be delivered at any moment between entering service and retirement until retirement. As a result, regular in-service training is required. This argument, however, contradicts Luvanga's (2003) findings in his study on teacher-related factors affecting

implementation of integrated secondary school Christian Religious Education (C.R.E) syllabus in Mombasa District, which found that 75% of teachers had not attended any in-service teacher training, while 25% had.

In his study on teacher-related factors that influence the implementation of integrated English courses in secondary schools in Ibacho Division, Kisii Central District, Magoma (2011) found that more than half of the teachers had not been serviced due to a lack of time, proper information, and the Ministry of Education (MOE) having not organized any for them. According to the study, teachers should continue to learn throughout their careers in order to keep up with the changing dynamics of the socio-cultural environments in which they work.

For efficient implementation of a curricular innovation, teachers must get proper training (including pre-service and in-service education). In-service training equips teachers with the knowledge, skills, attitude, and experiences that will keep them up to date and enhance their professional growth and competence. Pre-service training prepares teachers before they are hired, whereas in-service training prepares teachers after they are hired. In order to implement educational reform, teacher preparation must be prioritized. Teachers should obtain enough professional development on the new curriculum in order to properly carry out their responsibilities (Kelly, 2018).

Oluoch (2006) observes that in-service courses assist teachers to understand new approaches required for the successful implementation of innovations. He says that in-service education is a prerequisite for effective curriculum implementation. Teachers need in-service training in order to improve their understanding of a curriculum and its implementation. He further holds that it is during the implementation stage that teachers experience fear, anxiety and doubt and hence the need for continuous retraining.

Through in-service education, teachers are equipped with knowledge and skills for effective teaching. In-service education can equip the practicing teacher with the latest innovations in his or her teaching career.

The teacher is capable of dealing with changing demands and learning new ideas and methodologies that will improve teaching and learning. "There is no possible way in which curriculum implementation can be isolated from the process of teacher education," Egbo (2013) adds. (Egbo, P.117, 2013).

According to Osuji (2014), without teacher training, there is a risk of a mismatch between the official curriculum (policy) and the classroom curriculum (practice). He contends that in-service courses are concerned with the task of developing staff members as professional practitioners in such a way as to have a direct impact on the quality of teaching. In-service education assists teachers to enhance their professional skills and develop their potential competence in teaching. These competencies that teachers should exhibit in their behavior include the following;

1. Planning instructions at the different cognitive levels.
2. Stating possible outcomes in behavioral terms.
3. Identifying and evaluating learning problems of the pupils.
4. Knowing how to organize and use appropriate instructional materials.
5. Using a variety of instructional strategies.
6. Establishing transitions and sequences in instructions which are varied.
7. Modifying instructional activities to accommodate learner needs.
8. Demonstrating ability to work with individuals, small groups as well as large groups.
9. Using convergent and divergent inquiry strategies.

10. Demonstrating knowledge in a given subject area.

Following the recommendations by the KICD, (2017), pre-primary school teachers should use their creativity and expertise to find the most appropriate methods that suit the prevailing circumstances in order to effectively deliver pre-primary curriculum. This requires great competencies and quality training on the part of the teacher. The activity areas have been developed in two areas depending on the age bracket of the children. These are; Pre-primary 1 for children aged four years and Pre-primary 2 for children aged five years.

Due to high enrolment and ignorance of teachers, the children are merged in one classroom thus taught as a group without considering their age levels. Language development varies from one age to the other. The materials outlined in the curriculum designs are not exhaustive. The teacher is expected to be more creative and come up with more activities and materials which can make learning more interesting and enjoyable for children Ondimu, (2018).

According to Otto, (2009), children imitate the language patterns that they hear from their teachers and others in their life. And just like in all other behavior, the kind of reinforcement given by the teacher will play an important role in language acquisition; Children will therefore acquire those terms that are positively reinforced (rewarded) and drop those that are negatively reinforced. Teachers need to use correct language because they are the language role models for the children. This requires great competence in the language of instruction used.

Children are fascinated by how their role models use language elements such as phonetics, semantics, morphology, syntax, and pragmatics. They watch how words are

uttered, how things are named, how sentences are produced and how individuals conduct a dialogue. They pay attention to what is said when and where, as well as what is acceptable and what is not in a specific social situation. What is exhibited to the youngsters in terms of linguistic conduct is heavily influenced by the teachers' modeling (Githinji, 2011).

The teacher should present the concepts of language in a meaningful manner to the learner for effective language development within the pupils. To achieve this, he or she should have relevant skills and knowledge. In addition to general training as a teacher, he or she must be able to pronounce and articulate sounds well. He or she must also love language and be able to speak it fluently and naturally without hesitation, because the learners cannot be taught to love what the teacher does not love and cannot be captivated by what do not captivate the teachers (Ondimu, 2018). This competence in language is enhanced through training.

According to the KICD (2016) study, Kenya has seen a considerable growth in the number of trained pre-primary teachers throughout the years. The rising number of District Centres for Early Childhood Education (DICECE) and private institutions across the country is to blame. As a result, the goal of this study was to determine the current situation. According to KICD (2017), the majority of curriculum implementers hold the appropriate academic and professional credentials. They did, however, show that teacher capacity building was either haphazard or nonexistent.

Teachers must consequently possess the necessary skills and knowledge in order to provide successful language instruction at the pre-primary school level. The capacity of the teacher to cope with classroom challenges has a direct impact on student progress. A teacher in the twenty-first century must be able to engage all students and maintain

the sorts of activities that promote critical thinking and learning. Thousands of schools around the country have redesigned their educational goals, objectives, and activities in order to satisfy acceptable yearly progress since the passage of 'No Child Left Behind.' Given the link between successful teacher preparation techniques and student accomplishment, there has been a sustained focus on determining how to effectively prepare teachers in the field of language curriculum implementation (Darling, Hammond and Bransford, 2010). Due to the CBC's rollout, this will come in useful.

Pre-service teachers should take a semester-long course on classroom management, according to Odundo (2013). Induction and support for new teachers is seen as a continuation of teacher training, with sufficient assistance reducing teacher attrition by one-third. Many teacher education programs, he claims, lacked classroom management and instruction course material. These programs place a strong emphasis on topic matter and content behavior. When it came to dealing with classroom management difficulties, student teachers and new instructors felt less prepared than when it came to dealing with subject concerns. As a result, he suggested that the teacher education program be extended in order to include more course work and/or field experience possibilities. More specifically, Darling-Hammond and Bransford (2010) stated that pre-service teachers require practical (field) experience working with students under the supervision of an expert teacher using pedagogies that connect theory and practice in the classroom. Pre-service teachers get the capacity to put theory into practice through extensive student teaching. They created a paradigm for classroom management preparation that includes:

- a) Curriculum and engaging pedagogy; Teachers' instructional methodologies and students' activities must be developmentally appropriate, with hands-on,

tangible learning experiences for all pupils. Teachers must build on students' experiences with their families, work, and communities in order to construct a relevant curriculum. There must be activities that are fascinating, engaging, meaningful, and relevant, as well as suitable pace. There should be variation in instructional activities with an appropriate level of scaffolding and modeling.

- b) Culturally Responsive Pedagogy; Teachers must be familiar with and appreciate their pupils. They must be free of prejudice (based on race or ethnicity) and have high standards for all students. Cultural differences, as well as various learning styles, must be understood and respected by the instructor.
- c) Learning communities; In order to reach higher levels of accomplishment, students must have a strong feeling of belonging. Respect and social competency abilities must be provided chances for active learning in order to create knowledge via social engagement.
- d) Classroom organization; Teachers must encourage orderly mobility and make efficient use of (physical) classroom space. Maintaining the flow of activity and minimizing interruptions are critical.

All the above-mentioned classroom management preparations can only be carried out by a well-equipped and trained teacher. The literature reviewed in this section indicates that effective implementation of curriculum innovation in schools needs well prepared teachers. The teacher is the controller of the learning environment. He or she imitates, develops and directs pupils learning (Odundo, 2013). However, teacher competence is not the sole determinant of successful curriculum implementation. This study sought to assess the place of language in early childhood education; The study focused on teacher competence in relation to the general involvement in activities relating to the pre-primary school language curriculum, teaching resources, evaluation procedures used in

the pre-primary schools and establish the challenges that teachers face while teaching language activity.

Effective implementation of a given curriculum innovation, requires that teachers, parents and educational managers clearly understand the requirements of the change in terms of content, learning outcomes and evaluation procedures of the curriculum. In the catalytic role model. Udofot, (2013), reported that implementation was inhibited by teachers' lack of clarity on the requirement of the new model of teaching. He further reported the case of the Elementary school in the United States of America (U.S.A.), in which implementation of a curriculum failed due to the use of terms that were ambiguous to the teachers (Udofot, 2013).

Karanja, (2015), observed that teachers are the key players in curriculum implementation because it is them who translate the general broad curriculum goals into instructional objectives. The teacher has to decide the organization of learning experiences, the method of content presentation and constantly perform evaluation after every lesson. To achieve this in the pre-primary school language classroom evaluation, teachers need an understanding of the basic nature of language as an activity area, its learning outcomes, content, teaching methodology, the required resource materials and facilities and the evaluation procedures. Having a clear understanding of the general objectives makes it possible for the teacher to derive specific learning outcomes, select appropriate learning and teaching methods and to evaluate his or her learners appropriately.

According to Otto (2009), it is the teacher who interprets objectives and content in the curriculum and manages the learning situation through which intentions are transformed into actual practice. For instance if an objective requires that the child

should be able to develop his / her vocabulary, then the teacher needs to understand what this statement implies to give the right guidance to achieve the change in behavior described in specific learning outcomes. The general learning outcomes stipulated in the curriculum design should be stated clearly, explicitly and unambiguously in a language that can be easily understood.

Karanja, (2015), supported the need to have a clear statement of the learning outcomes for any programme of study. Thus, an effective learning situation requires recognition of and provision for the purposes of the learner. He further states the importance of clearly stated learning outcomes in the teaching and learning situation as follows;

1. They guide decisions about selection of content and learning experiences and provide criteria on what to teach and how to teach.
2. A clear statement of the learning outcomes helps to select from vast areas of knowledge in various disciplines, what is necessary for desirable outcomes.
3. They serve to clarify the types of mental powers or otherwise which need to be developed.
4. Learning outcomes are needed to provide a common consistent focus for the many activities that are in the curriculum.
5. They serve as a guide to evaluation.

Educational managers, teachers as well as curriculum developers need to understand the significance of teaching and learning language in the pre-primary schools in order to accept, support and participate in the pursuit of its learning outcomes and evaluation procedures. Evaluation is an important aspect in the awareness and clarity of an innovation. It is the process of determining the extent to which the curricula objectives are being or have been achieved. Unclear learning outcomes make it impossible for

the teacher to measure the effectiveness or efficiency of the course programme (Karanja, 2015).

Teachers therefore need to be innovative enough and be clear on how to apply the guidelines given in the curriculum designs to their various settings to maintain relevance. Studies of teacher preparation should further be investigated to determine whether teachers are being prepared for the twenty first century classrooms. Teachers, learners and the environment have to be engaged during the learning process. This provides a basis for designing a formative and criterion referenced assessment, which is the bedrock of a CBC (Karanja, 2015). Are the teachers well equipped with all the above discussed competencies?

2.5.1 Selection of Learning Experiences

The term “learning experience” refers to the interaction between the learner and the external conditions in the environment to which he or she can react. Learning takes place through the active behavior of the learner; it is what he or she does and what he or she learns. A learner needs to be an active participant. To ensure this, the teacher needs to have some understanding of the kinds of interests and background the learners have so as to manipulate the environment to bring about stimulating situations that will evoke the kind of behavior desired (Elliot, 2009).

Learners must be able to think about and solve issues, collaborate in groups, communicate via dialogues, take initiative, and learn from a variety of viewpoints. Based on their experiences and interactions, the learner constructs a personal interpretation of the world. Songs, poetry, tales, stories, rhymes, tongue twisters, and word puzzles are used to teach listening, speaking, reading, and writing. These experiences cut across the three domains of learning, the cognitive, psychomotor and

affective (UNESCO, 2014). It is important to select learning experiences that develop appropriate skills among the learners such as thinking skills, acquisition of information, development of social attitudes and interests.

The process of selecting learning experiences needs to be done in a developmentally appropriate manner to attain a given objective based on a certain stage of intellectual development (Kendra, 2013). The selection and organization of learning experiences in language should be developmentally appropriate. Language in early childhood education can offer experiences that if well-presented can be used to attain curricular objectives such as self-expression and developing self-confidence, appreciation of cultural heritage, developing talent and communication skills.

The organization in the pre-primary curriculum design is such that for effectiveness, the teacher will need to use his or her own ingenuity, innovation and creativity to select the experiences to fit the different levels. Teachers therefore need to have the right skills and knowledge to interpret the objectives and select the appropriate learning experiences from the different levels of pre-primary school hence the sequential presentation of the language activities in the order of their complexity. In selecting learning experiences for children, it is important to consider the stages of intellectual developmental (Elliot, 2009).

Piaget (1896-1980) is best known for his stages of cognitive development. He discovered that children act, behave, think and reason, differently at different periods in their lives. He believed that everyone passes through an invariant sequence of four qualitatively distinct stages; Sensory motor: birth to two years; pre-operational: two to seven years; concrete operational: seven to eleven years; and formal operational (abstract thinking): eleven and up to adolescence (Gichuba, *et al.*, 2014). They state

that each stage has major cognitive tasks which must be accomplished. In the sensor motor stage, the mental structures are mainly concerned with the mastery of concrete objects. The mastery of symbols takes place in the pre-operational stage (UNESCO, 2014).

In the concrete stage, children learn mastery of classes, relations, numbers and learn how to reason. The last stage deals with the childhood development and education (3-6 years) which therefore falls on the pre-operational stage where mastery of symbols takes place. Language activities when stimulated appropriately provides an avenue which can enhance the mastery of symbols such as counting in Mathematics and names of objects thereby facilitating a smooth transition of children through this period to the concrete operational stage that coincides with the primary school age (7-11 years). The use of age- appropriate materials such as songs, poems and riddles will ensure a smooth transition between these different stages.

In line with Piaget's stages of development, The Association of English to Speakers of Other Languages (TESOL) identifies three developmental stages for learning a new language as follows as suggested by UNESCO, (2014):

1. Beginning stage; some children initially use their home language in educational settings because it is the only language they know. Most young children give up using their home language quickly, realizing that it is not an effective means of communication in that context. If a few children in a setting share the same home language, they may continue to use it amongst themselves. In a new setting, children are hesitant to speak much but often use gestures to communicate with adults and other children. Sometimes they may rehearse phrases quietly to themselves.

2. Emerging stage; at this stage, young children typically use one or two-word responses to question. These children use a lot of formulaic expressions (words or phrases they hear others say) e.g. what's happening? 'Me first, no fair'. Formulaic sentences are important because they help open the door to social interaction with early childhood professionals and other children. With more social interaction, comes more language learning.
3. Developing stage; children gradually move from memorial sentences to original productive and spontaneous language conversation.

Early childhood educators have an important role in assisting children in progressing to higher levels. The linguistic development of each child, on the other hand, will be on his or her individual schedule. Each child's talents and developmental stage should be considered while planning and programming (Nyika, 2015). The student might undergo significant changes as a result of their education or learning experiences. For efficacy, these experiences must be arranged in terms of their relationships through time and from one region to another, i.e. vertical and horizontal linkages. Continuity, sequence, and integration are part of the criteria. In a nutshell, the teacher has to be well equipped with skills and knowledge. Therefore, it is important for the teacher to organize the learning experiences in language activity according to the developmental needs of the learners at the different levels of growth and development.

Gichuba *et al.*, (2014), asserts that organized learning experiences have to be varied and accommodate for real life experiences of the child. These experiences can be selected with special consideration to children's interests and ability in order to make learning enjoyable. This ensures that teaching and learning process is learner-centred as required for young children. Children learn better when learning experiences are

relevant to them. Efforts have been made in the CBC to localize the materials and activities so as to make learning meaningful for the child. The teacher is therefore expected to further ensure this by using activities that are meaningful with respect to the children he or she is dealing with in class. This calls for the teacher to provide other relevant familiar activities for further experience and learning.

2.5.2 Teacher Supervision

Even after initial training during their pre-primary school service teacher education, teachers need to reflect on their work on a regular basis. Teachers might be subjected to professional renewal through supervision. In the context of education, supervision refers to the support provided to instructors in order to help them develop their knowledge and abilities. This comprises creating strategies for improving and upgrading school operations in order to have a direct impact on the school's achievement of instructional goals (Paula and Linda, 2013). They claim that monitoring has the ability to improve teaching quality by offering new insights on teaching methods.

When Egbo (2013) states that monitoring is a tool for curriculum enhancement, he agrees with them. According to him, supervision as an approach for curriculum improvement has the advantages of dealing with real-life circumstances, increasing awareness of extremely specific demands for change, and being sensitive to instructors' sentiments. He claims that supervisors may help with the implementation process in a variety of ways. As a summary, he says:

1. Collaborating closely with instructors to determine their issues and requirements.
2. Providing support to instructors in order to help them gain higher competency.

3. Assisting new teachers in putting ideas taught at teacher education colleges into practice in the classroom.
4. Providing direction and advice, particularly in the area of curriculum.

A continuous program of education and retraining is required for a teacher to grow and flourish. According to Paula and Linda (2013), supervision should always be focused on enhancing teaching and learning among instructors by putting a purposeful emphasis on techniques to establish excellence in the quality of instruction. The degree of readiness available for pre-primary teachers in terms of language in early childhood education was tested in this study. The head teacher is in charge of school-based supervision, ensuring that teachers are kept engaged at school during official working hours by assigning significant tasks to them. He or she must also guarantee that teachers attend lessons, that they follow the curriculum, that they provide teaching aids, and that they oversee students' work.

According to Mulenga and Mwanza (2019), the primary job of the head teacher during curriculum implementation is to encourage teachers to devote their time and effort to effecting motivation. They point out that the support of the school administration has a significant impact on the lives of change agents. Subjects taught are allotted time by the head instructors. They provide teaching and learning resources as well as an environment that is favorable to good teaching and learning. Headteachers also keep track of and supervise curriculum implementation by ensuring that schemes of work, lesson plans, and work records are updated on a regular basis. They also stated that head teachers are supposed to assess how successfully instructors use instructional materials. A public pre-primary school is a component of a primary school in Kenya, and it is led by the head teacher, who also serves as an administrator.

Internal (inside the school) and external (outside the school) service training programs should be made available to teachers by school administrators. Seminars, conferences, and workshops should be encouraged by schools. Teacher competency, which is based on teacher training and retraining, is critical to the successful implementation of curricular changes. According to Mulenga and Mwanza (2019), teacher professional development is critical for maintaining and improving the quality of education and teaching. The supply of resource resources and facilities, as well as effective allocation, can help head teachers promote curricular changes in pre-primary schools, control and accounting of financial and material resources.

Without enough administrative, financial, and material assistance, teachers will be unable to properly execute new rules. This is to ensuring that appropriate resources, supplies, and facilities are available. Teachers will be more innovative if they have access to proper resources and facilities. The head teacher must understand that one of his or her primary responsibilities is to ensure that the essential mandatory resources are accessible for the school to use. In the implementation of an educational innovation, quality assurance and standards officers play an equally important role.

ESQAC officials, according to Paul and Tilya (2014), are the important persons in inspiring the workers. They should ensure that instructors deliver on their responsibilities. They assert that a sympathetic and an understanding ESQAC officer can help raise the productivity of a teacher. ESQAC should be sympathetic towards teachers and help guide them for instance through encouraging them and facilitating seminars and workshops for them. In-service opportunities are especially important in improving the level of preparedness for quality delivery.

2.5.3 Instructional Documents

Njue, (2010), observed that instructional documents are important tools of instruction because they help the teacher to effectively and appropriately plan for and carry out instruction. Planning plays a vital role in the implementation of any activity including teaching. He said that planning for instruction.....” allows you to organize your material in a way that will interest pupils and provide a variety of activities and tasks suitable for the range of ability in your class”. (Njue 2010, Pg. 32)

Otunga, (2011) says planning for instruction has advantages which include, but not limited to: enabling the teacher sub-divide the content into manageable units which is normally guided by the year’s work, cover the set syllabus or curriculum within a specified time, balance curriculum emphasis, and prepare for lessons considering the methods, content, time available, the entry behavior of the learners, the learning environment among other factors. She refers to this process as interpretation of the curriculum. During the planning process the teacher has various documents. These documents include; curriculum design, records of work covered, timetable, progress record and lesson plan.

A curriculum design is a document prepared by the KICD. It contains details of what is to be taught in each learning area. National Education Aims are also discussed in connection to CBC's overall goals and subject-specific learning outcomes in the curriculum design. The design also suggests a variety of learning activities, assessments, and resources, as well as connections between the topics and values, current and relevant issues (PCI), and other subjects. As a result, it is the teacher's responsibility to base their instruction on the curriculum design at each level. The pre-

primary curriculum is divided into two volumes, one for children in pre-primary 1 (aged four years) and the other for children in pre-primary 2 (aged five years) (KICD, 2017).

Language, Mathematical, Environmental, Psychomotor and Creative Activities, Religious Education, and Pastoral Programs of Instruction (PPI) activity categories are all covered by the curriculum design. Hands-on experience is emphasized in the curriculum as students manipulate actual items and models. Learners are encouraged to notice living and non-living creatures in their immediate surroundings, as well as on nature walks, field trips, or visits to areas of interest, as part of their interaction with nature. The program stresses the learner's whole growth. This may be accomplished through the use of theme integrated learning. A lesson plan outlines the steps that the instructor will take to deliver a particular lesson.

A lesson plan will also specify the teaching activities and learning activities right from the beginning of the lesson to the end. This also implies that there should be a flow of activities which should be precise allowing for adequate interaction between the teacher and the learners, learners and learners, learner and self, and teacher and self. Such interactions allow the appropriate reflection during and after the lesson, leading to efficient and effective teaching and learning experiences. The activities selected should allow a smooth flow of instructional process through the important stages of: introduction, development and conclusion or closure. These stages are influenced by the previous lesson, the anticipated lesson, teacher's knowledge and skills, the learners' entry behavior, the facilities and instructional environment (KICD, 2017). A sample of a pre-primary language activity lesson plan is presented as Appendix E.

Another instructional document that is important is the records of work covered. This shows the work that has been covered by the teacher within a given period of time.

Records of work covered should be filled as frequently as possible. The records help the teacher to easily track the learning progress of children. The teacher should give positive and objective comments or observations on the lesson. This document also has information on the date the teacher taught a strand and sub-strand, the content covered, the teacher's own assessment of the instructional experience, and a suggestion on a way forward including remedial proposals. This document enables accountability and transparency in the instructional enterprise. Njue, (2010) highlights the fact that it enables the head of department to hand over to a new member of staff

Another instructional document that teachers need to prepare is the progress record. This is a document for reporting the learner's progress. It is necessary to demonstrate the accountability of how the learners are performing progressively over a specified instructional period such as a term. The learners need to have a progress record kept for every learning area. The teacher is responsible for preparing and recording the progress for every strand and sub-strand. It gives the details of the learner's registration number, name and competencies attained. It is usually prepared by the specific subject teacher and supervised by the head of panel and the head of institution.

A time table is a plan of events showing the type of experiences that children are supposed to be engaged in every day. It is both a planning and an organizing tool in a school. The teacher is able to plan how to carry out the activities systematically. It is a plan because it involves specific events that are set ahead of time. It involves placing both human and material resources in an orderly way for the smooth running of the events in school. The activity areas in ECE have been spelled out in the curriculum design along with the number of weekly classes. Each activity area will have thirty minutes of time allotted to it. Every day, at least five psychomotor tasks (outdoor)

should be taught. Music, Art, and Crafts share the last three classes under psychomotor and creative activities (Njue, 2010).

Table 2.1: Activity areas and their Lessons Allocation

Activity area	No. of lessons per week
Language Activities	(5 lessons)
Mathematical Activities	(5 lessons)
environmental	(5 lessons)
Psychomotor and creative	(8 lessons)
Religious education	(1 lesson)
Pastoral, programmes of instruction (PPI)	(1 lesson)

The fundamental component of teaching and learning methodologies highlighted in Kenyan pre-primary schools is the thematic and integrated learning approach, which the teacher should keep in mind while developing instructional texts. The thematic method is founded on the notion of teaching across all activity areas utilizing a common topic. The topics are based on items and circumstances that students are likely to encounter in their daily lives. Figure 2.3 from KICD (2017) depicts a thematic and integrated learning method.

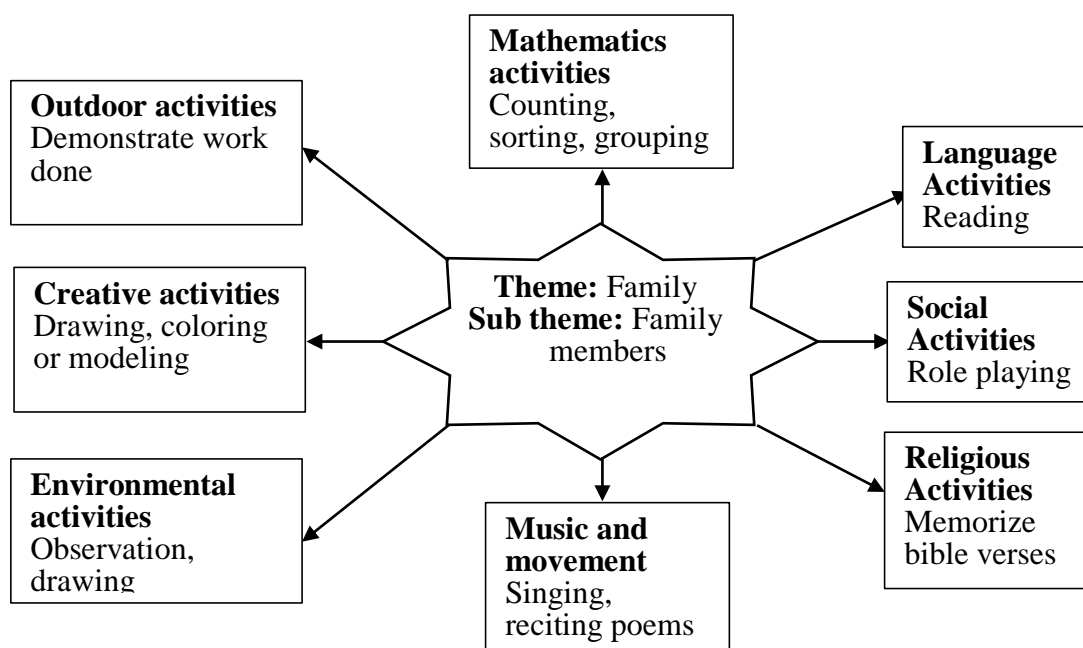


Figure 2.2 Thematic and integrated learning approach

2.6 Teaching and Learning Resources

Resources are materials from which to get information. They help the teacher to communicate a concept, and aid the learner to form a concept of what is being taught. The purpose of using resources during the teaching and learning process is to; Make learning meaningful, interesting and effective. Help the learner use more than one sense while learning.

The more senses a child uses in learning, the more permanent the concept becomes in his or her mind. Resources make learning more concrete. A single relevant teaching and learning aid is worth more than a thousand words. The child comes into contact with reality and its experience, bring out curiosity in children hence they can become interested and not lose attention and concentration. Children love observing and working with materials (Gichuba *et al.*, 2014)

Teaching resources are of two major types: the human resources and the non- human resources. The teacher and any other human who interacts with the learners during the learning sessions fall under the human resource (resource persons) category. The non-human category comprises the teaching materials which are considered in two major categories: the textual (print) and non- textual (non-print) materials. However, it is important to note as Njue, (2010), puts it that most literature on teaching resources focuses, mainly on print resources, such as teaching reference books and journal articles. But teaching resources exist in many forms; multimedia presentations, teaching websites and repositories, government sites, professional or trade associations and conference sites and teaching and learning objects.

Regarding the classification of the various resource types, Gichuba *et al.*, (2014), identifies four categories that are essential in education as: people, buildings,

equipment, and materials. They further noted that in both quality and quantity, these resources have an impact on what is possible to do in schools and classrooms. Effective curriculum implementation cannot take place without adequate and appropriate teaching and learning materials and resources. The materials need to be identified, selected and developed. They help the teachers and learners to undertake the learning activities. They aid effective implementation of the curriculum and achievement of its objectives. Generally teaching resources are used to enhance the teaching and learning process. These are used alongside the various teaching methods to complement the delivery of content and achievement of the set learning objectives. In a typical case they assert that;

The manner in which targeted instructional materials are selected generally involves determining (1) where and under what conditions the materials will be experienced by the students (learning environment) and (2) what optional instructional approach (e.g., simulation, presentation, discussion and problem solving) would be based on considerations of the learners, the content and the setting (Gichuba *et al.*, 2014, P. 115)

The use of resources can be made more effective if the teacher has knowledge and skills on how to effectively utilize them in the teaching and learning process. Barasa, (2005), commenting on language instruction in Kenya highlights the fact that the availability of teaching resources and the teacher awareness of their utility enhances learner performance, He further notes that “..... situations where there is evidence to show failure by the society or government to provide equal access to such resources could be seen as denial of a child’s right to proper education” (Barasa, 2005, p53).

Many a times teachers have gone to class with a very good teaching aid and does not serve its purpose at the end of the day. The reason for this is lack of skills in making the tool an effective aid in delivering the curriculum content. In planning for each child's activity, a caregiver is expected to critically think about what materials to use to make the lesson interesting and meaningful. To make play-learning materials effective, Monda, (2012), suggest their introduction first which can be at the start of the lesson, as the lesson progresses, at its climax or at the end of the lesson, whenever the material is introduced, the teacher could explain what it is, its use and what it is made of. The teacher later demonstrates how the material is used. This should be done slowly and gradually to ensure that each individual child gets to understand how it is done or used.

Another effective use of the material is ensuring that all children have enough items that are needed in the knowledge or skill being learnt. Adequacy of materials ensures that some children are not neglected when carrying out the activity. If certain materials are not enough, children should be put in workable groups of three to five in such a way that all of them access those materials to be effectively used. Let children make use of their senses as much as possible. Children should touch, smell, taste, listen and see each material. Whatever they do, the teacher should ensure it is not harmful to the children (Karaka, 2007).

UNESCO (2014), suggested that facilitating effective use of the materials has also to do with a conducive learning environment. Where possible, children should use the materials in its natural environment. The natural experience is the best way of learning. Where not possible, the improvised materials should be close to natural as possible in resemblance. This is in terms of shape size, colour, texture and weight. Ensure the class room is well lit, well ventilated, clean, comfortable, warm and attractive with no

destruction in form of noise, heat or unnecessary movement. The teacher should employ creativity during improvisation and where possible use the available materials. The belief by teachers that teaching and learning resources can only be bought or made, from expensive manila papers or use of commercially printed materials, should be far-fetched. The pre-primary teacher is thus encouraged to use the locally available resources as children are able to relate to them more easily. Improvisation is therefore encouraged.

Improvisation is the ability by an individual to make something using locally available materials. For example, in language activity in pre-primary, a teacher can cut and paste selected pictures from magazines and newspapers depicting children performing a given task. These pictures can be in a sequence to form a story. Materials can therefore be classified as textual or non-textual. Textual materials encompass all kinds of books and other printed materials used by teachers and learners for reference before, during and after instruction. They are mainly used for presentation of information to the learners and complementing teacher presentation through the learner's private study. Examples of these include: textbooks, class readers, course books, reference books, supplementary readers, study guide, newspapers, work books, fiction, periodicals manuals, worksheets and magazines (Kaburu, 2007).

The teacher can choose the appropriate type of textual material to use depending on the content to be taught and the purpose of instruction. Textual materials are useful tools in the instructional process because they have long been the foundation of the learning process. They function alongside other forms of media being used in conjunction with and as supplements during the instructional process. It is vital to note that textual materials are easily found in a wide range of topics and formats. Thus, learners can refer

to them at any time (Gichuba *et al.*, 2014). The appropriate use of any type of resource by the teacher can be achieved through proper guidance and knowledge.

In this regard, Kaburu, (2007), notes that resource users might benefit from some guidance on how to make the most of each resource including how and where to use them, for example how and when to use content- appropriate humor to encourage students in the lecture. Other scholars concur and add that this should include how best to employ multimedia resources such as short movie segments and video demonstrations of clinical procedures during instruction. When using textual materials, the teacher should make decisions on how they can be effectively utilized. Situations of slavishly using a specific book from cover to cover should be avoided. Textual materials should be supplemented and adapted to suit the learners with the purpose of making the lesson interesting.

In pre-primary education, there is one textbook that has been published by the Kenya Literature Bureau (KBL) 'Skill grow'. It is a learner's workbook that has been published for pre-primary 1 and pre-primary 2. The learner's workbooks and the teacher's guides heavily focus on the language curriculum designs and thus aim to encourage learner's, active involvement through conversations, asking and answering questions, storytelling, reciting poems and responding to stories. The workbooks adopt the learner-centred approach of teaching and learning. Learners at the pre-primary level learn by doing and the learners' workbook, therefore, has more than pencil and paperwork. This means that the books have to be adequate at a ratio of 1:1. There are activities for a child to do in all the strands and sub-strands. Where necessary, space has to be provided for the learner's working (Momanyi & Rosemary, 2019).

Non-textual materials are commonly referred to as teaching and learning aids. These are important because they are very powerful tools for enhancing the teaching and learning experience. Paul and Tilya (2014), assert that equipment is very significant because it is often through the use of equipment that young children are able to get appropriate learning experiences in school. The teacher can verbally present the lesson in a very powerful way, but how much is the teacher able to capture learner's attention such that learners can remember much of what was taught after the lesson is over? Since learners have varying concentration spans, listening alone is not an effective way of learning.

Learners tend to assimilate more information by listening, seeing and doing. It is therefore valuable for the teacher to incorporate teaching aids, which if well planned and used enhance understanding, sustain interest and aid in the retention of what is learnt. Non-textual materials are classified depending on the features of focus. There are three major categories that are identifiable according to Robertson and Nilson (2008): Visual aids-which include, charts, graphs, pictures, actual objects, drawings, photographs, models, diagrams, posters, blackboard or chalk, dioramas and flash cards. Audio-aids include, tape-recorder and radio Audio-visual aids- include television, video and films.

According to Robertson and Nilson, (2008), charts containing letters of the alphabet can be displayed on the classroom walls where learners can recite the sounds to enhance their speaking skills. The charts can later be used to enhance the writing readiness skills. Learners can be encouraged to observe pictures and photographs of relevant information to the subject content being taught. While using the audio-visual aids, learners can be encouraged to listen and watch clips of various recorded content.

However, the non-textual materials have to be carefully chosen and guided by the teacher in order to attain the learning outcomes defined.

A number of criteria, according to Paul and Tilya (2014), advise the teacher in selecting, preparing, and using various types of teaching aids effectively. The expertise and abilities of the instructor, the time available, the size of the class, the lesson objectives, the instructional methods employed, the substance of the lesson, and the cost of the teaching aids to be used are all factors to consider. Furthermore, they claim that how the instructor intends to use these teaching tools will have an impact on the quality of the learning experience. It is crucial that the resources to be employed be examined and their value evaluated rigorously.

Kaburu, (2007), asserts that identifying lists of teaching resources in a discipline is just the first step in providing current and future teaching academics with effective instructional tools.....what still remains is implementing a process of critically reviewing these resources to ensure that they are political and of high quality, thus the teacher should ensure that the teaching aids: appeal to as many senses as possible; are appropriate in quality; allow for practice; are learner friendly; are the right size ; are appropriately used ; and do not obscure the focus of the lesson.

The NACECE/DICECE Curriculum model identifies four types of teaching and learning materials to be used in the classroom. Three are similar to those identified earlier by Robertson and Nilson (2008). In addition to these are tactile materials which can be manipulated. Examples include; oranges, bottle tops, toys, stones, blocks, dough and plasticine. These are also known as real objects. They are mainly found in the environment. Teachers are encouraged to use the locally available materials majorly

because they cut down on costs. The materials can be displayed in various learning corners and can be used during language activity lessons to enhance vocabulary.

2.6.1 Display and Storage of Material Resources

In order to ensure that teaching and learning resources are used for a considerable length of time, storage and preservation is something to consider. These materials should be protected and stored well. They should be protected from water, dust, termites, ants and rats. Over use of materials without proper handling spoil them. To make them last longer, we should protect and store them well. All necessary teaching and learning corners should have materials that are constantly dusted and taken care of.

It is critical, according to Kaburu (2007), that resources are displayed according to the learning area. The classroom display is an important aspect of the learning environment. According to him, the way resources are exhibited might have an impact on children's learning. Displays should be placed at a height where children can reach and see well, whether on the walls or on tables. Concrete products, he claims, should be exhibited on tables or on the ground to make it simpler for toddlers to access them.

In a pre-primary organization centre, the environment requires a proper arrangement to facilitate and support learning. UNESCO, (2014) asserts that the arrangement of the facilities and the display of materials should ensure enough space is provided for the children and the teacher to move in freely within and between learning areas. Children should be able to move around freely without interfering with the displayed materials. Displaying of materials helps in the evaluation of children's creativity and develops curiosity. Display facilitates access to children's work by others for recognition and respect for other children's ideas. It prevents damage of the materials and makes learning enjoyable (Kaburu 2007).

UNESCO, (2014), outlines various ways of displaying learning materials. These include: wall displays, hanging, soft board, shelves and learning centres. Wall displays is whereby materials are hanged on walls. The materials should be fixed properly and the teacher should ensure that they stand straight in relation to natural, vertical and horizontal lines, for instance along walls and floors. The teacher should drill nails on the walls to support the materials. Threads can also be used to display charts and the pocket board.

UNESCO (2014), further suggests that another way that materials can be displayed is through hanging. This involves attaching the top of a material to a wire or thread. When a material is displayed in this way, such that it can move, it is referred to as a mobile. Materials can then be suspended from mobiles that are hanged from the roof or from the thread. Items that can be hanged from the mobiles include: letter cards, number cards, cut-outs and letter sounds. Soft boards are also used to display materials. They are fixed to the walls of the classes. The teacher can use glue or thumb pins to attach charts of family members, colors, shapes, number cuttings, children's work, photographs and flash cards.

Shelves can be an open place prepared by the teacher to keep materials for display and can also be used for storing. This method can be used to display materials like models, dolls, toys, blocks and bottle tops. Some materials can be placed in cupboards and cabinets. Finally, materials can be displayed in learning centres which are established in the classroom. Display of concrete materials is done better in learning centres. The teacher should help in setting up these centres, so that the activities are child-centred rather than teacher-centred. There should be enough spacing for working and for

moving in between the corners. Learning materials should be frequently changed depending on the theme at hand (Paul & Tilya, 2014).

2.7 Teaching and Learning Approaches and Strategies

When preparing professional documents, teachers should embrace various approaches and strategies. An approach is a way of thinking or reasoning which can either be deductive or inductive, (KICD, 2017). A deductive approach is a situation whereby the teacher presents content by moving from generalities to specifics. An inductive approach is the opposite of deductive and a teacher advances from particular known concepts and facts to making logical generalizations about similar situations during the instructional process.

According to KICD (2018), the thematic learning and teaching approach is derived from the word 'theme'. A theme refers to a general idea or unit on which learning is based. Studies done by psychologists reveal that learners at this level do not understand the immediate world as separate but as an integrated whole. Therefore, when the content is presented in fragmented forms, as in the case of subjects or topics, they do not make sense out of it. The other way of presenting content is to consolidate it by use of themes.

Pre-primary school activity areas such as language, mathematics, environmental, psychomotor, creative and religious studies are made meaningful to children when they are incorporated in themes. A theme can run in a day or week depending on the understanding of the learners (Nasibi, 2005). The environmental conditions, time of the year, ongoing events and the interests of the learners dictate the choice and selection of themes. However, themes like 'myself' and 'our family' should be taught first, in order to facilitate a smooth transition from home to school and create self-awareness. It is important that learners move from known to unknown and from simple to complex.

The theme of a particular time should be clearly seen by the way the learning corners and materials are displayed. Apart from the thematic approach, another approach that is commonly used in pre-primary school is the integrated approach (Gichuba *et al.*, 2014).

Integrated approach is whereby learners are taken through a variety of learning experiences using the thematic approach. According to him, in this approach, the learners are engaged in different activities that relate to different activity areas based on a certain theme. In other words, a given theme can run through different activity areas in a well-organized manner. Also, different activity areas are taught together under one theme in order to help children develop concepts, skills and desirable attitudes. This is referred to as integrated learning, which simply means a mix, combine or put together.

The thematic and integrated approaches always go hand in hand. That is why the method is always referred to as thematic and integrated learning approach. The characteristics of the thematic and integrated approach according to KICD (2017), include:

1. It is at the pace of learners and all learning activities incorporated in one theme.
2. It is a continuous approach since themes run through all planned activities for a given period of time, cutting across all the activity areas.
3. Display of materials and the arrangement of learning areas or corners portray the theme learned during a particular time.
4. The teacher is flexible in the choice of themes, learning activities and in the planning process for the integration to be smooth.

5. The teacher considers children's abilities, age and interests before planning for the learning activities in each theme. The teacher is always aware of the different knowledge, concepts, skills and attitudes to be developed in learners in different activity areas.

Individual or child-centred approach is also offered as holistic. According to Gichuba *et al*, (2014), this is an approach whereby the teacher poses questions, guiding and sharing ideas with the learners. It is a pedagogical approach to teaching young children in pre-primary school. They assert that the approach readily addresses the needs and interests of the learners. This approach appreciates the fact that children have unique interests that need to be considered if any meaningful achievement is to be realized. Therefore, learners should be actively involved in decision-making in regard to the choice of the content to be taught, the methodology, activities to be carried out and learning resources to be used to offer learning experiences. In this approach, the learner takes an active role in the lesson. The learner forms the centre of focus during the learning process, while the teacher's role is merely to guide the learners in the activities rather than doing it for them.

Nasibi, (2005) outlined the characteristics of child-centred approach as follows:

1. The learners' age, ability and their interests are put into consideration during planning.
2. The use of a variety of teaching and learning resources enhances the understanding of concepts and acquisition of skills since several senses are used.

3. Due to provision of a variety of attractive materials, the environment becomes conducive for learning and it enables learners to progress on their own even when the teacher is not in class.
4. Learners are busy, happy and relaxed as the environment is conducive for learning
5. Social skills and other interpersonal relationships are highly cultivated when children are encouraged to work together in groups and share materials.
6. The learners' individual differences are catered for, especially when they are allowed to advance at a convenient pace.
7. Carefully displayed learners' work instills a sense of self-confidence, creativity and appreciation of others work.

Learner-centered techniques describe the present competency-based education program. Constructivism is founded on the belief that knowledge and skills are not things that can be transmitted from instructor to student, but rather are the result of learners' own or group learning activities (Wisselink et al., 2007). This necessitates the adoption of a variety of instructional tactics by teachers.

A strategy, according to Nasibi (2005), is the purposeful planning and arrangement of events and circumstances with the goal of reaching certain objectives. Singing, role acting, and storytelling are some of the basic learning tactics utilized in pre-primary education. Singing is the controlled release of sound from the vocal organs. Many folksongs and children songs tell a story or make a comment about life. Children are composers, they compose songs from an early age and sing unconsciously. They also enjoy singing songs that are accompanied by instruments, decorations and movements.

They also enjoy singing games. Children's songs must always be simple, short, and repetitive, have a purpose and have movements.

According to KICD, (2017), songs can be used to introduce lessons. The teacher should select and use a relevant and interesting song to arouse the interests of the children. Songs can be used to introduce a new concept, stress an idea as well as help children to relax after they have been engaged in activities requiring concentration or a lot of homework. They can also act as a source of ideas. Role playing is another strategy that is commonly used in EYE. According to behavioral theorists, children go through a process, where they pay attention to a certain behavior, then go through a process of retention, motivation and then modeling where the child is able to act. This can only be done through role-playing by children acting or talking like models.

Role playing refers to children's spontaneous pretend activities. It is common with children under six years. Role play enhances development of mental, physical, creative, social and emotional aspects of children. In role play, children use their imaginative abilities and express their original thoughts unlike drama where they recite specific words of given characters. According to Nasibi, (2005), role play helps children to understand various sex roles. It helps children to recognize who they are and their abilities and limitations as well as helping the learner grasp concepts more clearly.

Another strategy employed in pre-primary school is story telling. Nasibi, (2005), asserts that children enjoy telling and listening to stories. Stories are important in the promotion of social, moral and cognitive development of children. They are also used to instill acceptable social behavior. Therefore, the stories used in a lesson should be developmentally appropriate, interesting to the children, short, have many illustrations

and actions, have not more than five characters involved and have a happy ending. In preparation for story-telling, she states that the teacher should always:

1. Have a story on what is intended to be taught.
2. Internalize the story well and rehearse it before narrating it to the learners.
3. Use gestures and imitations that fit different characters in the story.
4. Use relevant songs that are related to the story.
5. Use musical instruments, décor and props to enhance the emotions expected to be depicted by the learners from the story.
6. Sustain learners' interest by asking questions as the story progresses.
7. Make sure the story ends at the peak or climax.

According to KICD, (2017), at pre-primary level, children will be involved in activities that enhance the ability to become active listeners and speakers in diverse situations as well as express their feelings, ideas and opinions clearly. The activities and approaches the learners will be engaged in must meet the unique needs of learners in their unique environments. Teachers are encouraged to develop a variety of songs, stories, rhymes and poems. Varied activities should be selected with learners' interest and ability in mind.

Teachers are encouraged to be innovative by maximizing the use of discussions, demonstrations, illustrations, role play, dialogue and conversation, dramatization, debates, questions and answers and explanations. The activities should be guided in such a way that the learner learns the items presented by discovering them with minimum input from the teacher, but through varied activities. In a nutshell, teachers should employ strategies such as small group, discussion and practical activities that have been discussed earlier in this study (Koskei & Chepchumba, 2020).

2.8 Evaluation Procedures in Competency Based Curriculum

Education assessment, according to Muricho and Chang'ach (2013), is the process of assessing how well learners have learned certain information, skills, values, attitudes, and competences. They have been pre-determined before the class begins, as the term 'specified' implies. Assessment is more than just creating an assessment activity and calculating a score; it also determines the size and character of the learning gap. At its finest, this recommends and directs the teacher's and students' attention to the next actions that are required for advancement. This is defined as determining the capacity to use a collection of relevant knowledge, skills, and talents in a specific situation to successfully accomplish important job functions or tasks.

CBA (competency-based assessment) is a method in which the learner is given the chance to put what they've learned into practice. It is a body of information that shows how a learner can perform or behave in response to a given learning result. Challenges can be presented to the student, and they can be challenged to demonstrate how to solve them. The Canadian Broadcasting Corporation (CBC) promotes the use of formative evaluation. In general, formative assessment refers to the process through which teachers elicit and respond to students' thinking during the course of education (Mulenga & Kombwe 2019).

According to them, formative assessment use both formal and informal approaches to determine whether or not learning is occurring. This is done on a regular basis as the learners grow, in order to collect data on their ability to exhibit the needed competences when doing activities. The goal of formative assessment in this scenario is to evaluate student learning and provide feedback that will be utilized by instructors to enhance pedagogy and by students to improve their learning. The instructor should make the

assessments based on documented, observable evidence and anecdotal recordings. The evaluations are followed by commendations that are both favorable and noteworthy in terms of achievement. Mulenga and Kombwe offer the following instruments for formative assessment: (2019) are as follows:

1. Observation

According to them, teachers and other learning participants must watch conduct and listen intently to students as they go about their everyday activities in a real-world setting. Peer observation is another something that might be promoted. A checklist or observation schedule can be used to document the observed behavior. To assess a learner's overall growth, it's critical to examine their behavior and performance. According to Koskei and Chepchumba (2020), in the pre-primary level, the holistic development of the child should be prioritized over academic accomplishment. These records would allow the instructor to provide parents or guardians with accurate feedback. They would be notified of the child's development in this way, which might increase parental involvement in the child's education learning. Exhibited behavior can determine whether the learner is meeting the required expectations and acquiring the desired competencies.

2. Rating scales

According to Mulenga and Kombwe (2019), rating scales allow teachers to illustrate the degree or frequency of the learner's behavior, abilities, and tactics. To describe the frequency of student improvement, rating scales define the criteria and offer three or four answer options. The use of descriptive adjectives like "always," "usually," "occasionally," and "never" aids in the identification of specific strengths and requirements.

3. Rubrics

Rubrics, according to Mulenga and Kombwe (2019), are a collection of criteria used to evaluate a student's performance. These consist of a defined measuring scale and a full explanation of each level of performance's attributes. Rubrics are frequently used to assess student performance with the goal of putting the results in a grade for reporting and teacher accountability purposes. The rating scale in the rubrics has four levels namely below expectation, approaching expectation, meeting expectation and exceeding expectation. KICD, (2017), provides that learning outcomes are realized through administration of assessment rubrics.

4. Questionnaires

A questionnaire, according to Momanyi and Rosemary (2019), is a series of questions about numerous facets of a person's circumstance or issue. According to them, surveys urge responders to express their true feelings or ideas. This allows the instructor to have a better understanding of the problem and develop suitable programs and resources. Before teaching, questionnaires can be used to assess learners' needs, traits, experience, and knowledge. They assist teachers in determining how different learners are progressing and responding to learning activities throughout class. They also proposed that learners be given surveys to collect input on how they are implementing their newly acquired skills to tough scenarios they face in and out of school. This helps the teacher to take appropriate action.

5. Project method

A project is a collection of actions completed in a specific time range. It expresses the activity's aim and goals in straightforward terms. Learners would be able to use their newly gained information and abilities in a real-life context, particularly in relation to

current and relevant concerns in society. Students may be asked to identify community needs for which they may give assistance based on what they have learnt in school. Instead of passively absorbing the teacher's words, this technique pushes students to learn via their own inquiries (KICD, 2017).

6. Profiling

Using information from the teacher's observation checklist, learner's journal portfolio, and engagement in projects, the instructor creates a record of each student. As a result, a learner's profile is a summary of the teacher's assessment of the mastery of skills gained in a level. In this instance, evaluation should be focused on an individual learner's mastery of skills rather than on the mastery of others. This technique of evaluation allows the instructor to see which components of a material have been grasped and which ones require more attention. Criterion-based assessment emphasizes this point. Instead of competing with others in class, the youngster should be encouraged to compete with himself (Momanyi & Rosemary, 2019).

7. Anecdotal Record

An anecdote is a story about a day in the life of a youngster. The reports might include drawings or images to depict what the youngster said or did. Anecdotes, for the most part, focus on extremely basic, everyday interactions between children, adults, and the environment. Such reports give a comprehensive picture of a student's progress and direction. Anecdotal notes are frequently produced in reaction to ongoing observations during classes, but they can also be prepared in response to a finished performance. The child's behavior can be watched and documented, then saved in a portfolio for future observations and curriculum preparation. These notes must be written as the conduct evolves, followed by an accurate observation.

8. Written continuous assessment tests

These are examinations that examine competence in certain activity areas and are created according to pre-determined criteria. The exercises should be created to extract proof from the learner that they have acquired skills such as creative thinking, problem solving, and communication. They should be done in the form of synoptic evaluations.

9. Homework

Assigning homework allows a teacher to track a student's progress towards a goal. It allows students to extend and apply what they've learned in class to different settings. This increases parental involvement because they will be guiding and supervising the homework. Knowledge and comprehension, practical skills, attitude and values, and general competences are among the competencies to be examined. Specific indicators developed by instructors must be used to guide these competencies (Mulenga & Kombwe, 2019).

As a result, the goal of the study was to see how well instructors were equipped to assess and diagnose the learning requirements of individual students. Given that many of the teachers presently working in the field did not have CBC training in college, it is necessary to provide them with formative assessment skills. The CBC focuses on the learner's growth as a customer, rather than the instructor, curriculum design, or textbook. As a result, instructors must be re-trained and developed to focus on the learners and what they have learned rather than the teacher and what they have taught.

After the learning has been finished, summative assessment gives information and feedback that summarizes the teaching and learning process. Summative evaluation should be a synoptic assessment of learning outcomes, according to the Republic of Kenya (2007). Students are encouraged to demonstrate their ability to integrate and

apply their skills, knowledge, and understanding throughout the breadth and depth of the topic through synoptic assessment. It evaluates a student's ability to apply what he or she has learned in one aspect of the topic to other parts of the subject. It aims to improve students' critical thinking skills (Republic of Kenya, 2007).

According to Akala (2021), this skill encompasses problem-solving, creativity, and decision-making ability. It encourages the application of skills learned in both formal and non-formal education. According to him, the goal of summative assessment is to evaluate learning at the end of a learning cycle. Summative evaluation will take place at the conclusion of upper elementary, lower secondary, and senior school in Kenya. It's utilized for certification and placement. The results are also used to rank or grade students and to determine whether or not they should advance to the next level of schooling. It should include an integrated component, requiring a learner to demonstrate mastery of all abilities. The evaluation process includes both formative and summative assessments.

Musumba, (2019), asserts that evaluation is a part of decision-making process through which the teacher collects information systematically and analyzes this information and relates the results of each student or of the class to learning outcomes. It is obviously an important part of any course because it determines what the students must do in order to gain the qualifications. He claims that evaluation, refers to the general process of monitoring or keeping track of the learner's progress.

According to him, assessment is a broader concept. It is a part of the whole educational process. He suggests that assessment is helping the underlying aims and objectives of the course as a whole. The assessment should be diagnostic and formative, providing feedback to teachers and learners. He, suggests that evaluation is something broader in

concept than assessment. He clearly distinguishes evaluation and assessment. He says, assessment refers to the process and procedures whereby we determine what learners are able to do in the target language, while evaluation, on the other hand, refers to a wider range of processes which may or may not include assessment data (Musumba, 2019). Many authors have opinions on both terms and the terms evaluation and assessment will be used interchangeably in this research study.

As a professional person, the teacher is charged with the responsibility of promoting the intellectual, social and emotional growth of his pupils. Such a task requires that he should plan the work and activities of the classroom in the light of his knowledge. Such knowledge necessarily requires continuous acts of evaluation on the part of the teacher. Evaluation is an integral part of teaching and should be carried out with sensitive involvement of the teacher.

IBE - UNESCO, (2015) proposed that the process of evaluation could be conceived as consisting of three major stages; In stage one, the teacher must describe the information that he will need to make particular judgments and decide when and how to obtain the information. An essential part forms selection of the information-gathering instruments that he will need. In stage two, the teacher obtains and analyses the required information. In stage three, the teacher makes judgments and communicates those decisions to relevant sources. Figure 2.4 shows the primary process of evaluation. It enables the teacher to make appropriate decisions about his on-going classroom activities and to plan future activities more purposefully and effectively.

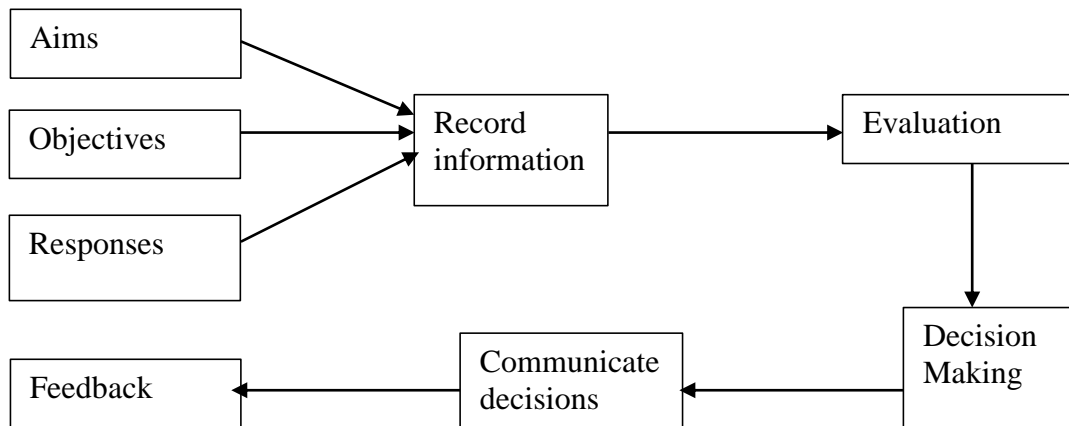


Figure 2.1 Process of Evaluation

2.8.1 Forms of Evaluation

IBE - UNESCO, (2015) describes the following forms of evaluation:

1. Verbal Evaluation

It is important because learners experience the feeling of success. It states that the teacher should praise learners for any effort they try to show. Learners often try as much as possible when doing school tasks, but some of them, especially pupils with special educational needs, show minimum performance. A probation is more helpful than bad marks or punishment

2. Non-verbal Evaluation

IBE-UNESCO, (2015), points out a significant importance to smiling as a kind of evaluation. Learners are motivated and their results are better. It also points out that you can assess either the learners' school performance or homework. Learners receive certain number of points evaluated to a certain date for doing homework, written tests or verbal communication. Such kind of work is definitely more interesting either for a teacher or for pupils because it is more reliable than normal marking; pupils compete and voluntarily try to complete all their work if they are absent, and finally, teachers need not to worry about marks at the end of the term. Non-verbal evaluation is one of

the alternative sources which are suitable especially in language lessons where you can assess speaking, writing, listening or reading skills.

3. Diagnostic Methods

IBE-UNESCO, (2017), suggests these as methods which the evaluator can adopt to avoid the threat of being biased. The typical method includes the use of standardized tests. This type of evaluation involves systematic observation, interview and analysis of the learner's school results in diagnosis besides testing. Systematic observation of learners is a natural and efficient diagnostic method by which we can find facts involved neither in oral nor in written exams, but which can be important for evaluation. We can study an individual in natural conditions and it can help us to find the pupils abilities, personal qualities or social relationship.

4. Interview

IBE-UNESCO, (2015), pointed out interview as another efficient form of evaluation. The teacher should talk with his learners very often and analyze their work or try to eliminate any problems. It is important to trust the learner because we can view the learners' world through the eyes of adults. We can find out his opinions, attitudes, wishes, problems and ideas through an interview.

5. Testing

Testing the pupils has been the most frequently used method at school. Testing can be oral or written. A teacher can test a pupil only after the teaching has been practiced. Learners should be informed about the day of an exam in advance. The teacher asks questions and the learner answers. According to Muricho and Chang'ach, (2013), the learners should have some time to prepare their answers if there are too many questions to be asked by the teacher. An experienced learner should have possibility to express

himself in a continued and in uninterrupted form. The teacher analyzes possible drawbacks after the learner completes answering the questions. That helps the learners who are not very good speakers by asking additional questions.

Generally, the teacher first asks broader questions and proceeds to more detailed ones. Testing requires the teachers' patience and self-control; learners' mistakes are analyzed tactfully. The teachers' correction should be a useful feedback for a learner. Written exams is suitable especially for language lessons because we can find the amount of knowledge from all pupils relatively in a short time but, it is mainly applicable from lower primary level. A special type of written exam is a diagnosed test. Diagnosed tests are tests which find out what candidates know and can do. They are given before any teaching is done usually at the beginning of the year or when a class and the teacher are new to each other. The test may be in the form of a formal exam. A test or an interview diagnosed tests are particularly designed to discover where a new teaching should be concentrated or should start and to encourage students to correct areas of weakness. It is important to do this diagnosis as it saves a great deal of time,

Evaluation as a process involves identifying the strengths and weaknesses of learning experiences as selected, organized and developed to assess whether they are producing desirable results. Oluoch (2006) outlines nine sub processes in implementation of a new curriculum. These include; persuading people to accept the new curriculum, keeping the general public informed, educating teachers and the teacher educators, provision of necessary facilities, materials and equipment, actual presentation of the new curriculum, institutionalization of appropriate student assessment procedures and providing continuous support for teachers.

In each of the sub-processes, evaluation needs to be carried out to ensure a smooth progression from one stage to the next. Language being largely a cognitive activity, needs constant evaluation of the learners. Teachers of language, should aim at producing changes in the students resulting in new meanings, knowledge, skills and understandings. To achieve this, teachers should know and use the right evaluation procedures. Effective evaluation helps to develop positive attitudes in children from early age, more so, for language which makes an impact in young children's minds at a very young age.

For this to be effective, teachers need to have positive attitudes to be willing to spend time and put in the necessary effort to praise the children for any efforts made and any desirable outcome noticed, be it in storytelling, reciting poems or role play activities for this will encourage and motivate the children to do even better. Any corrections noticed should be pointed out to the children with love, kindness and understanding (Waweu, 2018).

Effective evaluation of an innovation or aspects of it requires awareness and clarity of the nature of an innovation. Awareness of the innovation by all the people involved is a necessary condition in the implementation process. Curriculum implementation is a team effort and all parties involved in the process must be aware of it and be persuaded into accepting it. Participation in the curriculum development process by all the people is one way through which clarity and awareness of the innovation can be achieved. Through participation, teachers, parents, educational administrators and the lay public can be made to look at the curriculum process as their own effort and not something imposed from outside (Oluoch, 2006).

Evaluation, is thus a vital concept in any educational system. In fact, the success or failure of any programme in education may be attributed nearly entirely to the quality and quantity of evaluation done at the beginning of, and during the implementation of the programme. Evaluation has been conceived as a study of “how teachers and students interact with each other and with a curriculum or syllabus in a particular setting” (Marsh and Willis, 2007), p.253). They assert that, it is not only confined to investigating what students have learned or to analyze a lesson plan, but rather to involve examination goals, rationale and structure of both the planned and enacted curriculum.

According to the government of Kenya Sessional Paper NO.1 of 2005, monitoring and evaluation of programmes is given emphasis. The document states that there is need for the development and implementation of a monitoring and evaluation system that ensures quality. According to Oluoch, (2006), curriculum evaluation is the process of judging the value of the curriculum. It is a very critical element of a curriculum as it ascertains whether the curriculum development and implementation process take or took place as planned. It establishes whether inputs, work schedules, targeted outputs and other required actions of curriculum development and implementation proceed well.

Through monitoring the head teacher makes sure that teaching and learning takes place in the classrooms while through evaluation, he or she assesses the achievements of the objectives set. Oluoch, (2006), says evaluation informs the curriculum developers, implementers, the government and the society about the impact of the curriculum and its outcomes in terms of the individual child and societal development. Additionally, it identifies the strengths and weaknesses of the curriculum implementation. It is due to

the above arguments that this study will identify the evaluation procedures used in the implementation of the language activity curriculum.

2.9 Challenges in the Implementation of Language Activity Curriculum

Despite the growing demand for language, there are a number of challenges that have continued to pull down its effective implementation. These include inadequate teaching and learning resources, socio-economic factors, high teacher and child ratio with poor remunerations and financial constraints. Many pre-primary schools lack adequate teaching and learning resources and facilities suitable for their learning environment. These include lack of properly, ventilated classes, furniture suitable for children, safe clean water, and play materials (Okobia, 2011). This implies that teachers do not have adequate teaching and learning resources to enable them to implement language activity curriculum effectively.

In his research, Kyruzi (2011) agrees that the biggest difficulty facing Kenyan early childhood education is a lack of suitable facilities and instructional materials. He claims that this is exacerbated by a lack of united motivation among pre-primary instructors as a result of disparities in compensation packages. Parents' willingness and capacity to pay what they believe they can afford decide the compensation package. In addition, low pay has resulted in a high teacher-to-student ratio.

This is in line with Okobia's (2011) research on the availability and usage of instructional materials in the implementation of the social studies curriculum in junior secondary schools in Edo State, Nigeria, which found that the majority of instructional resources were unavailable. Inadequate teaching and learning resources might further stymie the adoption of language activity curriculum in Busia County. In a research conducted by Njue (2010) on the problems of providing ECDE in Gachoka, Mbeere

Division, it was discovered that most pre-primary centers lacked suitable facilities and lacked teaching and learning tools.

According to Okobia (2011), the quality of learning materials and other goods is critical for the effectiveness of educational transformation; further, he claims that poor quality and unavailability of resources inhibit curricular innovation. According to UNESCO (2009), in order to apply the new curriculum, instructors need have access to teaching and learning materials. Furthermore, Kaburu (2007) found that instructional resources provide children with a means to express feelings, concerns, and interests, as well as acting as a channel for social interaction with adults and other children, in a study on the use of learning resources in Kikuyu model pre-primary schools in Kikuyu Division.

According to his research, many schools have challenges in implementing science activity curricula, including a lack of suitable and high-quality teaching and learning tools. Furthermore, African countries who introduced the CBC before Kenya claim a lack of resources as a major stumbling block. For example, Nambela's (2016) review of the effects of the 2013 reformed curriculum on increasing education provision in Kitwe District, Zambia, found that the implementation of the CBC was not properly done due to inadequate and inappropriate provision of teaching and learning resources.

When it comes to the elements that influence the teaching and learning process, the teacher-to-student ratio has gotten a lot of attention from scholars. EYE hasn't been very impressive. According to research, the teacher-to-child ratio for both 4 and 5-year-old children is still crucial. Teachers are becoming increasingly concerned about the growing number of youngsters in their courses. Shemwelekwa (2008) found that in most secondary schools, the teacher-to-student ratio was as high as 1:68. As a result, utilizing the recommended assessment techniques, teachers were unable to give

assessment assignments at the appropriate frequency. Because pre-primary schools in Kenya are also experiencing increasing enrolment, the purpose of this study was to learn about the difficulties instructors confront while conducting language activities.

Another issue confronting the adoption of language activity curriculum in pre-primary schools is a lack of time. The majority of instructors are overburdened with administrative obligations, causing them to lose focus on their instructional duties. Teachers do not mark or grade students' replies to tests and assignments owing to a lack of time, according to Shemwelekwa, 2008; and Timothy, (2011). As a result, students seldom receive feedback to determine their progress toward learning objectives.

Furthermore, Kyaruzi (2011) adds that whatever feedback they receive is not detailed. In Kenya, pre-primary school education is highly stratified. Because we have both public and private pre-primary schools, this is the case. Unfortunately, these schools vary in their curriculum execution in terms of teacher competency, infrastructure, and instructional materials due to the varying capacities of the providers. Pre-primary schools that are well-equipped in terms of resources, such as computers, indoor and outdoor play spaces, and equipment, are distinguished from those that are not.

As a result, parents have a significant role in determining the quality of educational services given in pre-primary schools. According to Ngaraiya (2006), private pre-primary schools in Kenya were able to engage skilled instructors who prepared children effectively for primary school since their management had sufficiently equipped them. The mindset of both teachers and students is critical to the success of this implementation. Attitudes are taught tendencies to react positively or adversely to specific things, circumstances, organizations, or people. When attitudes are favorable

toward a target, they are said to be positive; when they are adversely oriented towards a target, they are said to be negative.

Curriculum implementation necessitates a shift in the mindsets of all parties involved. According to Oluoch (2006), the work of curriculum implementation entails various phases. The two most important of these steps are instilling positive attitude change in instructors. He emphasizes the need of persuading all participants in the change process and convincing them of the need for innovation. Change may be unsettling and uncomfortable; therefore, they must be taught to embrace and be confident in adopting the innovation. Change necessitates a move away from established methods in order to adapt to new ones, which necessitates a great deal of effort. Teachers are the ones who put curricular innovations into practice, and in order to do so effectively, they must first grasp and embrace the concepts included in the curriculum.

They must comprehend the theory or rationale that underpins the new curriculum's new ideas, resources, and instructional methods. There is a link between a teacher's attitude toward a curriculum and its eventual success, according to research. Oluoch (2006) claims that in-service training can help instructors acquire positive attitudes toward curricular innovation. They build critical, empirical, and adaptive attitudes to changes in a curriculum, according to him. Learners must also be encouraged and directed to acquire complementary attitudes about school activities in order for these activities to be implemented effectively.

2.10 Related Studies

Owing to the role that language plays in the field of education, it has been given considerable attention by numerous studies. A few of them which are relevant to this study are discussed below:

Mulenga and Mwanza (2019), carried out a study on language use in the teaching of science in primary schools in Kenya. They focused on the actual practices of standard seven teachers while teaching sciences. Their main aim was to find out how language was used to define concepts to explain principles and processes. They also focused on the learner's English language use. In the study, they revealed that teachers had several difficulties in explaining the concepts being taught. Their study is relevant to the current one in that it looks at the aspect of the use of language during instruction and learning. The two studies however differ on the basis that their study focused on the upper primary school pupils and its main concern was how English in particular as a language, was being used to teach science; while the present study intends to focus on the pre-primary school level and its main concern will be on how language in general is being taught in pre-primary school.

Omulando (2002), set out to investigate the effect of Kiswahili on the use of English as a medium of instruction in Kenyan secondary schools. The study revealed that code-switching and translation were used as a strategy for teaching in all subjects. It also revealed that different values are placed on the two languages: English and Kiswahili, Kiswahili is valued, for its integrative purpose while English is highly valued for its instrumental purpose. Her study is similar to the current study because like the current study it focused on the use of language in the classroom.

However, the study differed from the current one in that it will examine the professional documents that teachers prepare before language curriculum implementation, the resources used, activities that learners are engaged, evaluation procedures employed and determine challenges teachers face during language activity implementation.

Furthermore, Omulando's study was conducted in secondary schools in Bungoma County whereas the current study will be done in pre-primary schools in Busia County.

Muthwii (2001) conducted research on language policies and practices in Kenya and Uganda. "To what degree does language policy and language practices assist or hinder the formation of desired learning competencies?" he wondered in his research. Her research consisted on case studies. She explored parents', students', and teachers' attitudes, beliefs, and perceptions of language usage as a tool for increasing kids' acquisition of a well-rounded education and, in particular, maturity among Kenya's major linguistic groups. Her research demonstrated that code-switching was employed as a teaching approach. The survey also indicated that mother tongue languages are still being given the respect they deserve, and that policy is still focused only on English for upper primary as a language of examination and as a subject undermines the mother tongue languages in terms of the respect and attention they deserve as vehicles of the African cultural heritage.

Muthwii's research is important to the current study since it focuses on the language implementation process, which is one of the study's main areas of interest. However, Muthwii's study focused on significant linguistic groupings in two nations, Uganda and Kenya, whereas this study would be conducted in Kenya's Busia County. Observation will also be used in this research. "Sociolinguistic research has demonstrated that self-reports may not always precisely represent real language behavior (Milroy, 1987) in some cases," Muthwii says, referring to the study's shortcomings (Muthwii, 2001). The report of a responder is frequently based on stereotypical assumptions. A respondent will say he uses language X in situation Y when in actual fact it may be the reverse" (Muthwii, 2001, P.23).

As a result, the conclusions of that study may need to be backed up by more observational research that documents genuine language transfer and its impact on English acquisition. According to Njue (2010), the quality of learning resources is critical to the effectiveness of educational reform. He goes on to say that poor quality and a scarcity of materials stifle curricular innovation. In order to apply the curriculum successfully, instructors need have access to teaching and learning materials.

According to a research conducted by Njue (2010) on the problems of providing early childhood development in Gachoka Mbeere Division, most pre-primary centers lacked suitable facilities and lacked teaching and learning tools. Furthermore, Kaburu (2007) stated that instructional materials offer children with a method to express sentiments, worries, and function as a conduit for social contact with adults and other children in a research on the use of learning resources in Kikuyu model pre-primary school in Kikuyu Division. According to the two surveys, many schools confront challenges in curriculum implementation, including a lack of suitable and high-quality teaching and learning materials.

This is in line with Okobia's (2011) research on the availability and usage of instructional materials in the implementation of the social studies curriculum in junior secondary schools in Edo State, Nigeria, which found that the majority of instructional materials were unavailable. The implementation of language activity curriculum in pre-primary schools in Busia County could similarly be hampered by inadequate teaching and learning resources.

2.11 Chapter Summary

This chapter has presented a review of literature related to the implementation of innovations with special reference to the early childhood language curriculum. The

propositional and empirical studies reviewed have shown that good curriculum innovations can fail due to poor implementation strategies. Language is an important curriculum activity area in ECD and efforts should be made to strengthen its implementation.

The chapter reviewed literature on the development of early childhood education, globally, regionally and locally. This formed the target population of the study. It further reviewed language curriculum for young children citing the benefits of language and language policy in Kenya. This was because the main area of the research study was on language activity curriculum. The chapter in detail finally reviewed literature on the objectives of the study, which include; teacher preparedness, teaching and learning resources used, teaching and learning strategies, and approaches employed and evaluation procedures used when implementing the language activity curriculum in pre-primary classrooms.

From the foregoing literature reviewed, it becomes imperative that as part of the interventions for improvement, there should always be adequate teaching and learning materials for use by the teachers. This research has given suggestions to teachers on a variety of resource materials for use in the teaching and learning process. The next chapter covers the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Essentially the purpose of this chapter is to discuss the philosophical paradigm in relation to the study focus and expound on the research strategy used including the research instruments developed and used in pursuit of the research objectives. It explains the research methodology, research design, research area, target population, sampling techniques and sample size, research instruments and validation procedures. The chapter finally presents ethical considerations of the study.

3.2 Study Area

The research was carried out in Busia county-Kenya. The county borders Siaya County to the south, Bungoma County to the North and East and Uganda country to the West. The county lies within latitude 33 2⁰E and 35 2⁰E and longitude 0 2⁰S with seven sub-counties. The sub counties are; Teso North, Teso South, Busia, Samia, Budalangi, Nambale and Butula. Busia County contains both public and private providers of pre-primary curriculum. These providers use the CBC. This aspect of a uniform curriculum provided a wider scope as pertains to the practice of language activities and are therefore likely to yield a more representative data relevant to the study.

Each of the seven sub-counties was included in the study. The data therefore reflected the general practice in most, if not all parts of the county given the urban as well as rural settings represented by the county. The research also obtained pertinent information from relevant personnel such as the county director of education in pre-primary schools, the DICECE coordinators, the Education standards and Quality Assurance and Commission officers (ESQAC) and head teachers who were key

informants in EYE. The study was based on the dwindling performance in KCPE in Busia County especially in English. The Kenya National Examination Council (KNEC) report released in 2018 from the County indicated 51.24% mean score of English and 48.67% of Kiswahili for the last five years.

Previous studies stated that children who do not develop second language appropriately in EYE, found difficulty in expressing themselves later, (Uwezo, 2015). The Uwezo report further cited a close relationship between language and concept formation. It stated that the growth of thought in children depends on a language, while the growth of language depends on cognition. Therefore, as children learn language, they receive a facility which enables them to acquire important concepts. It is through language that all other learning occurs. Concepts in Mathematics, Science and Humanities are imparted and received through language (Masinde, 2005). However, the county has performed below average in languages at KCPE level of Education. This prompted the researcher to carry out this study to evaluate the implementation of language activity curriculum in pre-primary schools in Busia County, Kenya

3.3 Philosophical Paradigm of the Study

The philosophical goal or motive for doing a study is referred to as a research paradigm. It refers to a collection of abstract concepts about knowledge and the method of producing it that serve as the foundation for the overall design as well as the researcher's interpretation of the findings (Denzin and Lincoln, 2005). It's a researcher's viewpoint on the nature of knowledge and how it's created and comprehended (Lichtman, 2013). The realist-positivist, relativist-interpretivist, and pragmatist are the three primary research paradigms that impact researchers' methodological choices (Jwan and Ong'ondo, 2011).

On the other hand, the relativist-interpretivist /constructivist approach (more widely utilized in the social sciences and humanities) asserts that every social science related issue under investigation always has numerous opinions. Further, because knowledge is socially created, "the focus of study is on an understanding of this construction and the numerous viewpoints it implies," according to this paradigm as study progresses, an interpretative grasp of this emerges" (Bryman & Bell, 2015).

The philosophy underpinning this study is pragmatism. This is the deconstructive paradigm that advocates for the use of mixed methods research. This paradigm sidesteps the contentious issues of truth and reality and focuses on what works as the truth regarding the research question under investigation. According to Bryman and Bell, (2015), pragmatists feel that there is reality but it is ever changing based on our actions. They say we are free to interpret our experiences in whatever way we feel fit. Instead, our actions have outcomes that are often quite predictable and we build our lives around experiences that link actions and their outcomes.

Pragmatism is the most appropriate epistemology for social research. Pragmatists look at the way different world views derive from lived-experiences. Pragmatism rejects the distinction between realism and anti-realism which has been the core of debates about positivism versus interpretivism in social sciences. Furthermore, Creswell (2012), postulate that pragmatism places the research problem at the centre and applies all approaches to understand the problem. It is not committed to any one system of philosophy or reality.

Pragmatists concentrate on the what and how of the research question. It is a paradigm that offers the conceptual foundation for mixed-methods research, which is why it was considered essential to embrace. The subject of this study, which is an evaluation of the

implementation of language activity curriculum in Kenyan pre-primary schools, invites both perspectives because it is expected that some aspects of the curriculum will inevitably be universal and standard across the country; however, it is also expected that the curriculum will take into account the unique interests of learners at different levels and with different interests.

3.4 Research Methodology

The study adopted a mixed method design. This is a procedure for collecting, analyzing and mixing both quantitative and qualitative research and methods in a study to understand a research problem, (Bryman & bell, 2015). The pragmatic mindset and procedures that were adopted from both quantitative and qualitative methodologies to meet the study objectives are connected with the mixed methods approach. The main idea was that by combining the two methodologies, the study topic, objectives, and research questions would be better understood.

The study was based on a pragmatic philosophical paradigm that took into account diverse points of view, necessitating the use of mixed methods. Questionnaires, interviews, observations, and document analysis schedules were used to collect data. Mixed methods research has advantages that compensate for the flaws of both qualitative and quantitative research. Quantitative research, for example, struggles to grasp the context or setting in which individuals act, which qualitative research compensates for. One technique does not give a thorough and comprehensive grasp of the study topic. Cross-validation and corroboration of study findings are also aided by mixed methods research. The term "triangulation" refers to the employment of many methods to investigate the same issue.

This strategy entails acquiring both numerical and textual data. Figures can persuade policymakers, however tales are easier for them to recall and repeat for demonstrative purposes. At various stages of the investigation, qualitative and quantitative data were combined. Numeric data may be made more meaningful by narrative and non-textual information, while narrative and non-textual information can be made more precise by numeric data (Sekaran, 2013). Mixed methods research was better for this study because it gave a thorough grasp of the research topic, which could be utilized to improve the generalizability of findings in theory and practice.

Given that data is analyzed using both quantitative and qualitative methodologies in this mixed method approach. The quantitative approach is a formal, objective, and systematic method of gathering numerical data from participants who are representative of the target population using standardized (typically structured) instruments. This technique was utilized to characterize the IVs, which included teacher readiness, teaching and learning activities, resources, and assessment processes in this study. The language activity was the DV. The relationship between these factors was investigated in this study (Creswell, 2012). Qualitative research, on the other hand, focuses on meaning and understanding through exploring views, attitudes, behaviors, and experiences. Data is collected using structured or semi-structured instruments that allow the researcher(s) and respondents to engage in a flexible way, allowing in-depth data to be collected from purposively recruited participants in a naturalistic context (Jwan and Ongóndo, 2011).

The mixed method approach provides a number of benefits which made it relevant to be adopted in this study. Cohen et al. (2011) further, listed a number of reasons why mixed research should be used. These are:

1. It has advantages that balance out the flaws of both quantitative and qualitative research. Quantitative research struggles to grasp the environment or setting in which people converse, because participants' voices aren't immediately heard and researchers are in the background. Qualitative research compensates for these flaws. Qualitative research, on the other hand, is viewed as lacking due to the researcher's own interpretation and extrapolation of findings to a broader population.
2. It gives complete evidence since researchers are allowed to use any data gathering technologies available.
3. It aids in the comprehension of problems that cannot be solved only through qualitative or quantitative methods.
4. It encourages researchers to work together across disciplines, despite the frequently acrimonious connection between quantitative and qualitative researchers in social, behavioral and human sciences.
5. It is "practical" in the sense that it allows the researcher to employ any approach to solve a research topic. Researchers can answer issues by combining inductive and deductive reasoning and using both numbers and language.
6. This design was chosen since the survey enables for the collection of a huge amount of data from a big number of people in a short amount of time.
7. As a result, it is the most extensively employed approach in educational research, and it is effective in curriculum implementation as well as establishing a population's perspectives, experiences, and attitudes.

3.5 Research Design

Research design is a plan and the procedure for research that spin the decisions from broad assumptions to detailed methods of data collection and analysis, (Kothari & Gang, 2014). The study adopted the descriptive survey design to evaluate the implementation of language activity curriculum in pre-primary schools in Busia County Kenya. A descriptive survey research design, according to Mugenda (2012), is a sort of study used to create explanatory information or features about a certain population or event. He further claims that the design is not just adequate for the data collected, but also for inferring information about a big group of people from data collected on a very small number of individuals in the group.

The study's design was ideal since it was aimed at a wide group of individuals, making it simple to extrapolate results from a representative sample of the target population. The design is also less expensive and may be completed in a reasonable amount of time (Begi, 2009). Therefore, it was appropriate for the researcher since the study was self-funded.

In addition, the study enlisted the help of 35 pre-primary instructors from 35 different pre-primary schools around the county. This amounted to 10% of the target population. This is due to the fact that, as the name implies, it is a strategy commonly utilized by researchers looking for broad patterns, manifestations, attitudes, or links (Creswell, 2012). As a result, notions like representativeness of the target population and probability are commonly used in surveys.

According to Bryman and Bell (2015), descriptive surveys give data that may be used to solve local issues as well as data that can be used to support more basic research. They go on to state that it is sometimes the only way for people to express their

thoughts, ideas, attitudes, and proposals for improving educational practice and instruction can be collected. A survey research study explains actual phenomena by inquiring about people's views, attitudes, and values, as well as monitoring their actions.

Organized questionnaires, as well as other structured instruments like observation and interview schedules, are used to collect data in surveys (Bryman & Bell, 2015). Quantitative surveying has gained popularity in recent decades, owing to the growing usage of the mixed method and expanded availability to the internet as a research platform, which has enabled qualitative data to be generated from huge groups of participants in a relatively short period of time. As a result, a qualitative researcher's goal would still be to learn about general trends, attitudes, and behaviors but by generalizing qualitative data in the form of interviews, audio and video recordings.

A survey can be used to evaluate the current state of several variables at a specific moment in time. This study utilized a descriptive survey to examine teacher readiness, teaching and learning activities that students are involved in, teaching materials, and assessment processes used in the teaching of language activity curriculum. It was also employed for data collection and analysis, given the nature of the study, which involved fact-finding in relation to the implementation of a pre-primary language curriculum.

The survey feature of this study was in terms of the wide distribution of participants throughout Busia County and the fact that the data was collected from a large number of varied people; teachers, education field officers who were key informants over a relatively short period of time. Data gathered from interviews was used to improve the survey. Nonetheless, the study's qualitative premises were adhered to. That is, the researcher continued to utilize data collection procedures that elicited in-depth data by recording participants' speech (Stake, 2006). Given the nature of a survey, he claims

that the qualitative survey restricts the richness of the data and hence the amount of potential interpretation since researchers sacrifice depth for breadth.

The survey design has the benefit of allowing the researcher to collect both quantitative and qualitative data in questionnaires and observation at the same time. Survey research also allows the researcher to gather a wide range of perspectives and make personal observations in order to provide a comprehensive and systematic description. Thus, this study utilized quantitative and qualitative instruments in collecting data

At such the convergent parallel design (CPD) as a component of descriptive survey was found convenient to collect both qualitative and quantitative data. The design furthermore enabled both types of data have an equal value for understanding the research problem. The CPD is as shown in Figure 3.1.(Bryman & Bell, 2015).

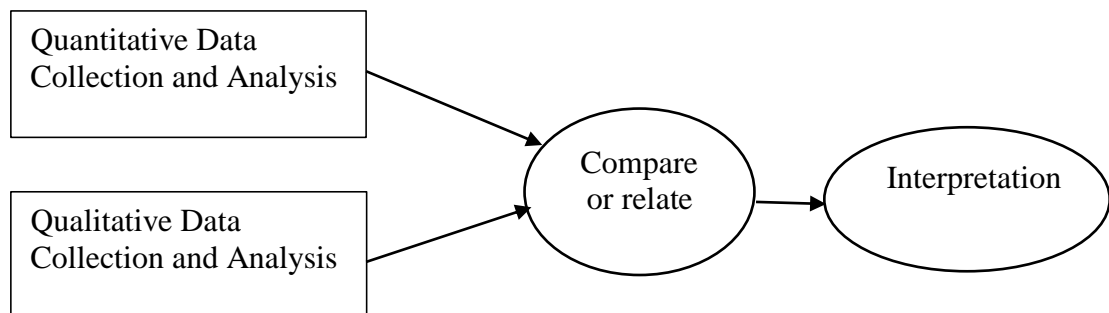


Figure 3.1 Convergent Parallel Design

3.6 Target Population

Population refers to the entire group of people or things of interest that the researcher wishes to investigate, (Sekaram, 2013). On the other hand, Kothari and Gang, (2014), assert that it is a physical representation of the population which comprises all the units that are potential members of a sample. Busia County had a total of 353 registered pre-primary schools in 2017. Others were not registered because they had not met the requirements for registration. Within the registered schools, there were 353 teachers

employed by the County government. The target population comprised of 353 registered pre-primary schools, 353 head teachers, 353 pre-primary teachers, seven DICECE coordinators, one EASQAC and one county Director of Education.

3.7 Study Sample and Sampling Techniques

This section discusses the sampling strategies that were utilized to arrive at the requisite sample size. In education research, sampling is usually done to allow for a more extensive analysis of a subset of a population rather than the entire population (Bryman & Bell, 2015). The information gained from the resultant sample is often used to build helpful generalizations about the population, which might take the form of estimates of one or more population variables. According to Kothari and Gang (2014), a researcher can choose between two primary sampling approaches. These are probability (random sampling) or non-probability (purposive sampling). The study adopted both sampling techniques.

Probability sampling techniques was utilized because the techniques gave chance to all members of the population to be selected in the sample. This means that every member had an equal chance of being included in the sample. The technique was also utilized in order to enable generalizations of the findings. Stratified sampling was first used to divide the sample into a homogenous group, whereby, each group contained characters of the same characteristics. The two groups included the public and private schools in the 7 sub counties.

Secondly, simple random sampling technique was used to select the 35 pre-primary schools from both public and private. The identification of 35 schools was from a list of 300 public pre-primary schools and 53 private pre-primary schools. The researcher used the lottery method. This involved assigning numbers to all the pre-primary schools

and later picking them at random. The researcher kept on picking pieces of paper with numbers allocated. The identification of schools in both categories enabled the researcher, capture information on what goes on in either category. This information was also used for triangulation of data.

According to Bryman and Bell, (2015), there is no clear cut on the sample size to be used. However, the size is dependent on the purpose of research reliability, but also sophisticated statistics to be used. However, Ary, Jacobs and Razavieh, (2010), propose that a sample of between 10-20% of the total population is representative enough. For descriptive studies 10% of the accessible population is enough. The study used 10% of the entire population of 353 pre-primary schools in Busia County to sample 35 schools so as to save on time and reduce wastage of resources.

In regard to the respondents, the research study used 10% to randomly select a sample size of 35 pre-primary teachers from a target population of 353. Then 35 headteachers in the sampled schools participated in the study. The research study further used purposive sampling to select 100% of seven DICECE Co-coordinators, one EASQAC officer and one County Director of Education. This gave a total of 79 respondents. The respondents purposively chosen had in depth knowledge on language curriculum implementation in pre-primary schools. They were also knowledgeable about the CBC which was currently in use in pre-primary schools.

According to Bryman and Bell, (2015), in this type of sampling, a feature of qualitative cases to be included in the sample are on the basis of judgement of their typicality or possession of particular characteristics being sought. They build up a sample which is satisfactory to their specific needs. The sample is chosen for a specific purpose of accessing knowledgeable people; those who have particular issues, usable by virtue of

their professional role, power, access to network, expertise and experience, (Kothari & Gang, 2014). Table 3.1, and 3.2 show the summary of the sample size of the study.

Table 3.1 Sampled Pre-primary schools per Sub- County

Sub County	Public Total	10%	Sample size	Private Total	10%	Sample Size
Busia	20	2.0	2	11	1.1	1
Nambale	40	4.0	4	8	0.8	1
Teso-North	47	4.7	5	13	1.3	1
Teso-South	47	4.7	5	6	0.6	1
Samia	49	4.9	5	6	0.6	1
Budalangi	40	4.0	5	5	0.5	0
Butula	40	4.0	4	4	0.4	0
Total	300	30.0	30	53	5.3	5

Table 3.2 Summary of sample size

Stratum	Sample size
Headteachers	35
Pre – primary teachers	35
DICECE Coordinators	7
EASQAC	1
County Director	1
TOTAL	79

3.8 Research Instruments

To collect primary data for this study, four different research tools were employed. A questionnaire, an interview schedule, a document analysis schedule, and an observation schedule were among them. The four devices were used to collect data in order to triangulate the results. Triangulation, according to Cohen, Marion, and Morrison (2013), is the employment of two or more data gathering methods in a study. According to them, triangulation explains any given phenomenon more thoroughly. According to them, relying on one approach may affect or skew the researcher's perception of the reality under investigation. When various instruments produce the same results,

triangulation increases the researcher's confidence. Furthermore, triangulation is suitable when a more holistic view of education is sought, which is the case in this study. The four instruments used for collecting data were:

3.8.1 The Questionnaire

According to Bryman and Bell, (2015), questionnaires are useful for gathering data from respondents through a sample representative of same population. Questionnaires are written documents containing questions to be answered in writing by the respondents. In this study, one questionnaire with questions pertaining to the variables involved in the implementation of language within the pre-primary level was designed for the teachers. The questionnaire is presented as Appendix A. It was divided into five main sections where each section consisted of questions from each objective of the study. This was necessary in ensuring that all objectives were measured equally and adequately. It also made it easy in categorizing and analyzing the data.

The questionnaire contained both closed and open-ended questions. The closed-ended questions were designed to obtain short and brief responses giving quantitative data, whereas the open-ended questions provided for greater depth of response by the teachers to reveal as much as possible their opinions, clarifying their responses to the closed-ended questions thus eliciting qualitative data. One teacher in every sampled pre-primary school answered the questionnaire. This gave a total of 35 questionnaires administered. The items in the questionnaire catered for the five objectives of the study.

The questionnaire sought to establish the level of teacher preparedness among pre-primary school teachers in implementing language activity. It sought to establish pre-primary school teachers' professional status, academic qualifications and seminars or workshops attended. It also sought the respondents' opinions towards language activity

and their frequency of being supervised. The questionnaire further sought to examine the resources used while implementing language activity curriculum. In measuring this objective, the items in the questionnaire included the materials and resources used, the sources of materials and resources, their adequacy, storage and frequency of use. Another objective that was measured using the questionnaire required to establish the teaching and learning activities used during language activity instruction. Respondents were required to indicate the frequency of use of various activities. They were also required indicate the frequency of use of various strategies and approaches.

The questionnaire further sought to find out evaluation procedures used in implementing language activity. The items in the questionnaire that measured this objective were: evaluation procedures used, and ways in which parents are involved in evaluation. Finally, the questionnaire sought to determine the challenges facing pre-primary school teachers during implementation of language activity curriculum. The items in the questionnaire that measured this objective required the teachers to indicate their frequency and percentage of the magnitude of challenges.

3.8.2 Interview Schedules

The interview schedules are presented as Appendix B, C, D, and E. This is an oral administration of questions, which involved a face-to-face interaction. Kothari and Gang, (2014), observe that interview schedules are particularly suitable for intensive investigations. The participants involved in the interviews were: the seven DICECE coordinators, 35 head teachers, one County Director of Pre-Primary Education and one Education Standards and Quality Assurance and Commission officer (ESQAC). The interview schedules were designed for four groups of informants, this is because the study had informative and knowledgeable participants. The interview schedules

provided a face to face encounter with the respondents and were designed to enable the researcher clarify any aspects of the questionnaire that may have been unclear, incomplete or misinterpreted. The interview schedule contained questions that were designed to elicit a variety of responses; thus, the questions were probing in nature.

These types of questions gave room for free responses in the respondents' own words and provided for a greater depth of responses intended to reveal the respondent's opinion so as to clarify their responses to the short- answered questions in the questionnaires. Note taking was done during the interview. The interview schedule was made up of open- ended questions which the researcher used as a guide. This ensured consistency in interview items and made sure that all the relevant questions were systematically asked.

The interviews lasted between twenty minutes to thirty minutes per respondent. The interview schedule for DICECE Coordinators probed on the type of support they offer to pre- primary schools, seminars or workshops organized and general opinions on how they can improve teaching and learning of language activities in terms of teacher training, provision of resources and evaluation of learners. Finally, the respondents were asked their views and opinions on the relevance of the pre-primary curriculum design.

The interview schedule for headteachers (Appendix C) probed them on ways in which they assist pre-primary teachers in implementing language activity curriculum, seminars and workshops that pre-primary teachers attended and the problems that pre-primary teachers face in implementing the language activity curriculum. Appendix D presented the interview schedule for the County director for Pre- Primary Education. The director was probed on the availability, adequacy and use of teaching and learning

materials for language activity, seminars and workshops organized and problems encountered. Finally, Appendix E presented the interview schedule for ESQAC. They were asked about their role in provision of materials, seminars, and workshops they organized, their frequency of supervising curriculum implementation and their views on challenges faced.

3.8.3 Observation Schedule

Observation is another method that was used to collect qualitative data. According to Kabir, (2016), observation is a systematic data collection approach. It entails careful planning of what is to be observed, recording the observations, analyzing and interpreting the information. Observation was suitable in assessing the real-life situation during language activity curriculum implementation in pre-primary school setting. The researcher observed one lesson that lasted 30 minutes in language activity area in the 35 pre-primary schools. In total 35 lessons were observed in the sampled pre-primary schools. This allowed the researcher to examine the type of information that was given by the teachers through the questionnaire on different variables of the implementation of language curriculum. Pertinent happenings such as the participation of the learners and their teachers during the language activities were observed. The observation schedule involved watching the lessons in progress, recording and finally analyzing the lesson objectives.

The observation schedule also contained checklists that provided facts on the existing state of the resources, their relevance, types of resources available and evaluation procedures used in the teaching and learning of language in pre-primary schools. The learner and teacher activities and responses were observed to find out if the learning outcomes were being achieved or not. During lesson observation, the teaching and

learning activities that the class was engaged in were noted so as to measure the learning outcomes of the study.

3.8.4 Document Analysis Guide

Document analysis is used to collect qualitative data in which documents are interpreted by the researcher to give meaning around the objectives of the study. Analyzing documents involved, coding content into themes similar to how interview transcripts are analyzed. A guide was used in analyzing various documents that relate to the pre-primary language curriculum. These documents included the revised KICD curriculum design, the classroom displays, teachers own schemes of work, lesson plans, record of progress, records of work covered, Kenya School Readiness Assessment Tool (KSRAT), charts, pictures and picture books. These records gave additional information on how teachers prepare themselves for language curriculum implementation for instance, to ensure objective one which was the level of teacher preparedness, the researcher observed the availability and use of curriculum designs, schemes of work, lesson plans, and records kept by the teachers. In order to measure objective two which was to examine the use of resources used in activity implementation, the researcher observed the classroom displays, their adequacy and relevance to themes taught. In determining the evaluation procedures used which was objective four, the researcher analyzed the learners' books, portfolios, assignments and projects done. In general, these documents were studied, analyzed and relevant information from them were noted for purposes of gathering the required data in terms of preparedness, availability, use and relevance of resources which were major objectives to be studied.

3.9 Validity of the Study Instruments

Validity refers to how well a tool measures what it claims to measure in order to interpret the results correctly (Mugenda & Mugenda, 2007). Three methods of validity were employed in the validation of this study, which are described below. The content validity of a tool, according to Bryman and Bell (2015), is the degree to which it assesses an intended topic area. The elements must be related to the targeted content measurement. As a result, the content of the tools is compared to the variables being assessed. The usage of professionals or experts is used to examine the content validity of a measure.

This instrument was provided to two sets of specialists, one of whom was asked to evaluate the notion that the instrument was attempting to measure. The other group was tasked with determining whether the checklist or collection of items adequately reflected the idea under investigation. The instruments were submitted to supervisors for evaluation prior to data collection, in addition to being tested in schools. They remarked on the length of the instruments as well as the language of the questions and assertions.

The degree to which a test assesses the intended construct rather than an intervening or unrelated variable is known as construct validity. It's done to ascertain if the ostensibly tested construct is indeed what's being tested. It inquires as to what the instrument is measuring and if the results are helpful and have beneficial outcomes when utilized in practice (Creswell, 2011; Mugenda, 2012). To determine construct validity, researchers compared elements in the tools to theoretical expectations and expected behavior to see how well they aligned. Constructs were operationalized and presented with clear definitions so that the study could focus on the accurate interpretation of the notions.

The instrument further had internal validity. This kind of validity sought to demonstrate that the explanation of a particular event, issue or set of data actually could be sustained by the data. To some degree, it concerned accuracy. The findings in this case described accurately the phenomena being researched. Data collection explained accurately the evaluation of language activity curriculum in pre-primary schools in Kenya based on the variables of study. External validity is another type of validity that the research sought. It refers to the degree to which the results can be generalized to the wider population. This study was carried out in Busia county out of the 47 counties in Kenya, therefore the results can be generalized.

3.10 Reliability of the Study Instruments

This is the extent to which a tool will consistently measure what it purports to measure (Mugenda & Mugenda, 2012). The reliability co-efficient was established by using a pilot study that was administered twice to the same respondents. Inter-item correlation was taken and then worked out to determine the content reliability of the instruments using Cronbach's alpha. Cronbach's alpha was used to determine the internal reliability of the tools used in this study. Values ranged between 0 and 1.0; while 1.0 indicates perfect reliability, the value 0.70 is deemed to be the lower level of acceptability, (Bryman and Bell, 2015). Prior to the actual study, the researcher carried out a pilot study to pretest the reliability of the research instruments. The results on reliability of the instrument are presented in Table 3.3. The overall Cronbach's alpha for the five categories, is 0.852. The findings of the pilot study showed that all the five scales were reliable as their reliability values exceeded the prescribed threshold of 0.7 (Sekaran, 2013).

Conventions and revisions were made on the questions that were found unclear or complicated for the pre-primary teachers. Random error was reduced by ensuring proper coding of the items and giving clear instructions to the respondents. During interviews, the interviewee reduced fatigue by being short and clear. Since the researcher scored the items by herself, inaccuracy was also reduced.

Table 3.3 Reliability Coefficients

Scale	Cronbach's Alpha	Number of Items
Teachers' preparedness	0.894	5
Use of resources	0.816	5
Teaching and learning activities	0.773	4
Evaluation procedures	0.799	3
Challenges	0.816	3

3.11 Pilot Study

A pilot study was carried out in two pre-primary schools in Bungoma County. One public pre-primary school and one private pre-primary school were selected for piloting. During the study, the researcher found out that the instruments had some spelling errors, repetition of questions and some questions were abstract to the respondents. For example, in the questionnaire, the item on in-service training as a bench-mark for teacher preparation was not clear. The researcher therefore sought to replace the phrase in-service training or course with seminars or workshops which were more familiar terms to the respondents.

On the section of teaching and learning activities, the researcher found out that item 11 and item 12 were similar in that they both required the respondents to indicate the

learning activities that the learners are engaged in during language activity lessons. The researcher therefore decided to delete item 11 and embrace item 12 only. Lastly, on the questionnaire, item 13, 14 and 15 were also similar in that they required learners to give their suggestions on improvements to be made to the pre-primary curriculum. This was solved by deleting the repeated questions which were item 14 and 15. The questionnaire therefore had 13 items left.

With the interview schedules for ESQAC, only item 3 (a) was rectified after realizing that the respondents are employees of the county government after promulgation of the new constitution in 2010. Pre-primary education had been devolved and the said personnel had been in office for five years since the inception of county governments. Due to the above mentioned facts, the interview schedule for the county director for pre-primary education also had item 1 being changed to get the experience the officer had served with the county government instead of NACECE as it was initially.

A few of the questions in the instruments had spelling errors and omissions which were corrected after pilot study. These corrections were made after discussion with the supervisors and colleagues in the field of study. One striking experience was on evaluation procedures which happened to be one of the objectives of study. The researcher found out that the Ministry of Education Science and Technology (MOEST) in collaboration with United Nations Children Funds (UNICEF) had published an assessment tool known as KSRAT which was used to evaluate learner competencies in all activity areas including language activity.

Notably, the tool limits teachers to use a rating scale with only eight activities listed. This narrows the level of participation of learners in terms of carrying out activities like matching, sorting, modeling, coloring, painting and tracing. The tool should be flexible

in that teachers can rate the tasks they prioritize according to their learning outcomes and content taught. However, this is subject to research study and fact finding in later research.

Lastly, the researcher found out that one of the challenges that is emanating in pre-primary school was devolution. The pre-primary schools had been devolved, yet they were still being managed by the feeder primary schools which are managed by the national government. This brings a lot of controversy in terms of letter of authorization for research. The researcher was forced to get authorization from the Teachers Service Commission (T.S.C) so as to engage its head teachers as respondents, authorization from the Ministry of Education (MOE) so as to visit its schools and the county government so as to engage the pre-primary school teachers, DICECE coordinators, ESQAC and the county director of pre-primary education.

Otherwise, the researcher managed to administer four questionnaires to pre-primary teachers, two of which were given after an interval of two weeks. Four language activity lessons were observed also two after an interval of two weeks and the interview schedules were conducted twice to each respondent. Document analysis was also administered twice. As pointed out earlier, one of the documents that the researcher discovered was the KSRAT. This was included as a document to be analyzed during the major data collection since it was an assessment tool that was used in most pre-primary schools despite the introduction of the CBC.

3.12 Data Collection Procedures

Bryman and Bell, (2015), state that data collection is the gathering of specific information aimed at providing or refuting some facts. Through the school of education Moi University, a research permit to undertake the study was obtained from the

National Commission for Science Technology and Innovation (NACOSTI) in Utalii House Nairobi. Data was collected through the use of the questionnaire, interview schedule, observation schedule, and document analysis schedule which were administered in the respective institutions personally by the researcher.

Prior visits were made to the County Director for pre-primary schools, the MOE and TSC for authorization. The researcher administered the research instruments in person. This provided an opportunity for the researcher to explain to the respondents of the relevance of data to be collected and also establish a rapport with them. The respondents were given time to complete the questionnaires after which the researcher collected them. This minimized the loss of some questionnaires or returning them incomplete.

Respective interviews were conducted with the head teachers, the county director for pre-primary schools, DICECE coordinators and the Education Standards and Quality Assurance and Commission officer (ESQAC). Interview schedules guided the interview sessions with the interviewees in relation to the study variables. The interviews also aided in correcting unclear responses in the teachers' questionnaires. They also revealed more of the interviewee's feelings, attitude and any other emerging issues.

The head teachers were informed of the intended purpose of the research prior to the actual research sessions. They then prepared the teachers in their respective institutions for the sessions. This was done to save time and as part of ethical considerations governing the study. During observation, the researcher assumed a participatory role in the lesson activities to gain more insights of teaching children at this level. This role also served to enhance a good rapport and mutual respect between the researcher and the respondents.

The researcher at other times assumed a non-participatory role to obtain records of events and clearly follow the general flow of lessons. The language activities were observed and recorded at different times and functions and later organized into various thematic categories for analysis and archival purposes. The document analysis schedule was finally used to examine the availability of resource materials and facilities. The researcher was able to describe their state and condition to ascertain their use and value to the learning process. All the established and accepted educational research ethical standards were adhered to during the administration of data collection.

3.13 Data Analysis

Analysis of data was hence done once data had been collected. Before analyzing data, coding was done considering the interrelatedness of the responses. Emerging patterns were then recorded, classified and interpreted as per the variables of the study. It was then analyzed using descriptive statistics in form of frequencies and percentages and presented in tabular form containing the number of items per item frequency and the percentage of each response. The computer SPSS package was used to complete the empirical data which provided the basis for analysis and description of the data collected.

The study analyzed data concurrently. Concurrent analysis is a process of synthesizing conceptually equivalent data for the purpose of producing a coherent and predictive model. Concurrent analysis integrated data gathered through interviews, observation, document analysis schedule and questionnaires with comparable narrative data from the literature reviewed. This technique ensures that the focus of the research remains embedded within local pertinent issues. Concurrent data analysis process has the

potential to improve credibility and utility of narrative research by making it more relevant and recognizable to a larger audience (Creswell & Pablo-Clark, 2011).

With the purpose of corroboration and validation the research study aimed at triangulating the methods by directly comparing the quantitative statistical results and the qualitative findings. In this study therefore, two data sets were obtained, analyzed separately and compared. The quantitative and qualitative process of analyzing the data was as follows:

3.13.1 Qualitative data Analysis

In qualitative studies, the researcher is interested in analyzing information in a systematic way in order to come up with useful conclusions and recommendations. Researchers obtain detailed information about the phenomenon being studied and they try to establish patterns, trends and relationships from the information gathered. It aims at providing basic information without proof of it. In this study, before processing the responses, data preparation was done on the completed questionnaire by editing, coding, entering and cleaning the data.

The interviews also provided qualitative data. They were face to face and the responses were recorded by the researcher in a notebook. These interviews were used to ask additional probe questions to analyze the research objectives, in-depth and to understand the reasons behind the participants' answers. The same teachers who answered the questionnaire were observed in class of interviews from key informants. During analysis, direct quotes were used to reflect participants' views more strikingly and depict the phenomenon more clearly by unfolding it for the readers. The study further collected the qualitative data through observation. The observation tool was used to triangulate the data and see if the views teachers had stated in the interviews

and questionnaires complied with their classroom practices. A language activity lesson was observed in every school sampled and data from the observation schedule was analyzed.

Lastly coding from the document analysis was done and results obtained were categorized according to similarities and differences and categories were compared. Meaningful and holistic categories were combined to form themes. The themes are given under different sub-headings in the findings and interpretations. Tables were used to compare the qualitative with quantitative data. Generally, qualitative data from interview schedules, observation schedules, document analysis and the open-ended responses from the questionnaire was recorded, transcribed then arranged and organized according to emerging themes guided by the study variables, discussed and presented according to the objectives of the study. The themes were quantified to be turned into information that could be described through narration. Thus, content analysis procedures were employed.

3.13.2 Quantitative Data Analysis

Whereas qualitative analysis aims at providing in-depth information, quantitative analysis goes further to test the theories in the theoretical framework behind the study and prove or disapprove it. In many cases, the frequency results will reveal preliminary problems that must be corrected before any advanced statistical computations are done, (Kothari & Gang, 2014). Prior to collecting the quantitative data, the potential participants were given the informed consent form to let them know about the aim of the study, confidentiality of the data and ethical issues; they were also assured that their information would be kept confidential. Data was collected after being authorized by the County Director of Education, Busia County and the County Commissioner.

In this study, data was analyzed using descriptive statistics. The descriptive statistical tools helped in describing the data and determining the respondent's degree of agreement with the various statements under each factor. Descriptive statistics in this case entailed the use of percentages and frequencies. Data analysis was done with the help of SPSS version 22.0 and it was presented in tables, figures and descriptions.

3.14 Ethical Considerations

The first ethical principle according to Cohen, Manion, and Morrison, (2013), was autonomy. It refers to the obligation on the part of the investigator to respect each participant as a person capable of making an informed decision regarding participation in the research study. Participants were offered respect. The researcher ensured participants, had received total disclosure on the purpose of the study. Since the study involved identifiable individuals, the researcher assured them of confidentiality during and after the research by promising not to divulge their identity when reporting on the study's findings unless they gave their consent.

The consent was both verbal and written and the study ensured that no coercion, pressure, inducement or deceptions of any kind were used in asking the respondents to participate in the study. In addition, the protocol of interacting with the potential respondents required an official written consent from the NACOSTI, the County Director ECDE, MOE and TSC. The head teachers and ECDE teachers were briefed on the objectives of the study after which they voluntarily participated. During the study, the teachers were given an opportunity to air their views about the study with the option of being free to express their feelings at any time during and or after the study.

Anonymity was another ethical consideration. To identify the citations, pseudonyms were employed, and any remarks that may betray the respondents' identity were altered.

Furthermore, the original data, both audio and transcribed, was securely stored and may only be accessed by participants if they want to double-check that they were correctly cited. In qualitative research, this is known as member-checking.

3.15 Chapter Summary

This Chapter dealt with the research design and methodology, research area and target population, sampling techniques, research tools, validity and reliability of data, collection instruments, data collection and procedures and organization of data collection instruments intended to ensure validity and reliability of data to be collected and its analysis. The research method has been defined in this chapter by emphasizing that it was built on the pragmatic philosophy, which holds that the necessity to align oneself with a specific position surpasses the requirement to do study.

As a result, a hybrid method was used, with both quantitative and qualitative data being collected at the same time. The descriptive survey study design was used, and data was collected using a variety of approaches such as questionnaires, interviews, observations, and document analysis. Thematic storytelling was used to examine qualitative data, whereas descriptive statistics were used to assess quantitative data. Relevant ethical issues were taken into account, and great effort was made to guarantee that the results were reliable. The next chapter covers data presentation, analysis, interpretation and discussion of findings.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND
DISCUSSION

4.1 Introduction

This chapter has been organized at different levels based on various aspects within the study. First, the chapter presents the introduction. Then it presents data which was analyzed and interpreted through tabular form of frequencies, percentages, pie charts and thematic descriptions derived from the study variables. The chapter has further discussed the research findings in line with the study objectives and finally, it has given a chapter summary.

The chapter presents the analysis of the findings of data collected through the questionnaire, interview, observation (both direct and participant) and the document analysis on the study. Interviews and document analysis were used to confirm or supplement the data collected through the questionnaire and observation. The presentation and analysis of the data reflect the findings on each of the variables of the study. Findings from the questionnaires were first described and presented in percentages and later presented in tabular form and as figures.

Responses from the four tools used were compared and results were shown. The findings from the four tools were later discussed in detail. The study sought to answer the following major research question; how is the language activity curriculum in pre-primary classrooms implemented? The chapter then grouped the data in relation to the objectives of the study as follows:

1. Establish teachers' level of preparedness in the implementation of the language activity curriculum at pre-primary level.

2. Examine the resources used in the teaching and learning of language activity curriculum at pre-primary level.
3. Assess the teaching and learning activities used in the implementation of language activity curriculum at pre-primary level.
4. Find out the evaluation procedures used in the implementation of the language activity curriculum at pre-primary level.
5. Determine the challenges facing pre-primary school teachers in the implementation of the language activity curriculum.

The use of the four instruments of collecting data was to enhance triangulation of data. According to Cohen, Marion and Morrison (2013), triangulation is the use of two or more methods of data collection in a study in order to explain fully a given phenomenon. Reliance on one method according to them may distort or bias the researcher's picture of a particular reality being investigated. Triangulation raises the confidence level of the researcher when different tools yield similar results. The research used a questionnaire for pre- primary school teachers, interview schedules for: DICECE Coordinators, headteachers, County Director for pre-primary Education and ESQAC. Further, document analysis and observation schedules were used to ascertain the information that was given by the respondents in the questionnaire. This was done for the sake of triangulation of data.

The more the methods contrast with each other, the greater the researcher's confidence. Regarding the response rate, the study targeted 79 respondents from Busia county Kenya. This was the sample size. From the study, all the 35 respondents filled in and returned the questionnaires for pre-primary school teachers. A response rate of 100% is as shown in Table 4.1.

Table 4.1 Response Return Rate

Respondents	Frequency (f)	Percentage (%)
Pre-primary teachers	35	100
Head teachers	35	100
DICECE Co-coordinators	7	100
Education Quality and Standards Officer	1	100
County Director of Education	1	100
Total:	79	100

According to Bryman and Bell, (2015), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response of 70% and over is excellent. Therefore, this response rate was excellent for analysis, reporting and making conclusions and recommendations regarding the evaluation of the implementation of language activity curriculum in pre-primary education in Busia county-Kenya

4.2 Teacher's Level of Preparedness

The quality of teaching and resultant learning depends to a large extent on the preparedness of the teachers. A teacher's skills and knowledge can be acquired through different sources ranging from informed, formal to non-formal settings. It might be difficult to qualify and quantify informal and non-formal acquisition of knowledge with clear precision. However, formal schooling can provide some measure of an individual teacher's level of preparedness. The practical application of formal schooling and training will mainly be manifested through the teaching and learning experiences initiated and carried out by the teacher for the learners. In measuring this objective through the questionnaire, teachers were requested to state their professional status and academic qualifications in items 1 and 2 and further state whether they were pursuing further studies or not. Their responses are reflected in Table 4.2.

N=35

Table 4.1 Teachers' Professional Status and Academic Qualifications

Teachers' characteristics	Frequency (f)	Percentage (%)
Professional Status		
Certificate in ECDE	25	71.4
Diploma in ECDE	10	28.6
Highest Academic Qualification		
KCSE	30	85.7
KCPE	05	14.3
Pursuing Further Studies		
Diploma in ECE	05	14.3
Degree Course	01	2.9
Not studying at that time	29	82.9

As reflected in Table 4.2, the findings of the study revealed that all the teachers who participated in the study were trained teachers with some pursuing further studies at that time. Majority 25(71.4%) of the teachers had trained as certificate holders in Pre-Primary teacher education. The least 10(28.6%) of the teachers were diploma holders. Majority 30(85.7%) of the teachers had attained form four level of Education with only a few 5(14.3%) who had attained KCPE level of Education. Majority 29(82.9%) of the teachers were not pursuing further studies. This would enhance their knowledge and skills and hence improve on curriculum delivery.

4.2.1 Availability of Seminars and Workshops

Seminars and workshops are intended to equip teachers with the knowledge, skills and attitudes applicable in the field of teaching, whereas in-service training provides practicing teachers with opportunities to improve and update the acquired knowledge and skills mainly after the initial training. Supervision, which is an in-service activity, identifies the needs and gaps and at the same time strengthens the good practices which the teacher may be having. Supervision is intended to help teachers improve on their

practice. To assess the attendance of seminars and workshops for pre-primary teachers in language activity, the pre-primary teachers were asked to indicate the types and nature of seminars, workshops or any other in-service courses they were exposed to, and indicate the perceived degree of usefulness and frequency of each. Their responses are reflected in Tables 4.3.

N=35

Table 4.2 Teachers' Attendance of Seminars and Workshops

Attendance of Seminars and Workshops	Frequency (f)	Percentage (%)
Attended seminars or workshops	15	42.9
Did not attend seminars or workshops	20	57.1
Frequency of supervision		
Many times	1	2.9
Occasionally	22	62.8
Never	12	34.3
Frequency of attendance of seminars/workshops		
Many times	5	14.3
Occasionally	10	28.6
Never	20	57.1
Usefulness of training		
Agree	15	42.9
Uncertain	17	48.6
Disagree	3	8.5

In Table 4.3 it is evident that the majority 20(57.1%) of the teachers did not attend any seminar or workshop in language activity. Seminars or workshops equip teachers with knowledge and skills needed in language activity teaching and learning. During such courses, teachers meet and interact with each other analyzing their strengths and weaknesses. Facilitators help teachers in their weak areas in terms of preparations needed so as to enhance curriculum implementation.

With the introduction of the CBC in Kenya, none of the practicing teachers had gone through the curriculum during their time in college. There is need therefore, to train and retrain the pre-primary teachers on how to implement the revised curriculum. During the interview session, teachers acknowledged that they still have challenges with the complexity of terminologies used. It was therefore, difficult for most teachers to give meaning to competency-based policies through their classroom practices. The teachers further indicated that they had only attended a one-week seminar organized by the county government of Busia in Busia town.

According to the DICECE coordinators and ESQAC interviewed, they indicated that they organized for seminars and workshops for the pre-primary language teachers on a regular basis. This is contrary to the frequency of attendance as cited by the teachers in their responses in the questionnaire. Majority 20 (57.1%) of the teachers responded that they had never attended any seminar or workshop. The teachers need continuous training in order to boost their skills, knowledge and change their attitudes positively towards their profession. The certificate pre-primary school teacher holders need to pursue Diploma courses.

According to the findings, 20(57.1%) of the certificate holders were not studying at the time of the study. Likewise, 9(25.7%) of the Diploma holders were not studying. This implies that the teachers were not improving their skills and knowledge through training. The least number 1(2.9%) of the teacher who was pursuing a degree in ECD in Kenyatta University looked confident and knowledgeable. Her lesson preparations and presentations looked commendable. She integrated digital learning in her lessons.

The teacher borrowed the tablets from the grade one learners in the feeder primary school and taught the pre-primary 2 class on "*the family*". The lesson was enjoyable

and she further projected members of the family as; *'father, mother and children'*. This helped the children to mention various members of their family in comparison to those photographs projected to them. The video clips made learning very enjoyable.

The above contradiction is an indication that the DICECE coordinators were not being sincere in their reporting. They were out to please the researcher. It is their responsibility to organize for such seminars and workshops and thus did not want to admit failure. They further mentioned that one of the support that they gave to pre-primary institutions was organizing for seminars and workshops.

The DICECE co-coordinator for sub-county 2 had a report of one of the seminars they had last, but it had been organized by the Ministry of Education (MOE). The facilitators were officers for quality assurance from the MOE and liaised with the county government. All 15 (42.9%) of the teachers who acknowledged attendance of seminars and workshops cited a sensitization workshop organized by (MOE) on 1st to 7th August 2016. The seminar was aimed at implementing the Kenya School Readiness Assessment Tool (KSRAT)

Another seminar cited was organized long way back in 2009 again by MOE. The most recent seminar was organized by the county government in 2017 to enhance the implementation of the CBC. Ideally, since pre-primary education has been devolved, it is the responsibility of the county government to organize for seminars and workshops for pre-primary teachers. Regarding the usefulness of training to teachers, Majority 17(48.6%) of the teachers were uncertain about it. This is due to the fact that many of them had never attended such trainings before.

Unfortunately, there was only one ESQAC officer for ECD in the county. When interviewed, he said that seminars and workshops are very vital in improving curriculum implementation but, his office was yet to organize for one. He had the following suggestions to make; “I wish the County government would help me organize for one so that we can have it as a start....”

In terms of supervision, majority 22(62.8%) of the teachers acknowledged having been supervised occasionally. The least 1(2.9%) of the teacher said she had been supervised many times. However, these findings are also contrary to the response given by the ESQAC officer who acknowledged that they supervised curriculum implementation.

At some point the ESQAC officer said, “My main responsibility is to monitor curriculum on a daily basis. I am in the field every four days in a week.” He however cited lack of finance to access the schools as a great challenge. He said, it at times forces him to use his own finances to reach the schools. Some schools are also inaccessible due to poor road network in the county. Infact, the researcher proved this while trying to reach Osieko pre-primary school in Bunyala Sub-County. The researcher had to postpone the journey because the wind was very strong and the boat riders said it was risky to cross at that particular time. Another problem that the ESQAC officer cited in terms of supervision was lack of personnel. He noted that he was alone in the county, and has to get help from the Quality Assurance and Standard Officers employed by the MOE.

Supervision of Curriculum implementation is an exercise that requires adequate personnel, time and finance. It is a rigorous exercise that involves monitoring and evaluation of various teacher records and finally observing the teaching and learning process in the classroom. A school may require more than five officers, who may take

the whole day in a school in order to come up with a comprehensive report that would help improve quality.

Internal supervision may be peer based or may be done by the head teacher. From observation, the general practice was that the head teachers were part of the teaching staff loaded with lessons on the time table to teach. It seemed a little difficult to conduct internal supervision effectively since each of the teachers (including the head teachers themselves) seemed to be busy working with their learners in their designated classes.

Head teachers need to have the expertise in providing human relations and leadership using motivational techniques combined with technical-rational authority as defined by the logic and scientific research. With this in mind, the head teachers can be able to supervise effectively and at the same time carry out their core duty of teaching. External supervision should ideally be done by specialists in a given area such as language activity in pre-primary school in the present study. It should focus on what the teacher already knows, the development of teaching skills, the teacher's ability to make more informed professional decision to problem-solve better and to inquire into his or her own practice.

During the interview with ESQAC officer, it was noted that there was only one such personnel in the County. This made the work of supervision very difficult. Furthermore, the officer said, "I did not train in Early Childhood Education and no induction has been done..."

This implies that the officer lacked relevant skills in the area. However, teachers stated various ways in which their head teachers support them in language activities. These ways included provision of activity books, curriculum designs, hand books, exercise

books for scheming and lesson planning and facilitating them during seminars and workshops.

4.2.2 Record Keeping

In assessing the records kept by the teachers, they were asked to indicate the perceived degree of usefulness and frequency of each as indicated in item 5 of the teachers' questionnaire. Their responses are reflected in Table 4.4.

N=35

Table 4.3 ECDE Teachers' Views on the Usefulness of Records kept

Statement	Type of response					
	Agree		Uncertain		Disagree	
	f	%	f	%	f	%
I plan daily for language activities	13	(37.1)	0	(0.0)	22	(62.9)
Planning helps me teach well	13	(37.1)	0	(0.0)	22	(62.9)
I follow the time table while teaching	35	(100)	0	(0.0)	0	(0.0)
I scheme every term for language activities	28	(80)	1	(2.9)	6	(17.1)
The curriculum design guides me in teaching	21	(60)	10	(28.6)	4	(11.4)
Language activity requires a lot of preparations	32	(91.4)	0	(0.0)	3	(8.6)
Progress records help me plan for remedial	10	(28.6)	11	(31.4)	14	(40)

The data in Table 4.4 shows, that majority of teachers kept and maintained various professional records. All the teachers 35(100%) agreed that they do follow the time table while teaching. This was evident during lesson observation whereby the researcher noted that all the classes that language activities lessons were observed had class timetables. A timetable assists the teacher in delivering the activities in a systematic manner. Language activity in the pre-primary school timetable has been allocated 5 lessons per week for 30 minutes in each lesson.

Language activity requires more time that is why it has been allocated more time. However, some teachers have well drawn timetables and well displayed on the walls but are not adhered to. This was evident due to the fact that, teachers had drawn the new CBC timetable with six activity areas which included; Language activities, Mathematical activities, Environmental activities, Psychomotor and creative activities, Religious education activities and pastoral programmes of instruction (PPI), but in their schemes of work, they still had schemed for outdoor activities, Science activities, social activities, music and movement activities and life skills which are in the old curriculum. This was an indication that the teachers had not embraced the new curriculum in totality.

Lesson observations further revealed that language activity was mainly scheduled for either the first or second lesson every morning (8:20 – 8:50 a.m. or 8:50 – 9:20 a.m.). Most of the lessons presented were on the theme “MYSELF” which appeared first in the pre-primary curriculum design. However, two pre-primary schools in sub-county 3 and 6 had begun the theme “FAMILY”. This caused some knowledge gap in terms of consistency and continuity in teaching and learning.

Children are supposed to know themselves in terms of their parts of the body, clothes worn and their friends before getting to know about their family. The curriculum design should be used as a guide in both scheming and lesson planning. This in fact made it difficult for the researcher to observe the language lessons in their original settings. Most of the lessons were repeated with an aim of gaining perfection. Repeat lessons do not give a true picture of the status quo per se. Such learners have an advantage over those that began a new lesson at 8:20 a.m. in the morning. However, at some point the researcher rectified the situation by making sure that she arrived at the institutions early

enough. However, in some schools the timetables were blocked. There were some schools whereby the staff establishment had some shortage and the pre-primary teachers were teaching grade one and two as well. This posed a great challenge in that the pre-primary learners were taught as one class (pre-primary 2). Those in pre-primary 1 were so much disadvantaged.

Majority 22(62.9%) of the teachers disagreed that they plan daily for language activities. The same percentage also disagreed that planning helps them to teach well. They see it as being cumbersome to do planning for every activity area on daily basis. This was evident during observation whereby majority 20(57.1%) of the teachers did not have lesson plans for the language activities that they were observed teaching.

A lesson plan is a detailed outline of work derived from the schemes of work. It guides the teacher during teaching and learning activities on a daily basis. A lesson plan indicates specific stages the teacher will follow during the instruction of a particular lesson. This presentation provides the teacher with various activities to engage learners in during the lesson. The teacher should show the progressive stages of the lesson. Learning activities planned should be achievable within the allocated time.

Majority 28(80%) of the teachers agreed that they scheme every term for language activities. Again, these findings were contrary to observations made where 15(42.9%) of the teachers had schemed and completed their term one schemes. The schemes had been checked and approved by their head teachers. The schemes of work format differed in some six schools. They adopted the CBC schemes of work that had been drawn by the KICD. The CBC schemes had columns for strands and sub-strands instead of themes and sub-themes.

The objectives were replaced by specific learning outcomes and columns had been created for suggested learning experiences and key inquiry questions. The teachers using the schemes had just photocopied them from the handbook and did not draw lesson plans. They just used the schemes the way they were drawn by KICD. Their objectives were therefore general and did not cater for specific activity areas for the day. However, teachers need to draw lesson plans from the schemes of work on daily or weekly basis depending on the strands and sub-strands to be taught. This is also an indication that only 6(17) % of the schools embraced the CBC. Most 29(83%) of the schools still taught using the old curriculum.

In scheming, it was noted that the teachers did not specify the skills they were teaching in language. Language activity had four main skills which include listening, speaking, reading and writing. All the four skills are supposed to be enhanced using various activities. Children learning the strand “MYSELF” for example were to learn under the sub-strand; “parts of the body’ through singing, naming, drawing and reciting the various parts of the body.

A curriculum design is a document prepared by the KICD. It contains details of what is to be taught on each learning area. National goals of education are also explained in the curriculum design in relation to CBC general goals and specific learning outcomes. It is an important tool for teaching. However, the document analysis revealed that seven schools did not have the curriculum designs. In fact, two of the teachers in the seven schools had no schemes for the term and lament that the school administration had not bought the curriculum designs to use. The document analysis schedule also revealed that the curriculum designs in most schools were inadequate.

A school either had a curriculum design for pre-primary 1 or pre-primary 2. Other schools had photocopied curriculum designs, but one school had photocopied the old syllabus. Majority 21(60%) of the teachers acknowledged in the questionnaire that the curriculum designs guided them in teaching. This was evident in the schemes and lessons observed, whereby the researcher noted that all the strands, sub strands and objectives had been drawn from the curriculum design, though not in the format of CBC. Figure 4.1 shows this comparison.

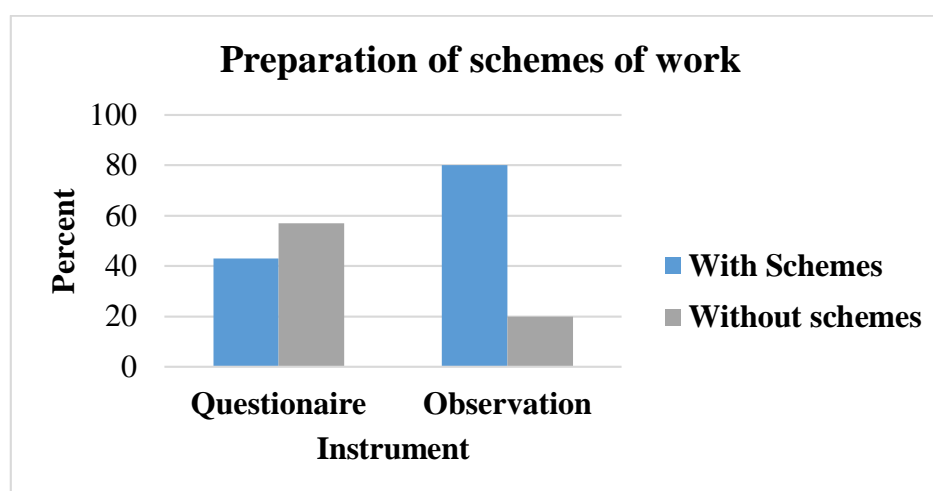


Figure 4.1 Responses on making of schemes of work

Other records that were kept and maintained by the teachers included; records of work, pupils progress records, KSRAT as an assessment tool and health records. A record of work reflects the amount of work the teacher has covered at the end of a sub-strand. Records of work covered should be filled as frequently as possible. These records help the teacher to easily track learning progress.

The teacher should give positive and objective comments or observations on the lesson. Document analysis revealed that most teachers had drawn the columns for this record well but did not fill in the strand and sub-strand the competencies attained by learners. Others who had attempted to record did not indicate their remarks on whether the

themes were covered or not and any difficulties encountered. Though, in all the columns had been filled. These findings therefore show that teachers lacked skills in record keeping.

4.3 Resources used in Teaching and Learning of Language Activity

Resources aid the teachers in achieving the objectives planned for. To achieve this, the teachers need to have adequate learning materials. A teacher is ingenuity, creativity and innovativeness is required in making and using the resources to make the learning process enjoyable. To examine resources used for the effective implementation of language activity in pre-primary level, teachers were asked to indicate the materials and resources used in teaching language activities, their adequacy and storage in their respective institutions. Their responses are reflected in Table 4.5

N=35

Table 4.1 The use, storage and adequacy of Teaching and Learning materials

Material resources used	Frequency (f)	Percentage (%)
Visual aids (charts & flashcards)	24	68.6
Audio aids (Tape recorder)	2	5.7
Audio visual aids (computer)	2	5.7
Tactile (real objects)	35	100
Storage facilities		
Manila folders	32	91.4
Large envelopes	18	51.4
Carton boxes	34	97.1
Cupboards	29	82.9
Sacks	3	8.6
Bulletin boards	2	5.7
Adequacy		
Materials and resources are adequate	12	34.3
Not adequate	23	65.7

Results from Table 4.5 show that tactile or real objects were the most popular resources indicated as being used by all the teachers 35(100%) except that they were inadequate. From observation, it emerged that real objects were mainly fruits, bottle tops, toys, stones, blocks and soil which were displayed during the instruction process. The materials were shared among learners who at times became impatient and snatched one another. Real objects can be easily availed from the environment. The belief by teachers that teaching and learning resources can only be bought or made from expensive manila paper or use of commercially printed materials, should be farfetched. The pre-primary school teacher is thus encouraged to use the locally available resources as children are able to relate to them more easily.

Improvisation is therefore encouraged. It can be done through cutting and pasting of selected pictures from magazines and newspapers. Most teachers did not have a variety of teaching and learning resources in form of audio- and audio-visual aids. Audio- and audio-visual aids encourage the use of more senses. The more senses a child uses in learning, the more permanent the concept becomes in his or her mind. During interviews, the county director for pre-primary schools acknowledged inadequacy of materials in pre-primary schools but highlighted that the county was committed to set aside funds to purchase some of the resource materials in the coming financial year. He however said, teachers should be creative enough to improvise some of the materials that exist in our local environment.

Visual aids in form of charts and flash cards were indicated by 24(68.6%) of the pre-primary teachers. During classroom observation, the researcher discovered that visual aids in form of charts had been displayed in all the pre-primary schools sampled and were being used by the teachers frequently during lesson implementation. Other visual

aids that were observed included photographs, models and diagrams. Audio- and audio-visual aids were indicated as being used by 2(5.7%) of the teachers. During observation, the researcher noticed a tape recorder and a radio which were present in some schools but were not used during the language activity implementation.

On interviewing the head teachers in those schools, head teacher '16' said the tape recorder was used to record songs and poems for practice in the music festivals..." head teacher '21' said the school radio was not functional at the moment..." One school in sub-county 5 had audio visual aids in form of computers. This was a private school. Teachers generally in private pre-schools, were observed to have adequate material resources when compared to their counter parts in public institutions.

This was evident due to the fact that the computers were put into use to embrace integrated digital learning. In pre-primary school '26' for example, the language teacher used a projector to project 'the family' where learners got excited and named the members of the family as; 'father, mother and children.' They further mentioned the names of their various family members. This was an enjoyable lesson indeed. In school '4' which happened to be a public school, the children learnt under a tree and sat on old mats spread on the ground. They were writing while lying on their stomachs for support. This was very pathetic. The teacher at a given point in time said, *'the weather is very conducive for learning at this time of the year, during rainy season...'*

In most pre-primary schools visited, the material resources were said to be inadequate and indicated by 23(65.7%) of the pre-primary teachers. However, 12(34.3%) of the teachers acknowledged that the materials were adequate. These were mainly the private institutions and a few public schools. Findings from the observation schedule further showed that most of the institutions had inadequate teaching and learning materials.

They were either shared by learners or only used by the teacher for demonstration purposes.

The document analysis schedule further cross examined the materials available and ascertained their state. The findings agreed with the teachers' views that the materials in form of charts, pictures and picture books were scarce and some were in poor state. They were old, torn and the writings had been erased with time. Effective curriculum implementation cannot take place without adequate and appropriate teaching and learning material resources. Effective use of material resources demands that teachers should ensure that all children have enough items that are needed in the knowledge or skill being learnt.

Adequacy of materials ensures that children are not neglected when carrying out the activity. If certain materials are not sufficient, children should be put in workable groups of three or five in such a way that all of them access those materials to be effectively used. The researcher observed that learners congested around a table or desk which could limit their capacity of participating in class activities. Pre-primary teachers find it hard to control the classes where some pupils have adequate materials while others are congested at one place to view a few materials available.

The findings showed that pre-primary teachers were not delivering the curriculum effectively because of inadequacy of materials. It becomes difficult to teach pupils without sufficient resources. Inadequacy of teaching aids is an indication that a pupil finds it hard to grasp what has been taught in class properly. Teaching resources enable pupils to get a clear image of the content being taught and their inadequacy indicates that curriculum content is not being delivered properly.

Teaching and learning resources make learning meaningful, interesting and effective. Resources make learning more concrete. A single relevant teaching and learning aid is worth more than a thousand words. The child comes into contact with reality and its experiences. Teaching and learning resources bring out curiosity in children hence they can become interested and not lose attention and concentration. In reality, children love observing and working with materials.

In terms of storage, materials need to be kept properly so that they last long since frequent replacement is expensive. This can be done by storing small materials in manila folders, large envelopes or boxes. Charts and similar-sized materials can be kept in cupboards, sacks and cartons after arranging them. According to the findings from the pre-primary teacher's questionnaire, majority 34(97.1%) of the pre-primary teachers indicated that they stored their materials in carton boxes. Those that stored materials in manila folders were 32(91.4%), while 29(82.9%) indicated cupboards as their storage facility.

Lastly, another number indicated storing materials in sacks and bulletin boards 3 (8.6% and 2 (5.7%) respectively. Carton boxes and manila folders are the most common storage facilities because they can be cheaply acquired. Head teachers during interviews alluded to the fact that they do provide some material resources for language activities but their maintenance and care was poor due to unworkable and or incomplete classrooms. The data collected through observation schedule showed that the state of most pre-primary classrooms was wanting. Most of them lacked shatters and others were yet to be completed.

The teachers said that they were waiting for funds from the county government to complete them. Teachers and caregivers should be encouraged to care and preserve

learning materials. This enhances development of a sense of responsibility and good attitude towards learning materials. During lesson observation, the study found out that most of the teachers were not able to achieve their objectives because of lack of or inadequacy of material resources. For instance, in school 31, the teacher was to teach on the strand 'strand' and the sub-strand 'passing information'. Learners were to be able to use relevant vocabulary learnt to pass verbal information. Due to inadequate flash cards, those learners who did not access them were inattentive. Those that had the flash cards used them to pass greetings to each other. A projector would have worked better for the whole class.

Learners in most institutions observed, used materials mostly in groups or the teachers simply demonstrated the activities thus denying the learners an opportunity to manipulate the resources and make their own discoveries. The learning corners in most institutions were available though in some of the institutions, the materials displayed in those corners were dilapidated, torn and at some point in one institution the perishables were rotten. Perishables are supposed to be maintained on a daily basis. However, there were two private institutions that had excellent learning corners with various types of materials.

The materials displayed included charts, letter cut-outs, flash cards, real objects with toys that were frequently cleaned to avoid contamination. The learners during break were seen cleaning the toys and changing over the materials with the help of the teacher. On the other hand some wall displays were almost falling from the walls and roofs of classrooms. The sacks that were used for displaying the materials were also old and worn out. Such old materials are not appealing to the children.

Most importantly, teachers should note that teaching and learning resources can only be used for a considerable length of time if their storage and preservation is considered. Materials should be protected from water, dust, termites, ants and rats. Over use of materials without proper handling spoils them. To make them last longer, we should protect and store them well. All necessary teaching and learning corners should have materials that are constantly dusted and taken care of.

4.3.1 Acquisition of Teaching and Learning Resources

It is important for pre-primary teachers to mobilize children, and the entire community in the collection of materials from the environment like from retail shops, craft shops and dumping sites. To evaluate how material resources are acquired in pre-primary schools, the teachers were asked to indicate the people who provide for the materials and mention ways in which materials are acquired. Their responses are indicated in Table 4.6.

N=35

Table 4.2 Sources of resource materials

Acquisition of material and resources	Frequency (f)	Percentage (%)
<input type="checkbox"/> Parents	33	94.3
<input type="checkbox"/> Head teachers	20	57.1
<input type="checkbox"/> Pupils	10	28.6
<input type="checkbox"/> Donors	03	8.6
<input type="checkbox"/> Government	30	85.7
Ways of obtaining stories, poems, riddles and tongue twisters		
<input type="checkbox"/> Own collection	35	100
<input type="checkbox"/> Children in class	10	28.6
<input type="checkbox"/> From activity books	1	2.9

The data in Table 4.6 shows that the majority 33(94.3%) of the teachers indicated that parents provide them with materials and resources. Another 30(85.7%) of the teachers

indicated that the materials and resources are also provided by the government. Head teachers and pupils were also indicated as being providers of resource material 20 (57.1% and 10 (28.6%) respectively. The least 3(8.6%) number of the pre-primary teachers indicated that some material resources in their institutions are provided by donors.

Pre-primary teachers can mobilize people within the community to donate materials to be used in the centre. Local institutions such as schools, churches, women and youth groups and colleges can be good donors. Materials likely to be donated included; charts, number and letter cut outs, toys, blocks, models and picture books. The teachers can mobilize parents who know how to make materials for teaching young children. Although some can be purchased but they can be too expensive for the parents. In language activities, materials such as flash cards, pictures, wall charts, letter cut-outs, story books and pocket boards can be cheaply availed through improvisation. Data collected through the document analysis schedule indicated that teachers were inactive in most of the institutions in improvisation of the materials and resources they needed.

During interview with the DICECE Coordinators, one of them said 'I feel that provision of learning and teaching resources is purely the work of the classroom teacher'..... others said the county government together with the parents should help the teachers acquire the teaching and learning resources in schools. Most headteachers interviewed agreed that they do help the teachers in pre-primary school acquire the teaching and learning resources. For the implementation of language activity to be effective, materials such as flash cards, letter cut-outs, real objects with labels and digital devices should be made available.

A teacher who is aware and convinced of the benefits of using a variety of material resources will most definitely use them frequently to achieve the desired results. This provided another variable that was used to measure the resource materials used. Teachers were further asked to indicate the frequency with which they used various resources during language activities. The frequency of their responses were indicated in Table 4.7.

N=35

Table 4.3 Teachers' Responses on their Frequency of using various materials

Materials	Always		Sometimes		Never	
	f	%	f	%	f	%
Flash cards	35	(100%)	0	(0.0%)	0	(0.0%)
Story books	4	(11.4%)	31	(88.6%)	0	(0.0%)
Dominoes	0	(0.0%)	6	(17.1%)	29	(82.9%)
Lotto games	0	(0.0%)	1	(2.9%)	34	(97.1%)
Letter-cut-outs	35	(100%)	0	(0.0%)	0	(0.0%)
Pictures	29	(82.9%)	6	(17.1%)	0	(0.0)
Wall charts	20	(57.1%)	9	(25.7%)	6	(17.1%)
Radio	0	(0.0%)	2	(5.7%)	33	(94.3%)
Computer	0	(0.0%)	1	(2.9%)	34	(97.1%)
Projector	0	(0.0%)	1	(2.9%)	34	(97.1%)
Real objects	35	(100%)	0	(0.0%)	0	(0.0%)

All teachers 35(100%) indicated that they always use letter-cut-outs, flash cards and real objects. This is evidence that the said materials are either easily accessed or since they are locally found in the environment. Real objects that were mainly seen during observation were fruits, blocks, stones, soil, bottle tops, toys and food stuff that were neatly labeled and displayed either on tables, shelves or learning corners. Majority 34(97.1%) of the teachers also indicated that they never used computers during the implementation of language activities.

Digital literacy is a core competence that is to be attained in the CBC. There is need to embrace the program right from pre-primary school. Integration of computer-based learning makes learning more meaningful, real and interesting indeed. During observation one private pre-school primary teacher embraced digital learning in language activity. Story books were sometimes used by 31(88.6%) of the teachers. Others 33(94.3%) also indicated that they never used radios while teaching. A radio is an example of an audio material resource that promotes learning by use of sound. Learners can use radios to listen to stories, news or songs that have been prepared and sang by other children. They can also use radio to listen to various sounds made by various animals in the environment and be able to identify them.

Radio lessons are also programmed by KICD although the pre-primary school programmes are not well developed. Dominoes were never used by 29(82.9%) of the teachers sampled. At a given institution, a teacher came to find out from the researcher what dominoes were. This was an indication that a teacher was not conversant with a variety of materials that could be used to teach language in pre-primary school. Such knowledge can be improved or gained through seminars and workshops. Pictures were always used by 29(82.9%) of the teachers and wall charts were indicated to be used by 20(57.1%) of the sampled teachers.

The above findings do agree with the observations made by most teachers who said that they used flash cards, real objects and letter-cut-outs. In fact, in all the 35 schools sampled, these resources were available, although some were dilapidated and in bad condition. In other institutions visited, the letter-cut-outs had been displayed by hanging on the roof of the classroom using strings. The arrangement was in such a way that the

letter-cut-outs formed names of domestic and wild animals and at some point they were arranged alphabetically.

In one institution, the learners arranged the letter-cut-outs by themselves to form various words in English. This was indeed enjoyable for them. Lastly in examining the resources used in the teaching and learning of language activity, the teachers were required in the questionnaire to describe how they used the stories, poems, riddles and tongue twisters for teaching. Their responses are indicated in the Table 4.8.

N=35

Table 4.4 Teachers' use of stories, poems riddles and tongue twisters

Forms of Literature	Ways of using them
Stories	Free time
Poems	Introducing a lesson
Riddles	Reinforcing content
Tongue Twisters	For entertainment during graduation

In most of the institutions, there was no designated language activity corner with forms of literature where children could enjoy learning through curiosity and discovery. The learning corners were general with various resources. These forms of literature which include stories, riddles, poems and tongue twisters have a variety of them written by various authors. There is need for schools to purchase such books so that the young children can pursue them at their free time. Teachers indicated that the various forms of literature listed were used during free time, when introducing lessons, while reinforcing content and for entertainment.

4.4 Teaching and Learning Activities

The main component of teaching and learning approaches emphasized in Kenyan pre-primary schools are the thematic and integrated learning approaches. Thematic approach is based on the idea of using a theme to teach across all activity areas. Language activities in pre- primary school are used to enhance the development of four language skills which are listening, oral skills, reading and writing skills. To assess the teaching and learning activities that were used by the pre-primary teachers during language activity implementation, the teachers were asked in item 9(d) of the questionnaire to indicate the frequency in which they use various language activities. Their responses are reflected in Table 4.9.

From the findings, at pre- primary 1 level, most teachers 30(85.7%) used tracing, 25(71.4%) of the respondents asked learners to recite, 20(57.1%) of the teachers engaged learners in observation, 10(28.6%) involved their learners in recalling while the least 8(22.9%) of the teachers engaged learners in painting. None of the teachers sampled engaged learners in threading. In pre-primary 2, all 35(100%) of the teachers indicated talking and writing as language activities they engaged learners in, 20(57.1%) mentioned the use of tongue twisters while the least 13(37.1%) of the respondents mentioned solving riddles as a frequently used language activity.

N=35

Table 4.1 ECDE Teachers' use of language activities

Activity level		Always f (%)	Rarely f (%)	Never f (%)
Pre-Primary I	Observing	20(57.1)	15(42.9)	0(0.0)
	Recalling	10(28.6)	25(71.4)	0(0.0)
	Reciting	25(71.4)	10(28.6)	0(0.0)
	Painting	08(22.9)	9(25.7)	18(51.4)
	Tracing	30(85.7)	5(14.3)	0(0.0)
	Threading	0(0.0)	15(42.9)	20(57.1)
Pre-Primary 2	Talking	35(100)	0(0.0)	0(0.0)
	Solving riddles	13(37.1)	12(34.3)	10(28.6)
	Tongue twisters	20(57.1)	13(37.1)	2(5.7)
	Writing	35(100)	0(0.0)	0(0.0)

The lesson observation results showed that the teachers did much of the talking as the children listened to them. This should be balanced in that children should be given an opportunity to be active rather than passive learners. Majority of the teachers also involved learners in not more than one activity. Learners should be engaged in a variety of activities for stimulus variation.

4.4.1 Approaches and Strategies of Teaching Language

In assessing the teaching and learning activities, the teachers were further asked to indicate the frequency of use of various approaches and strategies. Pre-primary school teachers employ different teaching and learning approaches and strategies based on their beliefs about learning and others on the basis of their training. These are means and ways of facilitating learning experiences. Responses of the pre-primary teachers are as indicated in Table 4.10.

N=35

Table 4.2 Approaches and strategies and frequency of use by ECDE teachers

Approaches	Frequency of use		
	Always f (%)	Sometimes f (%)	Never f (%)
Individual child-centred	35(100%)	0(0.0%)	0(0.0%)
Thematic integrated approach	35(100%)	0(0.0%)	0(0.0%)
Strategies			
	Always f (%)	Sometimes f (%)	Never f (%)
Singing	25(71.4)	10(28.6)	0(0.0%)
Role playing	18(51.4)	17(48.6)	0(0.0%)
Story telling	27(77.1)	8(22.9)	0(0.0%)

The responses indicated that all teachers 35(100%) always used individual child-centred and thematic integrated approaches. With child-centred approach, teachers posed questions, guided and shared ideas with the learners. It is a widely used pedagogical approach to teaching young children in pre-primary school and also the most recommended. The approach readily addresses the needs and interest of the learners.

This approach appreciates the fact that children have unique interest that need to be considered if any meaningful achievement is to be realized. However, this response is contrary to the observation carried out by the researcher, whereby, most of the teachers dominated the lessons. In most of the language lessons observed, the teachers took an active role in the talking. The teachers also demonstrated most of the activities due to inadequate material resources. In individual child-centered approach, the learner takes an active role in the lesson.

Learners are supposed to direct their own learning and make new discoveries by manipulating a variety of materials provided. At given instances, learners were seen overcrowded trying to view a demonstration. At other times, the learners snatched one

another the material resources. This made the teacher unable to control the class. However, a few institutions that applied individual child-centered approach had good class control. The learners were provided with appropriate and adequate materials for them to manipulate.

The teachers in these classrooms did less talking but acted as facilitators and guiders to the learners. The learners dominated the lessons by being active in carrying out activities and in most cases, the lesson objectives were achieved. Most institutions observed were teaching the strand “MYSELF” which happens to be the first theme in the curriculum design. Other themes that were observed included “THE FAMILY AND OUR HOME”. A strand should cut-across all the activity areas besides language activity.

Thematic approach is highly recommended in pre-primary school because studies done by psychologists reveal that learners at this level do not understand the immediate world as separate parts but as an integrated whole. Observation revealed that the theme could run in a day or a week depending on the understanding of the learners. The theme for a particular time was clearly seen by the way the learning corners and materials were displayed.

Document analysis further showed that, the schemes of work were drawn according to themes. The teachers schemed for a full term and most of them had a theme running for a whole week before introducing a new theme in the next week. The daily programmes of activities (Lesson plan) were also drawn from the schemes of work. However, the teachers who claimed to use the schemes from the CBC did not lesson plan. The researcher however, gave them samples of the CBC schemes of work and lesson plans.

This confusion was brought about by the ministry of education not involving the pre-primary school teachers in the CBC trainings that were taking place. A few of them however, decided to adopt the new curriculum by being inducted with their counter – parts in the primary section. There is need to train pre-primary school teachers on the new curriculum so that it is implemented right from pre-primary without any hitches. Integrated approach was adopted in that learners were engaged in different activities that relate to different activity areas based on a certain theme. Thematic and integrated approaches always go hand in hand.

Strategies are ways and means of organizing and facilitating learning experience. A strategy is the deliberate planning and organization of experiences of a situation with a view to achieving specific goals. In a pre-primary school, many activities that enhance and facilitate learning take place. They must be well planned and organized in order to ensure successful realization of the set goals and learning outcomes. The strategies that were commonly used were indicated in the questionnaire and teachers were asked on their frequency of use. Their responses were that; Story telling was indicated to be used by 27(77.1%) of the teachers, others 25(71.4%) always used singing as a strategy, while the least 18(51.4%) number of pre-primary teachers always used role playing. However, teachers employed all the three strategies at varying degrees of frequency.

Children enjoy telling and listening to stories. Stories are important in the promotion of social, moral and cognitive development of children. Observation however, revealed that most of the stories were not developmentally appropriate and some were too lengthy. The researcher observed a language activity lesson in which the teacher narrated a story of ‘the hare and the elephant’ which was not relevant to the theme “our home”.

Majority of the teachers were observed to begin their lessons by use of songs. However, some of the songs again, just like stories, were not relevant to the themes they planned for. The teacher should select and use a relevant and interesting song to arouse the interest of the children. Songs can be used to introduce a new concept, stress an idea as well as help children to relax after they have been engaged in an activity requiring concentration. Notably, a teacher in school 18 used a very familiar song to teach parts of the body, “head, shoulder, knees and toes.....”

According to behavioral theorist, Albert Bandura, children go through a process, where they pay attention to a certain behavior, then go through a process of retention, motivation and then modeling where the child is able to act. This can only be done through role play where the children act or role play by acting or talking like models. A teacher in school 3 used this strategy very well to teach about “the roles of family members in the theme “the family”. The children spontaneously acted pretend activities by taking the roles of father, mother and children. They enjoyed the lesson very much however, only a few learners participated in the lesson. There was need to divide the class into groups so that each group performed the role-play.

4.5 Evaluation Procedures used in the teaching of Language Activities

Evaluation refers to a process that involves identifying the strengths and weaknesses of learning experiences as selected, organized and developed to assess whether they are producing desirable results. The literature reviewed revealed that for the process of curriculum implementation to be successful, there is need for constant evaluation. Teachers need to know and use the right evaluation procedures. In the CBC, more emphasis is placed on holistic development of the learner rather than academic achievement during assessment. The learners’, progress should be recorded and valid

feedback to be given to parents or guardians. During evaluation, teachers should assess various skills and competencies acquired by the learners.

Competency based assessment (CBA) involved determining the capability to apply a set of related knowledge, skills and abilities required to successfully perform critical work functions or tasks in a defined setting. Learners are required to put into practice what they have learned. In pre-primary school, there are different ways of assessing children, where the teacher observes, records and documents what young children do and how they do it as a basis for educational decisions that affect the child.

This helps the teacher to identify the individual learning needs of the pupils. The literature reviewed also revealed that the implementation process is incomplete without evaluation. In section D of the teachers' questionnaire, the pre-primary teachers were asked in item 10(c) and 11(c) to state the evaluation procedures they use and explain how parents are involved. All 35(100%) of the pre-primary teachers agreed that they evaluate learners in language activity. The evaluation procedures used and their frequency are as indicated in Table 4.11.

N=35

Table 4.1 Evaluation procedures used by teachers

Evaluation procedure	Frequency (f)	Percentage (%)
Observation	33	94.3
Testing	35	100
Practical work	26	74.3
Oral questioning	20	57.1

Findings indicate that all 35(100%) the pre-primary teachers subject pre-primary school children to testing. This assessment procedure relies on demonstrated performance during a real activity. However, it should address all the domains of

development as well as children's feelings and attitudes during learning. This can be done to a certain different level of learners in the current lesson. The teacher can assign the children a task and then follow them up as they carry out the task and check if it was done in the right way or if the child got it right.

Testing procedure should involve individual, cultural and linguistic diversity. It should therefore be free of culture, language and gender biases. The document analysis revealed that the tests that were given to the pre-primary children were commercial. They were being set by business people who majorly dwell on knowledge questions that required recalling. The teachers in the sampled institutions had adopted various models of testing, some were testing on monthly basis while others tested at the end of every term.

The answer scripts for the learners were stored in manila folders together with material resources; some were neatly arranged in personal files while others were displayed in the classroom walls. A few schools said they gave the learners the answer scripts to take home so they had nothing in store as evidence. Parents however, should be updated with assessment information. The most striking issue with this mode of evaluation procedure was that all questions were set in English and yet during lesson observation some teachers taught language activity in mother tongue.

Another 33(94.3%) group of pre-primary teachers evaluated using observation. Pre-primary teachers should make regular or periodic observations and keep records of children's everyday activities and performance over a period of time. During lesson observation, this procedure was seen in activities like sorting and reading. However, most of the teachers observed the children's weaknesses rather than strengths. Practical work was indicated by 26 (74.3%) of the pre-primary teachers. This was evident during

observation where the researcher saw a collection of children's assignments given over a period of time.

Oral questioning was indicated by 20(57.1%) of the pre-primary teachers. In most of the language lessons observed, the teachers asked children oral questions to determine their progress. However, most of the questions asked were closed-ended. Open-ended questions allow a well-rounded evaluation of the child's understanding. The teacher should allow for constructive errors that aid in the process of teaching and learning. When asking questions, the teacher should consider the knowledge which children have acquired from previous experiences and also identify some of the gaps that exist in the knowledge that children have.

During the interview with the DICECE coordinators, they suggested that there was need to constantly evaluate learners' progress using a variety of evaluation procedures. They cited the new curriculum which was competency based in approach and had embraced a variety of evaluation procedures such as; oral questioning, observation, reading aloud, constructing sentences, copying words, portfolio, correcting sentences and re-writing letters. They said there was need to re-train the teachers on the said procedures of evaluation so that teachers become competent enough to employ them as per the requirement of the CBC.

The pre-primary teachers were also asked how the parents were involved in the evaluation process. Parents are encouraged to provide a rich supportive environment for their children to prosper and learn. Parental involvement in learning is an active element in CBC. Parental empowerment and engagement are more so a guiding principal in CBC. Parents should provide an enabling environment that motivates learners to achieve their full potentials. Valid feedback about the learners' progress

should be given to parents regularly. This will enhance parental engagement in the child's learning. Their responses are indicated in Table 4.12.

Table 4.2 Ways in which parents are involved in evaluation process

Parental involvement	
i.	Doing practical work
ii.	Writing some tasks
iii.	Observing pupils do some work
iv.	Recording what is observed
v.	Marking the work done
vi.	Checking the pupils work at home
vii.	Helping learners in areas of difficulty

The parents were indicated to be involved in evaluation process in various ways. They thus form a team of stakeholders that should be relied upon so as to make evaluation of learners' success. Findings from respondents were that, parents were involved in helping their children do practical work, writing some tasks for their children to practice at home, observing their children as they carryout tasks, recording observed behavior, marking work done, checking through their work and helping their children in areas of difficulty

Parents are collaborators of the learning process together with the teachers. It is very important that the teachers should let the parents know the strengths and weaknesses of their children. This can help them plan for and help their children back at home in areas of difficulty. The parents need to check the pupils work at home on a daily basis and read the comments made by the teachers. When both the parents and teachers are concerned, the learner will not take an advantage of relaxing either in school or at home. This will eventually boost performance.

4.6 Challenges Facing Pre-primary School Teachers in Language Activity Implementation

In order to measure the above objective, teachers through their questionnaire in item 12(a) were asked to indicate the challenges they face while teaching language activities. Their responses are reflected in Table 4.13.

N=35

Table 4.1 Challenges faced by pre-primary teachers while teaching language

Challenges	Frequency (f)	Percent (%)
Inadequate materials	33	94.3
Inadequate skills and knowledge	28	80
Lack of support from stakeholders	20	57.1
Limited time	26	74.3
High enrolment	25	71.4
Parental expectations	21	60

From the findings about the challenge's teachers encountered in teaching language activities as indicated in Table 4.11, most teachers 33 (94.3%) cited inadequate materials as being the most common challenge. This was followed by inadequate skills and knowledge as indicated by 28 (80%) of the teachers. Interview with the head teachers revealed that the main problem in acquiring adequate materials was finance.

Pre-schooling was devolved and it is the duty of the county government to do the funding. However, interview with the county director revealed that plans were underway to equip pre-primary schools with teaching and learning materials. The county government at the moment was mainly concerned with putting up of classrooms for the young learners.

Other challenges that were indicated include: lack of support from stakeholders as indicated by 20 (57.1%) of the teachers, limited time as indicated by 26 (74.3%) of the

teachers, high enrolment as cited by 25(71.4%) and parental expectations as indicated by 21 (60%) of the teachers. Interviews revealed that parents were concerned with their children's successful entry to primary schools (grade one) especially in private institutions and it was up to the teachers to ensure this.

Through observation, high enrolments were evident from the setup of the classrooms. Most classrooms were overcrowded with learners lacking chairs or desks to sit on. Some sat on the floor and crowded at one place in order to use a few resources available. In item 13 of the teachers' questionnaire, teachers were asked to indicate the magnitude of the challenges they encountered in teaching language activity. Their responses are reflected in Table 4.14.

N=35 Challenges Frequencies and percentages of the magnitude of the challenges

Table 4.2 Pre-primary Teachers' Magnitude of Challenges Faced

	Very serious F (%)	Manageable f (%)	Not serious f (%)
Inadequate pre-primary school training	25 (71.4)	10 (28.6)	0 (0.0)
Lack of in-service opportunities	26 (74.3)	7 (20)	2 (5.7)
Lack of facilities and materials	28 (80)	5 (14.3)	2 (5.7)
Lack of support from school managers	27 (77.1)	3 (8.6)	5 (14.3)
Limited time available to teach it	17 (48.6)	15 (42.9)	3 (8.6)
Teachers experience and confidence	19 (54.3)	10 (28.6)	6 (17.1)
The number of children and staff	18 (51.4)	14 (40)	3 (8.6)
Parental expectations	2 (5.7)	17 (48.6)	16 (45.7)

From the findings about the magnitude of challenges teachers encountered in teaching language as indicated in table 4.12, most teachers 26 (74.3%) cited lack of in-service opportunities and 28 (80%) of the teachers cited lack of facilities and materials as being the most serious challenges. Lack of support from school managers was indicated by

27(77.1%) of the school teachers. Another very serious challenge was inadequate pre-primary school training cited by 25(71.4%) of the teachers. 19(54.3%) of the respondents said teachers' experience and confidence was a challenge while 18(51.4%) cited the number of children and staff, more closely 17(48.6%) suggested limited time available to teach and the least magnitude 2(5.7%) of challenges was said to be parental expectation.

4.7 Discussion of Findings

This section discusses the research findings of the study in themes. The study assessed the implementation of language activity curriculum in terms of its practical application by teachers, availability of resource materials, activities employed during the learning process, evaluation procedures used and the challenges in its implementation. The discussion presented is mainly tailored around triangulation of the study variables as expressed in the study objectives and the theoretical frame work.

4.7.1 Pre-primary Teachers' Level of Preparedness to teach Language Activity

First, the study sought to investigate the teachers' level of preparedness in the implementation of language activity curriculum at pre-primary level. Paula and Linda, (2013), affirm that, teachers' capacity influences students' learning and success. This was echoed by Indoshi, (1992), who says that, there is need to improve teachers' skills and knowledge through training so as to enable them interpret the curriculum more effectively.

As reviewed in the literature, Barbara, (2004), asserts that, most new teachers are not adequately prepared to meet the needs of their students and many experienced teachers have yet to adapt to new standards. According to her, teachers, like practitioners in other professions, need to deepen their knowledge and improve their skills over the course of

their careers, therefore, a teacher's professional development is vital for improving student learning.

Competence in language is better developed at an early age due to the cognitive skills involved. However, Momanyi and Rosemary (2019), pointed out that it demanded for good, quality teaching to be undertaken by teachers. Successful teachers are invariably good planners and thinkers. They did not get that way overnight. The road to success requires commitment and practice, especially of those skills involved in planning lessons, activities and managing classroom behavior. Planning lessons is a fundamental skill that all teachers must develop and have, although implementation of these skill in actual teaching can and usually does take some time. Being able to develop an effective lesson plan format is a core skill for all who teach.

According to Paula and Linda, (2013), well-formulated lesson plans give teachers direction to make instruction proceed smoothly. Good lesson plans allow teachers to better control the details of instruction and to monitor student progress more closely to ensure student success. Most importantly, however, the process of planning lessons provides teachers with an opportunity to think about what they are doing. That is; planning allows teachers to become conscious curriculum decision makers. Teachers think carefully about what happens to their classrooms, have good reasons for doing certain activities and employ a variety of ways of teaching children. Good planning makes good teaching possible. Some experienced teachers are able to organize the objectives, procedures and materials.

Interviews and observations however revealed that the records planned by the teachers were not regularly checked or approved to show relevance. Some teachers had schemes of work in form of 'yellow pages'. This was a sign to indicate that teachers did not

prepare adequately for the implementation of the curriculum. Some schools visited did not have the curriculum design, but only used the activity books in their preparations. This conforms with Barbara (2004) who asserted that most teachers were not adequately prepared to meet the needs of their students. According to her, teachers like practitioners in other professions, need to prepare well and improve their skills. Therefore, teachers' ought to prepare in advance and put in place all the professional documents before language activity curriculum implementation.

The study revealed that all the teachers who participated in the study were trained, with some pursuing further studies at the time of carrying out this research. This concurs with the findings of KICD (2016) who observed that the numbers of trained pre-primary teachers have increased significantly over the years in Kenya. Egbo, (2013), affirms that the government of Nigeria was aware of the essence of availability of qualified, effective teachers if the objectives of the nation had to be achieved.

Gichuba, (2014), alluded that a teacher who is knowledgeable will undeniably be able to motivate the learners to undertake, attend to individual needs of the learners, vary the teaching and learning activities, use appropriate teaching and learning materials, create favorable learning environments and be able to appropriately communicate to learners.

Although the pre-primary teachers who participated in the study had general training pertaining to the pre-primary curriculum, they lacked specific training in terms of skills and knowledge required to effectively implement the language activity curriculum as far as CBC is concerned. Most of the teachers were certificate holders with form four level of education. This agrees with the study done by Ng'asike (2004) who found out that the majority of the pre-primary school teachers had low academic qualifications

and thus affected the quality of teaching. It also concurs with the findings of Koskei and Chepchumba (2020), who found out that teachers lacked special skills in teaching CBC.

The teachers who had high academic levels delivered well and prepared adequately for language activity implementation than their counterparts. The findings concur with Muhammad, (2011), in his study on the impact of teacher quality on the academic achievement of students at secondary stage in Punjab (Pakistan) who noted that teachers with higher levels of education taught well and were competent. He describes in-service training as a continuous on-going process for teachers throughout their professional life which may be provided at any time between joining into service until retirement.

There is need for pre-primary school teachers to undergo in-service training to equip them with knowledge and skills that will enable them transform learning in language curriculum. Furthermore, it will help them deal with modern generation of young learners. This is in agreement with a study conducted by Clark, (2000), who found out that supervisors and head teachers who attend workshops and seminars on their administrative roles improved their performance significantly. An external report by IBE-UNESCO, (2017), further revealed that teachers need additional training in order to effectively implement CBC.

The study revealed that most of the teachers lacked in-service training opportunities in terms of seminars and workshops to improve their knowledge and skills. Lack of in-service opportunities is a major drawback in equipping teachers with adequate skills and knowledge. These findings agree with a study done by Luvanga, (2003), who studied the teacher related factors that affect implementation of integrated Secondary

School Christian Religious Education (CRE) syllabus in Mombasa district. He found out that 75% of the teachers had not attended some in-service teacher training.

These findings further concur with Magoma (2011) in his study on teacher related factors which influence the implementation of integrated English course in Secondary Schools in Ibacho Division, Kisii Central district who reported that more than half of the teachers had not been in-serviced. More so, it agrees with KICD (2016) summative evaluation on Primary School Education curriculum report which indicated that majority of curriculum implementers had the required academic and professional qualifications, but continuous capacity development of teachers was found to be either up hazard or lacking.

Through observation, the language activities taught lacked creativity to involve children fully. Language skills include the ability to listen, speak, read and write with a lot of stimulus variation in the activities that learners are engaged in. This is because language has many important values which should be at the center of every teaching and learning episode. It is the responsibility of the teacher to seek a comprehensive and reflective approach to language teaching and learning.

Such skills can be gained through regular workshops and seminars. The study also revealed that most of the pre-primary teachers were certificate holders with form four level of education. A few had diploma qualification. Through observation, it was evident that the teachers with higher academic and professional levels were more competent. Karanja, (2015), further more suggested that learners who are imaginative and creative make learning interesting for themselves and others.

This concurs with the findings of Muhammad (2011) who asserts that academically qualified teachers had more authentic knowledge about the relevant subject than the academically less qualified teachers. This is reinforced by Tyler, (1949), in the theoretical framework who outlines the tenets to be considered in developing any curriculum plan and instruction. These tenets include defining educational objectives to be achieved, selection of learning experiences, organizing of the learning experiences and evaluation.

The tenets call for a well-trained knowledgeable teacher. These findings are similar to a study carried out by Magoma, (2011), in Nairobi who found out that more than half of the teachers had not been in serviced due to lack of time, lack of proper information and that MOE had not organized one for them. Similarly, a study in Zambia conducted by Nambela, (2016), on the effectiveness of the 2013 revised curriculum indicated that, most educators in Kitwe district were not adequately prepared. These classroom practices are similar to a study conducted by Ondimu, (2018), who reported that most of the teachers in the sampled schools had low understanding of the CBC since none of them had attended any in-service training for orienting them to the intended curriculum. Kelly, (2018) in his study suggested that teachers should receive adequate training on the new curriculum in form of professional development to enable them effectively deliver their mandate.

The Directorate of Quality Assurance and Standards in the MOE is charged with the responsibility of ensuring quality education in Kenyan schools and colleges. Through devolution of pre-primary education, there is the directorate of quality assurance and standards in every county government. In Busia County where the study was undertaken, it was found out that only one personnel was employed to ensure quality

of pre-primary schools in the whole county. He was being helped by the DICECE Coordinators who had not even been inducted. There is need to employ more quality assurance officers in the county so as to assess teacher preparedness and advise them accordingly on regular basis.

Teachers need frequent supervision so as to keep up to date with current developments in education. In terms of supervision therefore, majority 22(62.8%) of the teachers said they were supervised occasionally. Through observation, records showed that most schools were not visited by the education field officers. Effective supervision gives the teacher security and helps him or her to develop confidence in the ability to isolate, analyze problems and develop problem solving techniques. It helps to determine the quality of a teacher.

Supervision also helps in assessing the ‘tone’ of the school and in identifying some of its most urgent needs; know the effectiveness of classroom management by the teacher and provide a guide for staffroom development. The first supervisor in the school should be the headteacher. Most schools sampled were hardly supervised by the headteachers. Infact most of the headteachers interviewed mentioned supervision as the role of the quality assurance and standards officers.

These findings concur with Eshiwani (1993) who attributed poor pupil performance in public schools to ‘armchair’ headteachers who do not know what goes on in the classroom. He argues that ineffective instructional leadership leads to delinquent behavior among some pupils and their subsequent failure in national examinations. Paul and Linda, (2013), concur with this statement in their argument that headteachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment to discussing their observations with a teacher promptly

in order to provide for in-school professional development. They argue that supervision is one way in which teachers get exposed to professional renewal.

Egbo, (2013), affirms that leadership catalyzed the achievement of objectives. Strong leadership according to him allows for easier adaption to changes and influence. Physical observation of lesson presentation is the only way a headteacher can gain an insight into the quality of teaching and learning in the school. This agrees with Cataghan (1971) cited in Kitari (2005) who observed that the instructional supervisor can only be able to assess the teacher's potential for excellence through watching the teacher's present a lesson which he or she has prepared.

Furthermore, Gachoya (2008) observed that through frequent supervision, the supervisor can have an insight into quality benchmarks and performance. Frequent supervision will improve language activity implementation in pre-primary school. This view concurs with Ondimu, (2018), who found that teachers prepare and structure their lessons better when instruction in the school is regularly supervised. In essence, supervision has a direct implication on interpretation and delivery of the curriculum by the teacher and the resultant achievement by the learner.

Furthermore, Musungu and Nasongo (2008) carried out a research in Vihiga District Western Kenya investigating the institutional role of the headteacher in academic achievement and found out that 80% of the principals in high performing schools checked lesson books, schemes of work and register of class attendance. According to KICD (2017), supervision is a continuous monitoring tool for pre-primary activities to ensure effective implementation of the approved curriculum.

Supervision checks whether the objectives of the program have been achieved, promotes maintenance of basic standards, identifies problems and constraints and identifies strengths and achievement. Supervision involves assessing physical facilities such as classrooms, toilets, the compound, indoor and outdoor equipment and materials for their suitability for learning and child development. It is the responsibility of the county government of Busia to employ more personnel to ensure supervision of curriculum delivery on regular basis. The ESQAC officers have the authority to enter and assess any school at any time without notice and report their findings to the director quality assurance and standards.

The bulk of supervision was carried out by DICECE officers and curriculum support officers (CSOS). To establish and maintain educational standards in pre-primary institutions, there is need for ESQAC officers to assess how pre-primary teachers implement the curriculum and organize follow up action on quality assessment reports. Lastly, in terms of teacher preparation, intrinsic factors such as knowledge of professional area is a significant feature in the delivery of a program. Lack of such knowledge however, can be a barrier for proper curriculum implementation (Oluoch, 2006).

Though the findings indicated that all the teachers sampled were trained, most of them were certificate holders. The majority were not studying at the time of research. This is an indication that they did not add knowledge and skills to their previous education after training. It was with utter surprise to find out that most of the pre-primary teachers were not familiar with the CBC. The curriculum had been rolled out. Through regular seminars and workshops, the pre-primary teachers can be updated on such developments, so that they prepare to implement it fully. This calls for the county

government of Busia to mount more seminars and workshops for pre-primary teachers to acquaint them with the CBC designs and methodology and implement it fully.

4.7.2 Resources used in the instruction of Language Activity

Paul and Linda, (2013), state the importance of quality instructional materials. Instructional teaching and learning resources according to them improve quality delivery and even implementation of the programme. Osuji, (2014), and Udofot, (2013), justified the use of resources like the teaching materials as being very pertinent to quality delivery by teachers. Further, Tyler, (1949), in the theoretical frame work asserts that the selection of learning experiences and their organization involves the arrangement of resources and activities during the instructional process.

The teachers' role is to provide relevant, adequate, safe and age appropriate materials as well as a conducive learning environment that will enhance heuristic learning. From the findings, it emerged that there was need for more teaching materials and resources especially the non-textual materials which include; audio aids and audio-visual aids. These materials promote curiosity by use of sight and sound. Only one of the institution's visited attempted to use audio-visual aids. This means that the sense of hearing was not stimulated much during the learning process.

Recognition of sounds is taught much better when the various sounds are tape-recorded and the children are asked to identify them after playing the tape. Digital literacy is a core competence that should be enhanced right from pre-primary level. Teachers can use video clips to reinforce content and arouse interest. The findings indicated that all the teachers who participated in the study used real objects during their teaching.

These findings are contrary to a study conducted by Monda, (2012) in Borabu District in Nyamira county who found out that the majority (40%) of the teachers used visual aids while 27% used tactile materials. A wide variety of teaching and learning materials and equipment are vital for play, learning and the development of children. Teachers should regularly give children materials like pencils, glue, scissors, sticks and water. These materials provide children with opportunities to practice and master new skills, develop their creativity and imagination.

Young children should be encouraged to interact with teaching and learning materials regularly. Children at age 3-5 years learn best through concrete materials which are manipulated through sorting and grouping. This concurs with Maria Montessori who asserts that the use of concrete learning resources assists in the development of five children's senses. John Dewey suggest that learners should explore, experiment and solve problems on their own. This is by ensuring that learners have enough materials. Gichuba, Opatsa and Nguchu, (2014), affirm the importance of teaching and learning materials for implementation to take place.

The research also ascertained that there were inadequate reference materials by the teachers in pre-primary school. The Kenya Literature Bureau has published one language activity book 'Skillgrow' for pre-primary 1 and pre-primary 2, however, the books were not adequate for the learners in class. Most schools still continued to use the old edition hand books. This raises a question as to whether the teachers or pre-primary schools in Busia County are being effective in their delivery of knowledge as far as the CBC is concerned. According to Egbo, (2013), schools must provide the resources to implement a teacher support system. He states that it is impossible to deliver 21st century education with 19th century tools.

Similarly, he asserts that it is unrealistic to promote teaching excellence in environments that distort both teachers and learners to failure. He further alluded that availability of basic infrastructure and materials makes it more likely that majority will succeed in their teaching and pedagogical practices. He emphasizes the fact that school environments that promote effective teaching and learning have educational materials and infrastructure. According to him, concrete materials enhance understanding of basic concepts no matter how the teacher plans, it is the child who must learn.

Teachers who vary children's learning through action and interaction with others and the environment with a variety of materials, makes the classroom colourful and portray the relevance of the learnt themes in each lesson for children. The use of instructional materials also makes the teaching easier. Materials help children understand abstract concepts, solve problems and develop critical-thought processes. Performance among the teachers can be affected by teaching and learning resources, how they are utilized by the learners in terms of availability, frequency of utilization and time allowed for use. These findings further revealed that the main storage facilities for the materials were carton boxes. Other pre-primary schools stored their learning materials in manila folders, cupboards, large envelopes, sacks and bulletin boards. Teachers should strive to ensure that materials last for long since frequent replacement is expensive. This can be done through proper storage.

All movable materials when not in use should be stored. Materials like swings, balancing frames, merry-go-rounds and ladders should be locked to avoid misuse when the center is not in session. The best way to take care of materials is to make children and their pre-primary school teachers responsible. A sense of ownership should be built among children, parents, elder siblings and other members of the community. It should

be understood that they are communal resources with the purpose to help young children to grow and develop optimally.

In terms of adequacy; the study revealed that material resources were not adequate in most centers. These findings are similar to those of Kaburu, (2007), who carried out a study on utilization of learning resources in Kikuyu Model Pre-primary schools in Kikuyu Division. He noted that the instructional resources provide children with a means to express feelings, concerns and interests as well as acting as a channel for social interaction with adults and other children. According to the study, many schools were faced with limitation in implementation of science activity curriculum due to inadequate quality teaching and learning resources.

Similarly, Monda, (2012), found out that most of the pre-primary school centres in Borabu District in Nyamira County had inadequate materials. The BECF explains the importance of ensuring that there are adequate and appropriate facilities and material resources for teaching and learning so that educational programmes could be implemented effectively. Through observation, the researcher noted that the children shared learning resources and at times crowded themselves in order to see the demonstrations made by the teachers due to inadequacy.

Teachers should provide and avail a variety of teaching and learning materials so as to promote learning through discovery. This agrees with Barasa, (2005), who highlighted the fact that the availability of teaching resources and the teachers' awareness of their utility enhances learner performance. The teachers' responses in the questionnaires indicated that all institutions acquired materials through their own collection from the local environment. This finding agrees with the study conducted by Monda, (2012), who found out that the main source of teaching and learning materials was by use of

nature. This showed a percentage of 40 while teacher improvisation was with a percentage of 30.

Muithungu et. al, (2003), suggested that teachers should use a variety of teaching and learning resources easily found within the locality. He noted that the teacher was the main source of teaching and learning materials in that he/she initiates their provision in the centres like; involving the children in material collection. Materials that are locally available are highly recommended as opposed to those which are bought. This is due to their simplicity in repair or replacement as the need may rise.

Locally available resources give meaning to learning, as children see local materials used in the development of learning resources. Pre-primary teachers can mobilize children, and the entire community in the collection of materials from the environment like retail shops and dumping sites. Materials such as broken basins, plastics, pieces of cloth, wall papers, books, cartoon boxes and wood scrap can easily be obtained from such places. Other collections like dress up clothing, lunch boxes and shoes can be collected from shops and tailors' stalls.

All collected materials should be sorted out, cleaned and sanded or painted to make them more hygienic for children to handle. Other responses on ways of acquiring materials included provision by parents, the government, head teachers, pupils, donors and from activity books that the teachers used. It is the responsibility of the stakeholders to ensure that the required materials are provided to enhance learning of children in pre-primary schools. Pre-primary school education in Kenya is mainly funded by parents. It is therefore the responsibility of parents to provide majorly for the resources needed.

This agrees with Udofot, (2013), who asserts that materials can be made available by parents and the community as a whole: this can be successfully done by organizing for material making day. Materials can be bought from shops and others can be made by local carpenters. Pre-primary teachers can also mobilize people within the community to donate materials to be used in the center. Local institutions such as schools, churches, community-based organizations and colleges can be good donors. Materials likely to be donated include charts, number and letter cut-outs, toys, blocks and models.

Furthermore, pre-primary schools can organize for materials' making day. This is a day when volunteers are invited together with parents with varied skills in the community to help in making materials for young children. The teachers' responses also indicated that they always use flash cards, letter-cut-outs and real objects in teaching language activity. Others that were frequently used include pictures and wall charts. Through observation and the teachers' responses in the questionnaire, it was evident that they never used dominoes, computer games and projectors.

There is need for teachers to use a variety of materials so as to engage all the senses of the learners. This is in support of the argument made by Nasibi, (2005), who noted that the classroom teacher needs to emphasize the use of both visual resources and 'words' to achieve long lasting learning. She further added that a careful selection and use of audio-visual resources makes it possible to successfully combine seeing and hearing hence deepen the understanding and permanency of what is learnt. Young learners can be given any type of object that will be safe for them to touch and hold. Some of these materials are for example wood, shells, fruits and natural sponges. These objects promote children's development which thus promotes a different range of hand movement. Therefore, it is good to provide learners various teaching materials.

Furthermore, Swain's (1985) output hypothesis theory explains that learners need to interact with various resources in order to acquire language; the gaps that learners notice in language acquisition are filled through interaction with various resources and tasks given.

4.7.3 Teaching and Learning Activities used in the Instruction of Language Activity

The competency-based curriculum seeks to link education to the real-life experiences as it helps learners acquire knowledge, skills, values and attitudes to access, criticize, analyze and practically apply them to reality. In this regard, learners are provided with practical experiences through the use of various teaching and learning resources to help them gain life skills. The CBC has placed emphasis to participatory learning approach that encourages children's active involvement in the learning process. Children learn by doing through various activities.

Teachers should be creative in terms of using various activities so as to enhance learning. In the curriculum designs for pre-primary level, varied activities are provided for each sub-strand. These activities have been selected with special consideration to children's interests and ability in order to make learning enjoyable. According to Krashen and Terrell (1983) in their input hypothesis theory, learners acquire language through the activities they are exposed to. Input is gauged by activities that learners are engaged in during instruction.

The teachers' responses in the questionnaires indicated that in the pre-primary schools, the frequently used activity was talking by the teachers as the listening. Other activities that learners were engaged in that level frequently were; tracing, reciting, observing, recalling and painting. Effective language teaching and learning requires teachers to

plan the language activities appropriately as per the different levels of learning. Developmental studies in early childhood shows that the most intensive period of speech and language development for human beings is during the first years of life. This includes the period at which children are in pre-primary level of learning.

At the pre-primary level, learners need to play with materials and follow instructions as guided by the teacher. Through observations, it was evident that most of the teachers introduced their lessons by use of songs, but they were not relevant to the themes they had planned for. Children learn better when the learning experiences are relevant to them. Efforts have been made to localize the materials and activities so as to make learning meaningful for the child. This calls for the teacher to provide relevant, familiar activities for further experience and learning. Songs sang should be simple, short and relevant to the theme being taught. There are different types of songs that children enjoy singing. These include; play songs, singing games, lullabies and hymns.

When selecting the song, teachers should take in mind the relevance of the song, its familiarity and the level of vocabularies and semantics in the song. It is always important for teachers to make sure that the songs selected will be used to teach a wide range of activity areas. They should allow children's participation and sustain their interest in learning to generate pleasure thus making learning enjoyable. The songs help children to remember what they have learnt, promote creativity and a rouse their interest.

Listening is an important activity that children should be exposed to in pre-primary school. Children need to be trained to pay attention to what they hear. This can be done by exposing them to various sounds and training them to discriminate different sounds. For example, they need to know the difference between /p/ and /b/ so that they can see

the difference in the words 'pin' and 'bin'. Their listening skills can be improved through exposure to musical instruments, songs, stories, tongue twisters, people's voices, animal sounds, the wind, rain and toys apart from just listening to the teacher.

A child who is capable of hearing a language is expected to produce one. However, listening is more than just hearing. A listener must be able to filter what is useful and leave out which is not. Children hear all types of sounds from the environment and from a very early time they are able to discriminate what they hear. This is in agreement with Otto, (2009), who argued that a child can tell the mothers voice from that of her regular associates as early as when he or she is in the womb. This ability to listen and discriminate sounds is also evident when a child is born. This forms the basis for future sound differentiation and articulation.

The teachers should ensure that children are exposed to a variety of sounds and activities that enhance listening. The teacher must be a good listener. This is a sign of being interested and children do what their teachers do. Other activities that can enhance listening skills include: imitation, watching clips, listening to recorded songs, poems and rhymes, listening to short stories, news telling, viewing content on computer devices and answering questions, involving learners in conversations and dialogue.

Sorting and matching are activities that enhance visual perception. This is the ability to see the differences between letters and words on print. For a child to succeed in reading, he or she must be able to see properly, a situation referred to as visual acuity. Reading readiness at pre-primary level can also be promoted through activities such as engaging learners in a book handling activity such as holding a book top side up and turning pages from right to left, practicing dusting, covering and arranging books at appropriate places. Learners can sing rhymes related to left right and top to bottom eye orientation

and answering questions about pictures. Learners could also be engaged in 'read aloud' activities, view pictures and talk about them. Games that enhance visual discrimination include puzzles. At the pre-primary level, the teaching and learning activities that teachers indicated as frequently used were tracing, reciting and observing. Threading was never used by most teachers. Tracing and threading are both pre-writing activities. These activities will exercise the finger muscles, make them firm and strengthen them for the purpose of holding a writing tool.

Tracing and joining dots to form a picture that is irregularly shaped is also an activity in preparing children to write lower case letters. However, for a child to become a competent writer, he or she must carry out a lot of writing activities through the guidance of the teacher. Other activities that enhance writing readiness in pre-primary are: observation and demonstration. Observation is taking keen interest of something using the five senses. According to Albert Banduras' Social Learning Theory, children are observers of what is happening around them. They observe how those around them use language. They pay attention to how their models use elements of syntax and pragmatics. They observe how words are articulated, how objects are labeled, how sentences are constructed and how people conduct a discourse. They observe what is said, when and where, what is acceptable or not acceptable in a given social context.

According to Ondimu, (2018), pre-primary school teachers' modeling is crucial as to what is displayed to the children in terms of language behavior makes them imitate naturally. For instance, the teacher can demonstrate how to turn pages from right to left. Learners can later be encouraged to do the same. Learners can also observe a demonstration on how to cover books and imitate. The teacher can later demonstrate how to hold a writing tool and learners imitate. Patterns can also be freely drawn. In

pre-primary 2, the activities that were indicated as always being used were talking, writing and use of tongue twisters. Talking is oral communication through the spoken word.

Through observation, it was evident that children were involved in talking with friends and their teachers. Teachers were seen as role models by use of speech-vocalization, articulation, pronunciation, stress, intonation, pitch and pace. Other methods by which talk was promoted in class was by use of storytelling, tongue twisters, news telling, singing and reciting. These findings concur with Ondimu, (2018) who found out that teachers were great role models to the learners and that they need adequate training so as to perfect their skills in CBC. The only challenge of talk as an activity was the medium of communication. Most institutions observed had children who came from diverse communities and had no common mother-tongue. The teachers in most cases decided to use Kiswahili which was not their first language neither was it the language of the catchment area.

Generally, the teaching and learning activities that learners are engaged in will depend on the approaches and strategies used for teaching language. In the teacher's questionnaire, their responses indicated that they always used both the individual child-centred and the thematic/integrated approaches. With the individual child-centered approach, the learners' age, ability and their interests are put into consideration during planning. The teacher uses a variety of teaching and learning resources to enhance understanding of concepts and acquisition of skills.

These findings concur with Monda, (2012), who found out that the child-centered methods used by teachers produced deeper knowledge. For many years, child-centeredness has dominated discourse about best practice in pre-primary teaching.

Child-centered approaches have been supported by philosophers like John Dewey, Rousseau and Pestalozzi. This shows the benefit of teachers utilizing child-centered approaches in improving quality teaching and learning in pre-primary schools in contrast to traditional didactic approaches (teacher centred) to pedagogy.

Teachers should use the child-centered approach because children are able to construct knowledge by themselves without much help from the teacher. However, through observation, this was contrary since most learners shared materials and the teacher dominated the learning process. This observation concurs with the findings of Ondimu, (2018) who found out that the child-centered approach was rarely used. This further agrees with Kitta and Tilya (2010) who asserted that the best approach to CBC was the use of learner centered methods of teaching and learning. They said it was paramount for all the teachers in Tanzania to adopt the approach.

Thematic teaching approach was evident in most lessons observed. The schemes of work were drawn using the themes. However, teachers need to consider environmental conditions, time of the year, ongoing events and the interest of the learners while choosing the themes. Themes like 'myself' and 'our family' should be taught first in order to facilitate a smooth transition from home to school and create self-awareness. It is important that learners move from known to unknown and from simple to complex. These concur with the findings of Ondimu, (2018), who observed that most pre-primary teachers in his study taught pre-school activities using themes.

In the integrated teaching and learning approach learners are taken through a variety of learning experiences using the thematic approach. This was evident in most schools because learners were seen to be engaged in different activities that related to different activity areas based on a certain theme. The different activity areas were taught together

under one theme in order to help children develop concepts, skills and desirable attitudes. The displays and arrangement of learning areas should also portray the themes learned.

According to Nasibi, (2005), a strategy is the deliberate planning and organization of experiences and situations with a view to achieving specific goals. The pre-primary school teachers' responses on the strategies that they always used indicated storytelling, singing and role playing. Children enjoy telling and listening to stories. Stories are important in the promotion of oral skills. Therefore, the stories used in a lesson should be developmentally appropriate, interesting, short and relevant to the theme. Through observation, it was evident that some stories narrated were not relevant to the theme. For example, the story of the 'hare' and the 'elephant' in the theme our home. Vocabulary selected should be easily understood by children.

Teachers should also avoid scenes that scare the children. In pre-primary terms, singing is an organized production of sounds through the vocal organs. A song is a natural and instinctive form of expression existing from indigenous people and universally among children. Through observation, it was evident that most teachers began their lessons by use of songs. Such Songs most always be simple, short repetitive, have a purpose and have movements. The teacher should select and use a relevant and interesting song to arouse the interest of children. Songs can be used to introduce a new concept, stress an idea as well as help children to relax after they have been engaged in activities requiring concentration.

4.7.4 Evaluation Procedures used in the Instruction of Language Activity

According to Mulenga and Kombwe, (2019), the main purpose of evaluating learners is to inform teaching and learning decisions. Evaluation helps to establish the learners'

competence and a certain progress against the learning outcomes. It identifies where intervention, focused support or referral is required. This is a continuous process. The EYE curriculum is intended to enhance learners' holistic development. Achievement of language as one of the aspects in holistic development requires regular assessment of individual learner's progress. A standardized assessment tool is therefore crucial for evaluating the learners' progress.

The tool should be suitable for assessment of competencies achieved by learners at the EYE level. It is intended to provide feedback to teachers and parents or guardians and to ensure that by the end of the EYE period, the learner will be ready for formal primary school instruction. From the study carried out by Vitiello and Kools, (2010), timely evaluation makes it possible to strengthen and improve areas of weakness in any programme level. The teachers' responses in the questionnaires indicated that they all preferred testing as their most favorable evaluation procedure. Other procedures used were observation, practical work and oral questioning.

The competency-based curriculum emphasizes on the use of formative assessment focused on the prescribed competencies. Teachers need to assess their students frequently using authentic assessment methods focusing on the prescribed set of knowledge, skills and attitudes. The assessment methods include portfolios, observation, projects, oral presentations, self-assessment and practical work. Kitta and Tilya, (2010), more importantly assert that teachers are required to change from norm-referenced to criterion referenced judgment of learners.

This is further supported by Kouwenhoven, (2003), who argued that in competency-based education, performance assessment is carried out by giving the learners a clearly defined task and a list of explicit criteria for assessing the performance. Criteria are

often given in the form of rubrics that can be either analytic (specific) or holistic (looking at overall performance). Testing as an assessment tool relies on demonstrated performance during a real activity. It should address all domains of development as well as children's feelings and attitudes during learning. This can be done to a certain different level of the learners in the current lesson.

Koskei and Chepchumba, (2020), suggest that the teacher can assign the children a task and then follow up as they carry the task to check if it is done in the right way. The testing procedure should reflect individual, cultural and linguistic diversity. From observation and document analysis it was evident that learners were subjected to testing every end of month. The tests were commercially bought. Some items tested were not in the curriculum design. The tests that the researcher observed were in form of summative assessment. However, at pre-primary level CBC suggests that the teacher should desist from exposing learners to written formal tests. They should also realize that the learners' performance in the progress record should not be ranked for purposes of comparing him or her with others.

Summative assessment takes place after the learning has been completed and provides information on feedback that sums up the teaching and learning process. Republic of Kenya, (2007), pointed out that summative assessment should show ability of students to integrate and apply their skills, knowledge and understanding across the breadth and depth of the activity area. The purpose of summative assessment is to evaluate learning at the end of a learning cycle. In Kenya, summative assessment will be at the end of upper primary education, lower secondary education and senior school. It is used for placement and certification.

According to Akala, (2021), the results for summative assessment are also used for ranking or grading of learners and for deciding on progression into the next level of education. It should have an integrative aspect where by a learner must be able to show mastery of all competencies. However, this does not mean that pre-primary level does not evaluate through testing. There are continuous written tests that can be designed by teachers according to pre-determined criteria that measure competencies in specific activity areas. The tests should elicit acquisition of competencies such as communication, creative thinking and problem solving.

Observation as an evaluation procedure is a process through which a teacher observes and listens to the children and then records what is seen and heard. Pre-primary teachers should make regular or periodic observations and keep records of children's everyday activities and performance over a period of time. The teacher and other persons involved in learning are required to observe behavior and listen carefully to learners as they go about their daily activities in real life environment. Peer observation could also be encouraged.

The teacher should always be keen on demonstration and performance by the children, so that the results reflect the true behavior overtime. Such observations are done during activities like sorting, reading and writing. During the process of observation, the teacher should observe the child's strength and capability rather than just observing their weaknesses. Observation reports may be written or conversational. The written reports for each individual child generate a developmental progress record. Momanyi and Rosemary, (2019), believe that the records will culminate into a profile that will be used to gauge the competencies attained by the learner.

Through the document analysis, the progress records kept by most teachers were available but with very few entries. This was an indication that teachers did not record the observed behaviors frequently. Literature reviewed revealed that the process of observation required that the observer knows what to look for, how to record the behavior and how the behavior should be interpreted (Monda, 2012).

Observation as an instrument of formative assessment should be encouraged in pre-primary school besides written tests. This view agrees with Kitta and Tilya, (2010), who pointed out that assessment is not just testing and giving grades, but is a guide to what was taught and learnt. Formal and informal observations are part of formative assessment and they are done using performance tasks, checklists, interviews, drawings and portfolios. The commonly used method of assessing children by teachers is observing children while at work.

In school 33, the teacher developed an observation schedule where she recorded the competencies that the learners had achieved. This was done on daily basis. The abilities to be observed in term 2 were 'active learning' and 'passing information'. Most of her learners in term 1 were noted to have met expectation. The language activity assessment matrix observed in the school is attached as Appendix 1. Portfolio is a useful summative assessment tool. It is basically a collection of children's work throughout the term. Practical work can be given to learners in form of projects. A project is a set of activities implemented within a set time frame.

The pre-primary teacher in the CBC classrooms is expected to assign children tasks regularly and also give them projects to work on and then assess the progress. The assignment should always be kept for reference. It is important for the teacher to evaluate the child's progress and write a report basing it on the assignment. This

evaluation procedure examines the children's strengths and capabilities rather than weaknesses. The findings of the assessment should be used to benefit children. Projects will give an opportunity to learners to apply their acquired knowledge and skills to a real-life situation especially with regard to pertinent and contemporary issues in society (Mulenga & Kombwe, 2019).

Learners according to them could be asked to identify needs in their community that they can provide service based on what they have learned in school. In language activity for instance, learners are expected to listen to common greetings and use the same in and out of school. They are expected to develop citizenship and social cohesion. This method encourages learners to learn through their own investigations rather than through passive absorption of the teachers' words. Through observation, it was evident that some institutions give children projects to work on like the naming of objects, people, animals and colours in the immediate environment. However, the practical work was not closely monitored neither did the teachers keep any records to that effect. In one school for instance learners coloured the cow with green colour and the teacher had not checked the work

Momanyi and Rosemary, (2019), assert that oral questioning involves the teacher asking children oral questions to determine the progress of the child. The teacher can formulate the questions in advance in form of a questionnaire. The respondent is expected to give honest views or opinions. This helps the teacher to have an insight into the situation at hand and prepare appropriate programmes and materials. Questions can be asked before teaching to gauge the needs, characteristics, experiences and knowledge levels of learners. During teaching, they help the teacher find out how various learners are progressing and responding to the learning activities.

They suggest that the teacher should ask open-ended questions that allow a well-rounded evaluation of the child's understanding. The teacher should allow for constructive errors that aid in the process of teaching and learning. Therefore, the teacher should not just correct errors, but also figure out how the error was made and then try to assist and advise the child accordingly. When asking questions, the teacher should consider the knowledge which children have acquired from previous experiences and also identify some of the gaps that exist in the knowledge that children have.

From observation, this evaluation procedure was commonly applied in class as the teachers began their lessons to gauge the entry behavior of the learners; during lesson presentation, it was used to reinforce the learnt concepts and at the end of the lesson to evaluate whether objectives had been achieved or not. Learners were asked questions individually for instance, to respond to greetings. The teachers later drew the learner's attention to pictures in pupil's books and asked questions about pictures observed. Questions can be given to learners to gather feedback on how they are applying their learned competencies to challenging situations they are encountering in and out of school. This helps the teacher take appropriate action (Mulenga & Kombwe, 2019).

Apart from the evaluation procedures discussed above, the researcher also came across a new tool that had been introduced by the KICD. This tool is known as KSRAT. The Education Standards and Quality Assurance Council developed KSRAT in collaboration with KICD. The instrument is used for assessment of young children before entry into grade One. The assessment helps both pre-primary and grade one school teachers to understand the level of school readiness of the children and thus improve learning by adapting appropriate teaching methodologies (KICD, 2017).

The tool provides a holistic and standardized assessment approach. The use of the KSRAT will help to eliminate the practice of giving academic examination and written interviews to pre-primary two children seeking to join grade one. The tool encompasses seven core competencies that a child is expected to have acquired in readiness for transition to grade one. Language and literacy being one of them. In each of the competency areas, a child is assessed in eight items. In language and literacy competencies the items to be assessed include; use of courteous words, ability to tell short stories, news telling, sounding of letters of alphabet completing simple letter patterns, reading three to four letter words, writing three letter word and writing own name.

The rating ranges from: Excellent, very good, good, satisfactory to fair. For the purpose of this tool, assessment can be defined as appraisal but not an examination. Thus, assessment is meant to gauge school readiness aimed to identifying the ability of the child with a view of helping the child transit smoothly. The result of the assessment can be used to determine the next learning or teaching steps. Assessment assists in identifying and diagnosing the learner's needs in order to make the learning child friendly (KICD, 2017). It also helps in fast tracking the learning process and individual performance.

The final report provides feedback to stake holders who guide on ways to improve weak performance as well as reinforce the strengths. According to United Nations Children Funds (UNESCO, 2014), any child above the age of six years, who had not been exposed to pre-primary school experiences should also be assessed using the tool, but not with the intention of denying access. The tool should be administered in an environment familiar to the child using locally available materials in addition to use of

the language of the catchment area. In a nut shell, teachers should continuously use evaluation procedures discussed above and apply appropriate intervention measures which include remedial teaching, enriched learning environment, motivation, nurtured teacher and child relationship for enhanced child's wellbeing. The findings further revealed that the parents were involved in various ways during evaluation.

Parents checked the pupil's work at home and help the learners in areas of difficulty. They liaise with the teachers in assessing the needs of their children and providing for the same. Parents helped learners in carrying out the practical assignments given by teachers. They also observed learners do their assignments at home and recorded behaviours observed. Some parents marked the learner's work and checked their work while at home. Parental engagement in CBC is paramount. The curriculum requires that parents work hand in hand to nurture the talents of the learners. Generally, evaluation informs the curriculum developers, implementers, the government and the society about the impact of the curriculum and its outcomes in terms of the individual child and societal development (Oluoch, 2006).

4.7.5 Challenges Facing Pre-primary School Teachers in Language Activity Implementation

Finally, yet importantly, the study sought to ascertain the challenges faced by teachers while implementing the language activity curriculum in pre-primary schools. Challenges are obstacles or hindrances towards a certain set goal. Challenges in teaching vary from one individual to another, one level to another and from one institution to another. From the teachers' responses regarding the challenges they encountered in teaching language activity, inadequate resources, inadequate skills and

knowledge, limited time and high enrolment were cited by most teachers as being the most serious challenges.

Adequacy of materials ensures that some children are not neglected when carrying out the activity. If certain materials are not enough, children should be put in workable groups of three to five in such a way that all of them can access those materials. Children put in the same group should be of varied abilities so that they can support each other. These findings concur with a study done by Njue (2010) on challenges facing provision of Early Childhood Development Education in Gachoka, Mbeere Division who found that most pre-primary schools had inadequate facilities and they had few teaching and learning resources.

It further concurs with Okobia, (2011), study on availability and use of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Edo State of Nigeria which revealed that most instructional resources were not available. The implementation of language activity curriculum in Busia County is similarly hampered by inadequate teaching and learning resources.

Refresher courses are important for they can improve the teachers' competencies encouraging them to seek continuous growth and renewal. However, these courses need to be organized in a way to make teachers assume full responsibility for their own growth. This is most important especially where an activity like language requires specialized expertise and interest to be involved. In-service courses are usually conducted with the assumption that teachers possess limited skills and knowledge and that learning is a continuous process (UNESCO, 2014).

In- service courses should be conducted regularly so as to enhance the professional growth of teachers. With the many providers (colleges) of ECE training opportunities, it is difficult to unify approach, content and methodology. For instance, the teachers cited the use of thematic teaching approach as being a challenge to implement due to the inadequate preparation during their pre- service training. Other challenges cited by teachers who participated in the study included limited time available to teach language activity, the high enrolment in relation to the teachers available, parental expectations and lack of support from stakeholders.

Limited time as a challenge is similar to Mulenga and Lubasi, (2019), who identified in their study that teachers continue to lose or misuse time for learning to the extent that they explained that: 'learning time is not adequate.' According to the data obtained from observation and interviews with key informants, the high teacher to pupil ratio did not allow for much individual attention for each child yet the pre-primary curriculum design allocates language activity five lessons each week, lasting 30 minutes (KICD, 2017).

Parental expectations to a large extent forced teachers to concentrate on ensuring that children pass with high marks during the interview for entry to grade one. This caused the teachers to leave out other would-be important activities such as language games which include dominoes, lotto, fishing games and sounds. Most institutions observed did not participate in these activities. The teachers claimed, they lacked time to do the activities. The teachers said that at times they are forced to drill the learners to ensure their classes attained a high 'mean score' or average score from all the percentage marks for the activity areas.

Apparently, these scores were highly regarded by parents and teachers during parents' meetings as well as during interviews conducted by various primary schools to admit grade one pupils. Conducting interviews for admission into grade one is contrary to the service standard guidelines that stipulate that "no examinations shall be administered for purpose of admission to grade one" (KICD, 2017). However, during the interview sessions held with the head teachers, it emerged that the primary schools that are regarded as being high achievers by parents administer examinations to obtain the number of children they feel they can handle. The mean score is usually the yardstick used in the selection procedure. With the emphasis on the children passing their exams and the relatively high teacher pupil ratio, effective implementation then becomes a challenge.

According to the interviews held with the head teachers, there was a rush by parents for the 'good' primary schools whose admissions were highly competitive due to their performance at national examination. According to the head teachers, 'good schools' had come to be associated with those schools that post high Kenya Certificate of Primary Education (KCPE) examinations' mean scores. To a large extent, conducive learning opportunities in pre-primary can be enhanced by the kind of support received from various stakeholders who include teachers, parents, education officers, national government administration and well-wishers (Waweru, 2018).

Another challenge that was revealed in the study was lack of support by the headteachers. This concurs with Musungu and Nasongo, (2008) who conducted a study aimed at finding out the role of the headteachers as instructional supervisors in Kabarnet and Salama Division of Baringo District. This study found out that most headteachers do not perform their instructional supervisory duties which include classroom

observation. There is need for the headteachers to become the first supervisors in their institutions before the quality assurance and standards personnel can come in. Many studies carried out by researchers in their areas of study faced the same challenges. Leslie, (2014), mentions resource's as one of the hindrances to pre-primary education.

4.8 Chapter Summary

In this chapter, the results were analyzed, interpreted, discussed and presented with respect to objectives of the study. Findings showed that the pre-primary teachers need seminars, workshops or re-training to acquaint them with skills, knowledge and positive attitude to implement the language activity curriculum effectively as per the CBC. It also emerged that the pre-primary schools lacked adequate teaching and learning resources for language activity curriculum implementation. The study further revealed that the teachers were not frequently embracing formative assessment as the main evaluation procedure in CBC. The next chapter presents the summary of the findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion and recommendations that are derived from the conclusion of the study based on the findings presented in chapter four. The procedure for presenting the recommendations will be first to present relevant objectives of this study set to establish, and re-established findings by making a summary presentation and then the conclusion and recommendation. Thereafter, there will be the later part of the chapter that will involve the presentation of the recommendations for further studies and research.

5.2 Summary of Findings

The purpose of this study was to evaluate the implementation of language activity curriculum in pre-primary schools in Busia County, Kenya. The study engaged 79 respondents who constituted the sample size. They were: 35 pre- primary school teachers, 35 headteachers, 7 DICECE Coordinators, 1 County Director of Education and 1 Education Standards and Quality Assurance and Commission Officer. To collect data, the researcher used the questionnaire that was personally administered to 35 pre-primary school teachers as respondents.

The questionnaire had both the likert scale (closed ended questions) and open-ended questions. Further, for the purpose of triangulation, the research also used the observation, interview and document analysis schedules. In this study, data was analyzed using both qualitative and quantitative procedures and presented in tables,

figures and detailed descriptions. Hereafter, in this section is the presentation of the summary of these findings.

5.2.1 Teachers' Level of Preparedness to teach Language Activity

The first objective was to investigate teachers' level of preparedness in the implementation of language activity curriculum at pre-primary level. The study established that all the teachers who participated in the study were trained teachers and some were pursuing further studies. However, the study also revealed that most of the teachers had not attended seminars or workshops to provide them with pre-requisite skills and knowledge needed to implement the CBC. In terms of supervision the study revealed that teachers were frequently supervised. This enhanced the implementation process of language activity curriculum. It also established that teachers kept and maintained various professional records. However, most of the records were not compliant to CBC.

5.2.2 Resources used in the Instruction of Language Activity

The second objective was to examine the resources used in the teaching and learning of language activity curriculum at pre-primary level. Tactile or real objects were the most popular resources being used. The study also established that the resources in pre-primary school were mainly stored in cartons and they were inadequate during the instructional process. The results showed that parents mainly provided for the resources though the teachers also made their own collections. Real objects, flash cards and letter-cut-outs were always used. Finally, the study revealed that the literature provided was used during free time, introducing lessons, reinforcing content and for entertainment. However, the resources were inadequate.

5.2.3 Teaching and Learning Activities used in Language Activity Classrooms

The third objective sought to assess the teaching and learning activities used in the instruction of language activity curriculum at pre-primary level. The study results showed that most of the teachers used tracing, while all teachers engaged learners in talking and writing. There was need for teachers to engage learners in activities that would enhance listening and reading. The study also discovered that individual child-centered and thematic integrated approaches were used while delivering lessons. The majority of the teachers observed in the study used songs to introduce their lessons. This was a good strategy though the songs are supposed to be relevant to the themes.

5.2.4 Evaluation Procedures used in the Instruction of Language Activity

The fourth objective of this study required to determine the evaluation procedures used in the implementation of language activity curriculum at pre-primary level. Evaluation is being carried out in the pre-primary classrooms. However, more emphasis was still placed in summative assessment rather than formative assessment. The tests used were covering the whole curriculum design. There is need to embrace continuous assessment in form of project work, oral questioning and use of observation.

The study also revealed that parents were involved in checking pupils' work and helping in areas of difficulty. In the BECF, parental empowerment and engagement is a guiding principle. Parents play a very important role in determining the success of a child's education. Parents should be empowered to contribute to the learning outcomes for the children so that they become competent in implementing the curriculum.

5.2.5 Challenges Facing Language Activity Implementation

The fifth and final objective of this study sought to find out the challenges facing pre-primary school teachers in the implementation of language activity curriculum. On the

challenges, the study revealed that there were inadequate materials, inadequate skills and knowledge, limited time, high enrolment, parental expectations and lack of support from stakeholders. It was also established that the challenges in terms of magnitude were: lack of materials, lack of support from school managers, lack of in-service opportunities and inadequate pre-primary school teacher training. This training is basically in terms of the CBC.

5.3 Conclusion

This study established to evaluate the implementation of pre-primary language activity curriculum in Busia County, Kenya. From the research findings, the study has concluded that all the independent variables studied have positively influenced learning and thus value addition. This implies that the studied independent variables namely: teachers' level of preparedness, resources, teaching and learning activities, evaluation procedures and challenges have influence on the implementation of language activity curriculum in pre-primary schools in Kenya. Hence, from the findings, the following conclusions can be drawn:

1. Teachers in Busia County pre-primary schools lack competencies in implementing the CBC curriculum. They do not prepare their professional records adequately before language activity Curriculum Implementation.
2. The pre-primary schools in Busia County have inadequate teaching and learning resources, thus making it difficult to implement the curriculum effectively. In language activity area, there is need to equip the pre-primary schools with digital devices and audio materials such as radios so that they can be used for auditory discrimination.

3. Teachers in pre-primary classrooms did not employ variety of teaching and learning activities which bring about stimulus variation in the learning process. Most of the teachers used flash cards, letters cut-outs and real objects. There is need to used audio and audio-visual aids as well. CBC advocates for use of various activities in performing tasks, even after school or without the presence of a teacher. CBC advocated for continuous assessment of learners while observing the competencies that they attain.
4. Evaluation of learners is done regularly in pre-primary classrooms, although the teachers need to reinforce on formative assessment rather than summative assessment. Teachers should continuously gather information about learners using various methods including learners' portfolio progress records, observation of the learners' abilities and competencies in various activities. The CBC advocated for continuous assessment of learners, while observing the competencies that they attained.
5. There are myriad challenges facing the implementation of language activity curriculum in pre-primary schools in Busia County, Kenya. These challenges have been accelerated by the roll out of the new curriculum (CBC).

5.4 Recommendations

The study gave the following recommendations:

1. Teachers need to be re-tooled with knowledge and skills in CBC so that they become competent. In language activity area, teachers need to know how to draw schemes of work and lesson plans from the curriculum designs. They should be trained on how to develop the core competencies basing on the specific learning outcomes. Teachers also need training on how to assess the learners by rating their abilities on various strands and sub-strands learnt. In

order to achieve this objective, the study recommends provision of capacity building opportunities by KICD, TSC and the County Government. Refresher courses on language learning should be regularly organized for teachers to improve in their knowledge and pedagogy.

2. Teachers need to be innovative in acquisition of resource materials. The study recommends the use of locally available resources so as to improve adequacy. These resources can be collected from the environment or made by stakeholders during a material making day. Other materials can be donated by well-wishers, borrowed from other learning institutions or purchased from shops. The materials finally need to be stored well for durability.
3. The study established that most of the teachers engaged learners in one main type of activity which was classroom talk. The study recommends the use of various activities during the instructional process for stimulus variation. Learners should be involved in activities like observation, reciting, painting, tracing, threading, solving riddles and tongue twisters for holistic development.
4. The study revealed that most teachers evaluated learners with written tests at the end of every term. The study recommends that formative evaluation should be employed more often as stipulated in the CBC. Teachers should be encouraged to use the curriculum designs that stipulate clearly the learning outcomes to be achieved. Besides writing, learners in language activity area need to achieve listening, speaking and reading skills. Evaluation therefore should be a continuous process and parents should be engaged. The record of competencies acquired should be well kept and parents be informed of their children's progress.

5. The study established many challenges that faced the implementation of language activity in pre-primary schools. These were: inadequate materials and resources, especially the audio and audio-visual aids. Radios, tape recorders, computers and projectors were rarely available. Teachers observed lacked skills and knowledge in digital literacy and CBC. They did not prepare schemes of work and lesson plans according to CBC. Competency based curriculum was rarely used. Pre-primary schools sampled, lack support from stakeholders. The county government needs to improve infrastructure so that learners can have a child friendly environment, inadequate skills and knowledge limited time, high enrolment and lack of support from stakeholders. The study therefore recommends that the County Government should do the following: Employ more pre-primary teachers to reduce Teacher/Learner ratio; Organize for refresher workshops and seminars for teachers in language activity; Improve funding in pre-primary schools so that more resource materials can be purchased.

5.5 Suggestions for Further Research

A single study cannot exhaust all the issues pertaining language activity curriculum in pre-primary schools. This study brought to the fore several areas that call for further research. These areas suggested for further research include the following:

1. Investigative studies on the implementation of the various activity areas in pre-primary education making findings more user friendly to the teachers.
2. Research into the current formal training opportunities in the areas of language to increase the understanding of the nature of the formal training opportunities available to teachers.

3. A similar study should be carried out in another county and results compared for consistency.
4. Studies on the impact of using language activity experiences to enhance specific learning areas within early childhood settings so as to establish their general role in education.

REFERENCES

- Akala, B. M. M. (2021). Revisiting education reform in Kenya: A case of Competency Based Curriculum (CBC). *Social Sciences & Humanities Open*, 3(1), 100107.
- Amunga, J., Were, D., & Ashioya, I. (2020). The Teacher-Parent Nexus in the Competency Based Curriculum Success Equation in Kenya. *International Journal of Educational Administration and Policy Studies*, 12(1), 60-76.
- Ary, D., Jacobs, L.C., Razavieh, A., and Sorensen, C.K. (2010). *Introduction to research in Education* (8th edition). New York, NY: Hult Rinchart and Wiston
- Barasa, L.P (2005) *English Language Teaching in Kenya: Policy Training and Practice*. Eldoret: Moi University.
- Barbara, L., (2004). *Teachers' professional development: A primer for parents and Community members*. Good printers Inc.
- Basic Education Curriculum Framework, (2017). *Kenya Institute of Curriculum Development*. Government Press
- Begi, N. (2009). *Research, Monitoring and Evaluation*. Kenyatta University, Nairobi
- Bryman, A., and Bell, E. (2015). *Business Research Methods*. London: Oxford University press.
- Bongonko, A.P. (ed). (2008). *Cambridge Advanced Learners Dictionary (9th Edition)*. London: Cambridge University Press.
- Cameron, L. (2007). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Cameron, L. (2003). *Challenges for ELT from the expansion in teaching children*. *ELT Journal*, 57/2, pp.105-112
- Clark, E.V, (2000). *First Language Acquisition*: Cambridge University Press.
- Creswell, J.W., (2009). *Research design: Qualitative, quantitatively and mixed methods approach* (3rd edition), Los Angeles: Sage
- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. I. Upper Saddle River:N.J: Merri.
- Creswell, J. w. (2014). *Research Design: Qualitative and Mixed Methods Approaches*. Los Angeles: Sage
- Cremers, P, and Eggink, J. (2006). *Competency-based training: Curriculum (re) design beyond the hype*. In J. Eggink and E. van Der Werf (Eds), *competency-based: A new approach to learning in Dutch higher education*. Groninger.
- Cohen, L., Manion, L., and Morrison, K. (2013). *Research Methods in Education 5th Edition*. London and New York: Routledge Falmer Taylor and Francis Group.

- Darling – Hammond L *et al.* (2010). *Teacher education and the American future. Journal teacher Education, 6(102), pp. 35-47*
- Denzin, N.K, and Lincoln, Y.S. (Eds.) (2005). *The sage handbook of qualitative research*
- Dickinson, D.K and Tabors, P.O. (2001) *Beginning Literacy with Language*. Baltimore, md: Brookes Publishing Company.
- Egbo, T. (2013). Capacity Building. *Journal of Human Resources, 67-89.*
- Elliot, D.J. (2009). *Praxial Music Education. (Reflections and Dialogues*. New York: Oxford University Press.
- Eshiwani, G. (1983). *Factors Influencing Academic Performance among Primary and Secondary School pupils in Western Province: A policy study*. Nairobi: Kenyatta University Bureau of Educational Research.
- Fullan, M. (2011). *Whole system Reform for innovative*. Teaching and learning: OLSE/ University of Toronto
- Gachoya, A.W., (2008). *Impact of Quality Assurance and Standards on Education quality in Secondary Schools in Nyeri South district Kenya*, (unpublished M.Ed. Thesis) University of Nairobi
- Gichuba, H., Opatsa, R., and Nguchu, B. (2014). Early Childhood Education: Pathways to quality and Equity for All children. *Australian National Library, 1-9.*
- Githinji, P.W. (2007) *Factors contributing to occurrence of vocabulary spurt in Gikuyu speaking Children aged 18-24 months from Othaya Division, Nyeri District Kenya*. Unpublished M. ED Thesis
- Githinji, W. and Karanja, M. (2009). *Philosophical Sociological and Historical Development of ECDE*. Nairobi. Longhorn Publishers
- Githinji, W. (2011). *Philiosophical, Sociological and Historical Foundation of ECDE*. Nairobi: Longhorn Kenya Limited.
- IBE-UNESCO (2015) *What makes a good quality curriculum?* In progress reflection No. 2 Geneva, Switzerland
- IBE-UNESCO (2017). *External report on curriculum pilot implementation*, Nairobi: Kenya
- Indoshi, F.C. (1992). *Implementation of the 8:4:4 Primary School Agriculture Curriculum in Eldoret Municipality: M.Ed. Thesis*. Eldoret: Moi University (unpublished).
- Jwan, J.O. and Ong'ondo, C.O., (2011). *Qualitative research: An Introduction to principles and Techniques*. Eldoret: Moi. University press

- Kabir, S.M.S. (2016). *Basic guidelines for research: An introductory approach for all. Disciplines. VBook Zone Publication*, ISBN: Bangladesh
- Kabiru, M. Njenga. A. J and Swadener, B.B (2003). Early Childhood development in Kenya: Empowering young mothers, mobilizing a community. *Childhood Education*, 79, 358-363.
- Kaburu, G.J. (2007). *A survey of the Utilization of learning resources in Kikuyu Model Pre-primary school in Kikuyu Division*, B.Ed. project, University of Nairobi.
- Karanja, U. (2015). *Developing policies for ECDE in Kenya*. University of Nairobi, PHD Thesis, Retrieved from: <http://www.uonbi.ac.ke>.
- Kahwa, J. (2009). *Identification of the gaps between intentions and practices in the implementation of the 2005 revised biology curriculum*. Unpublished Masters Dissertation University of Dar es salaam.
- Karaka, K. (2007). *Effective teaching in school*. Oxford university press; London
- Kelly, (2018). *List of core competencies for educators*, Sub Urban News Publication, Ohio: U.S.A
- Kenya Bureau of Standards. (2016). *National Economic Survey*, Nairobi: Government Press
- KICD, (2006). *Teacher certificate in Early Childhood Development and Education syllabus*. Nairobi: KICD
- Kenya Institute of Curriculum Development (2010). *Summative Evaluation on the primary School of Education Curriculum*. Nairobi: KICD
- KICD, (2016) *Basic Education Curriculum Framework (BECF)*, Nairobi: Kenya
- KICD, (2017). *Curriculum Designs*. Pre-primary PP1. Government Press
- KICD. (2018). *Report on Competence Based Curriculum Activities Presented to The National Steering Committee 3rd January 2018*. Nairobi
- Kenya Institute of Education, (2008). *Early Childhood Development and Education*.
- Kendra, H. (2013). Early Childhood Education for All. *Journal of Education*, 3, (1) 65-78.
- Kitta, S. and Tilya, F. N. (2010). *The status of learner-centred learning and assessment in Tanzania in the context of the competence-based Curriculum*. (Papers in Education and Development, 29, 77-91
- Kitari, M.J., (2005). *An investigation of the factors influencing performance in the Kenya Certificate of primary Education in Kathonzweni Division, Makueni District*, (Unpublished M.Ed. Thesis) University of Nairobi

- Kioko J. and Muthwii M.J. (2001). *The Demands of a Changing Society: English in Education in Kenya Today Language Culture & Curriculum Vol.14*
- KNEC. Reports (2018). KCPE Examinations Reports: Nairobi
- Kouwenhoven, G. W. (2003). *Designing for competence: Towards a competence-based Curriculum for the facility of education of the Eduardo Mondlane University*. Doctoral Thesis. University of Twente, Netherlands
- Koskei, B.K. & Chepchumba, E. (2020). *Teachers' competency as a cornerstone on the implementation of competency-based curriculum in Kenya. A case of lower primary schools in Nakuru County. International journal of Educational Research, 8(2)*
- Kothari, C.R., and Gang, W. (2014). *Research methodology Methods and Techniques*. New Delhi: New Age International (P) Ltd Publishers.
- Krashen, S.D. and Terrel, T.D. (1983): *The natural approach: Language acquisition in the classroom*. London: prentice Hall Europe
- Kyaruzi, F. (2011). *The content validity of Basic mathematics continuous assessment. The case of secondary schools in Coast and Dar es Salaam regions, Tanzania*. Unpublished Masters Dissertation. University of Dar es Salaam.
- Leslie, P. (2014). *Early Childhood Education for All: The economic impacts of child care and early education: financing Solution for Future New York Legal Momentum*. New York: Retrieved from <http://www.familyinitiative.org>.
- Litchman, M., (2009). *Qualitative research in education: A user's guide CA: Sage*
- Litchman, M (2013). *Qualitative Research in Education: A user's guide: (3rd ed) USA: SAGE Publication*
- Luvanga, H. (2003). *Teacher related factors that affected implementation of Integrated Secondary Christian Religious Education (CRE) syllabus in Mombasa District Kenya*. M.Ed. Kenyatta University: Nairobi
- Machado, J.M, (2003). *Early Childhood Experiences in Language Arts*. Canada: Delmar Learning.
- Magoma, M. (2011). *Curriculum innovation in Kenya: A case of introduction and implementation of secondary integrated English*. Unpublished PhD thesis Kenyatta University: Nairobi.
- Maina, G, & Rosemary, W, (2019). Digital literacy enhancement status in Kenya's competency
- Manoj, L. (2011). The ECDE Issues in India. *Journal of Education in India, 4, (1)* 987-990.
- Marsh, C. and Willis, G., (2007). *Curriculum: Alternative Approaches, Ongoing issues*. Englewood Cliffs, New Jersey: Prentice Hall, Inc. 4th Edition.

- Masinde, R. (2005) *First Language Transfer and its implications on the learning of English*. M. Phil Thesis, Eldoret: Moi University.
- Maodzwa-Taruvinga, M. and Cross, M. (2012). Jonathan Janse and the curriculum debate in South Africa: An essay review of Jansen's writing between 1999 and 2009 (*Curriculum inquiry* 42 (1) 126-152. Nairobi: KIE
- Municipal Education Offices Statistics (2010), *Busia Municipality ECDE Enrollment*, 2010.
- Mberia, K. (2016). Mother Tongue as media of instruction: The case of Kenya. The University of Nairobi journal of Language and Linguistics, Vol.5, 46-49
- Mbithi, E.K. (2014). Multilingualism, language policy and creative writing in Kenya
- Ministry of General Education, (2013a). *The Zambian Curriculum Framework*. Lusaka Curriculum Development Center
- Ministry of General Education (2013b). *The Teachers Curriculum Implementation Guide*. Lusaka: Curriculum Development Center
- Mohammad, D. (2011). Impact of teacher Quality on Academic Achievement of students at Secondary stage in punjab. *Journal of International cooperation in Education* vol 12 No. 1
- Momanyi, G, & Rosemary, W. (2019). Teacher preparedness for the implementation of competency-based curriculum in Kenya: A survey of early grade primary school teachers' in Bomet East Sub County. *The cradle of knowledge African journal of Educational and Social Science Research*, 7, 2617-7315-e
- Monda, T.M. (2012). *Influence of teaching and learning materials on children performance in pre-primary schools in Borabu District, Nyamira County, Kenya*. Unpublished Thesis University of Nairobi.
- Mose, P.N. (2017) *Language in Education policy in Kenya: Intention, Interpretation, Implementation*.
- Mugenda, A and Mugenda, O. (2012). *Research methods dictionary*. Nairobi, Kenya arts press 2012.
- Mugenda, A., and Mugenda, B. (2007). *Research Methods Qualitative and Qualitative Approach*. Nairobi: ACTS press.
- Mulenga I, M and Mwanza, C. (2019). Teacher's voices crying in the school wilderness: Involvement of secondary school Teachers in Curriculum Development in Zambia. *Journal of Curriculum and teaching*.
- Mulenga, I. M and Lubasi, I. M (2019). Teachers present in school but absent in class. Utilization and 'Silent Erosion' of learning time in the implementation of the Curriculum in Mongu district of Zambia. *European Journal of Education studies*.

- Mulenyia, I., & Kabombwe, Y.M. (2019). Understanding a competency-based curriculum and education: The Zambian perspective. *Journal of hexicagraphy and Terminology*, 3(i), 106-134
- Muthwii, M (2001). *Language Policy and Practices in Education in Kenya and Uganda: Perception of parents, pupils and teachers on the use of Mother Tongue*, English and Kiswahili in Primary Schools. D. Phil Thesis. Nairobi. (Unpublished)
- Muricho, P.W, & Chang'ach, J.K. (2013) Education reforms in Kenya for innovation. *International journal for Humanities and Social Sciences*, 3 (9)
- Muithungu, C.E. (2003): teaching resources for young children. Longhorn publisher's Nairobi
- Musungu, I. and Nasongo, J.W., (2008). The headteachers role in academic achievement in Secondary schools in Vihiga district Kenya: *Educational research and review*, Vol3(10)
- Mkandawire S.B. (2010). Impediments to Curriculum implementation in learning institutions. *African Higher Education Rewiew*.8 (2)
- NACECE, (2000). *Toys and Materials for Play and Learning*. East African Educational Publishers
- NACECE, (2003). *Guideline for ECDE in Kenya*. Nairobi: KICD
- Nasibi, M.W. (2005). *Early Childhood Education Teaching at school*. Rehema publishers
- Neuman, S.B and Dickinson, D.K. (2001) *Handbook of Early Literacy Research*, New York: Guilford Press.
- Nambela, C. (2016). *An Evaluation of the Effectiveness of the Revised 2013 Curriculum on the provision of Quality secondary Education in selected schools in Kitwe District, Zambia*. M.Ed Dissertation. The University of Zambia
- Ng'asike,J. (2004). *Teachers' use of play as medium for bridging pre-primary school children*. Mathematical Expenses: A study of Kasarani Division, Nairobi, Kenya. An Unpublished M.Ed. Thesis. Kenyatta University:
- Ngaraiya, S., (2006). *Pre-primary education and school readiness: The Kenyan experience: Paper Presented at the conference Association for the Development of Education in Africa*. Libreville, Gabon March 27-31, 2006
- Njeng'ere D (2017). *The why, what and How of Competency Based Curriculum Reforms –the Kenyan experience, Nairobi: Kenya*
- Njue A.M, (2010). *Challenges faced in the provision of Early Childhood Education in Gachoka Division of Mbeere District*. Unpublished M.Ed. research project. Kenyatta University: Nairobi

- Nyika, A. (2015). Mother tongue as the medium of instruction at developing country universities in a global context. *The South African Journal of Science* Vol. III
- Odundo, P. (2013). *Determinants of Effective Curriculum Implementation in ECDCs in Nakuru Municipality*. Kabarak University, Retrieved from [Http://. www.kabarakuniversity.ac.ke](http://www.kabarakuniversity.ac.ke).
- Okobia, E.O. (2011). Availability and Teacher's use of Instructional materials and Resources. In the implementation of social studies in Junior secondary schools in Edo state, Nigeria
- Oluoch, G.P., (2006). *Essentials of Curriculum development (3rd Edition)*. Handbook for Early Childhood Development Education Syllabus. Nairobi: KIE
- Ominde, S. H. (1964) *Kenya Education Commission (Part 1)*. Nairobi: Government Printer.
- Omulando, C. (2002). *The effect of Kiswahili on the use of English as a Medium of Instruction in Kenya Secondary Schools*. M. Phil Thesis. Eldoret: Moi University (unpublished)
- Ondimu, S.M. (2018). *Teachers' preparedness for Implementation of the competency-based curriculum in private pre-school in Daggoroti North Sub County, Nairobi County*: Doctoral. Dissertation, University of Nairobi.
- Osuji, J. (2014). The challenges of Teaching Professional. *Journal of Management*, Vol 20; 8.
- Otieno, R. (2019, May 21). Sossion. *Why we are opposed to CBC*. The Standard Newspaper.
- Otto, B. (2009). *Language Development in Early Childhood*. Upper Saddle River, New Jersey: Merrill
- Otunga, R.N, (2011). *A Handbook for Curriculum and Instruction* Moi University Press.
- Paul, S., & Linda, R. (2013). Building Teachers capacity in ECDE. *Journal of Educational Research*, Vol 2,67-78.
- Paul, A. and Tilya, F. (2014). The 2005 secondary school Curriculum Reforms in Tanzania: Disjunction between policy and practice in its implementation. *Journal of Education and practice*
- Republic of Kenya, (1976). *Report of the National Commission on Educational Objectives and Policies (Gachathi Report)*. Nairobi: Government Printer.
- Republic of Kenya, (1988). *Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report)*. Nairobi: Government Printer.

- Republic of Kenya, (1999). *Totally Integrated Quality Education and Training (Koech Report)*. Nairobi: Government Printer.
- Republic of Kenya, (2007). *Kenya Vision 2030*, Nairobi: Government Printers.
- Republic of Kenya (2007). Government of Kenya, Vision 2030. Nairobi: Government press
- Republic of Kenya (2010). *The Constitution of Kenya*. Nairobi: Government Press
- Republic of Kenya. (2010). *Task force report on the re-alignment of the education sector the constitution of Kenya 2010: towards a globally competitive quality education for sustainable development* Nairobi: Government Press
- Robertson, D.R. & Nilson, B.L. (Eds.) (2008). *To improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, Vol. 26. San Francisco: John Wiley and Sons, Inc
- Sekaran, U. (2013). *Research Methods for Business: A Skills Building Approach*. New Delhi:
- Sinyei, C. J. M. (2011). *Secondary School Music Curriculum in Kenya: Theory and Practice*. Germany: VDM Publishers.
- Shemwelekwa, R. (2008). *The effectiveness of adoption of competence-based education for teaching and learning mathematics in secondary schools in Tanzania unpublished Master Dissertation*. University of Dar es Salaam
- Spreen, C. A., and Vally, S. (2010). Outcome-based education and (dis) contents: Learner- Centred pedagogy and the education crisis in South Africa. *A journal of comparative Education History of Education and Educational Development*, 16(1), 39-58.
- Stake, R.E. (2006). *Multiple case study analysis*. The Guilford press, New York
- Sudha, (2018). *Tips for designing rubrics for assessment*, Nalenda Education Institutions, Mumbai: India
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass, & C. G. Madden (Eds.), *Input in second language acquisition* (pp. 235- 253). Rowley, MA: Newbury House.
- Timothy, V.A. (2011). *An assessment of competence-based Curriculum implementation in teaching and learning ordinary level physics*. The case of Singida Municipality, Tanzania). Unpublished masters Dissertation. University of Dar es Salaam.
- Thomas A. Schwandt (2015). *Evaluation Foundations: Cultivating a life of the mind for practice*: Standford University press

- Thompson, S. (2010). *Good Language Learner Traits Module Paper*. University of Birmingham. Unpublished)
- Tyler, R.W (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.
- UNESCO, (2005). *Policy Review Report. Early Childhood care and Education in Kenya*. The Section for Early Childhood and Inclusive Education. Division of Basic Education: Nairobi.
- UNESCO, (2006). *Policy on Childhood: Impact of free primary Education on Early Childhood Development*. Paris: UNESCO
- UNESCO (2006). *Fact book on education for all*. Kenya basic education indicators. Nairobi: UNESCO. <http://www.unesco.org/education> (retrieved February 11, 2015)
- UNESCO (2009). *Training Tools for Curriculum Development. A Recourse pack, UNESCO Education in Kitui District*. Unpublished M.Ed. Research project. Kenyatta University: Nairobi
- UNESCO (2010). *Education for all Knowledge Sharing-Grassroots Stories- Kenya*. Nairobi: Education-Webster.
- UNESCO IBE (2014). *Competency-based curriculum and curriculum autonomy in the Republic of Korea by Keunho Lee, Working Papers on Curriculum Issues No.12* Geneva: UNESCO
- UNESCO. (2014). Strong Foundation: Early Childhood Development: EFA Global Monitoring Report. *Journal of UNESCO publishing press*, 34-70
- UNESCO. (2014). *2014 UNESCO Report*. State of Mother Tongue Instruction in Sub Saharan Africa. New York, UNESCO Press.
- UNESCO (2015). *World Education Forum 2015: Incheon declaration, Education 2030: Towards inclusive and equitable quality Education and lifelong learning for all*. Geneva: UNESCO
- UWEZO. (2015). *Are Our Children Learning? Literacy and Numeracy in Uganda 2014*. Kampala: Twaweza East Africa
- Wisselink, R., Biemans, H.J.A., Mulder, M. and Van den Elsen, E.R.V. (2007). Competence- based by Dutch researchers. *European journal of vocational Training*, 40(1) 38-51
- URT. (2000). *Tanzania development vision 2025*. Dar es Salaam: Planning Commission
- Udofot, K. (2013). Policy and Legislation of Teacher Education. *Journal of Policy Research International*, 56-70

- Vitiello, V.E., and Kools, M. (2010). Good Governance of Early Childhood Development Programmes in Developing Countries: the need for a Comprehensive Monitoring system. *UNICEF Innovative Research centre*, 45-65.
- Waweru, J.W. (2018). *Influence of teacher preparedness on the implementation of competency-based curriculum in public primary schools in Nyandarua North Sub County*. Unpublished Masters' thesis. University of Nairobi.
- Willis, D and Willis, J. (2007). *Doing Task-based Teaching*. Oxford University Press.
- Virbu, A. (2015). *The significance of language as a tool of communication*. Naval Scientific Bulletin.

APPENDICES

Appendix A: A Questionnaire for Pre-Primary School Teachers

Dear Teacher,

This research attempts to evaluate the implementation of language activity curriculum at the pre-primary level of learning. Kindly complete this questionnaire as accurately and as truthfully as possible. No response is correct or wrong. Your responses will be treated with uttermost confidentiality during and after the study.

Thank you.

INSTRUCTIONS:

For each item put a tick in the brackets (√) against the appropriate response or fill in the blank spaces.

SECTION A: TEACHER PREPAREDNESS

1. What is your professional status:

Certificate in ECDE () Diploma in ECDE ()

Others [please specify] _____

2. Your highest academic qualification

a) KCSE () b) KCPE () c) B. Ed in ECE ()

d) Others [specify] _____

3. (a) Are you pursuing any further studies? Yes () No ()

(b) If yes, specify the following:

College _____ Course _____ Level to be attained: _____

4. a) Have you ever attended seminars, workshops or any other in-service courses related to pre-primary Language Activity Curriculum? Yes () No ()

b) If yes, indicate the following:

c) Frequency of attendance:

Many times () Occasionally () Rarely () Never ()

d) The most recent attendance, specify:

e) Who were the resource persons?

f) Would you say the course was useful? Yes () No ()

g) Explain how the course (s) was/were useful to you

.....
.....

h) What suggestions can you give for future improvement of such courses as the one attended?

.....
.....

5. Each of the following statements expresses an opinion you have towards pre-primary language activity. Put a tick (✓) against the response that best describes your statement depending on the extent of your agreement with it.

Statement	Type of response		
	Agree	Uncertain	Disagree
I plan daily for language activities			
Planning helps me teach well			
I follow the timetable while teaching			
I scheme every term for language activities			
The curriculum design guides me in teaching			
Language activity requires a lot of preparations			
Progress records help me plan for Remedial			

6. a) Have you ever been supervised in your teaching by anyone?

Yes () No ()

- b) Who supervised you?

- c) The frequency of supervision

Many times () Occasionally () Once ()

- d) The last time you were supervised:

This year () Last year () More than a year ago () I cannot remember ()

- e) Was the supervision helpful or valuable? Yes () No ()

7. a) In your opinion, does the head teacher support the language activities?

Yes () No ()

b) State the ways in which this is done

.....

SECTION B: USE OF RESOURCES

8. a) List the materials and resources you use in teaching language activities

.....

b) Who provides the resources and materials you use for teaching language activities

.....

c) Do you have enough space to store material resources for teaching language activities? Yes () No ()

d) Where do you store them and how?

.....

e) In your opinion, are there enough instructional materials for teaching language?

Yes () No ()

- f) Where do you obtain stories, poems, riddles and tongue twisters that you use in the teaching of language activities? (Tick or fill in the blank)

My own collection () From the children in class ()

From the activity books () Others (specify) ()

- g) How do you use the stories, poems, riddles and tongue twisters during the language activities lesson?

.....

- h) Using the table below, put a tick (✓) in the box against each material in the column according to the frequency of its use

Material	Frequency		
	Always	Sometimes	Never
Letter flash cards			
Story books			
Dominoes			
Lotto games			
Letter cut-outs			
Pictures			
Wall charts			
Radio			
Computer			
Projector			
Real objects			

SECTION C: TEACHING AND LEARNING ACTIVITIES

9. Which language do you use for teaching language activity?

a) In Pre-primary 1:

.....

b) Pre-primary 2:

.....

c) Why do you prefer this language?

.....

.....

d) Put a tick in the box against the following activities to indicate whether or not you do the indicated activities during language activities.

Level	Activity	Frequency		
Pre-primary I	Observing			
	Recalling			
	Reciting			
	Painting			
	Tracing			
	Treading			
Pre-Primary 2	Talking			
	Solving riddles			
	Tongue twisters			
	Writing			

e) Rate the following approaches and strategies of teaching according to how frequently you use in your language lessons

Approach	Always	Sometimes	Never
Individual child-centered			
Thematic integrated approach			
Strategies	Always	Sometimes	Never
Singing			
Role playing			
Story telling			

Others: (specify) _____

SECTION D: EVALUATION PROCEDURES

10 a) Do you evaluate or assess learners in language activity?

Yes () No ()

b) If yes, what evaluation procedures do you use?

.....

c) Which evaluation procedure do you use often?

.....

d) Why do you prefer using it?

.....

e) After evaluation, what do you do with the results?

.....

11. How are the parents involved in evaluation process?

.....

SECTION E: CHALLENGES FACED IN TEACHING LANGUAGE ACTIVITY

12. In your opinion, does the head teacher support the language activity teaching and learning? Yes () No ()

a) What challenges do you face while teaching language activities?

.....

b) How can the above challenges be resolved?

.....

- 13 Using the statements given below, put a tick (✓) in the box against each statement in the column that best explains the degree of seriousness of the problems in the teaching language activities in the ECDE institutions

Challenges	Frequencies and percentage of the magnitude of the challenges		
	Very serious	Manageable	No serious
Inadequate preschool training			
Lack of in-service opportunities			
Lack of facilities and materials			
Lack of support from school managers			
Limited time available to teach it			
Staff values and attitudes			
Teachers' experience and confidence			
Geographical location and costs			
The number of children and staff			
Potential expectation			

Appendix B: Interview Schedule for DICECE Coordinators

1. How long have you served in your present station?
2. What type of support do you give to the pre-primary institutions?
3. Are there any seminars or workshops organized for language activities teachers?
If yes, who organizes?
4. How are participants for these programmes selected?
 - a) When was the most recent such programmes?
 - b) Who were the facilitators during the seminar/workshop?
5. What would you suggest should be done in the following areas to improve the teaching and learning of pre-primary language activities?
 - a. Teacher participation (training)
 - b. Provision of learning /teaching resources
 - c. Management support
 - d. The pre-primary language curriculum
 - a) Evaluation of learners' progress.
6. a) Do you think the language curriculum is relevant in the pre-primary curriculum design?
 - b) If yes, how relevant is it?
 - c) If no, why don't you think so?

Appendix C: Interview Schedule for Headteachers

1. How many pre-primary teachers do you have in your institution?
2. In what ways do you assist the teachers implement pre-primary education?
3. Do your teachers attend any seminars or workshops?

If yes, to what extent is the training useful?

4. If they do not attend, why don't they?
5. Are seminars and workshops too demanding to the institution financially?
6. Are you required to provide any assistance towards language activities?

If yes, what type of assistance do you give?

7. Do you provide the teachers with all the necessary teaching and learning materials they require for language activities?

If yes, what materials do you provide?

If not, which materials need to be provided?

Who should provide them?

8. What measures have you taken to alleviate the problem?

Appendix D: Interview Schedule for the County Director Pre-primary Education

1. How long have you worked with the county government?
2. What instructional materials are available for teaching language activities at pre-primary level?
3. In your opinion, are the materials developed adequate?
4. What instructional materials are teachers expected to improvise?
5. Does KICD hold any seminars for pre-primary teachers?
If yes, which is the most recent?
6. Is there feedback from the field so as to know how the language activities curriculum is being implemented?
If yes, how do you get such feedback?
7. How successful is the implementation process?
8. Do you encounter any problems in relation to the implementation of the pre-primary language activity curriculum? If yes, how can these problems be solved?

**Appendix E: Interview Schedule for Education Standards & Quality Assurance &
Commission Officer (ESQAC)**

1. What role do you play in the provision of materials for the pre-primary curriculum?
2. Do you organize seminars or workshops for pre-primary teachers?
If yes, how often are these courses organized
3. When was the most recent such course organized?
4. How many teachers attended?
5. In your opinion, was the turn out satisfactory?
6. How many days did the seminar/workshop last?
7. What was covered in the seminar/workshop?
8. Were the objectives of the seminar/workshop realized?

If not, what was left out?

9. Who were the facilitators during the seminar?
10. What criteria do you use to select facilitators for such seminars?
11. How often have you supervised the implementation of the pre-primary curriculum?
12. What problem, if any, are the teachers facing?
13. What do you think causes these problems?
14. How do you assist teachers solve them?
15. Do you experience any problems in your supervision?

If so, what are they?

Appendix F: Observation Schedule for ECDE Institutions

Lesson Observation Schedule:

School Code.....

Category of School

Date Time.....

Topic.....

Activity

Classroom Observation

Item	Description
Introduction	
Lesson presentation	
Mastery of content	
Learner participation	
Teacher confidence	
Resources used	
Learning centers	
Displays present	
Evaluation procedure used	
Adequacy of materials	
Setup of the classroom	
Time management	
Assignments	
Seating plan	

Observation of the environment

Item	Description
Playground	
Enthusiasm	
Involvement	

Summary of the Observation Questions

1. What was the teacher trying to have the children learn?
2. What methods did the teacher employ to help them learn?
3. What were the observable results of the instruction?
4. What appeared to be the objectives of the class?
5. How did the teacher try to achieve these objectives?
6. How did the children respond to the teaching procedures?
7. How well were the objectives of the class accomplished?
8. What was particularly impressive about what the teacher did in teaching the class?
9. What would the researcher have done differently that had not been done? Any other information or thoughts?

Appendix G: Document Analysis Schedule (Availability of Resource Materials and Facilities)

FACILITIES AND DOCUMENTS	AVAILABILITY	DESCRIPTION OF THE CONDITION/STATE
Classroom		
Playground		
Manuals, Charts, pictures		
Picture books		
Curriculum designs (indicate edition)		
Schemes of work		
Lesson plans		
Reference materials		
Records of work		
Pupil's progress records		
Assessment tools (KSRAT)		

These will be the guiding questions during the document analysis session 1.

1. List the reference materials used by the teachers and state your adequacy.
2. Are there schemes of work, lesson plans and records of work generally checked and approved?
3. Are the children's progress records analyzed for further improvement of the teaching and learning of language activities?
4. Which edition of the syllabus and guidebooks do teachers use?
5. Do the teachers demonstrate the teaching of language concepts effectively?
6. How is the teacher's initiative level manifested in improvisation?
7. How adequate is the storage of learning and teaching materials?
8. Analyze the records kept by the teachers.

Appendix H: A Sample of a Competency-Based Lesson Plan

School Name: Teacher's name:

Grade:

Term	Date	Subject	Class	Sub-strand	Lesson	Duration	Class size

Sub-strand 1.1 common greetings and farewell

Core Competence: communication and Collaboration

Title of the lesson: Hello

Instructional outcome: the learner should be able to respond appropriately to general greetings at home and at school.

Learning materials: work book for pre-primary, pictures, realia, charts, ICT devices

References: language activities curriculum design (vol.1) by KICD (2017)

Work book pre-primary

Pertinent and contemporary issues: Citizenship, social cohesion

Life skills: effective communication and inter personal relationships

Lesson development

Introduction

Step 1

Step 2

Conclusion

Summary

Assessment: oral questions, observations, portfolio

Suggested assessment Rubrics

Exceeds expectation, meets expectation, approaching expectation and below expectation

Appendix I: Language Activities Assessment matrix

Key: EE – Exceeding expectation, ME – Meet Expectation, AE – approach

Expectation, BE – Below Expectation


Rate Learners ability to:		Tick appropriately under each rubric category				
		EE	ME	AE	BE	Comments and remarks
		4	3	2	1	
TERM						
1						
1.0	LISTENING					
1.1	Common greetings and farewell					
	Respond appropriately to general greeting i.e. How are you? Related to in and out of school					
	Respond appropriately to time related farewell greetings					
	Relate to time related farewell					
	Demonstrate greetings in and out of school					
	Respond to verbal and non-verbal greeting					
1.2	Listening for comprehension					
	Listening to short stories attentively and answer questions correctly in class					
	Solve simple riddles					
	Recite poems and rhymes with occasions and actions					

Appendix J: A Map Showing the Sub-Counties in Busia County

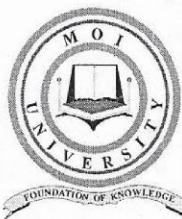
Appendix K: Research Permit NACOSTI

THIS IS TO CERTIFY THAT: Permit No : **NACOSTI/P/17/69495/15607**
MS. SPECIA AKELLO Date Of Issue : **17th February, 2017**
of MOI UNIVERSITY, 855-50400 Fee Recieved : **Ksh 2000**
BUSIA, has been permitted to conduct
research in Busia County
on the topic: AN EVALUATION ON THE
IMPLEMENTATION OF LANGUAGE
ACTIVITY CURRICULUM IN PRE-SCHOOLS
IN BUSIA COUNTY, KENYA
for the period ending:
16th February, 2018

Specia Akello
Applicant's Signature


[Signature]
Director General
National Commission for Science, Technology & Innovation

Appendix L: Introductory Letter Moi University



MOI UNIVERSITY

Office of the Dean School of Education

Tel: (053) 43001-8

(053) 43555

Fax: (053) 43555

P.O. Box 3900

Eldoret, Kenya

REF: MU/SoED/PGS/54

DATE: 30th January, 2017.

The Executive Secretary

National Council for Science, Technology
and Innovation

P.O. Box 30623-00100

NAIROBI

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF AKELLO SPECIA -
(EDU/D.PHIL.CM/1010/14)**

The above named is a 2nd year Doctor of Philosophy (Ph.D.) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of her Ph.D. Studies that she conducts research and produces a thesis. Her research is entitled:

“An Evaluation on the Implementation of Language Activity Curriculum in Pre-Schools in Busia County, Kenya.”

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,



 Sign:
PROF. J. N. MWENDIRI
DEAN, SCHOOL OF EDUCATION

Appendix M: Authorization Letter Ministry of Education

MINISTRY OF EDUCATION

Telephone: 055-22152

Fax: 055-22152

When replying please quote

Email: cdeducation.bsa@gmail.com



**COUNTY DIRECTOR OF EDUCATION
BUSIA COUNTY
P.O. BOX 15 - 50400
BUSIA (K)**

Ref No. BSA/CDE/ED/9/6/(145)

31st March, 2017

The Sub-County Director of Education
BUSIA

**RE: RESEARCH AUTHORIZATION FOR
SPECIA AKELLO (MOI UNIVERSITY)**

The above named officer has been granted authority to conduct research on “*an evaluation on the implementation of language activity curriculum in pre-schools in Busia County, Kenya*”

Please accord her necessary assistance while visiting our learning institution.

O.J. ODHIAMBO
FOR: COUNTY DIRECTOR OF EDUCATION
BUSIA



Appendix N: Authorization Letter County Commissioner

REPUBLIC OF KENYA



THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Email: ccbusia@gmail.com
Telephone: 055 - 22598
Fax No: 055 - 22231
When replying please quote

COUNTY COMMISSIONER'S OFFICE
BUSIA COUNTY
P.O. BOX 14 - 50400
BUSIA (K)

REF.ADM. 15/4/109

31st March ,2017

Specia Akello
Moi University
P.O. Box 3900 -30100
ELDORET

RE: RESEARCH AUTHORIZATION.

Following your research authorization vide Ref.
NACOSTI/P/17/69495/15607 dated 15th February, 2017 by the National
Commission for Science ,Technology and Innovation on " **An evaluation
on the implementation of language activity curriculum in pre- schools in
Busia County,**"

Iam pleased to inform you that you have been authorized to carry out
research on the same in this County for the period **ending 16th February,
2018.**

Frederick Seunda
For: County Commissioner
BUSIA COUNTY

Copy to:
All Deputy County Commissioners
BUSIA COUNTY

COUNTY COMMISSIONER'S OFFICE,BUSIA