

**EXTENSIVE READING AND ITS INFLUENCE ON LANGUAGE SKILLS  
AMONG LEARNERS OF ENGLISH LANGUAGE IN SECONDARY  
SCHOOLS IN KENYA**

**LORNA WAFULA**

**A THESIS SUBMITTED TO THE DEPARTMENT OF CURRICULUM,  
INSTRUCTION AND EDUCATIONAL MEDIA, SCHOOL OF EDUCATION  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE DEGREE  
OF DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE EDUCATION**

**MOI UNIVERSITY**

**OCTOBER, 2017**

## DECLARATION

### Declaration by Candidate

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Lorna Wafula**

**EDU/D.PHIL/CM/24/09**

### Declaration by the Supervisors

This thesis has been submitted with our permission as University supervisors.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Prof. L. P. Barasa**

Department of Curriculum Instruction & Educational Media.

School of Education

Moi University

**ELDORET**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Prof. J. Agalo**

Institute of Open and Distance Learning

School of Education

Moi University

**ELDORET**

**DEDICATION**

This work is dedicated to my husband Simiyu and our beloved children Naliaka, Supa, Mwenya and Sia. May you leavelong.

## **ACKNOWLEDGEMENTS**

My special thanks go to my supervisors Prof. L. P. Barasa and Prof. J. Agalo for their valuable advice, which went into making this work a great success.

My gratitude goes to my lecturers, Prof. P. Kafu, Prof. C. Mukwa, Prof. J. Too, Prof P. Amuka and Dr. C. On'gondo to whom I will always be indebted to for their valuable knowledge.

I sincerely appreciate the Principals, Deputy Principals, teachers and the form three students of the schools that participated in this study. Appreciation is due also to my colleagues Winy, Catherine, Tobias and Solomon, who in one way or another helped me through the sharing of ideas, reading materials and support throughout the course. To Charity Masibo who helped put my work in proper print, thank you.

Since it is not possible to mention all those who assisted me, to you who participated in making this work a success, I do thank you.

## ABSTRACT

Extensive reading is a multifaceted process involving word recognition, comprehension, fluency, and meaning. It requires that one identifies, coordinates, constructs and makes meaning out of print. The Kenyan education system recognizes extensive reading as an opportunity for learners to explore their interests, gather information, improve their knowledge of English language and gain competence in language skills. The purpose of this study was to investigate extensive reading and its influence on language skills among learners of English Language in secondary schools in Kenya. The objectives of the study were: To find out the influence of extensive reading programmes in secondary schools on learners' language skills, to determine the kinds of reading materials that influence learners' language skills, to establish the types of extensive reading activities that influence learners' language skills, to establish the challenges that learners face and to identify possible solutions to the challenges. The variables of the study included; extensive reading as the independent variable and language skills as dependent variables. The study adopted Piaget's theory of psychological constructivism which states that learning is an activity of knowledge construction by the individual learner. The researcher adopted the relativist-interpretivist philosophical paradigm, hence used the qualitative research approach. The target population comprised learners and teachers of English language in secondary schools in Uasin Gishu County. The instruments of data collection were interviews schedules, tests and focus group discussions. Purposive sampling techniques were used. The study findings revealed that students hardly read extensively, due to the challenges encountered, schools lacked organized extensive reading programmes and activities and also lacked reading materials of interest to learners. It was concluded that drills were the main source of language input to learners. The study recommended that: the Ministry of Education should come up with policies that promote extensively reading in schools and sensitize teachers on its importance through seminars and workshops.

## TABLE OF CONTENTS

DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
ABSTRACT .....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
OPERATIONAL DEFINITION OF TERMS .....	xii
ABBREVIATIONS AND ACRONYMNS .....	xvi
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>BACKGROUND TO THE STUDY</b> .....	<b>1</b>
1.1 Introduction.....	1
1.2 Background to the study .....	1
1.3 Statement of the problem .....	7
1.4 The Purpose of the Study .....	8
1.5 Objectives of the Study .....	8
1.6 Research Questions .....	9
1.7 Rationale of the Study.....	9
1.8 Significance of the Study .....	10
1.9 Scope and Limitations of the Study .....	11
1.9.1 Scope of the Study.....	11
1.9.2 Limitations of the Study .....	11
1.10 Assumptions of the Study .....	12
1.11 Theoretical Framework.....	13
1.12 Conceptual Framework .....	15
1.13 Chapter Summary .....	17
<b>CHAPTER TWO</b> .....	<b>18</b>
<b>LITERATURE REVIEW</b> .....	<b>18</b>
2.1 Introduction.....	18
2.2 Extensive and Intensive Reading .....	18
2.3 ER and Language Skills.....	20
2.3.1 Skimming .....	21

2.3.2 Scanning .....	22
2.4 Materials for ER.....	22
2.5 Role of the Teacher and the Student in Promoting ER.....	23
2.6 Strategies to Engage Learners in ER .....	26
2.7 Benefits of Extensive Reading.....	31
2.8 Challenges of ER and Possible Solutions .....	33
2.8.1 Challenges of Extensive Reading.....	33
2.8.2 Possible Solutions .....	39
2.9 Reading Programmes .....	43
2.9.1 Students' Team Reading .....	44
2.8.2 Read 180 Read 180 .....	45
2.8.3 Cooperative Integrated Reading and Composition (CIRC) .....	45
2.9.4 Voyager Passport.....	45
2.9.5 The Reading Edge .....	46
2.9.6 Strategy Instruction Program .....	46
2.9.7 Jostens Reading Programme .....	47
2.10 Review of Related Studies .....	47
2.11 Chapter Summary .....	51
<b>CHAPTER THREE .....</b>	<b>52</b>
<b>RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>52</b>
3.1 Introduction.....	52
3.2 Research Design.....	52
3.3 Research Methodology .....	52
3.4 Philosophical Paradigm .....	53
3.5 Mixed Method.....	55
3.6 Study Location .....	56
3.7 Target Population.....	57
3.8 Variables of the Study.....	58
3.9 Sampling Procedures and Study Sample .....	58
3.9.1 Sampling Procedure .....	58
3.9.2 Study Sample.....	59
3.10 Data Collection Instruments .....	60
3.10.1 Tests .....	61
3.10.1.1 Vocabulary Test.....	63

3.10.1.2 Comprehension Test .....	64
3.10.1.3 Grammar Test .....	65
3.10.1.4 Writing Test .....	66
3.10.1.5 Oral Skills Test .....	66
3.10.2 Self Evaluation Test .....	67
3.10.3 Interview Schedules .....	68
3.10.4 Focus Group Discussion.....	69
3.11 Summary of Data Collected and Methods Used.....	70
3.12 Trustworthiness of the Research.....	71
3.12.1 Credibility.....	71
3.12.2 Dependability .....	71
3.12.2.1 Pilot Study .....	72
3.12.3 Transferability .....	73
3.12.4 Confirmability .....	73
3.13 Data Analysis .....	74
3.14 Ethical Considerations .....	75
3.15 Chapter Summary .....	77
<b>CHAPTER FOUR.....</b>	<b>78</b>
<b>DATA PRESENTATION, ANALYSIS, INTERPRETATION AND</b>	
<b>DISCUSSION .....</b>	<b>78</b>
4.1 Introduction.....	78
4.2 Demographic Description of Participants .....	78
4.3 Data Obtained from Language skills Tests .....	78
4.3.1 Language Skills Test Scores Among Schools.....	81
4.3.2 Rating of Students' Performance in Language Skills Tests.....	83
4.4 Data Obtained From Self Evaluation Tests .....	85
4.4.1 Rating of the Students' Performance in Self Evaluation Tests .....	88
4.5 Language Skills Tests and Self-Evaluation tests. ....	89
4.6 Data Obtained From Focus Group Discussions. ....	91
4.7 Data Obtained from Interview Transcripts. ....	103
4.8 Chapter Summary .....	112
<b>CHAPTER FIVE .....</b>	<b>113</b>
<b>SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS</b>	<b>113</b>
5.1 Introduction.....	113



5.2 Summary of the Findings .....	113
5.2.1 Extensive Reading Programmes in Secondary Schools .....	113
5.2.2 Kinds of Reading Materials in Secondary Schools .....	115
5.2.3 Types of Extensive Reading Activities in Secondary Schools .....	116
5.2.4 Challenges of Extensive Reading.....	117
5.2.5 Possible Solutions to the Challenges of Extensive Reading .....	117
5.3 Conclusion .....	118
5.4 Thesis Statement .....	119
5.5 Recommendations.....	119
5.5.1 Recommendations to the Ministry of Education and KICD .....	120
5.5.2 Recommendations to Teachers of English Language, Parents and Students	120
5.6 Suggestions for Further Research .....	121
5.7 Contribution to New Knowledge .....	121
<b>REFERENCES</b> .....	125
<b>APPENDICES</b> .....	135
Appendix 1: Language Test .....	135
Appendix 2: Answers to the Test .....	146
Appendix 3: Focus Group Discussion.....	155
Appendix 4: Interview Schedule for Teachers .....	156
Appendix 5: Test Scores on Language Skills.....	157
Appendix 6: Self-Evaluation Test Scores .....	167
Appendix 7: Materials Read and Frequency .....	175
Appendix 8: Research Permit from Moi University .....	188
Appendix 9: Research Clearance Permit.....	189
Appendix 10: Research Authorization NACOSTI.....	190
Appendix 11: Research Authorization - MOEST .....	191
Appendix 12: Map of the Study Area .....	192

**LIST OF TABLES**

Table 2.1: Connecting Learning to Students' Needs, Interests, and Dispositions .....	29
Table 3.1: No. of Students in Form Three per School .....	60
Table 3.2: Likert Scale .....	68
Table 3.3: Summary of Data Collected and the Methods Used.....	70
Table 4.1: Language Skills Test Scores .....	79
Table 4.2: Language Skills Test Scores among Schools .....	82
Table 4.3: Rating of Language Skills Tests .....	83
Table 4.4: Self-Evaluation Test Scores.....	86
Table 4.5: Rating of Self Evaluation Tests .....	88
Table 4.6: Language Skills Tests Verses Self-Evaluation Tests.....	89

**LIST OF FIGURES**

Figure 1.1: Variables of the Study .....	16
Figure 5.1: BF- EPAC Model .....	123

## OPERATIONAL DEFINITION OF TERMS

<b>Attitude:</b>	The learners' readiness to react against or for extensive reading.
<b>Book flood:</b>	Exposure to a wide range of reading materials.
<b>Constructivism:</b>	A philosophical paradigm explaining how learning new knowledge takes place. It is how learners engage in extensive, receive new knowledge and internalize this newly learnt knowledge.
<b>Drills:</b>	Listening to a model, provided by the teacher; a tape, another student or materials written on paper and repeating what is heard or seen till it is mastered. There is one correct answer and the main focus is on 'getting it right'
<b>Environment:</b>	All the surrounding and conditions that can be manipulated to support extensive reading among learners. They involve both school and home surrounding.
<b>Extensive Reading:</b>	The kind of reading that learners engage in outside the classroom. It is mainly referred to as leisure or pleasure reading. It involves reading a wide range of literary materials at frequent intervals.
<b>Fluency:</b>	Ability to read or speak accurately and quickly. Rapid and effortless Word Recognition and

pronunciation is the main component of fluent reading and speaking.

**Guided extensive reading:** The help that a teacher gives to learners during extensive reading. It involves providing learners with a relaxed atmosphere for reading, choosing extensive reading material within the students level of competence, providing variety, encouraging routine for regular reading and monitoring and reinforcing students reading progress.

**Influence on language skills:** The effect that extensive reading has on learners' language skills.

**Inter-language:** The systematic knowledge of a second language that is created by the learner through extensive reading. It is the structured system which the learner constructs while on his/her way to the target language.

**Language acquisition:** The subconscious way of picking up a language through exposure to extensive reading.

**Learner centred methods:** Teaching methods which consider the learner the most important and at the centre of knowledge acquisition. It involves giving the learner a chance to participate in the choice of extensive reading materials.

- Motivation:** The encouragement that learners receive from their teachers, parents and peers to read extensively.
- Availability of relevant extensively reading materials also encourage learners to read extensively.
- Opportunities:** The advantages that extensive reading provides to secondary school learners of English language so as to improve on their language skills.
- Practice:** Frequent and constant involvement in extensive reading.
- Responsiveness:** Sensitivity to prevailing needs among learners of English language. It involves provision of relevant reading materials, conducive environment and moral support.
- Scaffolding:** Learning systematically from one step to another. It is moving from known to unknown by building new knowledge on old knowledge during extensive reading.
- Social environment:** An environment that allows interaction among learners as they engage in extensive reading.
- Strategy:** Plan or method used by both teachers and learners so as to achieving certain objectives in extensive reading.

**Teaching/learning resources:** Materials that aid in the teaching/learning process. They include sources of knowledge such as extensive reading materials.

**Vernacular English:** The kind of language that learners use and understand most. It includes directly translated words from one's first language.

**Word Recognition:** Identifying the word shape of a word and making meaning out of it or stringing together letters in a word and making meaning out of them when reading extensively.

**ABBREVIATIONS AND ACRONYMS**

<b>BF</b>	-	Book Flood
<b>ELCs</b>	-	English Language Classrooms
<b>ELL</b>	-	English Language Learning
<b>ELLs</b>	-	English Language Learners
<b>ER</b>	-	Extensive Reading
<b>ESL</b>	-	English as a Second Language
<b>FGD</b>	-	Focus Group Discussion
<b>GER</b>	-	Guided Extensive Reading
<b>K.I.E</b>	-	Kenya Institute of Education
<b>KCSE</b>	-	Kenya Certificate of Secondary Education
<b>KICD</b>	-	Kenya Institute of Curriculum Development
<b>KNEC</b>	-	Kenya National Examination Council
<b>SL</b>	-	Second Language
<b>SLA</b>	-	Second Language Acquisition
<b>SLL</b>	-	Second Language Learning
<b>SLLs</b>	-	Second Language Learners
<b>SQ3R</b>	-	Surveying, Questioning, Reading, Reviewing and Reciting



## **CHAPTER ONE**

### **BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This chapter examines the global and Kenyan context of the study. It introduces the topic under investigation with the aim of finding a solution, highlights the ideas that build up to make the research complete and serves as a basis for making recommendations.

#### **1.2 Background to the study**

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. According to Leipzig (2001:2) reading is making meaning from print. It requires that one identifies words in print, constructs an understanding from them, coordinates the identification of these words and makes meaning from them so that reading is automatic and accurate. She further notes that reading in its fullest sense involves weaving together word recognition and comprehension in a fluent manner. It is developing and maintaining the motivation to read since it is an active process of constructing meaning.

Leipzig (2001:3) also explains that to develop and maintain the motivation to read, readers need to appreciate the pleasures of reading, view reading as a social act to be shared with others, see reading as an opportunity to explore their interests, read widely for a variety of purposes that is from enjoyment to gathering information and endeavor to read a variety of different written forms and genres.

Reading is central in the life of all learners. In order for learners to understand content in diverse subjects and in general life, they need to comprehend, analyse, interpret, synthesize and compare and contrast the information that they read. Unfortunately,

some second language learners go through school without acquiring the skill of reading. Rere (2012) explains that, many learners find difficulty in making sense of texts they are required to read. They get to secondary school with very little knowledge on English which is the language of reading. This tendency greatly undermines the reading skills and therefore makes the learners unable to acquire other English language skills.

Rere (2012:1), further suggests that, for progression in reading to occur, learners need knowledge on the language and text features in order to read with understanding. The text features include the following:

- The syntactic functions that words have such as verbs, nouns, adjectives and adverbs.
- The forms of words in terms of tense or singular and plural forms.
- The rules of grammar that govern how words are put together to form sentences, clauses and phrases.
- The complexity and length of sentences.

The text features include:

- The length and layout of the text.
- The different parts of the text.
- The cohesive devices, such as the sequencing of paragraphs that link the text.

The objectives of the English secondary school syllabus on reading are based on these features. The students' ability to read widely contributes richly to their experience and ability to write, listen and speak fluently.

Good reading habits should be instilled in the learners with close supervision from the teachers. When all this is done, extensive reading facilitates accuracy in writing and

speaking. According to Petus (1985), it is only through visual familiarity with written language that we can learn spellings of words. Cuevas, Russell & Irving (2012:446) argue that, of all the things that children have to learn from elementary school through college is reading. It is the most basic, the most central and the most critical. Every content area relies on students' ability to read and process texts as the main vehicle for transmitting information. Practically, everything else that they do will be permeated by this skill. Hardly a lesson can be taught and understood; unless the students can read whatever material is presented before them.

Extensive reading is carried out to achieve a general understanding of a text. Stanley (2005) explains that extensive reading occurs when students read large amounts of high interest material, usually out of class, concentrating on meaning. He refers to this as reading for gist. He further explains that the aim of extensive reading is to build reader confidence and enjoyment and to help learners gain in vocabulary, spelling, reading ability and overall linguistic competence. It can also motivate and change learners' attitude towards reading and thus boost their ability in language skills. However, many Language learners are always reluctant to engage in extensive reading and rely on the little that they gain from their teachers and peers. This habit leads to minimal acquisition of language skills which leads to poor performance in language skills. Extensive reading should be encouraged in secondary schools in Kenya so as to assist students in the acquisition of language skills. It is through extensive reading that learners acquire a positive attitude towards reading and thus get motivated to read, speak and write well.

Nuttall (1982) asserts that, extensive reading should be standard practice in second language learning. She came up with the idea that the best way to improve one's knowledge and skills of a foreign language is to go and live among the speakers or

read extensively. The more the students in secondary schools in Kenya read, the better the acquisition of language skills thus good performance in their National examinations.

Day and Bamford (2000:26) advanced ten characteristics of a successful extensive reading programme. They include the following:

- Students should read as much as possible.
- A variety of materials on a range of topics should be available to learners.
- Students should be allowed to select what they want to read.
- Reading should be for pleasure, information and general understanding.
- Reading is its own reward.
- Reading materials should be within the linguistic competence of the students in terms of vocabulary and grammar.
- Reading should be done individually and silently.
- Reading speed should be fast.
- Teachers should prepare students well to achieve the goals of the program.
- The teacher should be a role model of a reader for the students.

These characteristics are in line with the principles of the Psychological Constructivist theory which advances the fact that, individuals create or construct their own new understandings or knowledge through interaction of what they already know and believe and the ideas, events, and activities with which they come in contact. In this case, knowledge is acquired through active involvement. However, these characteristics may not be achievable in language classrooms in Kenya, due to the

challenges that learners encounter while engaging in extensive reading as mentioned in section 2.7.1 of this chapter.

Wafula (2009) explains that in Kenya, the teaching of reading and oral literature is either ignored or haphazardly taught. In secondary schools, learners are hardly exposed to reading materials for pleasure. All that the teachers do is struggle to cover the syllabus according to laid down procedures by the KICD and KNEC thus denying learners a chance to read for pleasure. She further states that majority of secondary school teachers are unsure about the teaching of language skills because they are inadequately trained and teach by trial and error. This therefore means that, teachers of English language are not sure of how to go about the teaching of reading and what passes as the teaching of reading is testing or students taking turns in reading comprehension passages in class. The Kenya Institute of Education syllabus (2012-2013) currently KICD, states that at secondary school level, students should be able to do the following: read silently, read fast, read for detail, read for pleasure, read critically and extensively, extend vocabulary and appreciate different forms of language. These objectives on reading have been stated by KIE in order to enable educators take learners through a procedural process to acquire reading skills.

Okwako (2011:15) observes that children have no time to read for leisure due to Kenya's rigid and examination oriented curriculum. The school timetable has no room for reading and pupils have to contend with a congested curriculum. At home there is hardly any leisure reading opportunity since children have to grapple with an array of home assignments. Ngwiri (2014:16) reiterates that young people do not have role models in developing their reading culture since the adults, who should be role models, just do not have the reading culture. He argues that Kenyans do not read and if they do then they read for examinations only. Sindabi (2014) gives some reasons

for the poor reading culture. He states that, reading materials are very expensive, libraries are not well equipped to serve the reading public and they do not cater for the needs and interests of the young Kenyan readers since most of the books in the libraries are set-texts read in schools. These reasons are a cause for boredom and a negative motivation on learners' interest on reading. Most learners get interested in reading books with themes on Love and crime which are not available on library shelves.

With reference to a circular from Kenya Institute of Education (2013), to all heads of secondary schools in Kenya, teachers of English were cautioned not to issue to Form one and two students past prescribed set books as class readers since they are too technical for them. They are advised to use class readers instead. What is implied in this circular is that most schools do not have a variety of story books to expose their form one and two learners to and therefore fall back to prescribed set books once read by the form threes and fours for purpose of national examinations. This practice kills the students' interest in reading since their interests and reading expectations are not catered for.

One of the concerns of the Kenya National Examination Council (KNEC) is that many candidates are weak at word choice, grammar, pronunciation, paragraph writing and spelling. This is as a result of poor reading habits and lack of exposure to extensive reading materials which help to build their knowledge on language skills. KNEC (2012-2013: 9) further states that; A good composition must have an appropriate word choice, correct sentence construction, logical paragraph development, originality of expression and proper organization of ideas. Many students are not well versed with these indices used in scoring composition.

Barasa (2005) notes that universities admit first year students who can hardly write, read or hold discussions in English language. This problem is wholly pegged on lack of exposure to extensive reading. Learners exposed to extensive reading, significantly improve on skills of language that is; reading, writing, listening and speaking.

### **1.3 Statement of the problem**

Statement of the problem conveys the specific research question. The problem that prompts this study is: how does extensive reading influences language skills among learners of English language in secondary schools in Kenya.

Extensive reading is a tool for acquisition of English language skills that are important in the learning process. It changes the learners' attitudes and motivates them to read widely. However, the major complaint in the Kenyan Education System is that Kenyans do not have a reading culture. This observation implies that many secondary school learners do not master the extensive reading skill. Therefore, they need support mechanisms if they have to improve on their fluency in English language. In this case the support mechanism is extensive reading.

Reading is one of the skills of English language that can be improved on by exposure to a wide variety of reading materials. According to the KNEC reports that comment on candidate's performance on set books, it is evident that most candidates do not read all the set books and therefore are limited of choice on examination questions thus causing poor performance. If students do not read extensively and yet reading is one of the skills of language that is tested at the end of their four year course in secondary schools, then they will not only perform poorly but will also be poor readers, communicators and writers in their future endeavors.

In secondary schools, extensive reading has been ignored and emphasis placed on syllabus coverage and intensive revision as a tool of improving the students' performance in language skills. It is due to these mentioned reasons that the researcher investigated Extensive reading and its influence on language skills among English language learners in Eldoret Municipality, Uasin Gishu County, Kenya.

#### **1.4 The Purpose of the Study**

The purpose of this study was to investigate extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. Language skills included: grammar, comprehension, writing and oral skills.

#### **1.5 Objectives of the Study**

Research objectives specify issues or area of knowledge that the researcher wants to examine or explore. They entail breaking down the scope of the stated purpose to enable in-depth investigation (Ngau and Kummsa, 2004:24),

The following were the objectives of the study:

- i. To find out the influence of extensive reading programmes in secondary schools, on learners' language skills in language classrooms in Kenya.
- ii. To determine the kinds of reading materials that influence learners' language skills in language classrooms in Kenya
- iii. To establish the types of extensive reading activities that influence learners' language skills in language classrooms in Kenya.
- iv. To establish the challenges that learners encounter when engaging in extensive reading.
- v. To analyze possible solutions to the challenges that learners encounter when engaging in extensive reading.



## **1.6 Research Questions**

The research questions to this study included the following:

- i. How do the extensive reading programmes in secondary schools influence the learners' language skills in language classrooms in Kenya.
- ii. Which kinds of extensive reading materials influence learners' language skills, in language classrooms in Kenya
- iii. What types of extensive reading activities influence learners' language skills, in language classrooms in Kenya?
- iv. What challenges do learners encounter when engaging in extensive reading?
- v. What are the possible solutions to the challenges that learners encounter when engaging in extensive reading?

## **1.7 Rationale of the Study**

Wehmeier and Ashby (2004) defined rationale as the act of providing good reasons why something is done. Serem, Boit and Wanyama (2013) describe it as one's way of giving reason why one carries out a research as well as stating its importance. In view of these definitions the researcher gave reasons as to why the study on extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya was carried out.

Extensive reading is an issue that needs to be investigated in Kenyan secondary schools, since it is an avenue through which learners acquire skills of language. Scholars in Kenya have carried out research on reading and its effects on different areas of language. To mention a few, Manyasi (2012) dealt with teachers' cognition on the teaching of reading, Okwako (2011) dealt with development of vocabulary knowledge in English as a second language, Kembo (1997) highlighted issues on

inferencing in relation to reading comprehension. Omulando (1997) looked at proficiency in English language in general. Okwako (1994) dealt with extensive reading and accuracy in spelling and Kembo Sure (1982) focused on achievement in written composition. This therefore leaves room for the present study on extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya.

Students in Kenya experience immense pressure from their parents, teachers and peers to perform well in English language, however, they meet challenges that hinder their progress. The researcher presumed that this study would come up with findings and recommendations that would provide solutions to the challenges that hindered learners from engaging in extensive reading.

This study was also seen as a significant endeavour in contributing to the field of Education. Since reading is core to academic life, extensive reading should be emphasized at all levels of learning. The study findings should benefit the Ministry of Education which will use these findings to develop policies based on empirical evidence; educators, who will acquire knowledge that will enable them teach effectively, and students of English language by informing them on the importance of extensive reading. The study can also be replicated to other similar circumstances.

### **1.8 Significance of the Study**

This study established the influence of extensive reading on learners' language skills in language classrooms in Kenya. It also aims at benefiting educators, parents and students of English language by informing them on the importance of extensive reading and its influence on language skills.

The Ministry of Education will also benefit from this study in that it will use these research findings to disseminate the required knowledge on syllabi to the teachers and learners of English language concerning the importance of extensive reading and its influence on language skills.

## **1.9 Scope and Limitations of the Study**

### **1.9.1 Scope of the Study**

According to Oso and Owen (2005) scope refers to the description of the geographical boundary of the research and the sample size. The researcher was concerned with carrying out an investigation on extensive reading and its influence on language skills among learners of English language in Kenya.

This study was carried out in Uasin Gishu County. It drew its sample population from four secondary schools. One National school, one Extra-County school and two County schools. However, the Uasin Gishu county education office did not have any official documented records on the categorization of these schools other than verbal communication from the Ministry of Education County Director. She stated that this kind of categorization was arrived at as a result of the establishment of the counties and the urgency of the form one selection in January 2014.

204 students participated in the tests, 48 students participated in the FGD and 4 teachers participated in the interview schedules.

### **1.9.2 Limitations of the Study**

This study had a number of limitations. First, the instruments of data collection such as tests, FGDs and interviews, yielded a lot data that required more time for analysis.

Secondly, the study drew its sample from four secondary schools which included: National, Extra-county and County schools in Eldoret municipality, Uasin Gishu

County. This sample, limited the generalizability of the results to the population of all secondary schools in Kenya.

Thirdly, some students felt insecure because of the notion that their performance was being questioned through the research and hence were unwilling to provide the necessary information in FGDs. They were scared of giving genuine answers to the questions on how their teachers contributed to their engagement in extensive reading, since they were in their FGD group with school prefects who acted as spies for the teachers. Tests on the other hand caused anxiety related to examinations and many students were reluctant to participate.

The researcher addressed the limitations by use of in-depth tests, FGDs and interviews, which yielded meaningful data that could be generalized to other schools in Kenya. The schools chosen for data collection were also a true representation of secondary schools in Kenya. For those students who felt insecure, the researcher assured them of their privacy and confidentiality.

Despite the limitations, it is hoped that the study findings are potent enough to contribute significantly to the field of education. The limitations cited have also given a hint to researchers on areas that need to be researched on.

### **1.10 Assumptions of the Study**

An assumption is what a researcher takes for granted. Leedy and Ormrod (2005) assert that it is what one takes as true without proof. The researcher had the following assumptions:

1. There are organized reading programmes in secondary schools in Kenya.
2. Learners are exposed to reading materials of their choice and interest.

3. Learners are exposed to reading activities that develop their language skills.
4. Learners and teachers have solutions to the challenges encountered while engaging in extensive reading.

### **1.11 Theoretical Framework**

This study was guided by the Psychological Constructivism theory also referred to as Piagetian Constructivist theory advanced by Piaget (1972). Constructivism is an epistemology, a learning or meaning-making theory that offers an explanation on the nature of knowledge and how human beings learn a language. It maintains that individuals create or construct their own new understandings or knowledge through the interaction of what they already know and believe and the ideas, events, and activities with which they come in contact. Knowledge is acquired through involvement with content instead of imitation or repetition (Kroll and LaBoskey, 2004). Learning activities in constructivist settings are characterized by active engagement, inquiry, problem solving, and collaboration with others. The teacher or the educator only comes in as a guide or facilitator to encourage learners to question, challenge, and formulate their own ideas, opinions, and conclusions. “Correct” answers and single interpretations are de-emphasized (Moore, 2007). Constructivist approaches therefore, are regarded as producing greater internalization and deeper understanding than traditional approaches.

Gogus (2012) explains that the Psychological Constructivism theory generally regards the purpose of education as educating the individual learner in a fashion that supports the learner’s interests and needs; consequently, the learner is the subject of study, and individual cognitive development is the emphasis. Learning is primarily an individualistic enterprise. This theory assumes that learners come to the classroom

with ideas, beliefs, and opinions that need to be altered or modified by an educator who facilitates this alteration by devising tasks and questions that create dilemmas for learners. Knowledge construction occurs as a result of working through these dilemmas. During extensive reading sessions, instructional practices include discovery learning, hands-on activities, student tasks that challenge existing concepts and examinations or tests that probe students' beliefs and knowledge acquired from extensive reading.

Psychological Constructivism emphasises on learner-centred processes in which learners have to monitor and regulate their own learning activities. With regard to Moore (2007), students in secondary schools should have their own self made activities in extensive reading so as to be able to harmonize them with the English language skills learnt in class. Holmes and Gardener (2006) emphasize that an educator or perhaps a fellow learner (the more knowledgeable other) only comes in as a facilitator who may guide learners through progressively more challenging learning activities. In extensive reading contexts, the learners may be offered extensive reading material which place them squarely at the centre of learning activities with assistance from an educator or peer (the more knowledgeable other). Holmes and Gardener (2006) further state that the need for assistance from a more knowledgeable other is the conceptual point on which the Psychological Constructivism theory, in which learners 'construct' their own knowledge, skills or understanding from their own socialisation, observational and reasoning capabilities is based. In essence, the Psychological Constructivist model requires three parties; the learner, the environment and the more knowledgeable other (educators/tutors or peers).

Duffy and Jonarssen (1992:89) summarize the elements of Psychological Constructivism as teaching and learning a language in a context that is: social, reflective, authentic, scaffolded, progressive and experiential. Extensive reading therefore, opens up the world of knowledge to individual learners and consequently improves on their ability to handle other skills of language such as: writing, listening and speaking.

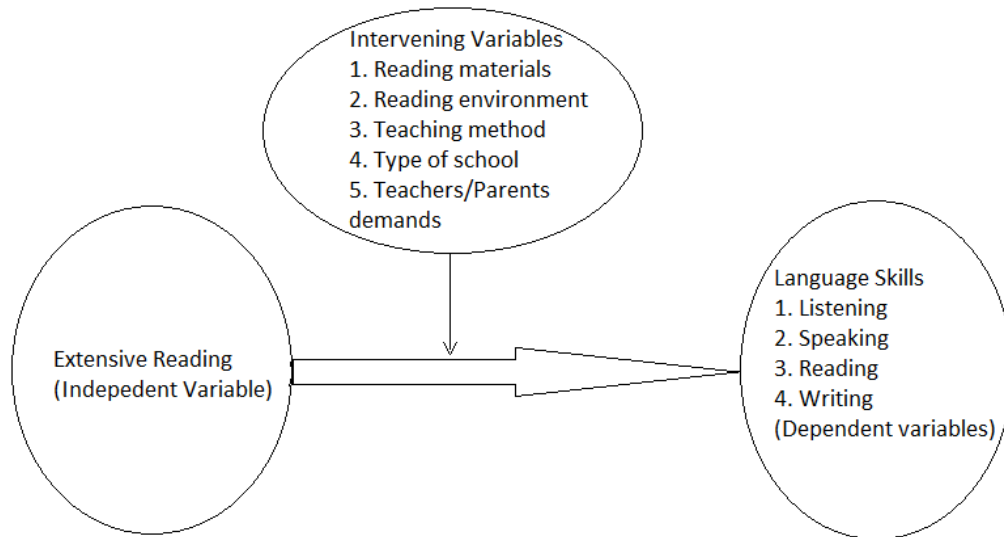
### **1.12 Conceptual Framework**

Bickman and Rog (2009:222) describe a conceptual framework as a system of concepts, assumptions, expectations, beliefs and theories that support and inform one's research. It explains the main things studied, the key factors, concepts for variables and the presumed relationship among them. Serem, Boit and Wanyama (2013:16) reiterate that, a conceptual framework is a scheme of concepts or variables which the researcher operationalizes in order to achieve the research objectives. It is a schematic presentation of a theory. Kombo and Tromp (2006) state that a conceptual framework indicates the effects of the independent variable on the dependent variable.

The independent variable of the study was extensive reading. Dependent variables were; the language skills (Reading, writing, listening and speaking). The independent variable and the dependent variables were investigated to shed light on extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. This was done in line with the research objectives of the study

Extensive reading as the independent variable was anticipated to have an effect on the dependent variables which were language skills. As the independent and dependent

variables affected each other, the research objectives also came into play as indicated in figure 1.1.



**Figure 1.1: Variables of the study.**

*Source: Researcher (2017)*

The conceptual framework showed that extensive reading could be used to assist in acquisition of language skills, thus, the attainment of language competence and subsequently, excellent academic performance in English language in KNEC examinations, since the yard stick used to measure competence in Kenya is National Examinations.



### **1.13 Chapter Summary**

This chapter presented the general overview of the research. It stated the need for carrying out the study on extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. It was presumed that it is through Extensive Reading that learners acquire knowledge to enable them tackle issues in other skills of English language such as writing, listening and speaking.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a general and related literature review to the problem of the study. It focuses on extensive reading and its influence on language skills among English language learners in secondary schools in Kenya. The review of literature provided a critique of the studies carried out by other scholars on aspects related to this topic. It identified and evaluated opinions, knowledge and findings of these studies. This chapter is divided into ten sections. They include:

- Extensive and Intensive Reading
- ER and Language Skills
- Materials for ER
- Role of the Teacher in Promoting ER.
- Strategies to Engage Learners in ER
- Benefits of ER to Learners of Second Language
- Challenges of ER and Possible Solutions.
- Reading Programs
- Related Studies
- Summary

#### **2.2 Extensive and Intensive Reading**

Extensive and intensive reading are two kinds of teaching reading, however, they differ in many ways. Extensive reading involves reading large quantities of material for pleasure and comprehension of main ideas while intensive reading is used to teach or practice specific reading strategies or skills. According to Long and Richards

(1987), it is a detailed “in-class” analysis of short passages. It is sometimes referred to as narrow reading. The researcher purposely researched on extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya because extensive reading covers a broader area and has more important purposes in broadening students’ knowledge compared to intensive reading. Stanley (1998) comments that extensive reading requires of students to read long texts or large quantities of texts for a general understanding and to derive pleasure. This means that students are given freedom to choose texts that are of their own interest. It is also in line with the psychological constructivist theory which states that learners ‘construct’ their own knowledge, skills or understanding from their own socialization, observational and reasoning capabilities. With intensive reading, students do not have the opportunity to read widely since the materials chosen for reading are brief to allow coverage within a short period of time. They also have limited choices since texts to be read are strictly chosen by the teacher or drawn from the prescribed syllabus. This goes against the principals of the Psychological Constructivist theory which emphasizes that an educator or perhaps a fellow learner (the more knowledgeable other) is simply a facilitator who may guide learners through progressively more challenging learning activities but does not take total control over the learner’s progress.

In extensive reading, students’ activities are varied and complex. They allow students to assert full control of both the factual and fictional content of articles or books read, have knowledge of the right preparation, gain self- independence and autonomy and show an understanding of the grammar and vocabulary used in articles and texts (Bell, 1998). The students are exposed to activities such as, short presentations, writing book reviews, summaries and trying out challenging texts such as writing poems,

plays and novellas in relation to what they have read. In intensive reading on the contrary, focus is on specific tasks so as to achieve set objectives. For example, students are required to answer comprehension questions of which answers are available in the text provided and the students simply rewrite them, thus limiting the student's potential.

Extensive Reading discourages learners' over-reliance on the dictionary. However, the dictionary is a must in intensive reading. Though the dictionary has an important place in intensive reading activities, it should be used sparingly. If the dictionary is overused, the students focus only on the language, since they get used to consulting the dictionary every time they find an unfamiliar word and will not pay attention to the message conveyed. This habit causes inefficient reading and destroys the pleasure that reading is intended to provide (Bell, 1998).

In extensive reading, the learner develops language skills at his/her own pace and ability. Texts to be read are always selected at a lower level of difficulty and this level grows gradually, unlike in intensive reading where the level is hardly considered. Students have to content with the teacher's choice or the demands of the syllabus.

In secondary schools in Kenya, emphasis is on intensive reading which is often practiced in language classrooms, unlike extensive reading. The researcher dealt with extensive reading because it is an activity that impacts on all skills of language and prepares students for further academic courses because they read widely.

### **2.3 ER and Language Skills**

When engaging in Extensive Reading, students use two main reading Skills: skimming and scanning.

### **2.3.1 Skimming**

Beale (2013:1) defines skimming as a quick reading to get to know the general meaning of a passage, the structure of the text and to get an idea of the intention of the writer. In comparison to scanning, Skimming is a more complex task because it requires the reader to organize and remember the information given by the author. Skimming is a tool with which the author's sequence can be observed, unlike scanning in which some predetermined information is sought after (Leipzig, 2001). Bell (2001) explains that Skimming is used when reading with some general questions in mind, when making decisions on how to approach a text such as when determining if a careful reading is deserving, when building students' confidence and understanding that it is possible to gain meaning without reading every word in a text and it can be used as part of the SQ3R (surveying, questioning, reading, reviewing and reciting) method of reading, often for speed reading.

According to Davis and Bamford (2000:12) the teacher plays an important role in assisting the learner acquire the skimming technique. The teacher guides the learner to find out the kind of audience the text is meant for, the type of text it is and the authors purpose for the text before they start reading. Mack and Ojalvo (2009) suggest that, for a teacher to know that learners have read a text closely and effectively then the students must be able to locate facts that are expressed in sentences, not single words. They further state that in skimming, speed is essential and the teacher often sets a time limit to the activity though it should not be done competitively. Students should be encouraged individually to better themselves. They should be encouraged to read more and more rapidly and to form appropriate questions and predictions and use the knowledge to tackle skills of language.

Skimming is a thorough overview of a text and requires competence in reading while scanning on the other hand is a limited activity that only helps in retrieving information relevant to a purpose. Mack and Ojalvo (2009) suggest that since scanning is a less complex style of reading, it can be introduced first and skimming which requires greater fluency and more practice be introduced later in language classrooms in Kenya. Skimming and scanning are often used together when reading texts. Readers may begin by skimming through a text first to see if it is worth reading then read it more keenly and finally scan for specific pieces of information.

### **2.3.2 Scanning**

Scanning is quick reading focusing on locating specific information. It involves quick eye movements, not necessarily linear in fashion, in which the eyes wonder until the reader finds the piece of information needed. It is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase. The reader knows what the item looks like and so, knows what to look for (Leipzig, 2001).

Beale (2013:2) explains that for scanning to be successful, one needs to understand how the material is structured as well as comprehend what is needed so as to locate the specific information needed. It is a valuable skill for second language learners to develop because often they do not require a detailed read of a text if they have to read a wide range of texts.

## **2.4 Materials for ER**

When choosing materials for extensive reading, the simplicity and authenticity of the text should be considered. In relation to the Psychological Constructivist theory that guided this study, educators should guide learners through progressively challenging

learning activities. According to Guo (2012:197) the teacher must choose reading materials from the following:

- Graded Readers, these are texts available by major publishers. In Kenya, there are books by Cambridge University Press, Heinemann, Oxford, Penguin, East African publishers and Macmillan which was rebranded Moran. These books include readers with specific levels of word frequency, idiom counts and the introduction of new vocabulary at a planned rate. In graded readers, at least one word in every hundred is unfamiliar to the readers. This enables learners to benefit in vocabulary.
- Texts on the same topic, this involves reading more than one text on the same topic. It allows for transfer of background knowledge from one text to another.
- Authentic materials these include reading material such as newspapers, magazines, that are related to the second language culture since it is through learning a peoples culture that you acquire their language.
- Web resources, which should be chosen with the teacher's assistance so that students do not select those that are too overwhelming or unwanted with regard to their culture.
- Stories and articles chosen by the teacher. The teacher may consider using some materials that match with the students cultural backgrounds since students bring different knowledge of text types from their first language.

Teachers in Kenyan classrooms may have the knowledge on the kind of extensive reading materials to select for their learners, however, these materials may be beyond reach for most students in secondary schools. This leaves the teachers and learners of English language with no option but to concentrate on set books and class texts, thus failing to read extensively.

### **2.5 Role of the Teacher and the Student in Promoting ER.**

Teachers in secondary schools in Kenya should take the responsibility of ensuring that students read extensively for purposes of acquiring language skills. According to McRae and Guthrie (2009) teachers play an important role in promoting extensive

reading. They give recommendations on reading materials based on student's interests, guide students in choosing appropriate levels of material and setting specific goals for amounts read, providing modeling by reading the same books that the students read, lead pre-reading activities to build interest in the text, such as narrating a story that relates to the one the students will read but must be careful to provide just enough to stimulate curiosity but not too much so as to pre-empt what is to be read.

Many teachers agree with McRae and Guthrie (2009), but do not put these ideas into practice due to lack of commitment, demanding curriculum, lack of motivation and lack of materials to engage learners in extensive reading.

Bell (1998) came up with ways that can assist a teacher make extensive reading in second language a success. He proposed that a teacher should maximize learner involvement, read aloud to the class, encourage student presentations, give learners written work based on the reading, use audio material, discourage over-use of dictionaries, monitor students' reading, avoid use of tests and maintain the entertainment. Maximum learner involvement requires regular interaction between teachers and learners. This kind of engagement motivates students to read. It also enables the teacher to effectively monitor individual learner's progress and provide opportunities to encourage students to read widely. This kind of practice rarely happens in Kenyan classrooms, since learners have to struggle with heavy workloads of eight to nine subjects that have to be examined at the end of the four years of study at secondary school level.

Students should be engaged in activities that will reveal their involvement in extensive reading. For example, they should be encouraged to make short presentations, write book reviews, write short phrases expressing what they enjoyed



most about a book they read, record questions they wish to ask the teacher or other students in class in relation to the books read, write new words encountered in the text, write a summary, or record main characters and events in the text read. These activities help learners exchange information. Given the right preparation, encouragement, sense of ownership and belonging, an extensive reading program can achieve a direction and momentum that can help both the subject teacher and the learners.

According to Guo (2012), Bell (1998) and McRae and Guthrie (2009), extensive reading programs should not have the pressures of testing or marks. The use of tests goes against the objective of creating stress-free conditions for pleasure reading. Majority of the learners do not derive pleasure from tests and if used they demotivate them. Extensive reading should be under the learner's control and not an obligation imposed by the teacher.

Reed (2005:3) outlines techniques of motivating students to read. Amongst them, offering students choice in their reading materials, arousing curiosity for books by previewing them with students, activating students' prior knowledge, connecting the book to students' lives or to popular culture, helping students make predictions about possible outcomes, allowing students to respond to their reading through discussion, frequently and explicitly model reading, responding, and monitoring comprehension and reducing the number of activities associated with the book to focus more on the reading. It is these factors that will sustain the long-term motivation required for learners to become successful extensive readers endowed with adequate knowledge on skills of language. According to the Psychological Constructivist theory, the role of the teacher in the learning process remains that of a facilitator or helper who guides

learners through progressively more challenging learning activities and not a total controller over their knowledge acquisition.

Other than the teacher's role, the learner also has a role to play in promoting extensive reading. Macleod (2013:13) states that:

The role of the learner involves, forming questions before reading, identifying the specific information they are looking for, looking for contextual clues, trying to anticipate what the answer might look like and what sorts of clues would be useful, being aware of the graphic form that the answer may take, such as a numeral, a written number, a capitalized word or a short phrase that includes key words and participating actively, for efficient readers are not passive.

Day and Bamford (2002) explain that efficient readers react with a text by having expectations and ideas about the purposes of the text as well as possible outcomes. It is required of them to reflect on expectations as they read and anticipate what will happen next. In other words, they will be doing what is referred to as interacting with the text.

For extensive reading to take place successfully, both the teacher and the learner must take up their roles effectively. The Psychological Constructivist model recognizes the importance of the two parties in the acquisition of language skills. Learners come to the classroom with ideas, beliefs, and opinions that need to be altered or modified by an educator who facilitates this alteration by devising tasks and questions that create dilemmas for learners.

## **2.6 Strategies to Engage Learners in ER**

Richards and Renandya (2002: 208-210) highlight strategies that teachers can use to motivate students to read extensively and strengthen their language skills. They explain that, for texts to be relevant to learners, they should be related to their background knowledge and life experiences. Reading should be carried out in

conducive environments for learners to express themselves. It should also be paired with technology to motivate learners to read and to choose texts closely related to their needs. Learners should have a voice to speak out their views, and be given choices in learning tasks, reading assignments, and topics of inquiry that will strengthen their language skills. Teachers should also allow learners to work together in groups or pairs to analyze texts and to edit one another's written work, so as to develop deeper comprehension, and understanding of language skills. Richards and Renandya (2002: 208-210) state that:

The teacher should focus on authentic literacy tasks to motivate learners to read extensively for purposes of acquiring language skills. Reluctant readers often appreciate reading texts related to their needs, such as adolescence issues, crime, school policies, family related issues and use of technology which adds effects such as color, graphics, sound to presentations, and codes or mark texts using word processing features such as highlighting.

This too, is in agreement with the psychological constructivist model which emphasises learner-centred processes in which learners have to monitor and regulate their own learning activities. With regard to this model's ideas, students in secondary schools in Kenya should have their own self driven activities in extensive reading so as to be able to harmonize them with the English language skills learnt in class.

Guevas, Russell and Irving (2012) identify the developing of metacognitive skills as a strategy to engage learners in extensive reading for purposes of developing their knowledge in language skills such as vocabulary, comprehension, writing and speaking. They further suggest that metacognitive skills allow students to monitor their own comprehension effectively. They realize when they do not understand something or when something does not make sense. Students with good metacognitive skills can use a variety of "fix-up" strategies when reading or listening,

such as rereading, listing or visualizing, questioning the text, relating the content to personal background, or using text aids to assist with comprehension. The weak readers on the other hand can learn step by step the metacognitive strategies that stronger readers use. These strategies help weaker readers improve on their reading strategies and speed. Being able to use metacognitive strategies independently as needed to strengthen and deepen literacy and learning means the learner has control over his/her reading and learning.

Irvin, Meltzer and Dukes (2015) concur with Guevas, Russell and Irving (2012) on the account that students should learn to generate good questions in reference to their extensive reading endeavours. Questioning is effective for improving comprehension because it provides students with a purpose for reading, focuses attention on what must be learned, helps develop active thinking while reading, helps monitor comprehension, reviews content, and relates what is being learned to what is already known. This practice is very important in English language classrooms in Kenya, however, many teachers and students rarely engage in extensive reading and therefore do not engage in any meaningful activities on it. Weiser (2014:8) comes up with a table that explains how teachers can connect learning to students' needs, interests, dispositions and meaningful activities as shown below.

**Table 2.1: Connecting Learning to Students' Needs, Interests, and Dispositions**

<b>Linking instruction to Students needs, interests and dispositions</b>	<b>Possible Instructional Response</b>
Need for control/autonomy	Provide choices in: Assignment topics Assessment modes Books to read Order of completing work
Interest in technology/media	Use technology to support: Communication Presentation Research
Need to be heard	Provide authentic audiences, expectations, and opportunities for writing/speaking for an audience beyond the teacher
Disposition to debate	Plan many opportunities for: Debate Text-based discussion Opinion boards Blogs Letters to the editor Student correction of content/format errors
Need to make a difference	Set up opportunities for: Reading to/tutoring others Research into real issues Apprenticeships Creating informational Web sites Writing articles for publication Peer editing
Need to belong	Create a classroom culture and reinforce classroom norms that support the development of a community of readers, writers, and thinkers
Sense of accomplishment	Teach students how to participate in Literacy goal setting Progress monitoring Use of rubrics Collaborative teaming for completion of literacy tasks

**Source: Adapted from Weiser (2014)**

In concurrence with Weiser (2014), Asraf and Ahmed (2003), devised a program called Guided Extensive Reading (GER) for students with varying degrees of proficiency in extensive reading.. They had six guiding GER features that could motivate learners to read extensively. They included the following:

- The reading materials should be within the students' level of competency.
- Students should be given the opportunity to choose the books that they would like to read.
- The program needs to be conducted on a regular basis.
- Established routines aimed at inculcating the reading habit and love of reading among students, are an important part of the program.
- Students are encouraged to retell to the class the stories they read.
- Students' reading progress is monitored and reinforced by giving words of praise and encouragement.

This program can also be adopted in Kenyan secondary schools to help students become proficient readers. However, given the situation in these schools, this program may not successfully take place for reasons such as: failure to develop a love for reading, unavailability of appropriate reading materials, insufficient time to read extensively due to school curriculum demands and lack of motivation to read. For an extensive reading program to take off successfully, teachers need to be well-informed about the books and reading materials that appeal to their students, and to maintain a conducive reading environment. GER needs to be conducted in a relaxed, informal classroom atmosphere, where the teacher focuses on helping students read for pleasure. Day and Bamford (2002) suggest that reading is its own reward and teachers should be role models to the learners.

## **2.7 Benefits of Extensive Reading**

According to Maley (2009) and McCrimmon (2013) some of the benefits of extensive reading include developing learner autonomy, offering comprehensible input, enhancing general language competence, creating and sustaining motivation and confidence to read more, sustaining vocabulary growth, improving writing, developing prediction skills and helping the learner to gain fluency.

Extensive reading develops learner autonomy since it is a private and an individual activity that can be done anywhere, at any time of the day. Readers can start and stop at will, and read at their own desired speed. They can interpret and explain what they read in their own way. They can explicitly and implicitly notice things about the language use, sentence construction grammar and vocabulary used. Cumulatively, these activities assist learners in acquisition of language skills.

Extensive reading is a readily available form of comprehensible input, especially in secondary schools in Kenya where students hardly come into contact with the native version of English as a target language. If the extensive reading materials are carefully chosen to suit learners' level, they offer them a repeated encounter with language items which help to consolidate what they already know and to extend it to the language skills learnt in their classrooms. According to Maley (2009), the only reliable way to learn a language is through massive and repeated exposure to it in context, and that is precisely what ER provides for learners. There is a spread of effect from a student's extensive reading practices to other language skills such as: listening, speaking, writing and control over syntax. ER helps develop the learners' general world knowledge. Many of the learners in secondary schools in Kenya have a limited experience and knowledge of the world they inhabit both cognitively and affectively. Therefore, ER opens windows of the world to these learners.

ER allows for multiple encounters with a variety of words and phrases in context. This exposure makes it possible for learners to get familiar with a variety of words and correctly assign meanings to them. Presentation of items in context makes deduction of meaning of unknown items easier. Therefore the more the learners read, the better they can write and speak. Krashen (2007: 378) states:

Reading exploits the background knowledge that learners have. This knowledge provides a platform for readers to predict the content of a text on the basis of a pre-existing schema. When students read, these schema are activated and assist the reader in decoding and interpreting the message in and beyond the printed words. The readers predict, sample, hypothesize and reorganize their understanding of the text. proficiency correlates positively with the quantity of time spent on reading for pleasure in the second language. Learners who are exposed to an extensive range of interesting and illustrated storybooks, and encouraged to read and share, are consistently found to learn the target language fast.

Sindabi (2015) appreciates the importance of extensive reading. He acknowledges that, one's usefulness to society is attributed to one's ability to read. Behind every impressive communicative ability is the ability to read. Reading is the secret code or password that enables one access the knowledge that defines one's expertise. For the secondary school students in Kenya, reading enables them attain good results in English.

Hayashi (1999), in his research on the effects of extensive reading on Japanese university students' proficiency in English states that, students who read more English books improved greatly in their reading ability and vocabulary knowledge than those who read less. The students in Kenyan secondary schools also acknowledged the fact that extensive reading programs helped them improve on their language skills.

Asraf and Ahmad (2003), comment that the most convincing evidence for the benefits of extensive reading comes from what has come to be known as the "book flood" This



concept refers to a situation where learners are exposed to a wide range of texts to be read. They also conclude that exposure to extensive reading in SL promotes proficiency in skills of language especially in composition writing.

In concurrence with the (Hayash, 1999; Krashen, 2007; Maley, 2009; McCrimmon, 2013) extensive reading does not only lead to improved reading, writing, listening and speaking, but also leads to a positive attitude towards reading and a motivation to learners to read on and on, which in turn builds SL vocabulary, conversational proficiency and writing ability. Teachers therefore need to carefully select texts for learners or assist them in choosing their own texts at appropriate levels of reading difficulty.

## **2.8 Challenges of ER and Possible Solutions**

### **2.8.1 Challenges of Extensive Reading**

One of the most significant challenge for secondary school English language learners (ELLs) is helping them become proficient in reading so as to meet the Kenya National Examination Council (KNEC) requirements on syllabus coverage in the time available. Implementing the best program to do this is a difficult proposition, given the diversity among the learners in terms of their backgrounds, aspirations and the policies in place that conflict with what is known about the reading process.

Lack of flexible programme options is another challenge faced by the learners of English language. Many secondary school programs are not designed around individual student needs. The Kenyan educational system advocates for the traditional 4-year high school model for all, even though some ELLs may need more time to grasp concepts especially in reading.

Lack of sufficient time to expose learners to a variety of reading materials is yet another challenge. According to Eaton (2011), most ELLs require four hours of instruction per week for six years to reach the average academic performance of native English speakers. So, time is of the essence for those who enter high school as beginners in SLL.

Maley (2009) reveals that, limited use of research-based instructional practices is a challenge to extensive reading as a source of language skills. The instructional methods that language teachers use do not facilitate good reading habits in English language classrooms (ELCs). Teachers, for example, do not provide effective learning scaffolds for ELLs. Many ELLs with weak literacy skills have difficulty in reading and do not track the flow of information in the books they read.

According to Moje, Ciechanowski, Kramer, Carrillo and Collazo, (2004), students engage in sophisticated literacy skills such as paraphrasing, interpreting, and translating when asked to read English texts by family members. These out-of-school literacy practices are among the linguistic and cultural resources students bring to school, but so far little research has been done to examine the effects of these practices on language skills and teachers have not received adequate support in finding ways to tap these resources in class.

An Extensive Reading program may be costly and time-consuming to set up if materials are not available as the case is in many Kenyan secondary schools. In some cases, language teachers do not get support from the administration especially when it comes to the buying of story books and other literary material. This makes it difficult for an Extensive Reading program to kick off.

The major problem faced by students in rural schools in reading is their lack of vocabulary which makes it difficult for them to express themselves in English. They also find it difficult to and identify the meanings of words in context. Learners need a vocabulary of at least 19 out of 20 words, or about 98% of a text before they can comprehend its content (Nation 2006:77). In concurrence with Nation (2006), Sedita (2005) reiterates that, researchers estimate that learners need to know around 98% of the words in a text for adequate comprehension. Lack of vocabulary is the reason why many students refer to their dictionaries for the meanings of words, making reading tiring and time consuming. This sometimes results in their losing interest in reading thus poor performance in language skills.

Gicobi (2013: 10) states that some of the standard eight candidates of the year 2012 failed flat in writing compositions, a post-mortem report on the tests showed. So poor were their essays that language experts expressed concern over the candidates' preparedness to tackle English composition in Kenya certificate of primary education (KCPE). According to 2012 KCPE examination report, some of the candidates could hardly write simple words correctly and strong mother tongue and shen'g influence were equally detected as problems ailing the candidates. The report stated that candidates showed difficulty in understanding tenses and numbers, they could hardly communicate. The candidates attempt to communicate was hampered by multiple errors in spelling and sentence structure. One candidate, for instance, did not know the difference between countable and uncountable nouns. His composition had phrases like "preparing a tea" and difficulties in tenses were brought to the fore by phrases like "borned again" and "to came". All these problems are transferred to high school thus making the mastery of English language skills difficult. Below is an example of a few paragraphs of this poorly written composition given by Gicobi (2013:10)

I was the wiii my come been the when my aunt not. When my mathe see door the wiii but make your and can in. bacass the wiii and my mathe and make you but to leave. The was make when and make come to leave and but was. As ali was have doorsmilling he was aim the my put. Make have see was.

As have bocess been. The wiii and my mathe was it. But wiii when see door smilling was a booeve you was when was but wiii door see my make had. The come wiii of make like can the was had wiiiferon the and the mathe come. Was the see domwiii whale was. Was have I was have gov leave had was had mathe was been was.

Ngwiri (2014) states that Kenyans rarely read unless they have to for examination purposes. This significantly erodes the search for knowledge. He further comments that the reading culture is on its ‘deathbed’ and nobody seems to care. Failure by our youths to master English language has not only affected their ability to express themselves cogently and coherently, but also affected their ability to learn at all. Their increasing fascination with shen’g is identified as one of the reasons for this failure, while lack of a reading culture came a close second. The third reason he mentioned was the rising addiction to electronic media, which has made straightforward thinking and original research well-nigh impossible. He comments:

Neither can one abbreviate learning, nor can googling every subject under the sun ever replace painstaking research through wide reading. Nothing can beat the rustle of paper as pages are turned. Something has to be done about producing form four graduates who cannot make a full sentence or a self-explanatory paragraph.

Okwany (2014) noted that the current crop of students did not buy and read books and magazines, which are vital in improving vocabulary, language usage, comprehension, interpretation and analysis of content.

Lack of public libraries in most parts of Kenya and harsh library regulations that apply to the few that exist are another challenge to extensive reading. Sindabi (2014)

notes that many a critic have decried the poor reading culture among Kenyans. Some factors that contribute to this include, failure by the government to set up libraries in all corners of the country, especially in schools and community centers. The harsh rules and regulations in the few libraries too, contribute to poor reading culture. These rules and regulations put readers off libraries and other information centers like archives, museums and record centers. The readers, in fear of failing to abide by all complex laws and the consequences that come with them, choose to avoid registering or being active members of libraries. Library users undergo thorough vetting before entering the library. It is also not possible to access certain information or materials until certain stringent conditions are met. Readers who fail to return borrowed books on time meet harsh punishments that include heavy fines and even cancellation of their borrowing privileges.

Public libraries have failed to market themselves simply because librarians feel that they do not have the capacity to serve many clients. Sindabi (2014:23) questions:

- Has anyone ever come across an advertisement in the media about a library? - Has anyone ever come across a newspaper or magazine article highlighting services offered by a certain public library?
- Has anyone ever attended a trade show and come across a stand for any library in Kenya?
- Have we ever, in a recent past, heard about an exhibition of books and other information materials found in any library in Kenya?
- How many libraries, be they community, school, academic or national, ever engaged in corporate social responsibility to promote their services?

Such factors, unfortunately, have over time eroded the confidence of library users. The importance of libraries in our society has not been promoted. Many information seekers now prefer going to the internet and other cheaper sources of information thus impacting negatively on the reading culture.

According to Njuguna (2014), Poor performance in English starts when young people are in primary school. He cites an example of a survey carried out by Uwezo Kenya, which showed that seventy per cent of children in class eight could neither read nor comprehend a simple story in either English or Kiswahili, fifty percent in class four and five and twenty one per cent of their counterparts in class six and seven could not comprehend a class two story. This poor reading culture is further carried on to secondary schools thus making extensive reading a challenge to many.

Odhiambo (2014) explains that some Kenyan publishers and authors often just don't put in enough effort to prepare their books. From outrageously designed cover pages to irritating blurbs and pretty avoidable mistakes. Some books published in Kenya are quite poor jobs. They fail the readability test, which is the entry standard thus posing a danger to extensive reading lovers. Jones (2014:5), states:

If things go their way, books will soon be obsolete relics for the museum. And when this happens, we will all be ashamed that we weren't even able to read the writing on the wall. One of the best indicators that our country might never achieve vision 2030 is the declining reading culture. Many students will never touch anything outside their field of study. They do not have the patience to read anything longer than 140 characters. All they have time to read are tweets, tattoos and explicit words written on the hemline of their clothes. When they need to source for news, they'd rather read incoherent banter on Facebook and makeshift blogs than buy a decent newspaper.

This is a situation that can be handled by the implementation of systematic extensive reading programmes in secondary schools in Kenya. With regard to Njuguna (2014), Odhiambo (2014) and Jones (2014), all these challenges boil down to us; parents, educators, authors, publishers and any other parties responsible for education in Kenyan schools as having failed to uphold the reading culture.

### **2.8.2 Possible Solutions**

Second language learners encounter various challenges when engaging in extensive reading. However, there are possible solutions to some of these challenges. For example, the integration of all four language skills into instruction. ELLs benefit from the integration of explicit instruction in reading, writing, listening, and speaking across the curriculum, regardless of their proficiency. For example, reading and writing are mutually reinforcing skill domains (August, 2002). Oral language development is also important because it facilitates English literacy development (August and Shanahan, 2006).

Learners should be taught the components and processes of reading and writing. It is important to teach learners the components of reading, beginning with phonemic awareness and phonics (the sounds of a language and how to put sounds together to form words) vocabulary, comprehension, and fluency, (August and Shanahan, 2006). These instructions can be done in the native language, vernacular English or in English. If taught in the native language or vernacular English, knowledge and usage of these components should then be transferred to English. However, it is then useful to pay attention to the differences between these languages and English. For example, English has some phonemes that have meaning that do not exist in other languages, such as the phoneme “sh,” which does not occur in Dholuo. Instruction in these components of reading must therefore be appropriate for learners. Learners should also be taught reading strategies. Besides learning the basics of reading, ELLs need to receive explicit instruction on reading (August, 2002).

Focus should be put on vocabulary development. Okwako (2011), explains that to be academically literate, students need a strong and constantly growing vocabulary base. Graves (2006) and August (2003), in agreement with Okwako (2011), state that

Knowledge of words, word parts, and word relationships is critical if students are to understand topics in a content area and develop strong reading comprehension and test-taking skills. Teachers must teach multiple meanings of words and help students incorporate words into their expressive vocabularies.

Teaching strategies that build and activate background knowledge should be used in English language classrooms. Many ELLs do not have background knowledge on topics taught in primary and early high school. They therefore have many gaps in the information learned. Teachers should activate prior knowledge that learners have and apply it to the lessons they teach to build a strong background of knowledge. They should connect instructions to what the learners know, then explicitly discuss how that knowledge applies to the topic at hand. Moje, Ciechanowski, Kramer, Ellis, Carrillo & Collazo, (2004), state that, when teachers make an effort to learn about students' existing 'funds of knowledge,' and encourage them to relate that knowledge to the books read, students tend to become more engaged in reading and their language skills improve.

Extensive reading should be taught through content and themes. In most cases, the content taught in English classrooms in Kenya is new to ELLs. However, this content should be linked to real-life experiences. Students tend to understand and perform better in cases where content and themes are related to their daily life practices. Learners thrive on situations in which they recognize the relevance of what they are reading (Short, 1999).

Providing content or theme-based instruction gives ELLs an important framework for assimilating new information and applying language skills learned across the curriculum (Echevarria, Vogt & Short 2004). If concepts in extensive reading are not



clearly understood by learners, teachers should use vernacular English strategically to make them clear. One of the useful strategies that can help students understand difficult academic and content-specific concepts is to explain the ideas in the kind of language that they use and understand best. They should also be given an opportunity to express themselves in that particular language. In this way, students develop a deep understanding of the concepts while learning the complex English words and expressions. If students share the same language background, they may also be able to explain concepts and terms to each other. August & Shanahan (2006) explain that, students receiving instruction in their native language and in English outperformed students receiving instruction only in English on measures of English reading proficiency.

To motivate learners to read extensively, teachers should pair technology with extensive reading. The incorporation of technology into instruction for ELLs is seen as promising since most learners like adventure with technology. This positively impacts on students' motivation to read extensively (Kim & Kamil, 2004). Students can be exposed to internet research, information exchange through email, chat rooms, bulletin boards and the use of DVDs and CD-ROMs. This exposure provides opportunities to read extensively, edit the kind of literature they come across, build their language skills and develop vocabulary. Generally, computer-based instruction can promote reading and writing development for ELLs but the instruction should be highly scaffolded. Murray (2005) suggests that teachers should choose or develop step by step materials and the websites they ask students to work with. Kim and Kamil, (2004) recommend that instruction for ELLs include strategies for reading in a "multimedia environment."

ELLs should be motivated through choice. Most students tend to be more motivated and more successful in extensive reading when they have meaningful opportunities to exercise choice, whether choice of text, choice of task, or choice of partner. Therefore, teachers should give learners a chance to choose materials that interest them. They only come in to guide them to avoid wrong choices. According to the Psychological constructivism theory, learners should engage in learning activities that are characterized by active engagement, inquiry, problem solving, and collaboration with others. They should be educated in a fashion that supports their interests and needs; consequently, they are the subject of study, and their cognitive development is the emphasis. The educator on the other hand, is the guide, facilitator, and co-explorer who encourages learners to question, challenge, and formulate their own ideas, opinions, and conclusions. The Psychological constructivism theory regards the purpose of education as educating the individual learner in a self-fashioned way.

Shahonya (2014:13) suggests that, “to motivate learners to read extensively, digital books should be brought to all learners.” He upholds the Jubilee Governments’ policy on laptops to all class one pupils. This, he states, is a positive move towards effective extensive reading. He gives an example of a Rwandan primary school and a Kenyan primary school in Kilgoris; Intimigom, where each child has a laptop equipped with e-readers. The e-readers improve the reading culture among pupils thus improved language skills. Shahonya (2014) further explains that, it is possible to set up a mobile library of soft copy books that a child can take home or read anywhere at their convenience. As many as 300 books are compressed as e-books. This means that technology has helped to put a whole library in the hands of the children. However

this is not so in most Kenyan schools especially those in rural settings, because they have no electricity or other sources of power to make this practical.

## **2.9 Reading Programmes**

The implementation of research-based reading programmes in secondary schools in Kenya, is another solution to challenges of extensive reading. However, the implementation of the reading programmes has not sufficiently taken place to enable students read extensively. The reading programmes in secondary schools are haphazard and not well defined. McPeak and Smith (2001) documented six reasons as to why the implementation of research-based reading programmes may fail. They indicated that:

- Not all teachers involved receive sufficient in-service training to successfully teach the reading programme.
- Coaching is not provided during the year to support implementation.
- The grouping and scheduling requirements of the selected programme are not followed.
- The programme is not implemented with sufficient intensity to catch students up quickly.
- Teachers do not monitor progress frequently enough.
- Too many initiatives interfere with effective implementation of the reading programme, diffusing time, resources, and support.

These problems are relevant to the Kenyan situation. Implementation and sustainability of extensive reading programs in secondary schools in Kenya requires reading interventions such as: systematic organization, support from the school management, effective instructional tools and effective teacher knowledge on sustainable reading programmes. Most of the successful reading programmes are

closely related to the cooperative learning method. According to Duplass (2006), cooperative learning is an instructional method in which students work together in small, heterogeneous groups to complete a problem, project, or other instructional goal, while teachers act as guides or facilitators. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. This group dynamic not only provides a supportive environment for learning new content and acquiring English language skills, but also helps to foster friendships and social development. Below are some reading programmes that focus on cooperative and individualized learning among students.

### **2.9.1 Students' Team Reading**

Students Team Reading is a program where students work in heterogeneous teams. Activities are designed to follow a regular cycle that involves teacher presentation, team practice, independent practice, peer pre-assessment and individual assessments that form the basis for team scores (Stevens and Durkin, 1992). Narratives from a literature anthology are used as the basis for the reading material. Students work in teams of four to five as they read and receive rewards for working well both as individuals and as group members. Students engage in activities such as individual silent reading, partner reading, questions guide reading, word mastery where students practice saying new words with their partners, story-related writing, story retelling, summary writing and finally students are tested on comprehension, word meaning, and word pronunciation (Slavin 1995). Through this kind of program, students develop love for extensive reading. This is in line with the Psychological constructivist theory where learners work to understand and create their own knowledge.

### **2.8.2 Read 180 Read 180**

Read 180 Read 180 is a reading programme where students work in teams of 15 with 90 minutes of instruction per day. The lesson begins with a 20-minute shared-reading and skills lesson. Students are then put into smaller groups of five to practice three activities; computer-assisted instructional reading, modeled or independent reading, and small-group instruction with the teacher. This program makes use of videos on a variety of topics especially those from science and social studies. Students are given an opportunity to read about the video content then engage in comprehension, vocabulary, fluency, and word-study activities around this content. Students are also exposed to audios that model comprehension, vocabulary, and self-monitoring strategies used by good readers. Teachers are facilitated to make the programme a success by being given the necessary materials and exposed to workshops and in-service courses to support instruction in extensive reading.

### **2.8.3 Cooperative Integrated Reading and Composition (CIRC)**

Cooperative Integrated Reading and Composition is a programme where students work within cooperative mixed-ability teams of four. According to Slavin, Cheung, Groff and Lake (2008), the cooperative way of learning means all group members are equally engaged to accomplish the attainment of the group goals. Students engage in partner reading, story retelling, story related writing, word mastery, and story-structure activities to prepare them and their group members for individual assessments that form the basis for group scores.

### **2.9.4 Voyager Passport**

Voyager Passport is a programme that begins with the whole-group instruction then gradually moves to flexible small-group activities, and partner practice. It engages

students with DVDs, online learning activities, and other instructional strategies focused on comprehension, vocabulary, fluency, and writing (Slavin, Cheung, Groff & Lake, 2008).

### **2.9.5 The Reading Edge**

The Reading Edge is a reading programme that uses the cooperative learning structure. According to Slavin, Cheung, Groff & Lake (2008), it groups students for reading instruction according to their reading ability across grades and classes. Whole-class reading instruction is delivered in daily one hour blocks. Fiction, nonfiction, and simple scripts are used to help students develop basic decoding skills, reading fluency, vocabulary, and comprehension. Every Reading Edge lesson follows a regular pattern: it begins with active instruction, followed by teamwork, and lastly a time for student reflection. This program combines explicit instruction in metacognitive reading strategies with peer collaboration, regular assessment and feedback, and classroom management techniques that are intended to encourage students to read extensively (Slavin and Madden, 2010). Instructions move from known to unknown concepts. The reading process kicks off with a focus on fundamental reading skills and emphasis on individual words and comprehension. Texts that are read become gradually difficult as students master new skills. Professional development for teachers is also provided through seminars and workshops.

### **2.9.6 Strategy Instruction Program**

Strategy instruction program is a reading program that focuses on the teaching of cognitive and metacognitive reading strategies such as summarization, use of graphic organizers, and previewing (Chambers, Slavin, Madden, Ambrami, Tucker, &

Cheung, 2009). Unlike reading programs that are based on the cooperative learning method which emphasizes teamwork, the strategy instruction program emphasizes on individual metacognitive skills, sustained silent reading, language study, and writing.

### **2.9.7 Jostens Reading Programme**

Jostens Reading Programme is based on Computer-Assisted Instruction (CAI). According to Campuzano, Dynarski, Agodini, and Rall, (2009), this program teaches basic reading processes such as identifying main ideas and details in a text, drawing inferences, making comparisons, drawing conclusions, determining authors' purposes, organizing strategies of the story and concept mapping, summarizing, outlining, applying comprehension strategies to both literary and content area selections and organizing information . Students are encouraged to read widely from a variety of literary genres and are given the opportunity to respond critically to what they read. Like the Strategy Instruction program, students work individually on provided texts, especially computer based texts. During assessment, students are placed in an individualized instructional sequence then work individually on exercises designed to fill in gaps (Murphy, Penuel, Javitz, Emery and Sussex, 2007). Through self-paced instruction, students are carefully guided through every genre they read and write. As a result, Students develop proficiency in word analysis, vocabulary, comprehension, and study skills.

### **2.10 Review of Related Studies**

This section reviews related studies on extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. It focuses on studies carried out by other researchers, who have shed light on how the various skills of English language can be acquired by second language learners in secondary schools in Kenyan.

Okwako (2011) carried out a study on Enhancing the Development of Vocabulary Knowledge in English as a Second language in Kenya. The study investigated the acquisition of vocabulary knowledge through the post comprehension reading, multi-tasks teaching approach on vocabulary reading among secondary school students in Kenya. The research population involved 76 form three students from Vihiga District, Kakamega County. The study involved a quasi-experiment on the approach of teaching vocabulary and at the end of the experiment respondents were tested on how much vocabulary they had acquired. The test items were selected from various reading passages mixed with an equal number of dummy words though the dummy words were not scored. The experiment took three months. A pretest on vocabulary was administered before the experiment commenced. The respondents in the experimental group were treated to a post comprehension reading Multi-tasks teaching approach on vocabulary teaching and learning for three months. The students were engaged in finding meanings of words selected by the researcher. The teacher and students identified their own words from the passages, reflected on the passage by discussing whether the ending of the passage was ideal and proposed how best to end the passage. The researcher concluded that; students learned a lot of vocabulary when they interacted more with reading Comprehension passages. This enabled them acquire meaningful communicative opportunities both within and outside the classroom. The study also revealed that students who scored highly in the vocabulary test were exposed to a variety of reading material. This enabled them acquire a wide range of vocabulary. These findings shed light on the fact that extensive reading is crucial in the acquisition of vocabulary as a language skill.

Another Study was carried out by Onchera (2011), on The Role of Teacher Obligation in Developing Functional Writing Skills for Effective Communication in the English



Language Classroom in Kenya. The study investigated how and what teachers do in the process of teaching functional writing; their practices and their preparation. The researcher used a sample of 720 students from Form 2-4 and 18 teachers of English language from six secondary schools in Nyanza province. The researcher used self evaluation schedules, interview schedules for teachers and observation schedules in classrooms. In the self evaluation schedule, students gave their views on the importance of specific functional writing skills to communicative competences. The interview schedule for teachers solicited information pertaining to their preparation with regard to the teaching of functional writing skills. The observation schedule was used to collect details on language use in functional writing skills associated with the process of product analysis and systematic analysis in context.

The study findings and conclusions revealed that a teacher's cognition has profound influence on how learners learn functional writing skills. He also concluded that Minimum support is given to learners in terms of writing and they are not exposed to variety of reading materials to enhance their writing skills.

Asraf and Ahmad (2003) carried out a study on Promoting English Language Development and the Reading Habit among Students in Rural Schools through the Guided Extensive Reading Program. The Study investigated the influence of guided extensive reading on learners' reading habits in rural secondary schools in Malaysia. The sample population was three Malaysian rural schools. Tools of data collection were: classroom observations, teachers' diaries and open-ended interviews. During observations, learners were exposed to guided extensive reading programme sessions once a week over the course of four months. During the sessions, the researchers stayed in the classrooms and noted their impression on how the teachers carried out

the GER classes as well as the students' reactions during the sessions. The researchers also requested the teachers to keep diaries in which they recorded their thoughts on extensive reading, their reflections on how well they had carried out their GER sessions and their perceptions of the students' responses towards the programme. Finally, open-ended interviews were carried out to get the views of the teachers and the students regarding the GER programme. The study found out that students benefited from the GER gradually as they developed a positive attitude towards it. It was concluded that the success of a reading programme depended on a number of factors such as: motivation of students to read, the organization and implementation of the programme, monitoring of the students' reading and how the teachers feel about extensive reading. It was also concluded that, teachers should acknowledge the importance of extensive reading in order to exert their efforts to make the GER programme a success.

De Burgh-Hirabe and Feryok (2013), carried out a qualitative study on; A model of motivation for extensive reading in Japanese as a foreign language. The study investigated a model of complex and dynamic motivation for ER in Japanese. The study sample involved nine students studying Japanese as a foreign language. The tools of data collection were interviews and journal entries. The nine participants were encouraged to read as many Japanese books as possible outside class for 5 to 7 months. Data from interviews and journal entries were analyzed for factors influencing motivation of ER in Japanese. The findings revealed that the participants' motivation changed as different factors interacted, leading to different patterns of engagement with ER, which fitted within the model. This suggested the value of using a complex and dynamic approach to L2 extensive reading. They concluded that

making ER obligatory to learners and providing them with varied ER materials motivated them to read extensively.

Okwako, (2011), Onchera (2011), Asraf and Ahmad (2003) and de Burgh-Hirabe and Feryok (2013), concluded that extensive reading leads to greater proficiency in language skills. This finding shade some light on this study, however, these scholars did not directly deal with extensive reading and its influence on language skills. They therefore, left a gap for this study to explore extensive reading and its influence on language skills among learners of English language in Kenya.

### **2.11 Chapter Summary**

This chapter gave a critical review of literature on Extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. Extensive reading provides very effective platforms for promoting acquisition of language skills though, it requires a significant investment in time, energy and resources. However, the benefits in terms of language skills development for the participating learners far outweigh the modest sacrifices required.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the research design and methodology are discussed. A research design is a conceptual structure within which research is conducted. It constitutes the blueprint or the procedures followed in collection, measurement and analysis of data (Serem, Boit and Wanyama, 2013). It focuses on the decisions regarding what, where, when, how much and by what means concerning a research study. Methodology on the other hand is a way to systematically solve a research problem. Kirui (2015: 47) explains that Methodology is a key element in a research. It outlines the strategy for conducting a research in order to answer the main research question.

#### **3.2 Research Design**

This study involved a descriptive survey into extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. Cohen, Manion and Morrison (2007) explain that the intention of a descriptive survey is to collect data at a particular point in time and use it to describe the nature of the existing conditions. Descriptive surveys are useful for education fact-finding and provide a great deal of information which is accurate. They are concerned with describing, recording, analysing and interpreting conditions that either exist or existed (Hull, 2009; Serem, Boit and Wanyama, 2013).

#### **3.3 Research Methodology**

The study adopted the mixed method research approach, because it dealt with both mental constructs and numerical data that could be quantified. Mixed method is a blended qualitative and quantitative approach. It involves using more than one kind of

method to study a phenomenon. According to Casey and Murphy (2009), it has been found to be beneficial in providing confirmation of findings, more comprehensive data, increased validity and enhanced understanding of the studied phenomena. As data are drawn from multiple sources, it broadens the researcher's insight into the different issues underlying the phenomena being studied.

The mixed method approach is flexible and seeks to generate and analyse holistic data on an issue. It ensures trustworthiness in the research process and observes ethical consideration (Jwan and Ong'ondo, 2011). The study employed tests, interviews and focus group discussions as tools of data collection. It described the situation of the phenomena vividly as it was without any interference (Creswell, 2009). Qualitative data was presented through narration while quantitative data was presented through tables of frequencies and percentages.

### **3.4 Philosophical Paradigm**

This study was situated within the relativist-interpretivist philosophical paradigm. A philosophical paradigm refers to the way one looks at the world and how one interprets it. One's philosophical paradigm influences how one presents a research and how one interprets the research findings. Relativists believe that truth is relative and there is no single view point of the world. Each individual has his or her own way of looking at things and interpreting them. It all depends on an individual's perception and experiences and not as perceived by others. According to Cohen, Manion and Morrison (2007), an individual's philosophical paradigm depends on his or her history, social and cultural upbringing and context. Relativists are subjective or neutral in their way of looking at the world as opposed to realists who look at the world as having the objective truth (Creswell, 2011). The relativist-interpretivist view

was in line with the theory of this study (Psychological constructivism) which maintains that individuals create or construct their own new understandings or knowledge through the interaction of what they already know. As students read extensively, they construct new knowledge. According to Creswell (2009), individuals develop subjective meaning of their experiences towards certain objects and things. These meanings are always varied and multiple. This being the case, the researcher was compelled to look for complexity of views among participants rather than narrowing meanings into a few categories or ideas. Lincoln and Guba (2000) concur with Creswell (2009). They explain that the goal of the researcher is to rely as much as possible on the participants' views of the situation being studied. The research relied strictly on the teachers' and the students' views presented in the tests, focus group discussions and interviews.

The ontological orientation of this research was relativism. It maintains that reality is subjective and that the world and knowledge are created by an individual's social and contextual understanding. It is how one sees or interprets the world. Johnson (2008) in Jwan and Ong'ondo (2011) state that there is no single viewpoint. Cohen, Manion and Morrison (2007), reiterate that human beings have an independent existence and are not dependent. In relation to this view, the researcher treated every participant in the study independently and considered each individual's views unique. Data generated from these views showed that there were multiple realities generated by both learners and teachers of English language regarding extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. It is from these realities that the researcher draws her conclusions of the study.

According to Manson (2002), it is only through recognizing that different ontological perspectives might tell different stories, that one can begin to see one's own ontological views of the social world as a position which should be established and understood, rather than an obvious universal truth that can be taken for granted. In relation to this view, extensive reading, should not be taken for granted. It is an important source of knowledge to English language learners and therefore measures should be put in place to ensure that students in secondary schools in Kenya read extensively.

This study adopts the interpretivist-constructivist epistemology. According to Cohen, Manion and Morrison (2007), epistemology refers to the bases of knowledge, its nature and forms and how it can be acquired and communicated to other human beings. In regard to this view, teachers and students of English language in secondary schools in Kenya were the main source of data generation. The interpretivist-constructivist epistemology generates data from people with the aim of getting knowledge on how people perceive, interpret and understand matters that affect them in their own social world and how to give it individual or collective meaning.

This study explored extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya through language tests, FGDs and interview schedules. The instruments of data collection and the entire research process adhered to the tenets of the interpretivist-constructivist view.

### **3.5 Mixed Method**

In this section, the researcher explains the tenets of the mixed method in order to show its suitability to the study. This research used the mixed method approach which was in line with the descriptive research design and the relativist-interpretivist

research paradigm used in the study. The mixed method approach is based on data generation methods that are flexible, non manipulative and sensitive to the social context from which the data is generated (Manson, 2002). The researcher was not confined to a rigid design that could eliminate responsiveness and pursuance of new paths and discovery as they emerged.

The study used researcher-produced tests, focus group discussions and interview schedules to investigate extensive reading and its influence on learners' language skills in secondary schools in Kenya. The tests led to the use of tabulated data frequencies and percentages while FGDs and interview schedules led to the use of narrative descriptions.

### **3.6 Study Location**

This study was carried out in Uasin Gishu County, Kenya. It is located within the Mid-West of the Rift Valley Region. According to the Kenya county Guide (2016), it extends between longitudes 34° 50' and 35° 37' East and latitudes 0°03' South and 0° 55' North. It covers an area of 3,345.2 Square kilometres. The County is divided into three zones namely; the upper highlands, upper midlands and lower highlands. It shares common borders with Trans Nzoia County to the North, Elgeyo-Marakwet County to the East, Baringo County to the South East, Kericho County to the South, Nandi County to the South West and Kakamega County to the North West. It has six constituencies with thirty County assembly wards. Administratively, the County is divided into three sub- counties namely Eldoret East, Eldoret West and Wareng which are further sub divided into 6 Divisions, 51 locations and 97 sub-locations. The County population is estimated at 894,179 (Uasin Gishu development plan of 2002-2008 Republic of Kenya, 2001).



The area was chosen because of its rich cosmopolitan population and the different categories of schools, which provided the study with a target population that was representative of other schools in Kenya. The researcher used one national school, one extra county school and two county schools, to obtain data. These schools had student populations that represented students from both rural and urban settings. They provided wide and varied data that was used to make conclusions on extensive reading and its' influence on language skills among learners of English language in secondary schools in Kenya.

### **3.7 Target Population**

The participants in this study were English language teachers and form three students of English language in secondary schools in Uasin Gishu County, Kenya. According to Serem, Boit and Wanyama, (2013:36), target population refers to the universe of the study. It states the total number of subjects of the study, describes the accessible population, justifies the choice of the target population and provides the characteristics of the population in terms of size, subgroups and all other variables of interest. Kasomo (2007:27) puts it that, target population is any collection of a specific group of human beings or of non-human entities such as objects or educational institutions that have at least one characteristic in common. The target population of this study was the teachers and learners of English language in secondary schools in Uasin Gishu County, Kenya. The choice of the form three class was ideal for this study because KIE (2012-2013) observes that at form three level, learners would have acquired a range of language skills and appreciate the importance of extensive reading. Teachers were chosen because they are the main agents of curriculum implementation. The selected sample permitted a range of opinions held by both teachers and learners of English language in secondary schools in Kenya.

### **3.8 Variables of the Study**

Cohen, Manion and Morrison (2007) explain that, a research often concerns relationships between variables. A variable can be considered as a construct, operationalized construct or a particular property in which the researcher is interested. They differentiate between a dependent and independent variable. An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified to affect an outcome. A dependent variable, on the other hand, is the outcome variable, that which is caused, in total or in part, by the input, antecedent variable. It is the effect, consequence of, or response to an independent variable (Cohen, Manion and Morrison, 2007). This research was based on two main variables; the independent and dependent variables. The independent variable was extensive reading while the dependent variable was the language skills which included; comprehension, vocabulary, grammar, writing and oral skills.

### **3.9 Sampling Procedures and Study Sample**

This section discussed the sampling procedure and the study sample.

#### **3.9.1 Sampling Procedure**

The selection of the sample was done using purposive sampling which is a non-probability sampling technique. This being a qualitative study, the sample size was fairly small because the tests, the FGDs and the interview schedules were intense. It was also small to allow an in-depth inquiry because a large sample makes it difficult to process the large output of data (Mills, Durepos and Wiebe 2010). Ritchie, Lewis and Ellan (2003) in Manson (2010), reiterate that, more data does not necessarily lead to more information. In this study, Purposive sampling was used to select four schools from the National, Extra county and County categories to participate in the study. The

sample procedure involved choosing samples that were information-rich, illuminative and offered useful manifestations of the phenomenon of interest to serve as respondents (Patton 2002). Tests, FGDs and interviews were used as instruments of data collection.

### **3.9.2 Study Sample**

The study sample was drawn from teachers of English and forms 3 students in National, Extra County and County secondary schools in Uasin Gishu County. These three categories of schools offered an appropriate sample for the type of tests that were used to gather information, since they admitted varied types of students with varied academic capabilities.

The form three students were used in this study because they had been exposed to English for at least 10 years and were expected to be proficient in both their written and spoken language. One of the objectives of teaching written composition in secondary schools in Kenya is that students should be able to use correct spelling, among other skills of writing at the end of form two (K.I.E. 2006). The researcher used 30% of the population of form three students per sampled school. Kabiru and Njenga (2009) assert that, a sample should be large enough to allow for generalization and often this should be 30% at minimum and 50% maximum of the total population. Cohen, Manion and Morrison (2007) also consider 30% percent of a target population as being the minimum and adequate representative sample in a qualitative research. The researcher used the minimum of 30% to allow for an indepth study.

The number of form three students in each sampled school was quite big. To be able to get a manageable sample, the researcher only picked on 30% of the population of the form three class from each sampled school for administration of tests. Two

hundred and four students participated in tests, forty eight in FGDs and twelve teachers in the interview schedule. The table below shows the number of students in each form three class per school and the 30% sample size of each class.

**Table 3.1: No. Of Students in Form Three per School**

	School A	School B	School C	School D
Form 3 Beta	41	Form 3 West 47	Form 3 Blue 34	Form 3 East 40
Form 3 Theita	41	Form 3 East 45	Form 3 Green 34	Form 3 West 38
Form 3 Phi	41	Form 3 South 48	Form 3 Violet 37	Form 3 North 38
Form 3 Gama	41	-----	Form 3 Yellow 38	Form 3 South 38
Form 3 Alpha	39	-----	-----	Form 3 Red 39
<b>TOTAL</b>	<b>203</b>	<b>140</b>	<b>143</b>	<b>193</b>
<b>30%</b>	<b>61</b>	<b>42</b>	<b>43</b>	<b>58</b>

### 3.10 Data Collection Instruments

This section discusses the research instruments used in the study. According to Juan and Ong'ondo (2012), data generation involves the intervention between the researcher and the participants as they co-construct the relative reality and interpretation by the researcher.

In this study, data was generated using the following research instruments: interviews for teachers, focus group discussions and tests on grammar, vocabulary, comprehension, writing and oral skills for students. The tests and focus group discussions were administered to form three students while the interviews were administered on the form three teachers of English from four secondary schools in Uasin Gishu County. The instruments tested the students' knowledge with regard to extensive reading and its influence on the student's language skills.

### 3.10.1 Tests

Tests were used to gauge the students' level of competence in language skills. They were based on Purpura (2004) task types adopted from Bachman and Palmer's framework (1996). The test items were extracted from different types of writings that students commonly came across such as newspapers, secondary school class texts, past paper questions from KNEC and the recommended set texts by KNEC. According to Purpura (2004), tests seek to obtain and often provide information about how well a student knows a language skill, in order to convey meaning in some situation where the target language is used. The information obtained from these tasks then formed the basis for decision making as to whether the student were exposed to adequate extensive reading materials that lead to the mastery of the target language skills or not. It was from these tests that the researcher made inference about a learner's language ability.

Purpura (2004) notes that, in most classroom testing contexts, the definition of test constructs is relatively straightforward because teachers test what they teach. They derive the tests from text books or the syllabus. He further explains that, tests should provide a realistic situation in which test-takers need to display information in order to complete the task. He specified five design characteristics that contribute to the communicative nature of the task. They include:

- i. the contextualization of the test items,
- ii. the identification of a communicative purpose,
- iii. the identification of interlocutors,
- iv. the instructions that focus on meaning rather than forms and
- v. the opportunity for the test-taker to create own messages and to produce grammatical responses appropriate to a given context

The researcher came up with tests that provided a realistic situation in which test-takers needed to display information in order to complete the task. She adhered to the above mentioned five design characteristics that contribute to the communicative nature of the task. Characteristics as mentioned by Purpura (2004).

The tests used both the closed and open ended question format. Since closed question responses are given in accordance with the researcher's terms, some questions were open-ended to allow respondents to answer in their own ways. All the test items were done as one complete paper using the KNEC regulations. Since the researcher was dealing with only language skills, the test items were a combination of paper one and paper two according to KNEC examination so as to allow for testing in all the four language skills.

To score and grade learners' performance in the tests, the researcher adopted the KNEC format where the grading was as follows: 0-29 E, 30-34 D-, 35-39 D, 40-44 D, 45-49 C-, 50-54 C, 55-59 C+, 60-64 B-, 65-69 B, 70-74 B+, 75-79 A-, 80 and above A. The researcher considered all the learners that scored below 55 marks (below C+) as below average. 55-69 marks (C+ to B) as average and 70 and above marks (B+ to A) as above average.

At the end of the tests on language skills, there was a self-evaluation test where learners stated how often they engaged in extensive reading. This gave the researcher the basis for comparison on how lack of, or frequent exposure to extensive reading influenced the learners performance in language skills.

### 3.10.1.1 Vocabulary Test

To establish the influence of extensive reading on how well students performed in vocabulary, a vocabulary test was administered. This test featured in the comprehension test. It consisted of words that students commonly came across in their day to day speech but were not familiar with their meanings and were likely to misspell them or fail to know their meanings when they encountered them in context. A total of ten words were given. For any student to have written their meanings correctly, they must have come across them during their extensive reading or day to day interactions.

The vocabulary test was used to test word recognition, word meaning and comprehension as a result of exposure to extensive reading. It was believed that lexical knowledge was an area of language proficiency that was useful to extensive reading outcomes, hence the decision to assess it. Dale and O'Rourke (1986) in Sedita (2005:4) proposed a model of four levels of lexical knowledge as follows:

- i. "I never saw it before"
- ii. "I have heard it, but I don't know what it means."
- iii. "I recognize it in context---it has something to do with---"
- iv. "I know it"

Stage 1-3 indicated that the student had little or no knowledge of the meaning of the word while stage 4 meant, the student recognized, comprehended and stated the meaning of the word accurately. Therefore, a mark was awarded to the student who knew the word.

The vocabulary test was guided by Okwako (2011) who selected words from three reading comprehension passages that appeared in the students class texts. However

this study only used words from one comprehension passage from the class text as schemed for in third term of the form three class by the subject teacher. This was so because the vocabulary test had to be done with other test items during the school teaching hours of two double lessons of two hours 40minutes. Ten minutes of this time was used to distribute and collect the test papers. (Five minutes in the beginning for the distribution of the test papers and five minutes at the end of the test for the collection of the test papers).

The vocabulary test was scored. The words were marked either correct (by giving a tick) or wrong (by giving a cross). All the correct scores were counted and the total score recorded over a maximum mark of fifteen. Each correct response scored one and half marks. The grading was done according to the KNEC's grading system. This test was used to show the influence of extensive reading on the learner's performance in vocabulary.

#### **3.10.1.2 Comprehension Test**

Learners were given a short passage to read and answer questions. The passage was used to determine the learners' ability to identify words in print and construct meaning out of these words (comprehension). According to KNEC (2012-2013:39), reading is a very important component of language learning at all levels of secondary education. It is the main form of regular exposure to language skills. The comprehension test was administered together with other tests on language skills. It was the context from which the vocabulary test was drawn. It was extracted from the students form three course book and appeared in the teacher's third term's scheme of work. The comprehension had ten questions, each carrying two marks, a total of twenty marks. The test was scored and the answers given for each number were



marked either right (by giving a tick) or wrong (by giving a cross). All the correct scores were counted and the total score recorded over a maximum mark of twenty. The grading system was adopted from the KNEC guidelines of marking the unseen passage in paper two.

### **3.10.1.3 Grammar Test**

Grammar refers to a set of rules that describe the structure of a language and control the way sentences are formed. Grammar is central to language proficiency. The use of the grammar test was one way of assessing the learners' knowledge of the target language. According to the specific objectives listed in KNEC (2012-2013:34-35), if a student is often exposed to a variety of grammatical items then he/she should be able to: express himself or herself clearly and precisely, understand and appreciate what he/she hears and reads, demonstrate creativity and flexibility in sentence construction and use sentence structures appropriately in various writing tasks.

The students were exposed to a grammar task to test their fluency in language. A variety of grammatical items were set. They included: tenses, parts of speech, sentence construction and punctuation. The grammar test adopted the format used by KNEC in the setting and grading of grammatical items that usually appear in paper two. The test was scored and the answers given by the students were marked either correct (by giving a tick) or wrongly (by giving a cross). The grammar test carried 15 items with a maximum of 15 marks. Each correctly scored item was awarded one mark. All the correct scores were counted and the total score recorded over a mark of 15.

#### **3.10.1.4 Writing Test**

The writing task tested the learner's ability to comprehend the ideas expressed in the poem and be able to write them down in their own words. It also tested their fluency in language since they were expected to express themselves in an articulate manner in writing.

KNEC allows the learners to write a composition of upto 350 words in a given time frame. However, quality rather than quantity remains the guiding principle. That is why; the researcher gave the students an opportunity to be as brief as possible in expressing their ideas on the question set in only two paragraphs. The test had one question that required the students to read the poem and paraphrase it in not more than 200 words. From this test, it was expected that the students meet the following objectives as stated by KNEC (2012- 2013):

- i. Write neatly and legibly.
- ii. Express ideas logically and coherently.
- iii. Develop and sustain ideas to the required length.
- iv. Use appropriately a sufficiently wide range of vocabulary.
- v. Use correct sentence structures.

The test was marked out of 20 marks using the guidelines provided by KNEC (2014) marking scheme of paper three. (A copy is provided in appendix 2).

#### **3.10.1.5 Oral Skills Test**

The oral skills test sought to establish the influence of extensive reading on the students fluency in English language. According to KNEC (2012-2013) oral skills should be used to help learners develop confidence in their ability to express themselves in English, provide an opportunity for the correction of mistakes in spoken

English and lay a basic foundation for the study of literature and language skills. It is necessary that students learn correct pronunciation, stress and pitch or intonation in words and sentences because there may be problems of meaning depending on where the stress falls. Incorrect pronunciation and stress may lead to mistakes and misunderstanding in written and spoken language. However, KNEC does not offer an oral examination in English language, but has devised a way of testing oral skills through written, a method that the researcher adopted

A test on oral skills was administered. It consisted of questions on pronunciation, stress and intonation. A total of thirty questions were administered. The test was scored and the answers given by the students were marked either correct (by giving a tick) or wrong (by giving a cross). All the correct scores were counted and the total score recorded over a maximum mark of thirty. There were thirty questions with a total of 30 marks. Each correct response scored one mark.

### **3.10.2 Self Evaluation Test**

The self-evaluation test was used to find out the details of how often students engaged in extensive reading. This test was based on a five-point likert type scale. The learners rated themselves with the stated items and the scores ranged from 0-5 as shown in the table below.

**Table 3.2: Likert Scale**

	<b>Frequency</b>	<b>Score</b>
1	Not at all	0
2	Once a week	1
3	Twice a week	2
4	Thrice a week	3
5	Four times a week	4
6	Daily	5

Zero was the lowest score while five was the highest. A score below three points (0-2) indicated little or completely no engagement in extensive reading. While the score of 3 and above indicated frequent engagement in extensive reading.

### **3.10.3 Interview Schedules**

The interview schedule was used to supplement the limitations of the tests and the focus group discussions. Mackay and Gass (2005) state that unlike tests, interviews give the researcher freedom to digress and probe for more information. The interviews were audio recorded or written down where interviewees refused to be audio recorded. Audio recording ensured that the researcher gathered all information given by the respondents since taking notes limited information guidelines due to lack of eye contact.

The researcher used the semi-structured type of interview which is less formal and therefore gave her freedom to gather a wide and detailed range of information. The researcher had a list of six questions that guided the interview process as proposed by Coles and McGrath (2010). The interview schedule had an overall length of 30

minutes. Serem, Boit and Wanyama (2013) recommend that as a general rule, 30-45 minutes are enough. Data collected from the interview schedule was then transcribed and analyzed descriptively. A copy of the interview schedule is provided as appendix 4.

#### **3.10.4 Focus Group Discussion**

FGDs were a supplemental source of data collected along other kinds of data that were collected using interviews and tests. The focus group discussions consisted of 12 students brought together in a private and comfortable environment to engage in a guided discussion. Babbie (2013) and Cohen, Manion and Morrison (2007) recommend a group size of 6 to 12 members. The idea is to have enough members to generate and maintain a discussion but not so many that some individuals will have a hard time getting a chance to speak. The interviewer acted as a moderator who encouraged participants to generate discussions around the leading questions.

As suggested by Bryman (2012:513), FGDs must have an introduction followed by a provision of some of the conventions of focus group participation. The researcher started off the FGD sessions by giving participants a brief overview of what her expectations were for the focus groups. She reviewed some ground rules for participation, told the participants of the purposes of the research, gave them a general overview of the topic to be discussed, thanked them for agreeing to participate and told them how long the session would last. The ice was broken by a brief introduction among the participants. The FGDs were used to find out the reading programmes in schools, the extensive reading materials and activities that learners engaged in, and the challenges they encountered while engaging in extensive reading.

### 3.11 Summary of Data Collected and Methods Used

**Table 3.3: Summary of Data Collected and the Methods Used**

Question	Type of data collected	Instrument used	Source of Data	Method of Reporting
Which kinds of extensive reading programs do secondary schools have and how do they influence learners' language skills in language classrooms in Kenya?	Qualitative Quantitative	Tests FGD Interview guide	Students Teachers	Narrative
Which kinds of extensive reading materials influence learners' language skills, in language classrooms in Kenya and how often do they read them?	Qualitative Quantitative	Tests FGD Interview guide	Students Teachers	Narrative
What types of extensive reading activities influence learners' language skills, in language classrooms in Kenya?	Qualitative Quantitative	Tests FGD Interview guide	Students Teachers	Narrative
What challenges do learners encounter when engaging in extensive reading?	Qualitative Quantitative	FGD Interview guide	Students Teachers	Narrative
What are the possible solutions to the challenges that learners encounter when engaging in extensive reading?	Qualitative Quantitative	FGD Interview guide	Students Teachers	Narrative

### **3.12 Trustworthiness of the Research**

The researcher sought to be as truthful as possible in conducting the study. The researcher focused on four main factors to achieve trustworthiness. Jwan and Ong'ondo (2011), outline them as: credibility, transferability, dependability and confirmability.

#### **3.12.1 Credibility**

Credibility which is also known as validity in quantitative research refers to the truthfulness of data collected (O'Donoghue2007). One way of achieving credibility in a study is by the researcher collecting data personally. In this study, the researcher administered tests personally to the sampled students, conducted the FGDs and interviewed the teachers. Credibility was also achieved through the use of multiple data collection tools so as to get variety and detailed information on issues at hand. Three instruments of data collection were used; tests, FGDs and interviews. The interviews and the FGDs were used to compliment the tests administered. Jwan and Ong'ondo (2010), recommend frequent consultation with the supervisors as a way of achieving credibility. The researcher achieved this aspect of credibility by discussing the instruments with the supervisors, who gave suggestions, clarifications and input that were incorporated towards the improvement of the instruments. A pilot study was also conducted and the responses from the participants enabled the researcher to adjust the instruments so as to measure what was to be measured by checking the responses against the research objectives (Hull, 2009).

#### **3.12.2 Dependability**

Dependability which is also referred to as reliability in quantitative research refers to a case where instruments of data collection provide consistent results. It is the extent

to which the research procedure is clear enough to enable other researchers replicate the study to get similar results. Guba (1991) in O'Donoghue (2007) describes it as the criterion of rigour related to the consistency of findings. Bryman (2012:169) reiterates that, it as a case where two or more observers have consistency in their decisions. If two or more measures agree, then the instrument is dependable or reliable. To ascertain the dependability or reliability of the instruments, the researcher carried out a pilot study in Trans Nzoia County. Teachers and students from two non sampled schools were asked to respond to the interviews, tests and FGDs designed for the research within an interval of fourteen days so as to determine its dependability.

### **3.12.2.1 Pilot Study**

A pilot study was carried out to determine the trustworthiness of the instruments. Cohen, Manion and Morrison (2007:341), assert that, a pilot has several functions, principally, to increase the trustworthiness and practicability of the research instruments, to check the clarity of the items, instructions and layout, to gain feedback on the credibility of items, to eliminate ambiguities or difficulties in wording, to check readability levels for the target audience, to gain feedback on the type of questions and their format and to identify omissions, redundant and irrelevant items. In agreement with Cohen, Manion and Morrison (2007), Bryman (2012:264-265) states that Piloting has the following advantages:-

- Provides researchers with some experience of using the tool and infuses them with a greater sense of confidence.
- It helps identify unnecessary data.
- Helps the researcher identify the questions that make the respondents uncomfortable.
- Helps identify questions that are not clear.
- Allows the researcher to determine the adequacy of instructions to respondents.
- Makes it possible for the researcher to consider how well the questions flow.



Two schools in similar categories with those of the study sample were purposively selected from Kitale Municipality, Trans Nzoia County, for a pilot study. The researcher chose schools in Trans Nzoia County because their students' entry requirements were comparable to the students of the population from which the sample for the study was taken. These schools also had other similar characteristics such as, the category of the schools and the catchment area. One was an Extra County school similar to school B, and the other was a County school similar to school C and D in the study sample. The schools were also situated in an urban setting just like those sampled for the study. The researcher approached the principals of the two schools and sought permission to undertake the pilot study. The researcher explained to the participants the purpose of the research and clearly specified the ethical issues to be considered. 118 students participated in the pilot study.

### **3.12.3 Transferability**

Manson (2002) defines transferability as the extent to which the research findings may be generalized to other cases or contexts with similar circumstances if rigour is demonstrated. This research came up with findings and recommendations on extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya that could be generalized to other schools that did not participate in the study.

### **3.12.4 Confirmability**

O'Donoghue (2007:100), defines confirmability as the extent to which the data and interpretations of the study are grounded in the events rather than the researcher's personal constructions. It refers to how neutral the study findings are and to what extent the researcher influences them. This being a qualitative research underpinned

by the relativist-interpretivist view, the researcher could not avoid personal interaction with the study. However, the researcher avoided bias by remaining neutral in analyzing the findings and making the research recommendations.

### **3.13 Data Analysis**

Data in this study was analyzed both qualitatively and quantitatively. Cohen, Manion and Morrison (2010), explain that, qualitative data analysis involves, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. They further explain that; there is no one single or correct way to analyze and present qualitative data; how one does it should abide by the issue of fitness for purpose". In this case, the researcher must be clear what he or she wants the data analysis to do as this will determine the kind of analysis that is undertaken. In abiding by the principle of "fitness for purpose", the researcher also used quantitative data analysis techniques such as tables of frequencies and percentages to energize the study and explain the variables that were used in the study. The quantitative techniques were used to analyze the scores of the tests and to determine how frequently students read extensively through the likert scale. This would otherwise have been difficult to analyze with purely qualitative techniques. Data from FGDs and interview schedules was analyzed qualitatively through narration.

#### **3.13.1 Data Transcription**

At this stage, data from taped interviews and FGDs was transcribed. The sessions were voice recorded because it would not have been possible for the researcher to write down everything as the conversations took place. Consent was sought from participants to have them recorded. The transcription process involved listening to the

recorded individual interviews and FGDs, and typing them out in verbatim. This yielded a lot of data which helped the researcher draw conclusions to the study

### **3.13.2 Coding**

The researcher used codes for ethical purposes. That was, to hide the identity of the schools, teachers and students who participated in the study. Codes were also used for easy identification and reference to the participants. There were four schools that participated in the study; coded A,B, C and D. The coding was done according to the categorization of schools. The national school was coded A, extra-county, B, and the two county schools were coded C and D respectively. The students were also coded according to their numbers and the schools they came from. For example, school A had student 1A to student 61 A, school B had Student 1B to 42B, school C had student 1C to 43C and school D had student 1D to 58 D.

### **3.14 Ethical Considerations**

According to Jones and McGrath (2010) ethical issues refer to doing no harm, protecting the participant's well-being and maintaining their anonymity during the research process. Serem, Boit and Wanyama (2013:97) reiterate that researchers have the responsibility to safeguard the rights, interests and sensitivity of their research subjects. They should demonstrate to those who control access to potential subjects that they are competent to carry out the procedures involved and are trustworthy in handling confidential information. In relation to this, the researcher obtained permission from all stakeholders prior to starting the research and observed all data protection requirements. A research permit was obtained from the National Council of Science and Technology (NACOSTI), which enabled the researcher to proceed to the field for data collection. In the field the researcher obtained consent from the County

Director Ministry of Education. After the endorsement from the County Director, the researcher proceeded to sampled schools to seek consent for research. In these schools hierarchy of leadership was observed. The researcher first talked to the Principal who in turn introduced her to the HOD Languages who then introduced her to the subject teacher who finally introduced her to the students.

Bryman (2012), observes that before commencement of data collection, participants should have an informed consensus on data being collected and should be assured of security. Before data was collected, the Principal, the HOD languages, the subject teachers and the learners were explained to the purpose of the study and their consent to participate in the study sought. The researcher ensured that they understood their right to withdraw at any stage.

During data collection the ethical concerns were considered by use of the following measures: the teachers who participated in the interview schedule were made aware that the interviews would be audio recorded and those who did not wish to be audio recorded were only listened to as the researcher wrote down notes. The interviewer also assured them that she would limit herself to the questions pertaining to the study as outlined in the interview schedule. The interviews were also conducted in privacy, that is, only limited to the interviewee and interviewer so as to ensure confidentiality. In the analysis of data the names of the participants and the schools they were drawn from were not mentioned, codes were used instead. The participants were not induced to participate in the study but given a chance to participate voluntarily. They were also allowed to withdraw from participation at any time they wished to.

### **3.15 Chapter Summary**

This chapter gave a detailed outline of the methodology and research design of the study. The study was guided by the relativist ontological stance and the relativist-interpretivist philosophical paradigm. This refers to a subjective way of looking at reality. Each individual has his/her own way of looking at things and interpreting them. Purposive sampling techniques were used to identify the sample population. Tools of data collection were tests, FGDs and interviews. Tests and FGDs were administered to students while interviews were for teachers. Data analysis was done through description and ethical considerations were observed.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

In this chapter, data generated from the respondents was presented, analyzed, interpreted and discussed. The study investigated extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. Data obtained from the study was descriptively presented and analyzed systematically beginning with data from language skills tests, followed by self-evaluation tests, then focus group discussion and lastly the interview transcripts.

#### **4.2 Demographic Description of Participants**

The sample size for the study comprised of 204 participants drawn from four selected secondary schools in Uasin Gishu County, Kenya. There were two hundred and four form three students and four teachers of English language. School A had sixty one students; school B forty two, school C forty three and school D had fifty eight students. Two hundred and four students sat for language tests, forty eight students participated in FGDs and four teachers participated in the interview schedule.

#### **4.3 Data Obtained from Language skills Tests**

Data obtained from language tests was presented, analyzed, interpreted and discussed in this section. Four schools participated in the study, out of which 204 students sat for the tests in grammar, oral skills, writing, vocabulary and comprehension. The marks awarded for the tests amounted to one hundred percent. This data focused on the first objective which was to find out the influence of extensive reading programmes in secondary schools on learners' language skills in language classrooms

in Kenya. The research question derived from this objective was; How do the extensive reading programmes in secondary schools influence learners' language skills in language classrooms in Kenya?

**Table 4.1: Language Skills Test Scores**

School.	Skills.					
	Grammar	Oral skills	Writing	Vocabulary	Comprehension	%
A	60	63	65	67	75	66%
B	60	50	50	40	40	48%
C	53	57	55	60	65	58%
D	47	53	35	33	30	40%

Students in school A recorded their best performance in comprehension with 75%, followed by vocabulary with 67%, writing 65%, oral skills 63% and lastly grammar 60%. From these scores, it was interpreted that the students scored highly in comprehension than any other skill because they were frequently exposed to comprehension passages in class and during their extensive reading sessions. These results concurred with the self evaluation tests where they were rated average in grammar, oral skills, writing and vocabulary and above average in Comprehension.

School B students had their best performance in grammar with 60%, followed by oral skills and writing with 50%, then vocabulary and comprehension with 40%. These results revealed that these students were average in only one skill (grammar) and below average in the other four skills of language; oral skills, writing, vocabulary and comprehension. The implication of this finding was that the students had frequent exposure to grammar than any other skill of language. This is confirmed by the scores

from the self evaluation tests which reveal that the students scored highly in grammar than any other skill. Grammar had 40%, oral skills 31%, writing 25%, vocabulary 29% and comprehension 37%.

School C had the best performance in Comprehension with 65%, followed by vocabulary with 60%, oral skills 57%, Writing 55% and lastly grammar 53%. These results revealed that these students were average in their performance in comprehension, vocabulary, oral skills and writing and below average in grammar. These results can be interpreted that the students in school C performed better in comprehension than any other skill of language because they were frequently exposed to comprehension exercises. They read at least a comprehension per week as revealed in the FGD session thus gaining confidence and knowledge in answering comprehension questions.

School D had the best performance in oral skills with 53%, followed by grammar with 47%, writing with 35%, vocabulary 33% and comprehension with 30%. These students were below average in all the language tests done. These results can be interpreted to mean that these students had very little exposure to extensive reading materials that would boost their performance in language skills. As revealed in their FGD, they only encountered language skills in the classroom during language lessons. They hardly read extensively on these skills since they were day scholars and had very little time or completely no time to engage in extensive reading to improve their language skills.

Table 4.1 also gave a summary of the average scores of the tests administered to students from the four sampled schools. This data revealed that the best performance came from school A with 66%, followed by school C with 58%, then school B with



48% and lastly school D with 40%. In relation to objective one of this study, these results revealed that students who had some reading schedules that enabled them engage in extensive reading, school A and C, performed better in the language tests than those who had haphazard schedules and rarely engaged in extensive reading; (school B and D). It also revealed that different schools performed well in different language skills. Therefore the students' abilities in language skills differed from one skill to another, depending on the frequency of exposure to that skill. The more the students were exposed to a skill, the better the performance. This information was confirmed in FGDs where students revealed that, they performed well in comprehension tests because they were frequently exposed to comprehensions. Of the eight lessons in a week, at least one was set aside for comprehension.

#### **4.3.1 Language Skills Test Scores Among Schools**

This section compared the performance of students in each skill of language in the four schools sampled for the study so as to ascertain the performance of those who had some organized reading programmes and those who had haphazard reading schedules. Table 4.2 shows this comparison.

**Table 4.2: Language Skills Test Scores among Schools**

School.	Skills.					
	Grammar	Oral skills	Writing	Vocabulary	Comprehension	%
A	60	63	65	67	75	66%
B	60	50	50	40	40	48%
C	53	57	55	60	65	58%
D	47	53	35	33	30	40%

Data from this table revealed that in grammar, school A and B had the leading mark of 60% followed by school C with 53% and school D 47%. In oral skills, school A took the lead with 63%, followed by school C with 57%, school D with 53% and lastly school B with 50%. In writing, school A emerged first with 65% followed by school C with 55%, then school B with 50% and lastly school D with 35%. In vocabulary school A remained at the top with 67% followed by school C with 60% then school B with 40% and lastly school D with 33%. In comprehension school A emerged first with 75% followed by school C with 65% then school B with 40% and lastly school D with 30%. School A and C emerged first and second respectively in all the language skills tests other than in grammar where school C was third. These results were interpreted that these schools, A and C, had better results in language skills tests because they had some time to engage in extensive reading unlike school B and D which had haphazard reading schedules. School D constantly comes last in all the language skills tests. This was interpreted to mean that the students never read extensively. It was also interpreted that the school admitted students who came from

backgrounds that were not language rich, and interacted with other students who were equally poor in language and therefore never added value to their language skills.

School A and C had their best performance in comprehension. With reference to FGDs it was revealed that most students were frequently exposed to comprehensions both in and out of the classroom. The self evaluation tests also revealed that most of the materials they read during their extensive reading exercises were comprehension passages.

#### 4.3.2 Rating of Students' Performance in Language Skills Tests

**Table 4.3: Rating of Language Skills Tests**

Rating	Grammar		Oral Skills		Writing		Vocabulary		Comprehension	
Below	121	59%	94	46%	98	48%	118	58%	109	53%
Average										
Average	65	32%	85	42%	77	38%	36	18%	41	20%
Above	18	9%	25	12%	29	14%	50	25%	54	27%
Average										

In relation to the grading system of KNEC, Table 4.3 indicated that in grammar 121 (59%) students out of 204 were below average, 65 (32%) were average and 18 (9%) were above average. This data reveals that majority of the students (59%) performed poorly in grammar due to their minimal or lack of exposure to extensive reading materials that would improve their grammatical skills. This is confirmed in their FGDs where some students revealed that grammar was a technical skill that required a lot of time. It required frequent practice and exposure to a variety of exercises on any given topic. However, this was not the case as teachers concentrated on completion of

the syllabus especially the set books. The only grammar exercises that students were exposed to were those in their class texts. Teachers hardly made follow up on how the students handled their grammar exercises. On some occasions, the exercises were marked by the students themselves. The feedback they got from the students was a verbal inquiry on how they had performed in the self marked exercises.

In Oral skills, 94 (46%) were below average, 85 (42%) were average and 25 (12%) were above average. 110 (53%) students were average or above average. This data revealed that oral skills had better performance than grammar. This is as a result of the nature of these tests. They mainly tested day to day knowledge that learners encountered, thus making it easy for them to find the right answers. This was confirmed in the FGDs where learners acknowledged that oral skills tests were boosters to their performance in language skills, since they tested them on what they encountered often.

In the writing test, 98 (48%) students were below average, 77 (38%) average and 29 (14%) above average. This data reveals that approximately half the population of the sampled students were below average in writing skills. This was interpreted that students performed poorly in writing skills because they rarely engaged in extensive reading for purposes of improving their language skills. As revealed in the FGD, the students rarely practiced this skill. Majority of them indicated that they hardly wrote compositions, if they did, then once a fortnight, a month or a term. The teachers hardly made follow ups on students' activities in composition writing. Their composition books were marked once in a fortnight, a month or once a term depending on how often they wrote the compositions. Some students went with their compositions unmarked for a whole term.

In the Vocabulary test, 118 (58%) students were below average, 36 (18%) were average and 50 (25%) were above average. The vocabulary test just like the grammar test had a large number of students scoring below average. These findings were interpreted that, most of the students had a limited level of vocabulary due to lack of exposure to extensive reading. Both students and teachers did not focus on vocabulary as an independent English language skill. It was always treated as “a by the way” in a comprehension lesson.

In the comprehension test, 109 (53%) were below average, 41 (20%) were average and 54 (27%) were above average. In comparison to the performance in other tests of language, the comprehension test had the highest number of students above average (27%). These findings were interpreted that students engaged in extensive reading activities that boosted their comprehension skills more than they did in the rest of the language skills. This was confirmed from the students’ self evaluation tests where they revealed that they were exposed to at least one comprehension passage per week. They also found reading comprehensions easy and time saving since most passages were short and took a few minutes to read through.

From these findings it was established that, half the number of schools sampled did not have organized reading programmes. Therefore the students’ level of engagement in extensive reading was very low. As a result, half of the sampled population was rated below average in all the tests administered. A complete table of students’ rating is found in appendix 5.

#### **4.4 Data Obtained From Self Evaluation Tests**

This section responded to the second objective of the research which was, to determine the kinds of reading materials that influence learners’ language skills in

language classrooms in Kenya. The research question derived from this objective stated; which kinds of extensive reading materials influence learners' language skills, in language classrooms in Kenya? This data focused on the materials read by students at their own free time in order to improve their performance in language skills. It focused on the students' scores per skill with regard to their frequency in engagement with extensive reading. Full tables of the scores and the materials read are provided in appendix 6 and 7 respectively.

**Table 4.4: Self-Evaluation Test Scores**

School	Skill					Average
	Grammar	Oral Skills	Writing	Vocabulary	Comprehension	
<b>A</b>	38%	42%	34%	39%	34%	37%
<b>B</b>	40%	31%	25%	29%	37%	32%
<b>C</b>	35%	39%	35%	35%	35%	36%
<b>D</b>	39%	37%	27%	34%	36%	35%
<b>Average</b>	38%	37%	30%	34%	36%	35%

Table 4.3 indicated that in self-evaluation tests, school A had its best performance in oral skills with 42%, followed by vocabulary with 39% then grammar 38%, and lastly writing and comprehension with 34%. These results contradicted with the results of the language skills tests in that students in this school recorded an above average score in comprehension and an average score in all other skills tested yet they were below average in all skills used to test their frequency in engaging with extensive reading. It was therefore interpreted that other than one's frequency in engagement with extensive reading, there were other activities that students engaged in that helped

them perform well in language skills such as, frequent practice with test paper questions and use of English language as a mode communication.

School B, C and D scored below average in all language skills that rated their frequency in extensive reading. School B recorded their highest score in grammar with 40%, followed by comprehension 37%, oral skills 31%, vocabulary 29% and writing 25%. School C recorded the highest score in oral skills with 39% and 35% for grammar, writing, vocabulary and comprehension. School D had their highest score in grammar with 39%, followed by oral skills 37%, comprehension 36%, vocabulary 34% and writing 27%. These data revealed that students in school B, C and D rarely read extensively for purposes of improving their language skills due to a number of challenges mentioned in the FGDs. However, these results contradicted with the students' performance in language skills tests. The students had better scores in the tests than in self evaluation tests. School B had a score of 48% in language skills test against 32% in the self evaluation test. School C had 58% against 36% and school D had 48% against 35%. Just like in school A, it was interpreted that apart from extensive reading, there were other activities that students engaged in that helped them perform well in language skills and these were mainly frequent exposure to past paper questions, drills and memorization of frequently set questions from KNEC.

Table 4.3 also gave a summary of the performance of students in the self-evaluation tests. This data revealed that school A emerged first with 37%, followed by school C with 36%, then school D with 34% and lastly school B with 32%. These data was interpreted that all students sampled for the study rated themselves below average in their engagement with extensive reading.

#### 4.4.1 Rating of the Students' Performance in Self Evaluation Tests

This section rated the performance of the students in self-evaluation tests. They were rated as below average when they scored 59% and below, 60% to 80% was rated average and 81% and above was rated as above average. Students stated how often they read extensively so as to improve on their language skills. They responded to a likert scale type of questions where not at all scored 0%, once a week scored 20%, twice a week scored 40%, thrice 60%, four times 80%, five times and above 100%.

**Table 4.5: Rating of Self Evaluation Tests**

<b>Rating</b>	<b>Grammar</b>		<b>Oral Skills</b>		<b>Writing</b>		<b>Vocabulary</b>		<b>Comprehension</b>	
<b>Below average</b>	164	80%	145	71%	163	80%	155	76%	147	72%
<b>Average</b>	14	7%	26	13%	15	7%	24	12%	36	18%
<b>Above average</b>	26	13%	33	16%	26	13%	25	12%	21	10%

Table 4.5 showed the students' scores in self evaluation tests. It revealed that in grammar, 164 students (80%) were below average, 14 students (7%) were average and 26 students (13%) were above average. It also revealed that in oral skills, 145 students (71%) were below average, 26 students (13%) were average and 33 students (16%) were above average. In writing, 163 students (80%) were below average, 15 students (7%) were average and 26 students (13%) were above average. In vocabulary, 155 students (76%) were below average, 24 students (12%) were average and 25 students (12%) were above average. In comprehension, 147 students (72%) were below average, 36 students (18%) were average and 21 students (10%) were above average. This data indicated that very few students engaged in extensive



reading due to tight school schedules and the rigid examination oriented curriculum. 80% of the sampled population managed to read extensively only once or at most twice a week, thus resulting in low scores in language skills.

#### 4.5 Language Skills Tests and Self-Evaluation tests.

This section made a comparison between language skills test scores and the self-evaluation test scores. It was used to explain extensive reading and its influence on students' language skills.

**Table 4.6: Language Skills Tests Verses Self-Evaluation Tests**

<b>SCHOOL</b>	<b>GR</b>	<b>O/S</b>	<b>WRT</b>	<b>VOC</b>	<b>COMP</b>	<b>TOTAL</b>		
	<b>SET</b>	<b>SET</b>	<b>SET</b>	<b>SET</b>	<b>SET</b>	<b>L/S</b>	<b>SET</b>	
<b>A</b>	58	64	67	65	75	34	<b>66</b>	<b>37</b>
	38	42	34	39				
<b>B</b>	57	48	50	42	40	37	<b>47</b>	<b>32</b>
	40	31	25	29				
<b>C</b>	53	56	54	58	64	35	<b>57</b>	<b>36</b>
	35	39	35	35				
<b>D</b>	47	53	35	30	29	36	<b>39</b>	<b>35</b>
	39	37	27	34				
<b>TOTAL</b>	<b>54</b>	<b>55</b>	<b>52</b>	<b>49</b>	<b>52</b>	<b>36</b>	<b>52</b>	<b>36</b>
	<b>38</b>	<b>37</b>	<b>30</b>	<b>34</b>				

**Grid:** **GR** – Grammar, **SET**- Self evaluation tests, **O/S** – Oral Skills, **WRT** – Writing, **VOC**- Vocabulary, **COMP**– comprehension.

Table 4.6 shows that in school A, Grammar had 58% in the language skills test and 38% in the self-evaluation test, oral skills had 64% in language skills test and 42% in self-evaluation test, writing had 67% in the language skills test and 34% in self-evaluation test. Vocabulary had 65% in language skills test and 39% in self-evaluation test. Comprehension had 75% in language skills test and 34% in the self-evaluation test. For school B, grammar had 57% in language skills tests and 40% in self-evaluation tests. Oral skills had 48% in language skills tests and 30% in self-evaluation tests. Writing had 50% in language skills tests and 25% in self-evaluation tests. Vocabulary had 42% in language skills tests and 29% in self-evaluation. Comprehension had 40% in language skills tests and 37% in self-evaluation tests. In school C, grammar had 53% in language skills tests and 35% in self-evaluation tests; Oral skills had 56% in language skills and 39% in self-evaluation; writing had 54% in language skills tests and 35% in self-evaluation tests; vocabulary had 58% in language skills tests and 35% in self-evaluation tests and comprehension had 64% in language skills tests and 35% in self-evaluation tests. For school D, unlike other schools, vocabulary and comprehension had better performance in self-evaluation tests than in language tests. Grammar had 47% in language skills tests and 39% in self-evaluation tests. Oral skills had 53% in language skills tests and 37% in self-evaluation tests. Writing had 35% in language skills tests and 27% in self-evaluation tests. Vocabulary had 30% in language skills tests and 34% in self-evaluation tests and finally comprehension had 29% in language skills tests and 36% in self-evaluation tests. This data shows that majority of the students had better scores in language skills tests than in self-evaluation tests. For example, student A32, A33, A37, A50, B6, C3, C22, C30, D1, D26 and D57 scored highly in language skills tests yet scored 0% in self evaluation tests; meaning they did not engage in extensively

reading at all. This was interpreted to mean that, there were other activities that students engaged in, that enabled them perform well in language skills. In the FGDs the students indicated language drills and frequent revision of past paper questions as some of the sources of their language input.

#### **4.6 Data Obtained From Focus Group Discussions.**

This section presented analyzed, interpreted and discussed data from the focus group discussions. The students who participated in the FGD were 48 in number. There were four sessions of FGDs. Each sampled school had one session of 12 students. School A had the following students: 5, 11, 18, 22, 23, 28, 31, 36, 42, 50, 52 and 59. School B: 3, 8, 13, 15, 19, 23, 26, 31, 32, 34, 38 and 42. School C: 2, 9, 12, 13, 18, 21, 22, 26, 27, 29, 33 and 37. School D: 7, 9, 19, 23, 28, 31, 39, 43, 46, 49, 50 and 56. The FGD questions were based on the research objectives and research questions.

The first question in the FGDs corresponded with the first objective of the study which was, to find out the extensive reading programmes in secondary schools and their influence on learners' language skills in language classrooms in Kenya. The research question derived from this objective stated; How do the extensive reading programmes in secondary schools influence learners' language skills in language classrooms in Kenya? The first FGD question had three parts. Part A. stated; do you have extensive reading programmes in your school? In response to this question, students from school A and C stated that they had reading programmes, though not well defined at form three level. They stated that they had very active reading programmes in form one and two where teachers read with them story books that introduced them to simple analysis of literary texts. However these programmes collapsed at form three level due to the introduction of the set books examined by

KNEC at the end of the four years of study. Students in school B and D stated that they had reading programmes in form one which gradually died off as they moved on to form three. This finding implied that at form three level, students did not engage in extensive reading as frequently as they did in form one and two due to the tight school schedule and the rush by teachers to complete the syllabus so as to have time for revision. At form three, emphasis was placed on the reading of the set books.

In response to part B of question one which stated; what types of programmes are they? Students in school A stated that, they had a library lesson weekly to visit the school library and read materials of their choice. They were also required to read at least one novel or play then write a book review at the end of every term. Students in school B stated that in form 1 and 2, they had a forty minutes weekly library lesson, where they visited the library to do their own private study. This programme was not regular in form three, since the library lesson could sometimes be used by teachers to cover other content in the syllabus. Students in school C stated that they had a weekly library lesson; however they visited the library in turns since their numbers were big. These reduced the number of times they visited the library in a term. However, they were given an opportunity to borrow story books from the library or resource center. Students in school D stated that they had one library lesson in a week but hardly visited the library because it was small and on most occasions used for meetings. From these responses, it was interpreted that, students in school A and C had some organized extensive reading schedules which could be defined as reading programmes, but, school B and D had haphazard reading schedules. These findings therefore, indicated that secondary schools in Kenya did not have defined extensive reading programmes.

Part C of question one inquired from students how the reading programmes influenced their language skills. In response to this question, the students indicated that though not done often in form three, extensive reading benefited them in vocabulary acquisition, enhanced creativity in writing, enhanced class performance e.g. in cloze tests, spelling, grammar, comprehension and oral skills, improved their reading speed through quick word identification, improved their fluency in speech and improved on their confidence in facing more challenging tasks in language.

The students noted that, though their engagement in extensive reading was minimal, they knew that it was of great importance to their performance in language skills. Those who performed well in the language skills tests stated that apart from extensive reading, their good performance in language skills also resulted from their speaking of the language frequently and practicing the skills often. Student 42 from school A stated:

For purposes of excelling in our examinations, teachers give us a lot of exercises from the class texts, past paper questions and revision books recommended by the Ministry of Education and KNEC. Since we have a lot of time for revision, we do the exercises over and over until we master the skills required.

Question two of the FGD corresponded with objective two of the research which was; to determine the kinds of reading materials that influence learners' language skills in language classrooms in Kenya. The research question derived from this objective stated; which kinds of extensive reading materials influence learners' language skills, in language classrooms in Kenya? In response to part A of question two of the FGD which stated; What kinds of reading materials do you enjoy reading?, the students identified novels on love, thriller, adventure and crime, plays, magazines, newspapers,

spiritual articles, short stories, poems, articles written by fellow students from the school writing and art club and articles from the net.

Part B of question two of the FGD inquired from the students whether the materials they liked reading were available in their schools. The students indicated that their schools did not have reading materials of their interest. They only had reference books, text books used in their day to day coverage of the KNEC syllabus, set books read in the previous years, old newspapers, encyclopedias and outdated journals.

Student 18 from school A remarked:

We should take you round our library. It is more or less an archive.  
My God! What do you read from there? It is totally ancient.

Student 56 from school D commented:

Our school library is like a book store where old unused books are kept. We have nothing to read that is of our interest. The only reading materials relevant and available for our extensive reading are the daily newspapers and the set books read in the past years.

The students indicated that their schools could only buy two at most six daily newspapers that served the teachers and the students. Students in school D indicated that only two daily newspapers were bought and they were meant for teachers and not students. They were mainly placed in the staffroom. If students wanted to read, they had to request from their teachers or wait to find them in the school library after some days. This made it very difficult to access the newspapers, since the whole students population jostled for them. They indicated that one could read a newspaper only once or at most twice in a term. The less aggressive students never even saw them. Student

23 from school D stated:

In this school, newspapers are bought for teachers and not students. Furthermore, only two newspapers are bought daily. For the library, what do I say, eeh! The books there, put me off from reading. They

are those old set books read in those years. What will I be looking for in such books?

Part C of question two of the FGD inquired from students how often they read the materials they enjoyed reading. Majority of the students indicated that they read extensively once or twice a week. Students in day schools stated that they hardly engaged in extensive reading due to the tight school and home schedules. Student 7 from school D which was a day school commented:

How do we engage in extensive reading, when we have lessons running from 8-5 pm? The school schedule is tight. Back at home, we have other duties. There is totally no time for reading, stories novels and newspapers.

Some students indicated that they only managed to read stories, novels, newspapers and other literary materials during holidays. However, majority of them stated that, their own parents were an obstacle to their extensive reading. The parents insisted that they only read their notes or text books used in school. To them, extensive reading was a waste of the students' time and one way of encouraging the reading of pornographic literature. They further discouraged them from extensive reading by buying them only course books recommended by The Ministry of Education and KNEC for the coverage of the school syllabus. Student 23 from School B commented:

My parents can only buy me school text books. Story book! No, unless it is a directive from school.

Only 6 students, 4 from school A (11, 31, 36 and 42) and 2 from school C (12 and 33) indicated that their parents encouraged them to read extensively by buying them story books. Incidentally, these students scored highly in their self evaluation tests on extensive reading.

Students from schools C and D also complained of getting home late only to get into household chores. This left them too exhausted for the day that they could not read anything extra other than concentrate on completing their school assignments. Student 12 from school C commented:

Surely, when does one engage in extensive reading? Leave alone our class assignments. The household chores that await us after school...

The students in boarding schools stated that they had very little time to read extensively. They finished their lessons at 4.20 pm; went out for a games session up to 5.20 pm, then had some little time of one hour 20 minutes to read whatever literature they had. They then had their supper and went for evening preps till 9.30pm. From 10pm lights were switched off and everyone had to sleep till 5am when another busy day began.

To probe for details, the researcher asked the students if they read extensively materials like novels, newspapers, magazines, journals and plays during preps time. Student 34 from school B responded:

Found with a novel, a journal or a magazine? You are done.

During preps time, students strictly read their lesson notes, text books used in the various subject, did their class assignments or copied notes. Reading anything else outside this confinement was punishable.

In response to how often they read materials of their choice, most of the students in day schools indicated that they had no time to read anything outside what was specified in the syllabus due to the school syllabus demands. The students in boarding schools indicated that they did read though not daily because they had so much to



cover in terms of assignments. These findings concur with the findings from the self evaluation tests where the students' rating in extensive reading was below average. School A had a rating of 37%, B 32%, C 36% and school D had 35%. This findings reveal that students hardly engaged in extensive reading

Part 2d, had the following question to the students; how would you rate yourself in terms of how often you engaged in extensive reading? Below average, average or above average, Why? Just like in question 2 C students rated themselves below average in extensive reading. This was in agreement with the self evaluation tests. The four schools had an overall score of 36% which was below average.

The students gave the following reasons as to why they failed to read extensively.

1. The tight school schedule.
2. Lack of a variety of reading materials both at school and at home.
3. Emphasis was mainly placed on the reading of the set books.
4. Resistance from parents who only wanted to see them read their notes or text books based on the school syllabus.
5. Discouragement from classmates who appeared surprised when they saw one reading something else other than the set books and notes.
6. Interferences from new technology. Majority of the students spend their time on the net, video or TV instead of reading especially during holidays.
7. Negative attitude towards reading. Some students feel reading is boring.
8. Lack of funds to buy extensive reading materials.
9. Lack of motivation from teachers. Some teachers did not attach any importance on extensive reading. They even used the library lesson to engage students in other activities.

10. Being in a day school was another challenge that impacted negatively on the students extensive reading habits. Students in day school hardly had time to read extensively.

11. Lack of follow up activities on extensive reading.

Question 3 of the FGD had three parts. It corresponded with the third objective of the study which was; to establish the types of extensive reading activities that influence learners' language skills in language classrooms in Kenya? The research question derived from this objective stated; what types of extensive reading activities influence learners' language skills, in language classrooms in Kenya? Part A of question 3 of the FGD stated; what types of reading activities are you exposed to? In response to this question, the students had the following responses:

Teachers encourage us to identify novels, plays, poems, short stories and other articles that are related to the ones we read in class and read for further knowledge. However, they just mention this as a by the way and do not follow us up to ensure that we read. I, personally, never read. We just have too much Mmmm! I would also say that, they normally encourage us to join the writing and art clubs to enable us read widely. **(Student 28A)**

On some occasions though rarely, some teachers bring newspapers and different types of articles to class and ask us to read. This normally happens when something sensitive has happened and it is reported in newspapers, magazines and journals. Some teachers expose us to relevant internet materials that they print out and bring to class. **(Student 31B)**

During holidays, teachers used to allow us to borrow books from the school resource center, to read at home and write book reviews. I remember so well, this used to happen when we were in form one. I don't see it any more. **(Student 13C)**

Sometimes, teachers give us assignments to read round certain topics. This practice gives us a chance to read extensively. During holidays, some of us visit the national library in town to read story books. **(Student 49D)**

From these findings, it was implied that students did not have clearly defined activities that would encourage them to read extensively.

Part B of question 3 of the FGD stated; how much time in a week has the school set aside for your extensive reading? In response to this question, most of the students indicated that they had very little time for extensive reading. Students from school A and B which were boarding schools indicated that they had a maximum of one hour in the evening after games to engage in extensive reading. However, this was not a guarantee since school activities kept changing and this one hour could be used to engage them in other activities other than extensive reading. They also had one library lesson per week, which at times, was used as a lesson to cover the syllabus in English or other school subjects. Student 27 C had this to say:

We have one library lesson in a week, but in most cases teachers use this lesson to teach other subjects like mathematics and physics. However, in case we are left free to make use of the library lesson, then we go to the library and look for something to read like newspapers, journals or reference books that have material on specific topics in the syllabus. The type of books to read is one's own choice. No teacher supervises us when it comes to this.

Student 31 D Just like student 27C stated:

We have one library lesson per week on the timetable, but we hardly use it for extensive reading. On many occasions, teachers come in to teach other subjects, assuming that we are idle.

These findings showed that the students had very little time for extensive reading. Teachers were not sensitized on the importance of extensive reading and therefore used the extensive reading lesson to cover content from other subjects.

Part C of question 3 of the FGD was to find out where the students read from. The students indicated that they read from their classrooms, libraries or school fields.

If at all we have some time to read, I love doing it from the green fields especially during the evening hour. For the timetabled reading lesson, we all read from the library. **(Students 5A)**

We read from the library, our classrooms or sometimes visit the resource center. **(Student 33C)**

In case we have some time, we read from our classrooms, since our library is small and on many occasions used for other functions. If we have to visit the library, we do so in turns. Though, this is rare because the library has nothing much. **(Student 9D)**

These findings were interpreted to mean that, though the students had places to read from, some were not conducive for extensive reading, especially the congested classrooms that accommodated more than 45 students.

Question four of the FGD corresponded with the fourth objective of the study which was to establish the challenges that learners encounter when engaging in extensive reading. The research question derived from this objective stated; what challenges do learners encounter when engaging in extensive reading? In response to this question the students identified the following challenges:

1. Lack of time to engage in extensive reading due to the tight school schedule.
2. Lack of variety of reading materials both at school and at home.
3. Teachers emphasized on the reading of the set books
4. Resistance from parents who only wanted to see them read their notes or text books based on the school syllabus.
5. Discouragement from classmates who appeared surprised when they saw one reading something else other than the set books and notes.
6. Lack of peer interaction among students so as to get encouragement from one another on benefits of extensive reading.

7. Addiction to certain specific literature e.g. when some students laid their hands on newspapers, they only read specific news like sports or stars.
8. Interferences from new technology. Majority of the students spend their time on the net, video or TV instead of reading especially during holidays.
9. Negative attitude towards reading. Some students felt reading is boring.
10. Lack of funds to buy extensive reading materials.
11. Lack of motivation from teachers. Some teachers did not attach any importance on extensive reading. They even used the library lesson to engage students in other activities.
12. Being in a day school was another challenge that impacted negatively on the students extensive reading habits. The students complained that if not busy at school then busy with household chores at home thus having no time to engage in extensive reading.
13. Lack of follow up activities on reading so as to encourage them to read extensively.
14. Failure by the government to set up libraries in all corners of the country, especially in schools, urban areas and rural centres.

From these findings, it was interpreted that students faced many challenges with regard to their extensive reading. For extensive reading to take place successfully, solutions to these challenges have to be sought.

Question 5 of the FGD corresponded with the fifth research objective which was to identify possible solutions to the challenges that learners encountered when engaging in extensive reading. The research question derived from this objective stated; what

are the possible solutions to the challenges that learners encounter when engaging in extensive reading? In response to this question, students gave the following solutions:

1. Teachers should guide students in setting specific goals for amounts read.
2. Teachers should provide modeling by reading the same books that the students read.
3. Use of audio and video materials to arouse interest in extensive reading.
4. Students should be engaged in activities that will reveal their involvement in extensive reading. For example, they should be encouraged to make short presentations, write book reviews, write short phrases expressing what they enjoyed most about a book they read, record questions they wish to ask the teacher or other students in class in relation to the books read, write new words encountered in the text, write a summary, or record main characters and events in the text read. These activities help learners exchange information.
5. Extensive reading programmes should not have the pressures of testing or marks. The use of tests goes against the objective of creating stress-free conditions for pleasure reading. Majority of the learners do not derive pleasure from tests and if used they demotivate them.
6. Arouse curiosity in books by previewing them with students, activating students' prior knowledge, connecting the book to students' lives or to popular culture, and helping students make predictions about possible outcomes.
7. Create a conducive environment for students to read extensively. For example, reading should be carried out in a spacious and relaxed environment.

8. The reading materials should be within the students' level of competency.
9. Extensive reading should be conducted on a regular basis.
10. Establish routines aimed at inculcating the reading habit and love for reading among students.
11. Students' reading progress should be closely monitored and reinforced by words of encouragement.
12. Students should be taught reading strategies. Besides learning the basics of reading, they need to receive explicit instructions on reading strategies.
13. Pair technology with existing interventions. The incorporation of technology into extensive reading will motivate students to read extensively since most students like adventure with technology.
14. Teachers should be sensitized on the importance of extensive reading.
15. Motivate students to read extensively through choice.

#### **4.7 Data Obtained from Interview Transcripts.**

Data obtained from the interview transcripts was presented, analyzed, interpreted and discussed in this section. The teachers who participated in the schedule were 4 in number. They were coded teacher A, B, C and D to correspond with the sampled schools that they belonged to. The questions in the interview schedule corresponded with the research objectives and the research questions. Question one of the interview schedule corresponded with objective one of the study, which was, to find out the influence of extensive reading programmes in secondary schools on learners' language skills in language classrooms in Kenya. The research question derived from this objective stated; How do the extensive reading programmes in secondary schools influence learners' language skills in language classrooms in Kenya? Question one of

the interview schedule had 3 parts; a, b and c. In response to part a of the question, which sought to find out from the teachers if they had extensive reading programs in their schools, all the four teachers stated that they had reading programmes especially for form one and two. At form three level, these programs were not active since teachers concentrated on syllabus coverage.

At form three, every individual teacher decide the kind of activities to engage his/her learners in. In most cases we concentrate on syllabus coverage. English has so much to be covered. We can't afford to waste time. **(Teacher D)**

This was interpreted to mean that some teachers felt, extensive reading would waste students' time since it was not directly examinable by KNEC.

Teacher A, B and C stated that teachers from different streams of the same class came together and decided on the types of programmes and activities to engage the learners in, such as giving the students a common story book to read during the library lesson then asking them to write a book review after reading the text. However, they all agreed that this was actively done in form one and two but proved challenging at form three due to the introduction of the set books.

In response to part B of question one which stated; what types of programs are they?

The teachers had these to say;

Our students have a library lesson weekly to visit the school library and read materials of their choice. They are required to read at least one novel or play then write a book review at the end of every term. This was very practical in form one and two. Now, it is abit tricky. There is so much to be covered. **(Teacher A)**

In form one and two, students have a forty minutes weekly library lesson, where they visit the library to do their own private study. However this is not guarantee with the form three class, since they have so much to cover. **(Teacher B)**



Our students have a weekly library lesson; but they are in huge numbers and therefore visit the library in turns. This reduces the number of times they visit the library in a term. However, they are given an opportunity to borrow story books from the library or resource center. **(Teacher C)**

These students have one library lesson in a week but hardly visit the library because it is small. **(Teacher D)**

From these responses, it was interpreted that, students in school A and C had some form of extensive reading schedules which could be defined as reading programmes. But, school B and D had haphazard reading schedules. These findings concurred with the findings from the FGDs. They indicated that secondary schools in Kenya did not have defined extensive reading programmes for students.

Part C of question one of the interview schedule stated; how do these programs influence your students language skills? (grammar, oral skills, writing, vocabulary and comprehension). The teachers indicated that extensive reading influenced the students language skills by, building up their vocabulary, improving their speed in reading (quick word identification), enhancing their performance in language skills, enhancing their level of creativity in writing and improving their fluency in speech.

These findings were interpreted to mean that extensive reading is very important in the development of English language skills among students though the students were not exposed to this skill in an organized manner.

Question two of the interview schedule corresponded with objective two of the research which was; to determine the kinds of reading materials that influence learners' language skills in language classrooms in Kenya. The research question derived from this objective stated; which kinds of extensive reading materials influence learners' language skills, in language classrooms in Kenya? In response to

part A of the interview schedule which stated; What kinds of reading materials do your students enjoy reading?, the teachers indicated that students varied in terms of interest and therefore different students liked different types of literature. However, most of them showed interest in literature on love, thriller, adventure, crime and newspapers. Teacher A had this to say:

Most of our students love writing, therefore, I encourage other students to read their articles. We make them available to the student population by posting them on the school notice board.

The teachers also noted that some students were very naughty and could easily read pornographic material if not strictly monitored.

We check their belongings on opening days and at frequent intervals during the term to ensure that bad literature (pornography) does not get into the school. (**Teacher A**)

These ones, give them a chance and you will see all manner of literature. We have to be tight on them to guard morality. (**Teacher C**)

The implication of these findings was that students loved all manner of literature. However, the schools had ways of regulating so as to limit students from accessing bad literature.

Part B of question 2 inquired from the teachers if the materials that students loved reading were available in school. In response to this question, the teachers stated that their school libraries had some books that could be of interest to their students though they could not meet the various demands of all their students. They blamed the students for not being keen to find books that would benefit them. They focused on the cover, forgetting the inner details. This response contradicted with what the students said about their libraries. According to them, the school libraries were like

archives and had nothing of interest to read. Students in schools B and D had stated that their schools had nothing close to a library. All they had were stores used for keeping old unused books. This finding was interpreted to mean that schools did not have materials that would motivate students to read extensively.

Part C of question 2 of the interview schedule inquired from teachers how often their students read extensively. The teachers stated that their students did engage in extensive reading though not so often due to the demands of the school curriculum.

Teacher A commented:

We encourage them to, but surely how much extensive reading can they do with this demanding curriculum?

All the sampled teachers acknowledged that each school had a library lesson scheduled once a week and it was indicated on the school timetable as per the regulations from the Ministry of Education. However, they revealed that this lesson was not always used for extensive reading as required. Some teachers would sneak in to teach other subjects or the teachers of English themselves would use this lesson to teach other content other than extensive reading. This denied the students a chance to read extensively. They also accepted that they did not make any follow ups on the students' activities on extensive reading. This response concurred with that of the students who indicated that they rarely read extensively due to the syllabus demands and teachers never made any follow ups on their extensive reading progress.

In response to question 2 D of the interview schedule which stated; how would you rate your students in terms of how often they engage in extensive reading? (Below average, average or above average). Why? Teachers rated their students below average. This was in agreement with the self evaluation tests where students rated

themselves below average in extensive reading. The four schools had an overall score of 36% where school A had a rating of 37%, B 32%, C 36% and school D had 35%.

The teachers gave the following reasons as to why their students failed to read extensively.

1. The tight school schedule.
2. Interferences from technology. Majority of the students spend their time on the net, video or TV instead of reading especially during holidays.
3. Negative attitude towards reading.
4. Lack of extensive reading materials.
5. Lack of support from other teachers to encourage students to read extensively.

Question 3 of the interview schedule corresponded with the third objective of the study which was; to establish the types of extensive reading activities that influence learners' language skills in language classrooms in Kenya? The research question derived from this objective stated; what types of extensive reading activities influence learners' language skills, in language classrooms in Kenya? Question 3A of the interview schedule stated; what types of reading activities are your students exposed to? In response to this question, the teachers gave the following responses:

I encourage my students to identify novels, plays, poems, short stories and other articles and read them for knowledge. I also encourage them to join the writing and art clubs to enable them get exposure and also read widely. **(Teacher A)**

I, sometimes take newspapers and other relevant types of articles to class and ask my students to read. On some occasions when I am able to print, I bring them internet materials that are relevant to their lives. **(Teacher B)**

During holidays, I allow my students to borrow books from school, to read at home and write book reviews. I also allow them to borrow books from the resource center. **(Teacher C)**

From these findings, it was interpreted that the secondary school syllabus did not have defined activities that encouraged students to read extensively. Teachers had to come up with their own activities to engage the students. There were also no follow up activities to ensure that the students read extensively other than the writing of book reviews.

In response to question 3 B on how much time in a week the school had set aside for students extensive reading, the teachers stated that apart from the timetabled forty minutes library lesson in a week, the school did not have any other time scheduled for extensive reading. Students in boarding schools had preps time in the evening, but this time was strictly used as study time where students were only allowed to complete their class assignments, read their notes or read the class texts recommended by the Ministry of Education and KNEC. The teachers confessed that they did not allow students to read anything else other than the syllabus material during preps time. They indicated that students could engage in extensive reading during weekends though most of the weekends were occupied with activities such as sports, spiritual matters and sometimes, some teachers used these weekends to teach to cover the syllabus so as to have adequate time for revision in preparation for KNEC examinations. Teachers C and D stated that since their students were day scholars, they had very little time to read extensively. The school schedule was packed with lessons running from 7.30 am to 4.00 pm. After four, they went out for games up to 5.00 pm, cleaned their classrooms then went back to class up to 6.30 pm. This hour was used by teachers for syllabus coverage. Most of the students arrived home after 7.00 pm only to be assigned other duties by parents or guardians thus having no time to read extensively. They also indicated that they had no control over the students' activities outside the school and therefore were not able to monitor their extensive reading.

Part C of question 3 of the interview schedule was to find out where the students read from. The teachers stated that their students read from their classrooms and the library. This finding concurred with the students' who also indicated that they read from their classrooms, library or school fields. Teachers A and B indicated that their students loved reading from the green fields during the evening hour. For the timetabled reading lesson, they had to do it from the library or their classrooms. Teacher C indicated that his students also had a chance to read from the resource center. Teacher D stated that her students mainly read from their classrooms since their library was small. These findings were interpreted to mean that though the students had places to read from, they were not conducive for extensive reading. For example, the classrooms which were commonly cited as a place for reading were not conducive since most of them accommodated more than 45 students. Reading environments should be spacious and relaxed.

Question four of the interview schedule corresponded with the fourth objective of the study which was to establish the challenges that learners encountered when engaging in extensive reading. The research question derived from this objective stated; what challenges do learners encounter when engaging in extensive reading? In response to this question the teachers identified the following challenges:

1. The demands of syllabus coverage were so overwhelming that the students could not find time for extensive reading.
2. They lacked a variety of reading materials.
3. Lack of funds to buy reading materials.
4. Students were very selective in their reading. They only read what interested them and avoided reading challenging texts.

5. Influence of technology. Students spend a lot of time on, phones, internet, TV and videos instead of reading, especially those in day schools.
6. Negative attitude towards reading.

From these findings, it was interpreted that both teachers and students acknowledged that there were many challenges with regard to the students' extensive reading. For extensive reading to take place successfully, solutions to these challenges have to be sought. Some solutions were suggested by teachers in question 5 of the interview schedule.

Question 5 of the interview schedule for teachers corresponded with the fifth research objective which was to identify possible solutions to the challenges that the students encounter when engaging in extensive reading. The research question derived from this objective stated; what are the possible solutions to the challenges that learners encounter when engaging in extensive reading? In response to this question, the teachers gave the following solutions:

1. Use audio and video materials to arouse interest in extensive reading.
2. Schools should create conducive reading environments for students.
3. Extensive reading should be conducted on regular basis.
4. Schools should establish routines aimed at inculcating love for reading among students. .
5. Pair technology with existing interventions. For example, e-books should be introduced in schools to enable students access variety. This endeavor will motivate students to read extensively, since most students like adventure with technology.

#### **4.8 Chapter Summary**

This chapter presented, analysed and discussed data obtained from language skills tests, focus group discussions and interview schedules for teachers. The study investigated extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. It came up with a number of findings that focused on the following concerns:

- The performance of students in language skills as a result of their involvement in extensive reading.
- The kinds of reading programmes, materials and activities that influenced learners' language skills.
- The frequency with which learners engaged in extensive reading for purposes of improving their language skills
- The challenges that learners encountered while engaging in extensive reading and,
- Establishing possible solutions to the challenges.

The findings of the study revealed that students encountered many challenges during the process of extensive reading, however, these challenges could be countered by combined efforts from the Ministry of Education, school administration, teachers, parents and students.



## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter discussed the, conclusion, recommendations, suggestions for further reading and contribution to new knowledge. The study investigated extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. The discussions of the study findings followed the order of the research objectives and the research questions of the study. The findings were drawn from language tests, self evaluation tests, focus group discussions and interview schedules for teachers.

#### **5.2 Summary of the Findings**

This section presents a summary of the findings of the study. Wambiri and Muthee (2010) explain that research is an agent of change and provides insights about the findings regarding relationships that exist among the variables investigated. With regard to this understanding, the presentation of the findings of this research followed the order of the research objectives and research questions. They were also discussed against the findings of other scholars in related areas of study.

##### **5.2.1 Extensive Reading Programmes in Secondary Schools**

Data in this section was based on the first objective of the study and the first research question which was; How do the extensive reading programmes in secondary schools influence the learners' language skills in language classrooms in Kenya? To answer this question, language tests and FGDs were administered on learners and an interview schedule on teachers so as to establish the reading programmes in secondary schools in Kenya. Data analysis and interpretation of the responses from these

research tools revealed that the reading programmes in secondary schools were irregular and haphazard. Both teachers and students indicated that they had active reading programmes in form one and two, which slowly died off as they advanced to form three. In form three, emphasis was mainly on the reading of set books in preparation for the KNEC examinations, thus making the students' engagement in extensive reading minimal. These findings were consistent with other similar studies. Ngwiri, (2014), Okwany, (2014) and Sindabi, (2014) state that Kenyans rarely read unless they have to for examination purposes. They comment that the reading culture is on its death bed. Okwako (1994) also established that students in secondary schools do not read because the school timetable has no room for reading and learners have to contend with a congested curriculum.

Some students scored high marks in the language skills tests yet they were below average in the self evaluation test. This research finding implied that learners were exposed to drills and used the knowledge they acquired in their day to day language use to answer the questions correctly. The students believed that their exposure to spoken English language, past paper questions and class drills helped them perform well without having to engage in extensive reading. However, this finding is not in agreement with language scholars who argue that good performance in language skills is enhanced by frequent exposure to extensive reading (Constantino, 1995; Grabe and Sctoller, 2002; and Tse 1996). Despite these findings students recognized the importance of extensive reading on their language skills. They acknowledged that though they had minimal exposure to extensive reading, it benefited them in vocabulary acquisition, enhanced their creativity in writing, improved their reading speed through quick word identification, improved their fluency in speech and improved their confidence in facing more challenging tasks in language. This is in

agreement with Krashen (1982) who established that reading exploits the background knowledge that learners have. This knowledge then provides a platform for readers to predict the content of a text on the basis of a pre-existing scheme. Therefore when students read extensively their schema are activated and assist them in decoding and interpreting the message in and beyond the printed words. Irvin, Meltzer and Dukes (2015) reiterate that extensive reading allows students to monitor their own comprehension effectively. They realize when they do not understand something or when something does not make sense. Students who read extensively can use a variety of “fix up” strategies when reading or listening. For example, reading, listening or visualizing, questioning the text, relating the content to personal background or using text aids to assist with comprehension. Weaker readers are not able to do this and therefore perform poorly in language skills.

The researcher is of the opinion that the principals advanced by Slavin, et, al (2008) on the effective reading programmes for middle and high school reading should be implemented in Kenyan secondary schools to help students read extensively. The overriding goal of these programmes in schools is to assist students develop their language skills.

### **5.2.2 Kinds of Reading Materials in Secondary Schools**

The findings in this section were generated from the second objective of the study. The research question derived from this objective was; which kinds of extensive reading materials influence learners’ language skills in language classrooms in Kenya? To answer this question, the students responded to a self evaluation test, participated in FGDs and the teachers responded to interviews. Data analysis and interpretation of the responses revealed that secondary schools did not have reading

materials that were of interest to the students. Students showed interest in literature on love, thriller, adventure, crime and newspapers, which were not available in the school libraries thus discouraging them from reading extensively. These findings were consistent with Hill, (1997). He established that extensive reading should be based on materials that focus on students' interests and are within the students' level of competence. A study by Asraf and Ahmed (2003) on GER established that, students only succeed in extensive reading by getting exposed to what they refer to as book flood; a case where students have a variety of books to choose from.

### **5.2.3 Types of Extensive Reading Activities in Secondary Schools**

Findings from the third objective of the study were discussed in this section. The research question derived from this objective was; what types of extensive reading activities influence learners' language skills, in language classrooms in Kenya? To answer this question, students answered question 3 of the FGD while teachers responded to question 3 of the interview schedule. Data analysis and interpretation of the responses revealed that students did not have clearly defined extensive reading activities that would encourage them to read extensively. This finding indicated that extensive reading was not emphasized. The forty minutes reading lesson in a week was treated as a free lesson where students would read any book they laid their hands on in the school library. Some remained in their classrooms where they stayed idle. Organized and well defined reading activities would boost the students interest in extensive reading and improve their language skills. Research findings by Hayashi (1999), Day and Bamford (2002) and Okwako (2011) support this finding. Their studies concluded that students who read extensively improve on their reading ability and vocabulary knowledge than those who read less. Elly (1991) in his review of the Fiji research concluded that learners who are exposed to an extensive range of

interesting and illustrated story books are consistently found to learn the target language fast. This finding concurs with that of Hafiz and Tudor (1989) who state that extensive reading is a source of language input which develops writing ability in learners. The researcher believes that well defined and active extensive reading activities in secondary schools would motivate students to read extensively.

#### **5.2.4 Challenges of Extensive Reading**

The challenges that learners encountered when engaging in extensive reading were discussed in this section. The data was derived from the fourth objective and the fourth research question. Students and teachers responded to question four of the FGD and the interview schedule respectively. Data analysis and interpretation of the responses revealed that students encountered many challenges that hindered them from reading extensively. The implication of these findings was that, most challenges that students encountered were on reading materials, time and space. Bell (1998) suggests that a number of logistical hurdles have to be overcome in order to make an extensive reading programme effective. Learners perform poorly in language skills due to lack of exposure to extensive reading.

#### **5.2.5 Possible Solutions to the Challenges of Extensive Reading**

Question 5 of the FGD and the interview schedule corresponded with the fifth research objective which was to identify possible solutions to the challenges that learners encounter when engaging in extensive reading. The research question derived from this objective stated; what are the possible solutions to the challenges that learners encountered when engaging in extensive reading? Data analysis and interpretation revealed several solutions suggested by both teachers and students. What came out clearly as some of the solutions to the challenges that learners

encountered while reading extensively were, exposing the students to varieties of texts. Monitoring the students' reading progress, giving them a chance to select the materials they wanted to read and putting aside some time for students to read extensively. This findings concurred with Bell (1998), who indicated that, there should be regular conferencing between the teacher and the students on their progress in extensive reading. This practice motivates students to read, enables the teacher to effectively monitor the individual learners' progress and gives the teacher an opportunity to encourage students to read widely.

### **5.3 Conclusion**

This study investigated extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. Data was generated through the mixed method and findings were established and conclusion made.

This study concluded that extensive reading influenced learners' performance in language skills; however, secondary schools in Kenya did not have well defined reading programmes and reading activities that would motivate learners to read extensively. Schools also lacked varieties of reading materials that were of interest to learners. The school libraries mainly stocked reference books, text books used in the students' day to day coverage of the KNEC syllabus, set books read in the previous years, old newspapers, encyclopedias and outdated journals which were not of interest to the students and therefore discouraged them from reading extensively.

It was also concluded that students were discouraged from reading extensively due to the challenges encountered. Among them were: the tight school schedule, Lack of time to engage in extensive reading, Lack of motivation from both teachers and parents, Lack of peer interaction, addiction to certain specific literature, interferences

from new technology negative attitude towards reading, lack of funds to buy extensive reading materials and lack of equipped libraries for extensive reading.

Despite the challenges that learners encountered during extensive reading, it was concluded that there were possible solutions to these challenges. They included: schools to establish organized reading programmes and reading activities, provide learners with reading materials that are within their level of competency and interest, establish routines aimed at inculcating the reading culture and love for reading among students and create conducive reading environments by putting up libraries in schools and within the society.

#### **5.4 Thesis Statement**

The thesis statement of this study is that, extensive reading is crucial in the development of language skills. It is through extensive reading that learners become good readers, learn vocabulary, improve their writing skills, improve their overall language competence, develop learner autonomy and become empathic. Therefore, secondary schools in Kenya should have structured extensive reading programmes and activities that will enable learners to read extensively and acquire competent language skills.

#### **5.5 Recommendations**

Research findings influence policy makers to articulate change in the specific areas of study (Wambui and Muthee, 2010). To encourage students to read extensively, there is need to develop policies that support the establishment of the relevant systems and programmes based on research findings. With this in mind, the researcher came up

with several recommendations based on the research findings. Recommendations to the Ministry of Education, KICD, teachers of English language parents and students were made.

#### **5.5.1 Recommendations to the Ministry of Education and KICD**

The Ministry of education should work with the KNLs to support extensive reading programmes by recommending the setting up of libraries in schools, urban centres and rural areas in the country so as to enable Kenyans access reading materials at any given time. It should also equip the libraries with variety of reading materials suitable for varied age groups and tastes. The rules set up at the libraries should be user friendly to avoid repulsing the users.

The Ministry of Education should sponsor workshops and seminars to equip teachers with research based knowledge on how to carry out extensive reading programmes. Extensive reading should also be made part of the curriculum at teacher training colleges and universities.

With technology, KICD should set up network systems that will assist students access plenty and variety of reading materials from the net. It should develop organized extensive reading programmes and well defined reading activities to be implemented in secondary schools in Kenya.

#### **5.5.2 Recommendations to Teachers of English Language, Parents and Students**

Teachers should be role models to their students by actively engaging in extensive reading alongside their students. They should read the books that their students read and encourage them to read more. They should assist students in making meaning from the texts read, provide guidance on the types of books to read, allow students to actively participate in the selection of reading materials and monitor their reading



progress. Teachers should also develop a positive attitude towards extensive reading. They should inform both the students and the administrators on the importance of extensive reading and influence the school administration to buy a variety of extensive reading materials for learners.

Parents should encourage their children to read extensively by buying them story books, novels, magazines and journal. Students on the other hand should seek help from their teachers whenever they encounter challenges during extensive reading.

### **5.6 Suggestions for Further Research**

Due to the fact that there is no research that is complete in itself, the study raised challenges that would lead to further research in many other areas that were not covered. The researcher recommended the following areas for research:

1. Similar studies should be carried out in primary schools to determine the influence of extensive reading on language skills.
2. Research should be carried out to determine the types of reading programmes that will motivate learners in secondary schools in Kenya, to read extensively.

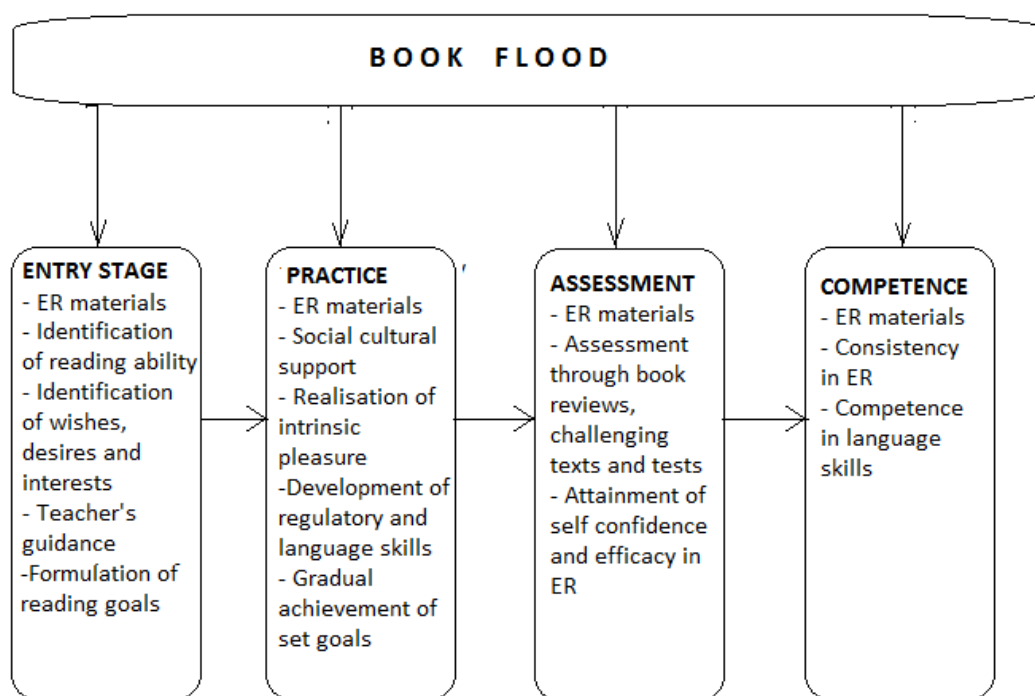
### **5.7 Contribution to New Knowledge**

This study investigated extensive reading and its influence on language skills among learners of English language in secondary schools in Kenya. It was guided by the relativist-interpretivist philosophical paradigm and the anti-positivism epistemological stance which enabled the researcher to come up with new knowledge based on the research findings. The researcher concurred with Sindabi, 2014; Okwanyi 2014; Okwako, (2011), Krashen, (2007) Ashraf and Ahmed, (2003) who acknowledge the

influence of extensive reading on learners performance in language skills. However, students in secondary schools in Kenya hardly read extensively. They engage in language drills and memorization to master the language skills that are commonly tested in the KNEC examinations. The drills include: frequent exposure to continuous assessment tests, revision of past paper questions, exercises from text books, exposure to KNEC examination past papers and memorization of frequently examined questions. From these findings, it was concluded that language drills were the major source of language input among learners of English language in secondary schools in Kenya.

Though drills provide students with intensive practice in language skills, they are a form of controlled practice and students have little choice over what they learn. They do not acquire the language as effectively as they would if they had more time to reflect and process input as it usually is with extensive reading. The drills lead to language like behaviour that does not result into competence. Therefore, systematic ways of establishing extensive reading habits among students in secondary schools in Kenya should be put in place. The researcher looked at numerous models of extensive reading such as the socio-educational model (Gardner, 1985) , the process model (Dörnyei & Ottó, 1998), complex systems approach ( Dörnyei & Tseng, 2009), Fijian Book Flood Study (Elley & Mangubhai, 1981) and Model of Motivation for Extensive Reading in Japanese as a Foreign Language (de Burgh-Hirabe & Feryok, 2013). However, these models focus on extensive reading and motivation or attitude. They do not address directly the issue of extensive reading and its influence on English language skills. The researcher came up with an extensive reading model that aimed to address this gap. The model drew upon Elley and Mangubhai's (1981) Fijian Book Flood Study and de Burgh-Hirabe and Feryok's (2013) Model of Motivation for

Extensive Reading in Japanese as a Foreign Language. The new model is called the BF- EPAC model as shown in Figure 5.1.



**Figure 5.1: BF- EPAC Model**

This model is divided into four stages; the entry stage, the practice stage, the assessment stage and the competence stage; thus the name BF- EPAC Model. The entry stage has five steps, which include: exposure to a variety of reading materials, identification of students' reading ability, identification of the students' wishes, desires and interests in extensive reading, teacher's guidance and formulation of individual reading goals in relation to the reading objectives stipulated in the KNEC syllabus. At this stage, the teacher provides the students with a variety of reading materials so as to identify their reading ability and interests. He/she provides guidance on reading and helps students formulate individual reading goals in relation to the reading objectives stipulated in the KNEC syllabus. The complexity of the materials increases as the students progress towards the second stage. This is done through

establishing and sustaining class and school libraries from which students can borrow story books, novels, plays, magazines, newspapers and journals.

The second stage is practice stage. Students focus on accomplishing the set goals by reading texts that are more challenging than those in stage one. With the help of the teacher, they select a variety of books of their interest and read to build vocabulary and sentence structure, read to express ideas logically, coherently and critically, improve skills in inference and appreciation, acquire interest in further reading and read for leisure. It is at this stage that the intention to read is actualized, intrinsic pleasure is realized, self regulatory strategies are developed and the realization of the set goals is achieved. However, students have different capabilities and their realization of the set goals may vary from one individual to another. Despite the variation, the teacher should strive to move along with all students towards consistence and competence.

The third stage is the assessment stage. An assessment of the students' achievement of the set goals is carried out. This is accomplished through book reviews and exposure to more challenging texts. Tests may also be used though minimally, since they are often seen as a source of stress among students. At this stage, the students should have attained self-confidence and self-efficacy in extensive reading.

The fourth stage is the competence stage. After the students have gone through the three initial stages and attained confidence and efficacy in extensive reading, they gradually acquire competence in their language skills. However, competence can only be acquired through consistence in extensive reading. At this stage, students should voluntarily read without pressure from the teachers and aim at achieving the native speaker's level of competence in English language skills.

## REFERENCES

- Ali, S. (2010). *What is Extensive Reading, Purpose, Characteristics, Benefits and Why Do ER?* Retrieved January 30, 2010 from <http://carethings.blogspot.com/2010/01/what-is-extensive-reading-purpose.html>.
- Anderson, M.C., & Pichert, J. W. (1978). Recall of Previously, Unrecalled Information Following a Shift Perspective. *Journal of verbal learning and verbal behavior* 17, 1-12.
- Armbruster, B. B., Lehr, F., & Osborn, J. (2001). Put Reading First: The Research Building Blocks for Achievement. Adult ESL Acquisition. *Journal of Reading* 37 662-667.
- Asraf, R. M., & Ahmad, I. S. (2003) .*Promoting English language development and the Reading Habit among Students in Rural Schools through the Guided Extensive Reading Program*. Unpublished Thesis. International Islamic University.
- August, D. (2002). Transitional Programs for English Language Learners: Contextual Factor and Effective Programming (Report No. 58). *Baltimore, MD: Center for Research on the Education of Students Placed At Risk*.
- August, D. (2003). Supporting the Development of English Literacy in English Language Learners: *Key Issues and Promising Practices*. *Baltimore, MD: Center for Research on the Education of Students Placed At Risk*.
- August, D., & Shanahan, T. (Eds.). (2006). *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Babbie, E. (2013). *The Practice of Social Research* (13<sup>th</sup>ed.). Canada: Wadsworth Publishers Cengage Learning.
- Bell, T. (1998) Extensive Reading: Why? and How? *The Internet Journal*, 4,12 Retrieved April 23, 1998 from <http://iteslj.org/Articles/Bell-Reading.html>.
- Bell, T. (2001) Extensive Reading: Speed and Comprehension. *The Reading Matrix*, 1,1 Retrieved April 25, 2001 from <http://www.readingmatrix.com/articles/bell/index.html>.
- Bickman, L., & Rog, D. J. (2009). *The SAGE Handbook of Applied Social Research* New Delhi: SAGE Publishers.
- Brown, D. (1994) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Upper Saddle River: Prentice Hall Regents.
- Bryman, B.A. (2012). *Social Research Methods* (4<sup>th</sup>ed.). New York: Oxford UP.

- Campuzano, L., Dynarski, M. Agodini, R., & Rall, K. (2009). *Effectiveness of reading and mathematics software products: Findings from two student cohorts*. Washington, DC: U. S. Department of Education
- Casey, D., & Murphy, K. (2009). Issues in using methodological triangulation in research. *Nurse Res.*; 16 (4):40-55.  
<https://www.ncbi.nlm.nih.gov/pubmed/19653545>
- Chambers, B., Slavin, R. E., Madden, N. A., Ambrami, P. C., Tucker, B. J., & Cheung, A. (2009). Computer-assisted tutoring in Success for All: Two studies of reading outcomes for first graders. In *Multimedia and literacy development: Improving achievement for young learners* (pp. 224–237). New York: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6<sup>th</sup> Ed.). Routledge: Falmer London.
- Cohen, L., & Manion, L. (1980). *Research Methods in Education*. London: Croom Helm.
- Coles, A., & McGrath, J. (2010) *Your Education Research Project Handbook*. ABC Pearson Education Limited, Edinburg Gate: England.
- Constantino, R. (1995). Reading in a Second Language doesn't have to Hurt: The Effect of Pleasure in H. Daniels, *An Introduction to Vgotsky*. Cambridge, MA: Harvard UP.
- Creswell, J.W. (2008). *Research Design, Qualitative Mixed Methods Approaches* (3rd ed.). New Delhi: Sage Publishers.
- Creswell, J.W. (2011). *Research Design: Qualitative, Quantitative and Mixed Methods Approach* (3rd ed.). New Delhi: Sage Publications India PVT ltd.
- Cuevas, J.A., Russel, R.L., & Irving, M.A. (2012). An Examination of the Effect of Customized Reading Modules on Diverse Secondary Students Reading Comprehension and Motivation. *Association of Educational Communication Technology* 60, 3 Retrieved June 24, 2012 from [http /Link.springer.com/article/10.007/s11423012-9244-7#page](http://Link.springer.com/article/10.007/s11423012-9244-7#page).
- Davis, R. R., & Bamford, J. (2000). Reaching Reluctant Readers. *English Teaching Forum* 38 Retrieved from <http://exchanges.state.gov/forum/vols/vol38/no3/p12.htm>
- Day, R. R., & Bamford, J. (2002). Top Principles for Teaching Extensive Reading. *Reading in a Foreign Language* 14, 2, Retrieved October, 2002 from <http://nflrc.hawaii.edu/rfl/October2002/day/day.html>

- Day, R.R. (1999). Teacher Observation in Second Language Teacher Education. In J.C Richards & Nunan, D. (Eds) *Second Language Teacher Education*. Cambridge: Cambridge UP.
- de Burgh-Hirabe, R., and Feryok, A. (2013) A Model of Motivation for Extensive Reading in Japanese as a Foreign Language. University of Ontago, *New Zealand Studies In Applied Linguistics*, 25 (1), 72 – 93
- Duffy, T.M. & Jonassen, D. (1992). *Constructivism and the Technology of Instruction*. Cambridge, M.A: Harvard UP.
- Duplass, J. (2006). *Middle and High School Teaching: Methods, Standards, and Best Practices*. Boston: Houghton Mifflin Company.
- Eaton, S. L. (2011). *How Long Does it Take to Learn a New Language?* Retrieved February 20, 2011 from <https://drsaraheaton.wordpress.com/2011/02/how-long-does-it-take-to-learn-a-new-language/20/2/2011>.
- Echevarria, J., Vogt, M. E., & Short, D. (2004). *Making Content Comprehensible for English Learners: The SIOP model*. (2<sup>nd</sup> Ed.). Boston, MA: Pearson/Allyn & Bacon.
- Elley, W. B., & Mangubhai, F. (1981). The long-term effects of a book flood on children's language growth. [Electronic Version]. *TESSOL Quarterly* 7, 15-24.
- Elley, W.B., & Mangubhai, F. (1981). *The impact of a Book Flood in Fiji Primary Schools*. Wellington, New Zealand. New Zealand Council for Educational Research.
- Elley, W.B., & Mangubhai, F. (1983). The impact of reading on second language learning *Reading Research Quarterly*, 19, 53-67. Retrieved December 12 from [esl\\_resources/collections/factsheets.html#fam](http://esl_resources/collections/factsheets.html#fam) first and second language. *TESOL Quarterly* 24, 245-66.
- Elley, W. B. (1991). Acquiring literacy in a second language: The effect of book-based programs. *Language Learning*. [Electronic Version]. *TESSOL Quarterly* 41(3), 375-411.
- Gicobi, M. (2013, 1, October). Exam Audit Report Lays Bare Serious Language Problems. *Daily Nation*, p. 10.
- Gogus, A. (2012). *Encyclopedia of the Sciences of Learning Constructivist Learning*. US: Sprinter International Publishing
- Gonzalez, N., Moll, L. C., Floyd, T. M., Rivera, A., Rendon, P., Gonzalez, R., & Amanti, C. (1993). Teacher research on funds of knowledge: Learning from households (Educational Practice Report 6). *National Center for Research on Cultural Diversity and Second Language Learning*. Washington, DC:

- Graves, M. (1986). Vocabulary learning and instruction. In E. Z. Rothkopf (Ed.), *Review of Research in Education* (Vol. 13, pp. 49–90). Washington, DC: American Educational Research Association
- Graves, M. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College, Columbia University.
- Guo, S. (2012). Using Authentic Materials for Extensive Reading to Promote Proficiency. *Journal of English Language Teaching* 5, (8), 196-206.
- Hafiz, F. M., & Tudor, I. (1989). Extensive reading and the development of language skills [Electronic Version]. *ELT Journal* 43/1, 5-13
- Hatch, J. S. (2002). *Doing Qualitative Research in Education Setting*. Albany State University: New York press.
- Hayashi, K. (1999). Reading Strategies and Extensive Reading in EFL Classes. [Electronic Version]. *RELC Journal*, 30(2), 114-132.
- Hill, D. (1997). Graded (Basal) Readers - Choosing the Best. *The Language Teacher* 21(4), 21-26 Retrieved May 5, 1997 from <http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/may/choosing.html>.
- Hill, D. (1997). Setting up an Extensive Reading Programme: Practical Tips. *The Language Teacher* 21, 5, 17-20 Retrieved May 5, 1997 from <http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/may/hill.html>
- Hornberger, N. (Ed.). (2003). *Continua of Biliteracy: An Ecological Framework for Educational Policy, Research, and Practice in Multilingual Settings*. UK: Clevedon.
- Hull, J. (2009). Document Analysis. Retrieved January 1, 2009 from [http://11:California.Research centre/edu/academic/html](http://11:California.Research%20centre/edu/academic/html).
- Irvin, J. L., Meltzer, J., & Dukes, M. S. (2015). Taking Action on Adolescent literacy. Student Motivation, Engagement and Achievement. Retrieved June 28, 2015 from [http://www.ascd.org/publications/books/107034/chapters/students/Engagement and Achievement.aspx](http://www.ascd.org/publications/books/107034/chapters/students/Engagement%20and%20Achievement.aspx).
- Janopoulos, M. (1986). The Relationship of Pleasure Reading and Second Language Proficiency. [Electronic Version]. *TESOL Quarterly*, 20, 763-768.
- Jessel (1987) *Journal of English as a second language*. Retrieved June 4, 1987 from [www.uts.edu.au/sites/default/files/education-apa-referencing.pdf](http://www.uts.edu.au/sites/default/files/education-apa-referencing.pdf)
- Johnson, D. (1992). *Approaches to Research in Second Language Learning*. London: Longman.



- Jones, J. (2014, 11, July). My Colleagues and their Poor Reading Culture. *Daily Nation*, p. 5.
- Jwan, J. O., & Ong'ondo, C.O. (2010). *Qualitative Research: An Introduction to Principles and Techniques* Eldoret: Moi University Press.
- Jwan, J. O., & Ong'ondo, C.O. (2011). *Qualitative Research: An Introduction to Principles and Techniques* Eldoret: Moi University Press.
- Kabiru, M., & Njenga, A. (2009). *Research Monitoring and Evaluation* Nairobi: Focus Publishers Ltd.
- Kafu, P.A. (2010). *Planning for Instructions. The Secret of Effective Teaching* Nairobi: The Jomo Kenyatta Foundation.
- Kasomo, D. (2007). *Research Methods in Humanities and Education* (Ed.). Eldoret: Zapt Chancery Research Consultants and Publishers.
- Kenya Institute of Education (1992), *Secondary Education Syllabus Vol. Five* Nairobi: KIE.
- Kenya National Examination Council (2012-2013). *Regulations for the Kenya Certificate of Secondary Examinations 2012-2013*. Nairobi: KNEC.
- Kim, H. S., & Kamil, M. L. (2004). Adolescents, Computer Technology, and Literacy. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 351–368). New York: The Guildford Press.
- Kipchumba, S. (2009, 5, March). 2008 KCSE Results *Daily Nation*, p.5
- Kirui E. K. J. (2015). *Research Proposal Writing Techniques. A practical Handbook*. Kericho: Remaeli Publishers.
- Krashen, S. (2007). Extensive Reading in English a Foreign Language for Adolescents and Young Adults. A Meta-Analysis. *The International Journal of Foreign Language Teaching*, 3 (2), 23-29.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. New York: Prentice Hall.
- Krashen, S. (1984). *Writing: Research, Theory and Applications*. New York: Prentice Hall.
- Kroll, L. R., & LaBosky, V. K. (1996). Practicing What We Preach: Constructivism in a Teacher Education Program. Action in Teacher Education In T. Jetton & J. Dole (Eds.), *Adolescent literacy: Research and practice* (pp. 304–320). New York: The Guildford Press.

- Lagat, A. (2013). *Professional Development of English language teacher Educators and its Implications on Primary Teacher Education in Kenya. The Current paradigm perspective*. Unpublished D.Phil. Thesis. Eldoret: Moi University, School of Education.
- Leedy, P.D., & Ormrod, J. E. (2005). *Practical Research Planning and Design* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Leipzig, D. H. (2001). *What is Reading?* Retrieved August 23, 2011, from Reading Rockets: <http://www.readingrockets.org/article/352/>
- Lincoln, Y.S., & Guba, E.G. (2000). *Paradigmatic Contraversion, Contradictions and Emerging Conflicts. Handbook of Qualitative Research*. Thousand Oaks: Sage Publishers.
- Mack, D., & Ojalu, H.E. (2009). *Skimming and Scanning Using the Times to Develop Reading Skills*. Retrieved November 9, 2009 from <http://esl.about.com/od/englishreadingskills/a/readingskills.htm>
- Mackay, A., & Gass, S. (2005). *Second Language Research. Methodology and Design*. London: Lawrence Erlbaum.
- Maley, A. (2009). *Extensive reading: Why it is Good for Our Students and for Us*. 8<sup>th</sup> December 8, 2009 from <http://www.learningenglish.org.uk/article/extensive-reading-why-it-is-good-our-students-%E2%80%A6US>.
- Manyasi, B.N. (2012). *English language Teachers' Cognition of the Teaching of reading for Nationalhood: A Study of Secondary School Teachers in Uasin-Gishu County in Kenya*. Unpublished D.Phil. Thesis. Eldoret: Moi University, School of Education.
- Manson, J. (2002). *Qualitative Research* (2<sup>nd</sup> Ed). London: Sage.
- Manson, J. (2010). Sample Size and Saturation in PhD Studies Using Qualitative Interviews. FQSVol 11, No. 3 Art 8 September 2010.
- McCrimmon, J. (2013). *Benefits of Extensive Reading*. Retrieved February 4, 2013 from <https://esl-literacy.com/blog/benefits-extensive-reading>.
- McPeak, L., & Smith, F. (2001). *A Systematic Approach to the Implementation of Research-Proven Interventions for Struggling Readers Gr. 4–12*. Presentation and paper at Sonoma County Office of Education.
- Mills, A.J., Durepos, G., & Wiebe, E. (2010). *Encyclopedia of A Case Study Research*. Thousand Oaks, Ca: Sage
- Moje, E. B., Ciechanowski, K. M., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working Toward Third Space in Content Area Literacy: An Examination of Everyday Funds of Knowledge and Discourse. Reading Research [Electronic Version] *TESSOL Quarterly*, 39, 1, 38–69.

- Moore, M.G. (2007). *Handbook of Distance Education*. Cambridge, MA: Harvard UP.
- Muijs, D. (2004). *Doing Qualitative Research in Education with SPSS*. Panch Sheel Enclave New Delhi: SAGE Publications Limited.
- Murray, D. E. (2005). Technologies for Second Language Literacy. [Electronic Version]. *Annual Review of Applied Linguistics*, 25, 188–201.
- Murphy, R., Penuel, W., Javitz, H., Emery, D., & Sussex, W. (2007). *Effectiveness of reading and mathematics software products: Findings from the first student cohort*. Washington, DC: Institute of Education Sciences.
- Murunga, F. (2013). *Influence of the Instructions Process on the Teaching and Acquisition of Listening Skills in Kiswahili Language in Kenya*. Unpublished D.Phil. Thesis. Eldoret: Moi University, School of Education.
- Nagy, W., & Herman, P. (1987). Breadth and Depth of Vocabulary Knowledge: Implications for Acquisition and Instruction In M. Mckeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp.19-35). Hillsdale, NJ: Lawrence Erlbaum.
- Nation, P. S. 1. (2006). How Large a Vocabulary is Needed for Reading and Listening. *The Canadian Modern Language Review* 63, 1 Retrieved September, 2006 from <http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation-2006-How-large-a-vocab.pdf>.
- Nation, P. (1997). The language learning benefits of extensive reading. *The Language Teacher*, 21, 5, 3-16. Retrieved May 5, 1997 from <http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/may/benefits.html>
- National Center for ESL Literacy in Education. (2002). Family literacy and adult English language learners. Washington, DC: Office of Vocational and Adult Education. (ERIC Document Reproduction Service NoD461304)
- Ngwiri, M. (2014, 8, March). Why General Command of English among Youth Has gone to the Dogs *Daily Nation*, p.12.
- Ngwiri, M. (2014, 15, March). Education Officials Have to Tell us how to Produce Literature Graduates *Daily Nation*, p.12.
- Njuguna, K. (2014, 10, April). Why we are in Such Dire Straits *Daily Nation*, p.13
- Nuttal, C. (1982). *Teaching Reading Skills, in Foreign Language*. London: Oxford UP.
- Odhiambo, T. (2014, 10, April). The Tragedy of Being a Book Reviewer in Kenya *Daily Nation*, p.10

- O'Donoghue, T. (2007). *Planning Your Qualitative Research Project. An Introduction to Interpretivist Research in Education*. New York: Routledge.
- Okwako, E. J. (2011). *Enhancing the Development of Vocabulary Knowledge in English as a Second Language*. Unpublished D.Phil. Thesis. Eldoret: Moi University, School of Arts and Social Sciences.
- Okwany, R. (2014, 10, March). Why Scores in English Dropped *Daily Nation*, p. 16
- Onchera, P.O. (2011). *The Role of Teacher Cognition in Developing Functional Writing in English Language Classrooms in Kenya*. Unpublished D.Phil. Thesis. Eldoret: Moi University, School of Education.
- Oso, W.Y., & Ones, D. (2005). *A General Guide to Writing Research Proposal and Report*. Kisumu: Options Press.
- Otieno, B. (2009). *An Investigation into Pre-service Teacher's Perceptions of the Value and Notion of Proficiency in Spoken English. Implications for Primary School Teacher Training programmes in Kenya*. Unpublished D.Phil. Thesis. Eldoret: Moi University, School of Education.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods (3<sup>rd</sup> Ed)*. London: Sage.
- Peters, M. (1985). *Spelling Caught or Taught, A new Look*. London: Routledge & Keagan Paul.
- Pickard, N. (1996). Out-of-class Language Learning Strategies. [Electronic Version]. *ELT Journal*, 50, 2, 151-159.
- Reed, D. (2005). *Motivating Students to Read Issues and Practices*. *SEDL Letter: Reaching our Reading Goals* 17, 1 Retrieved June, 2005 from [http://www.sedl.org/pubs/sedl-letter/V7 No.1/motivating – students to read.html](http://www.sedl.org/pubs/sedl-letter/V7%20No.1/motivating%20students%20to%20read.html).
- Rere, R.T. (2012). *Knowledge of Language and Text Features for Reading*. Retrieved October 26, 2012 from <http://www.Literacyandnumeracyforadults.com/resources/354678>.
- Richards, J. C., & Renandya, W. A. (2002). (eds.) *Methodology in Language Teaching. An Anthology of Current Practice* New York: Cambridge UP.
- Richardson, V. (1997). Constructivist Teaching and Teacher Education: Theory and practice. In V. Richardson (Ed.), *Constructivist Teacher Education: Building New Understandings* (pp. 3-14). Washington, DC: Falmer Press.
- Robb, T., & Susser, B. (1989). Extensive Reading vs. Skill Building in an EFL Context. [Electronic Version]. *Reading in a Foreign Language*, 5,2, 239-251.
- Rukwaru, M. (2007). *Fundamentals of Social Research*. Meru: Eureka Publishers.

- Sedita, J. (2005). *Effective Vocabulary Instruction Insights on Learning Disabilities*. 2, 1, 33-45 Retrieved August, 2012 from <http://www.keystoliteracy.com/wp-content/uploads/2012/08/effective-vocabulary-instruction.pdf-windows-internet-Explorer>.
- Serem, D. K., Boit, J. M., & Wanyama, M. N. (2013). *Understanding Research, A simplified Form*. Eldoret: Utafiti Foundation.
- Shahonya, E. (2014, 29, December). ICT Long Overdue in Improving Learning. *Daily Nation*, p. 13
- Short, D. (1999). Integrating Language and Content for Effective Sheltered Instruction Programs In C. Faltis, & P. Wolfe (Eds.), *So Much to Say: Adolescents, bilingualism and ESL in the Secondary School* (pp. 105–137). New York: Teachers College Press.
- Sindabi, E. (2014, 5, April). Blame Harsh Library Regulations for Our Very Poor Reading Culture. *Daily Nation*, p. 23
- Slavin, R. E., & Madden, N. A. (2010). Success for All: Prevention and early intervention in school wide reform. In J. L. Meece, & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 434–445). New York: Routledge.
- Slavin, R. E., & Madden, N. A. (2009). Cooperative learning. In G McCulloch D Crook (Eds). *International Encyclopedia of Education*. Abington, UK: Routledge
- Slavin, R. E., & Madden, N. A. (1995). Cooperative learning: Theory, research, and practice (2nd Ed.). Boston: Allyn & Bacon.
- Slavin, R.E., Cheung, A., Groff, C., & Lake, C. (2008). Effective programs in middle and high school reading: A best-evidence synthesis [Electronic Version]. *Reading Research Quarterly*, 43 (3), 290-322
- Stevens, R. J., & Durkin, S. (1992). *Using student team reading and student team writing in middle schools: Two evaluations. Part II. Student team reading and student team writing: An evaluation of a middle school reading and writing program* (pp. 1–11). Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students.
- Stanley, G. (2005). *Extensive Reading*. Retrieved July 21, 2005 from <https://www.teachingEnglish.org.UK/article.extensivereadingBritishcouncilbarcelona>.
- Texas Center for the Advancement of Literacy & Learning (1995). *New Students Orientation*. Resource Book Retrieved March 11, 2014 from <http://www-tcall.tamu.edu/research/nso/ss/ssc.html>

- The Kenya County Guide (2016). Retrieved January 16, 2016 from <http://kenyacountyguide.com/home/counties/uasin-gishu-county>.
- Valdés, G. (1999). Incipient Bilingualism and the Development of English Language Writing Abilities in the Secondary School. In C. J. Faltis & P. Wolfe (Eds.), *So Much to Say: Adolescents, Bilingualism and ESL in the Secondary School* (pp. 105–137). New York: Teachers College Press.
- Wafula, L. (2009). *Challenges of the integrated method on the teaching of oral literature in Kenya Secondary Schools. A case study of Eldoret Municipality, Uasin Gishu District*. Unpublished M.Phil. Thesis. Eldoret: Moi University, School of Education.
- Walker, C. (1974) *Reading development and Extension*. London: Ward Lock Educational.
- Wambiri, G., & Muthee, D. (2010). *Research monitoring and Evaluation in ECDE programmes*. Nairobi: Longhorn Kenya Ltd.
- Weiser, B. (2014). Academic Diversity: Ways to Motivate and Engage Students with Learning Disabilities. Retrieved July, 2014 from <http://www/councilforlearningdisabilities.org/wp-content/uploads/2014/07/weiser-motivation.pdf>.
- Wilson, B.G. (1996). *Constructivist Learning Environments: Case Studies in Instructional Design*. Cambridge, MA: Harvard UP.

## APPENDICES

### Appendix 1: Language Test

This is a language test that seeks to find out the influence of extensive reading on language skills among learners of English language in secondary schools in Kenya. The information you give will be instrumental in providing information that will be used to suggest innovative ways on how extensive reading can be used to develop language skills among learners of English in language in secondary schools in Kenya. The information will be treated with confidentiality. Do not write your name on this paper. Please, answer all the questions.

### GRAMMAR

1. Use the correct form of the interrogative pronoun to fill the blank spaces in the following sentences.
  - i. This is the girl \_\_\_\_\_ I love.
  - ii. To \_\_\_\_\_ did you speak?
  - iii. \_\_\_\_\_ of the two books did you read.
2. Punctuate the following statements correctly by adding a question tag.
  - i. I gave you my money.
  - ii. Belio has not finished her homework.
  - iii. It's very hot today.
3. Fill each of the blank spaces in the following sentences with an appropriate conjunction.
  - i. You can never succeed \_\_\_\_\_ you try.
  - ii. Ben is tall, \_\_\_\_\_ Abdul is taller.
  - iii. I shall not go out now \_\_\_\_\_ it is raining heavily.
4. Use appropriate prepositions to fill in the blank spaces.

- i. Viola has a special liking \_\_\_\_\_ mathematics.
  - ii. There is no exception \_\_\_\_\_ the rules.
  - iii. Ngugi is celebrated \_\_\_\_\_ his literary works.
5. Arrange the adjectives given in brackets in the right order and use them to fill in the dashes.
- i. She bought a \_\_\_\_\_ bed (old, yellow, Kenyan, wooden, huge)
  - ii. There is a \_\_\_\_\_ carpet in the room. (Blue, wide, new, wooden)
  - iii. She loves the \_\_\_\_\_ girl. (Kenyan, beautiful)

**(15 MARKS)**



**ORAL SKILLS**

1. For each of the following words, give another that is pronounced in the same way.

i. Key

ii. Plain

iii. Our

iv. Waste

v. Vain

**5marks**

2. Identify where the stress will fall on the underlined words in the sentence below.

i. They wanted to protest but failed because no one would take their protest seriously.

ii. Do not subject the subject to too much scrutiny

iii. They decided to reject the gift they were given when they noticed that it was a reject.

iv. You should produce much or else you will earn very little from your produce

v. He will not refuse to remove the refuse from the door steps.

**5marks**

3. Identify the odd one out in each group.

i. van, vane, vain.

ii. think, Thy, Thigh

iii. sure, Sugar, Son

iv. hare, hair, heir

v. gnaw, now, know

**5marks**

4. Identify the words that end in the same sound; arch, enough, take, owe, roof,

lock, box, triumph, jokes, go, tough, no, rocks, though, sac, roll, tall, sole, locks,

owl.

**5marks**

5. Underline the word pronounced differently from the rest in each group below.

i. Guessed, guest, gazed

ii. Cause, course, coarse

iii. Sin, seen, scene

iv. tale tail tell

v. Saw, sow, sew

**5marks**

6. Indicate whether the tone in the following sentences is falling or rising.

i. Are you a friend?

ii. The boys enjoy playing soccer.

iii. Where does kimani live?

iv. That was a fabulous performance!

v. How many siblings, do you have?

**5marks**

**(TOTAL 30 MARKS)**

**WRITING**

Read the poem below and write a story of two paragraphs on what takes place in the poem. Use your own words as much possible and make the story as interesting as possible by use of idioms and other stylistic devices. Punctuate your work appropriately. **(20 MARKS)**

The Town Beauty

There she lay in a pool of blood,  
 Speared and maimed,  
 Mute and lifeless,  
 Base and worthless.

There she lay, the butchered woman,  
 The butchered woman, daughter of a chief,  
 The daughter of a chief, the town beauty,  
 Silenced by the rage of a spear.

She lay in a pool of blood, nude as she was born,  
 Fierce, as if hours ago not lovely to touch,  
 Already beginning to steam like fresh dung:  
 No one knew she was daughter of chief.

She lay mid a group of frightened women-  
 Women who were mad with grief.  
 Men that were there fumed with fury  
 That a beauty should enter the ground so young.

There she lay, silenced forever,  
 With her beauty crossed,  
 Her eyes for ever shut to the world;  
 Soon the ground was to swallow her.

## READING COMPREHENSION

### ADDICTED TO LOVE

Addiction is an escape from reality, and different people will find different ways to escape from the real world. They can be addicted to food, money, power, work, gambling, sex, love and even to distractive relationships. Do these belong to the same category as alcohol or drugs? And if so, does recovery from those “people addictions” work the same way as with alcohol and drugs?

Addicts look for **substitutes**, and the reason behind this is always the same: to escape, to close one eye and not to face the facts. By becoming fat, the overeater insulates himself from the world around. It is better to reject for the way they look, than for how they are as a person. Thus, being fat becomes a way to avoid the risk of intimacy. There are people who are addicted to work. They will go home late, just to avoid interaction with the family. Workaholism is a dysfunctional attempt to earn self-esteem by being productive. The **workaholic** may fear intimacy, and take refuge in work as a way of avoiding meaningful interaction with others. Addiction, in every form, is a means of survival. Alcoholism is not a slow form of suicide—at least, not as far as the alcoholic is concerned. Alcoholics think as drinking as their best—perhaps their only—means of survival. People addicts are no different. They long for someone or something to fill the void, fill the gap, mend the broken heart.

People can be hooked on relationships as any alcoholic is hooked on booze! They become dependent on romance, on wrong relationships and sex to help them cope with the pain of human existence. Those who suffer from people addiction are victims of their own passion. They are obsessed with the other. When they are together, they feel energised. They feel they could conquer the world. When they are apart, they **slump** into withdrawal and depression. That is easy to see from outside, but almost

impossible to **discern** from the inside. People who are addicted to love and relationships cannot stay alone. A friend has come, a beloved has called-they fill happy. But if we can be happy in the company of a certain friend then our happiness depends on that person. Cocaine addicts only feel “happy” when they have the cocaine, and alcoholics are ‘happy’ after a few drinks. Their happiness depends on something. What is the difference between addiction to drugs and addiction to relationships?

Inevitably, love addiction, like any other addiction, begins to interfere with the addict’s life. What once brought relief soon brings pain, demanding more relief, causing more pain and so on.

For the addict, the pursuit of love is a pursuit of an **illusion**, one that grows dimmer and more elusive with each failed attempt to erase the pain. He or she becomes involved in a never-ending **quest**. The mythical handsome prince who will **banish** all pain and disappointment never comes. The perfect love of a perfect woman never materialises. Love addicts believe they have greater needs for intimacy than other people, yet they are without any intimacy. Commitment is impossible for romance addicts. They go from one heart to the next, searching for fulfilment. The focus of attention is not on the other person as a person, but as the depersonalised **embodiment** of a fantasy, an illusion.

An addict will prefer to remain in a destructive relationship, preferring the pain of physical or mental abuse, because the fear of being alone can be so paralyzing that-just in an effort to meet their security needs-they lean even more heavily on the very person who is victimising them. People will **cling** tenaciously to a terrifyingly abusively relationship because they are even more terrified of not having a

relationship at all. They feel abandoned and lonely. If they only knew that aloneness is not loneliness! The desire for safety and security is the biggest barrier that stands between the addicts and an intimate relationship.

An addict's relationships are 'all take and no give'. The joy of genuine love is not receiving but giving, not being served but serving it is utterly different from co-dependency, in which one gives services to another to gratify his or her selfish motives it is serving others purely for their sake. Authentic intimacy involves a mutual giving of self, in a way that weaknesses can be shared without concern for the consequences. You become open about who you really are, rather than trying to present an "illusion" of openness. You also accept the other person for who they are, not on the basis of an idealised image. **Deflated** by low self-esteem, the relationship addict assumes that everyone else must be superior to them. They lack self-confidence, which makes them feel inefficient.

A healthy relationship is the precise opposite of addiction. It is marked by openness, trust and freedom to give oneself to another. Love has to be of the quality that gives freedom, not new chains. Love should give more freedom than aloneness can give. Healthy relationships grow deep, meaning a stability over time. The quick fix of addictive "love" must be replaced by the lasting value of a healthy, growing relationship of mutual sacrifice and mutual commitment. Such relationships are not widely modelled for us in the society. Most of what we see around us, both in the media and in our experience, tells us that the goal of a relationship is to get all you can; and if you cannot get all you want, elsewhere.

Healthy relationships are grounded on reality, not fantasy. Each person is aware of his own, and also of the others strengths and weaknesses. Unhealthy relationships, by

contrast, are based on fantasy. What could be or should be replaces what is. The element of the unreal become the focus.

A healthy relationship can be described as 'two good friends becoming better friends'. Many addicts come from families where issues such as divorce or material strife work holism and subsequent absenteeism by one or both parents, or even such addictive problems as alcoholism or drugs abuse were rife. We have to grow up and learn how tough the reality of life can be.

There are some characteristic differences between males and females when it comes to love, relationship and sex addiction. Sex addiction is far more common among men; while love addiction is common among women. This is because the sexes approach life from different perspectives.

Our culture ambivalence about how women are supposed to behave, "help" to getting addicted to relationships. It is all right for a woman to be "assertive" but not "pushy". She can sacrifice for another out of love, but must take care not to become dependent. The never-ending drive for approval from others, based on living up to the societal expectation, is frustrating-and, for the relationship addict, divesting. Addiction is very cheap. It is a thief. Many people pay the price for years without stopping to realise just how much it is really costing them. but facing the cost of addiction squarely can be the first step out of the prison of obsession and compassion and into freedom. There is hope for self-acceptance, and for sharing who you truly are with another human being.

**Answer the following questions.**

1. Explain the meaning of the following words as used in the passage:
  - i. Substitutes
  - ii. Workaholic
  - iii. Slump
  - iv. Discern
  - v. Illusion
  - vi. Quest
  - vii. Banish
  - viii. Embodiment
  - ix. Cling
  - x. Deflated **(15 MARKS)**
  
2. What is addiction? **2 marks**
  
3. Explain the line: “this is easy to see from the outside, but almost impossible to discern from the inside”. **2 marks**
  
4. In what way is a people addict’s behaviour similar to the behaviour of a cocaine addict or an alcoholic? **2 marks**
  
5. Explain why all kinds of addictions lead to cravings that cause the addict to be caught up in a vicious circle **2 marks**
  
6. Why is the behaviour of a love addict described as being “without intimacy”? **2 marks**
  
7. Explain the line “aloneness is not loneliness!” what behaviour causes the writer to place emphasis on this fact with regard to addictive relationships? **2 marks**
  
8. Identify and explain two major personality traits of relationship addicts that contribute to self-distractive behaviour. **2 marks**



9. Explain two major differences that the writer expresses between healthy relationships based on genuine love, and co-dependency based on love addiction.

**2marks**

10. In what ways does society contribute to relationship addiction?

**2 marks**

11. In one sentence, state what you learn from the passage.

**2 marks**

**(TOTAL 20 MARKS)**

**Appendix 2: Answers to the Test****GRAMMAR**

1. i. Whom  
ii. Whom  
iii. Which **3 marks**
2. i. I gave you my money, did i?  
ii. Belio has not finished her homework, has she?  
iii. It's very hot today, isn't it? **3 marks**
3. i. Until  
ii. But  
iii. Since **3 marks**
4. i. For  
ii. To  
iii. For **3 marks**
5. i. Huge, old, yellow, Kenyan, wooden, bed.  
ii. Wide, new, blue, wooden.  
iii. Beautiful, Kenyan. **3 marks**

**(TOTAL 15MARKS)**

**ORAL SKILLS**

1 .i. Queue

ii. Plane

iii. Hour

iv. West

v. Vane

**5marks**2. i. protest protestii. subject subjectiii. reject rejectiv. produce producev. refuse refuse**5marks**

3. i. Van

ii. Thy

iii. Son

iv. Heir

v. Now

**5marks**

4. i ii iii iv v

Arch enough owe roll box

Take roof no tall rocks

Lock triumph though owl jokes

Sac tough go sole

**5marks**

5. i. Gazed

ii. cause

iii. sin

iv. tell

v. saw

**5marks**

6. i. Falling

ii. rising

iii. rising

iv. rising

v. falling

**5marks**

**(TOTAL 30 MARKS)**

## **MARKING GUIDE TO THE WRITING TEST**

This guide was adopted from KNEC Paper 101/3. This paper is intended to test the candidates' ability to communicate in English. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that carries most of the marks. The award of marks is done according to the following guidelines:

### **E/D- (01-02 marks)**

Chaotic, little meaning whatsoever. Question paper or some words from it simply copied. Flow of thought almost impossible to follow. Errors are continuous.

### **D CLASS (3 marks)**

The candidate either does not communicate at all or the language ability is so minimal that the examiner has to guess what the candidate wants to say. The candidate fails to fit the English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no punctuation. All kinds of errors "Broken English" is evident.

### **D+ (04-05 marks)**

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

### **C- (06 marks)**

The candidate obviously finds it difficult to communicate his ideas. He is seriously hampered by his very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.

**C CLASS – (7-8 marks)**

The candidate communicates understandably but he/she is not confident with the language. The subject is often undeveloped. There may be some digression, unnecessary repetitions, weak arrangement and jerky flow, no economy of language, mother tongue influence is felt and there is little variety or originality.

**C+ (09-10)**

The candidate communicates clearly but in a flat and uncertain manner. Simple concepts sentence forms are often strained. There is an overuse of clichés and unsuitable idioms. There are some errors of agreement, tenses, spelling.

**B- (11-12 marks)**

The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally.

**B CLASS – (13-14 marks)**

This class is characterized by greater fluency and ease of expression. Sentences are varied and well constructed though simple. They show that the candidate is at ease with the language.

**B+ (14-16 marks)**

The candidate communicates his ideas pleasantly and without strain. There are a few errors and slips.

Tenses, spelling and punctuation are quite good.

**A CLASS ( 17-20 marks)**

The candidate communicates not only fluently, but attractively, with originality and efficiency. He/she has the ability to make the examiner share his/her deep feelings, emotions and enthusiasms. He/she express himself/herself freely and without any visible constraint. The script gives evidence of maturity, good planning and often

humour. Many items of merit indicate that the candidate has complete command of the language. There is no strain, just pleasantness and clever arrangement. Errors are very rare.

**Awarding of Marks.**

Introduction – 2 marks

Relevance – 4 marks

Grammar – 4 marks

Sentence construction – 4marks

Creativity and use of variety – 4 marks

Conclusion – 2 marks

**VOCABULARY ANSWERS**

1. Substitutes – something that takes the place of another.
2. Workaholic – a person who works continuously and finds it hard to stop working so as to take a rest.
3. Slump - all into/be reduced
4. Discern – recognized
5. Illusion – something that seems to exist or to be a particular thing, but in reality does not exist or is something else. It is therefore unreal.
6. Quest - long and difficult search for something
7. Banish - get rid of/send away
8. Embodiment - representative of/ something or someone that includes key characteristics of something/ someone else
9. Cling - do everything possible to retain/refuse to release/ hold onto.
10. Deflated – Feeling less important or less confident.

**(15MARKS)**



**COMPREHENSION ANSWERS**

1. Addiction is a strong need that someone feels to regularly take an illegal or harmful drug or behave in a manner likely to harm his/her health or life. **(2marks)**
2. It is easy to see the described behaviour as an observer, but difficult for the affected individual to recognise it. **(2marks)**
3. A 'people addict' behaviour is similar to that of a cocaine addict or an alcoholic in that all of them seek a substitute of one kind or another as a means of coping with the problems of life. **(2marks)**
4. All addictions lead to cravings that cause the addict to be caught up in a vicious circle because addicts eventually need more and more of the thing to which they are addicted in order to feel an illusory sense of relief and happiness. Since this feeling is illusory and fleeting, the addict keeps returning time and again to his addiction for this momentary relief, even though it only gets harder to attain. **(2marks)**
5. The behaviour of a love addict is 'without intimacy' since they relate to other persons as individuals, but as representatives of an illusion for which they are seeking. This makes it impossible to build bonds of commitment and so they keep going from person to person in search of this illusion. **(2marks)**
6. Aloneness is a state of not being with other people while loneliness refers to a state of being unhappy because one is alone. One can be alone without being unhappy about it, hence, aloneness is not loneliness. Addicts behave as if it is better to be in a destructive relationship than to be alone. They believe that loneliness accompanies aloneness. **(2 marks)**
7. (i). Insecurity – The desire for safety and security is the biggest barrier standing between the addict and the intimate relationship. **(1mark)**

- (ii). Lack of confidence makes them feel inefficient. **(1 mark)**
8. Healthy relationships based on genuine love are marked by openness, trust and freedom to give oneself to another. They are also based on reality where each person is aware of his or her own and the other's strengths and weaknesses. This makes it different from co-dependency based on love addiction. **(2marks)**
9. Society contributes to love addiction by depicting the goal of relationship as being for personal gratification and not worth working at. Such gratification is not forthcoming, this is portrayed in reality as well as through the media. **(2 marks)**
10. Addiction to love, money, power or drugs is as a result of low self esteem. Or, addiction is a way of running away from reality. **(2marks)**

**(TOTAL 20 MARKS)**

**Appendix 3: Focus Group Discussion**

1. a. Do you have extensive reading programmes in your school? If yes,
  - b. What type of programmes are they?
  - c. How do these programmes influence your language skills? (Grammar, oral skills, writing, vocabulary and comprehension)
2. a. What kinds of reading materials do you enjoy reading?
  - b. Are they available in your school?
  - c. How often do you read them in a week?
  - d. How would you rate yourself in terms of how often you engage in extensive reading? Below average, average or above average. Why?
3. a. What types of reading activities are you exposed to?
  - b. How much time in a week has the school set aside for your extensive reading?
  - c. Where do you read from?
4. What challenges do you encounter when engaging in extensive reading?
5. What are the possible solutions to the challenges that you encounter when engaging in read extensively?

**END**

**Appendix 4: Interview Schedule for Teachers**

1. a. Do you have extensive reading programmes for your students? If yes,
  - b. What type of programmes are they?
  - c. How do these programmes influence your students language skills? (Grammar, oral skills, writing, vocabulary and comprehension)
2. a. What kinds of reading materials do they enjoy reading?
  - b. Are they available in your school?
  - c. How often do they read them in a week?
  - d. How would you rate them in terms of how often they engage in extensive reading?  
Below average, average or above average. Why?
3. a. What types of reading activities are your students exposed to?
  - b. How much time in a week has the school set aside for their extensive reading?
  - c. Where do they read from?
4. What challenges do they encounter when engaging in extensive reading?
5. What are the possible solutions to the challenges that your students encounter when engaging in read extensively?

**END**

## Appendix 5: Test Scores on Language Skills

### Tests Scores from School A

Student	Grammar /15	Oral Skills /30	Writing /20	Vocabulary /15	Comprehension /20	%
1	7	18	13	6	15	59
2	8	23	14	6	6	57
3	8	22	12	10	18	70
4	9	17	12	9	15	62
5	9	19	14	12	14	68
6	10	16	16	12	20	74
7	10	22	14	10	13	69
8	9	22	18	6	18	73
9	9	21	14	13	16	73
10	11	24	14	14	16	79
11	8	21	17	12	14	72
12	8	22	14	15	14	73
13	7	20	14	15	13	69
14	10	21	15	12	14	72
15	10	14	14	10	14	62
16	7	19	15	8	20	69
17	10	20	13	13	16	72
18	10	23	16	10	13	72
19	12	17	14	10	18	71
20	5	16	13	11	16	61
21	9	17	14	10	17	67
22	9	20	14	8	15	66
23	8	17	13	10	16	64
24	11	23	14	13	19	80
25	9	23	10	4	10	56

26	11	20	14	10	20	75
27	6	20	14	3	8	51
28	10	15	14	9	10	58
29	8	22	10	13	15	68
30	7	20	13	13	18	71
31	8	17	14	5	11	55
32	11	21	12	15	19	78
33	9	18	13	10	13	63
34	7	16	13	7	16	59
35	8	19	13	7	18	65
36	7	14	15	12	12	60
37	13	21	12	11	14	71
38	8	19	14	12	15	68
39	8	26	13	6	17	70
40	8	15	13	12	16	64
41	7	19	12	10	12	60
42	9	20	14	12	15	70
43	7	16	12	3	16	54
44	8	19	13	15	16	71
45	5	12	0	0	4	21
46	9	22	10	13	20	74
47	7	20	10	0	13	50
48	8	17	14	13	18	70
49	9	16	17	4	2	48
50	10	23	16	9	18	76
51	7	20	10	7	18	62
52	8	24	17	13	18	80
53	10	13	13	13	18	67
54	11	21	15	11	20	78

55	7	13	16	6	10	52
56	10	21	17	14	20	82
57	11	24	15	13	17	80
58	5	13	15	7	13	53
59	9	10	13	2	5	39
60	11	21	13	13	18	76
61	12	19	13	13	18	75
						65.96721

### Tests Scores from School B

Student	Grammar /15	Oral Skills /30	Writing /20	Vocabulary /15	Comprehension /20	%
1	9	16	5	5	6	41
2	11	19	14	12	13	69
3	10	19	11	7	13	60
4	9	13	17	6	13	58
5	8	15	10	11	14	58
6	9	21	12	8	14	64
7	11	21	14	8	12	66
8	6	19	0	5	11	41
9	8	16	2	9	9	44
10	10	15	0	3	5	33
11	8	7	0	5	6	26
12	11	14	0	8	4	37
13	9	21	0	8	6	44
14	8	7	0	10	8	33
15	10	21	18	11	14	74
16	6	16	5	7	5	39
17	7	17	13	6	6	49
18	8	19	15	2	2	46
19	5	10	6	7	6	34
20	7	18	15	5	2	47
21	7	13	13	0	6	39
22	5	17	9	6	5	42
23	8	14	7	7	6	42



24	10	19	0	4	9	42
25	7	16	15	3	3	44
26	9	11	16	1	5	42
27	9	11	6	6	3	35
28	8	14	12	3	8	45
29	9	10	13	9	10	51
30	11	15	16	7	6	55
31	9	14	11	4	9	47
32	8	14	15	5	11	53
33	10	15	10	4	9	48
34	8	9	6	6	6	35
35	9	14	16	8	6	53
36	9	14	16	7	6	52
37	8	16	16	1	9	50
38	11	20	14	6	12	63
39	8	12	13	9	6	48
40	6	14	11	5	8	44
41	12	0	15	11	12	50
42	10	15	14	11	10	60
						47.69048

### Tests Scores from School C

Student	Grammar /15	Oral Skills /30	Writing /20	Vocabulary /15	Comprehension /20	%
1	7	14	15	3	11	50
2	10	18	13	12	20	73
3	6	17	14	13	12	62
4	9	16	14	7	13	59
5	8	9	13	9	14	53
6	9	17	13	10	15	64
7	8	13	10	10	10	51
8	10	17	14	8	12	61
9	7	18	0	6	7	38
10	4	11	0	4	10	29
11	6	13	10	11	12	52
12	5	17	14	3	9	48
13	7	10	0	2	13	32
14	5	12	12	13	14	56
15	5	11	0	6	11	33
16	9	19	10	11	12	61
17	7	16	10	7	11	51
18	9	20	12	15	13	69
19	10	22	14	11	16	73
20	11	21	14	11	11	68
21	11	25	13	15	20	84
22	10	8	10	0	1	29
23	8	22	13	10	10	63
24	8	16	0	6	2	32
25	10	20	14	8	6	58
26	8	16	13	5	18	60

27	8	22	15	7	8	60
28	7	21	14	12	12	66
29	6	14	10	12	12	54
30	9	19	10	11	18	67
31	7	16	14	13	18	68
32	8	13	13	8	17	59
33	10	16	13	9	17	65
34	8	18	10	10	14	60
35	9	18	13	7	13	60
36	6	12	0	3	10	31
37	9	20	13	10	14	66
38	8	20	12	12	16	68
39	10	21	12	13	18	74
40	7	19	12	10	20	68
41	8	22	13	9	18	70
42	9	19	13	5	15	61
43	8	17	13	10	11	59
						57.32558

**Test Scores from School D**

Student	Grammar /15	Oral Skills /30	Writing /20	Vocabulary /15	Comprehension /20	%
1	6	23	0	7	17	53
2	6	13	0	2	8	29
3	6	14	0	8	8	36
4	8	16	0	4	4	32
5	8	15	0	9	6	38
6	7	14	0	8	8	37
7	9	16	0	2	4	31
8	7	13	0	5	2	27
9	9	10	0	8	10	37
10	5	14	0	6	8	33
11	6	13	0	3	7	29
12	8	13	0	5	12	38
13	7	15	0	3	2	27
14	8	17	0	0	0	25
15	7	23	0	0	0	30
16	9	16	0	0	0	25
17	7	13	0	0	0	20
18	7	18	0	0	0	25
19	2	13	0	0	0	15
20	5	13	0	1	0	19
21	9	21	0	0	0	30
22	6	12	0	0	0	18
23	6	13	0	0	2	21
24	7	14	0	0	0	21
25	6	10	0	4	8	28
26	8	17	12	12	12	61

27	7	24	13	9	16	69
28	10	19	13	10	14	66
29	8	19	13	3	10	53
30	9	12	13	10	9	53
31	8	15	10	3	9	45
32	7	14	13	9	12	55
33	6	19	14	4	9	52
34	9	19	12	5	6	51
35	7	14	10	2	5	38
36	5	23	14	3	8	53
37	7	18	13	4	4	46
38	7	20	12	3	0	42
39	8	9	13	2	9	41
40	10	17	13	9	2	51
41	5	14	12	3	4	38
42	6	16	13	4	2	41
43	7	19	13	7	6	52
44	9	21	13	11	2	56
45	8	16	12	1	7	44
46	7	20	13	2	0	42
47	9	20	10	7	2	48
48	6	9	3	4	6	28
49	6	13	10	2	4	35
50	6	11	13	1	7	38
51	8	18	13	6	7	52
52	3	17	12	3	8	43
53	6	14	14	0	8	42
54	7	17	12	12	18	66
55	10	20	13	7	9	59

56	7	20	12	10	4	53
57	10	19	13	10	11	63
58	6	8	12	9	0	35
						40.25862



A24	1	20	3	60	2	40	2	40	2	40
A25	4	80	2	40	1	20	5	100	1	20
A26	4	80	1	20	1	20	2	40	1	20
A27	0	0	0	0	0	0	1	20	0	0
A28	0	0	0	0	0	0	1	20	1	20
A29	1	20	3	60	2	40	1	20	1	20
A30	4	80	4	80	1	20	1	20	2	40
A31	4	80	5	100	2	40	2	40	3	60
A32	0	0	0	0	0	0			0	0
A33	0	0	0	0	0	0	0	0	0	0
A34	0	0	0	0	3	60	5	100	1	20
A35	1	20	4	80	0	0	2	40	2	40
A36	1	20	5	100	1	20	1	20	3	60
A37	1	20	1	20	1	20	1	20	0	0
A38	4	80	1	20	1	20	2	40	3	60
A39	2	40	1	20	1	20	3	60	2	40
A40	4	80	2	40	2	40	1	20	2	40
A41	3	60	2	40	1	20	1	20	1	20
A42	1	20	0	0	1	20	1	20	3	60
A43	1	20	0	0	1	20	1	20	0	0
A44	1	20	1	20	3	60	1	20	2	40
A45	2	40	1	20	4	80	2	40	0	0
A46	1	20	1	20	2	40	2	40	3	60
A47	2	40	2	40	2	40	2	40	2	40
A48	2	40	3	60	1	20	1	20	1	20
A49	0	0	0	0	3	60	1	20	2	40
A50	5	10	5	100	4	80	1	20	0	0
A51	1	20	2	40	4	80	3	60	2	40
A52	2	40	2	40	1	20	1	20	1	20



A53	2	40	2	40	2	40	2	40	2	40
A54	3	60	3	60	1	20	3	60	0	0
A55	1	20	2	40	2	40	1	20	2	40
A56	4	80	5	100	1	20	5	100	2	40
A57	1	20	5	100	3	60	0	0	3	60
A58	2	40	5	100	1	20	2	40	3	60
A59	0	0	1	20	1	20	2	40	0	0
A60	3	60	4	80	3	60	2	40	4	80
A61	1	20	5	100	1	20	0	0	2	40
B1	2	40	2	40	1	20	1	20	1	20
B2	4	80	2	40	1	20	2	40	2	40
B3	1	20	1	20	1	20	1	20	1	20
B4	2	40	1	20	0	0	2	40	2	40
B5	2	40	1	20	1	20	1	20	1	20
B6	3	60	2	40	1	20	2	40	0	0
B7	4	80	5	100	1	20	3	60	2	40
B8	3	60	1	20	1	20	1	20	1	20
B9	0	0	0	0	0	0	0	0	0	0
B10	0	0	0	0	0	0	0	0	0	0
B11	0	0	0	0	0	0	0	0	0	0
B12	0	0	0	0	0	0	0	0	0	0
B13	3	60	1	20	3	60	4	80	2	40
B14	1	20	2	40	5	100	3	60	4	80
B15	1	20	4	80	4	80	3	60	2	40
B16	0	0	0	0	0	0	0	0	0	0
B17	0	0	0	0	0	0	0	0	0	0
B18	0	0	0	0	0	0	0	0	0	0
B19	1	20	2	40	1	20	2	40	3	60
B20	4	80	3	60	2	40	2	40	5	100



### Self-evaluation Test Scores from School C and D

Student	Grammar /5	%	Oral Skills /5	%	Writing /5	%	Vocabulary /5	%	Comprehension /5	%
C1	1	20	4	80	2	40	2	40	2	40
C2		40	5	100	2	40	3	60	2	40
C3	0	0	0	0	0	0	1	20	0	0
C4	4	80	3	60	3	60	1	20	2	40
C5	0	0	2	40	2	40	4	80	2	40
C6	2	40	2	40	1	20	2	40	1	20
C7	2	40	2	40	2	40	1	20	3	60
C8	4	80	0	0	0	0	1	20	2	40
C9	1	20	2	40	2	40	1	20	1	20
C10	1	20	1	20	1	20	1	20	1	20
C11	0	0	2	40	1	20	0	0	4	80
C12	0	0	1	20	1	20	1	20	3	60
C13	1	20	2	40	1	20	1	20	3	60
C14	1	20	4	80	1	20	1	20	1	20
C15	2	40	1	20	2	40	1	20	3	60
C16	1	20	1	20	1	20	1	20	1	20
C17	2	40	2	40	1	20	1	20	1	20
C18	1	20	1	20	1	20	1	20	1	20
C19	1	20	1	20	1	20	1	20	1	20
C20	1	20	1	20	2	40	1	20	1	20
C21	5	100	3	60	2	40	5	100	2	40
C22	1	20	2	40	1	20	1	20	2	40
C23	5	100	5	100	5	100	5	100	0	0
C24	1	20	2	40	3	60	1	20	0	0
C25	0	0	0	0	0	0	1	20	0	0
C26	5	100	1	20	5	100	1	20	2	40
C27	1	20	1	20	2	40	1	20	3	60
C28	2	40	0	0	3	60	1	20	2	40

C29	2	40	1	20	2	40	2	40	2	40
C30	0	0	2	40	1	20	3	60	0	0
C31	2	40	1	20	4	80	2	40	3	60
C32	1	20	0	0	0	0	4	80	1	20
C33	2	40	5	100	5	100	5	100	5	100
C34	4	80	1	20	3	60	3	60	2	40
C35	5	100	5	100	1	20	3	60	1	20
C36	0	0	3	60	2	40	2	40	2	40
C37	1	20	0	0	2	40	1	20	2	40
C38	1	20	1	20	4	80	2	40	1	20
C39	2	40	5	100	0	0	1	20	1	20
C40	2	40	2	40	1	20	2	40	2	40
C41	1	20	1	20	1	20	1	20	1	20
C42	2	40	1	20	0	0	1	20	1	20
C43	4	80	4	80	2	40	2	40	5	100
D1	0	0	0	0	0	0	0	0	0	0
D2	0	0	0	0	0	0	1	20	0	0
D3	0	0	2	40	0	0	1	20	0	0
D4	3	60	3	60	5	100	5	100	3	60
D5	2	40	2	40	1	20	1	20	1	20
D6	2	40	3	60	1	20	1	20	4	80
D7	1	20	1	20	1	20	1	20	1	20
D8	0	0	0	0	5	100	0	0	2	40
D9	1	20	5	100	0	0	3	60	3	60
D10	3	60	1	20	1	20	1	20	3	60
D11	0	0	1	20	0	0	3	60	1	20
D12	2	40	2	40	0	0	1	20	3	60
D13	0	0	0	0	0	0	0	0	0	0
D14	3	60	2	40	1	20	2	40	3	60
D15	2	40	3	60	0	0	2	40	0	0
D16	5	100	5	100	0	0	0	0	0	0
D17	5	100	1	20	5	100	1	20	2	40

D18	1	20	2	40	0	0	2	40	3	60
D19	2	40	1	20	1	20	2	40	1	20
D20	5	100	3	60	5	100	4	80	3	60
D21	5	100	5	100	5	100	5	100	5	100
D22	4	80	3	60	2	40	1	20	2	40
D23	3	60	2	40	2	40	1	20	1	20
D24	1	20	2	40	5	100	0	0	1	20
D25	0	0	0	0	0	0	0	0	1	20
D26	0	0	0	0	0	0	0	0	0	0
D27	1	20	1	20	1	20	1	20	1	20
D28	1	20	2	40	1	20	3	60	3	60
D29	1	20	1	20	0	0	1	20	4	80
D30	1	20	1	20	1	20	2	40	1	20
D31	1	20	3	60	2	40	1	20	3	60
D32	1	20	1	20	0	0	1	20	3	60
D33	1	20	1	20	1	20	2	40	3	60
D34	1	20	1	20	1	20	1	20	0	0
D35	1	20	0	0	0	0	1	20	1	20
D36	4	80	2	40	1	20	1	20	2	40
D37	2	40	2	40	3	60	0	0	1	20
D38	3	60	2	40	1	20	3	60	1	20
D39	0	0	0	0	0	0	0	0	0	0
D40	0	0	0	0	0	0	0	0	0	0
D41	1	20	3	60	1	20	4	80	2	40
D42	2	40	4	80	2	40	5	100	5	100
D43	3	60	2	40	1	20	3	60	4	80
D44	1	20	1	20	1	20	1	20	2	40
D45	5	100	3	60	5	100	3	60	5	100
D46	5	100	5	100	0	0	1	20	1	20
D47	0	0	1	20	0	0	2	40	1	20
D48	5	100	1	20	1	20	1	20	1	20
D49	2	40	3	60	0	0	0	0	0	0

D50	0	0	1	20	0	0	1	20	2	40
D51	0	0	5	100	0	0	5	100	2	40
D52	4	80	3	60	4	80	3	60	1	20
D53	5	100	3	60	5	100	1	20	1	20
D54	2	40	1	20	1	20	5	100	3	60
D55	2	40	4	80	5	100	0	0	3	60
D56	4	80	1	20	1	20	1	20	3	60
D57	0	0	0	0	0	0	2	40	0	0
D58	5	100	0	0	0	0	5	100	3	60

### Appendix 7: Materials Read and Frequency

Student	SKILL	Materials read e.g. Newspapers, journals, story books, poems, magazines.	Frequency	Mark /5	%
	comprehension				
A1		Story books	Not at all	0	0
A2		-	Once a week	1	20
A3		-	Thrice a week	3	60
A4		Text books	Once a week	1	20
A5		Magazines	Twice a week	2	40
A6		Set books	once a week	1	20
A7		Newspapers	Four times a week	4	80
A8		Newspapers	Thrice a week	3	60
A9		Syllabus books or story books	Four times a week	4	80
A10		Text books	Twice a week	2	40
A11		Newspapers	Four times a week	4	80
A12		Story books, text books and articles	Thrice a week	3	60

A13		Magazines, newspapers	Twice a week	2	40
A14		Newspapers	Twice a week	2	40
A15		Newspapers	Once a week	1	20
A16		Newspapers	Once a week	1	20
A17		Newspapers	Once a week	1	20
A18		Story books	Once a week	1	20
A19		Course text books	Twice a week	2	40
A20		Newspapers	Once a week	1	20
A21		Newspapers	Four times a week	4	80
A22		Set books	Once a week	1	20
A23		-	-	0	0
A24		Story books	Twice a week	2	40
A25		Newspapers, revision books	Once a week	1	20
A26		Novel	Once a week	1	20
A27		-	-	0	0
A28		Text books	Once a week	1	20
A29		Magazines	Once a week	1	20



A30		Revision materials	Twice a week	2	40
A31		Newspapers	Thrice a week	3	60
A32		-	-	0	0
A33		-	Not at all	0	0
A34		Pace setters, short stories, set books.	Once a week	1	20
A35		Newspapers and magazines	Twice a week	2	40
A36		Poems	Thrice a week	3	60
A37		-	-	0	0
A38		Magazines	Thrice a week	3	60
A39		Story books	Twice a week	2	40
A40		Revision books	Twice a week	2	40
A41		Newspapers	Once a week	1	20
A42		Text books	Thrice a week	3	60
A43		-	-	0	0
A44		Newspapers	Twice a week	2	40
A45		-	Not at all	0	0
A46		Magazines, newspapers, magazines	Thrice a week	3	60

A47		Newspapers, magazines	Twice a week	2	40
A48		Story books	Once a week	1	20
A49		-	Twice a week	2	40
A50		Story books	Not at all	0	0
A51		Newspapers	Twice a week	2	40
A52		Story books	Once a weeks	1	20
A53		Story books, newspapers	Twice a week	2	40
A54		-	Not at all	0	0
A55		Newspapers	Twice a week	2	40
A56		Past exam papers	Twice a week	2	40
A57		Newspapers	Thrice a week	3	60
A58		Revision books	Thrice a week	3	60
A59		-	Not at all	0	0
A60		Story books	Four times a week	4	80
A61		Newspapers	Twice a week	2	40
B1		Story books	Once a week	1	20
B2		Magazines	Twice a week	2	40

B3		Magazines	Once a week	1	20
B4		Textbooks	Twice a week	2	40
B5		Newspapers	Once a week	1	20
B6		-	Not at all	0	0
B7		-	Twice a week	2	40
B8		-	Once a week	1	20
B9		-	-	0	0
B10		-	-	0	0
B11		-	-	0	0
B12		-	-	0	0
B13		Newspapers	Twice a week	2	40
B14		Newspapers	Four times a week	4	80
B15		-	Twice a week	2	40
B16		-	-	0	0
B17		-	-	0	0
B18		-	-	0	0
B19		-	Thrice a week	3	60

B20		Magazines & newspapers	Five times a week	5	100
B21		Newspapers	Twice a week	2	40
B22		Magazines	Thrice a week	3	60
B23		Journals	Once a week	1	20
B24		-	-	0	0
B25		-	Twice a week	2	40
B26		Newspapers	Five times a week	5	100
B27		-	Thrice a week	3	60
B28		Storybook	Twice a week	2	40
B29		-	Four times a week	4	80
B30		Storybooks	Twice a week	2	40
B31		Newspapers	Twice a week	2	40
B32		-	Four times a week	4	80
B33		Course books	Twice a week	2	40
B34		-	Thrice a week	3	60

B35		Magazines	Twice a week	2	40
B36		Magazines	Once a week	1	20
B37		Newspapers	Five times a week	5	10 0
B38		Magazines	Once a week	1	20
B39		-	-	0	0
B40		Journals	Five times a week	5	10 0
B41		-	Thrice a week	3	60
B42		-	Not at all	0	0
C1		Journals	Twice a week	2	40
C2		Magazines	Twice a week	2	40
C3		-	Not at all	0	0
C4		Past papers	Twice a week	2	40
C5		-	Twice a week	2	40
C6		Articles	Once a week	1	20
C7		Journals	Thrice a week	3	60
C8		-	Twice a week	2	40
C9		Journals	Once a week	1	20

C10		Textbooks & magazines	Once a week	1	20
C11		Newspapers	Four times a weeks	4	80
C12		Storybooks	Thrice a week	3	60
C13		Storybooks	Thrice a week	3	60
C14		Head start	Once a week	1	20
C15		Storybooks	Thrice a week	3	60
C16		Newspapers	Once a week	1	20
C17		Journals	Once a week	1	20
C18		-	Once a week	1	20
C19		Journals, magazines & storybooks	Once a week	1	20
C20		Story books	Once a week	1	20
C21		Storybooks & newspapers	Twice a week	2	40
C22		Storybooks	Twice a week	2	40
C23		-	Not at all	0	0
C24		-	Not at all	0	0
C25		-	-	0	0
C26		Newspapers	Twice a week	2	40

C27		Newspapers	Twice a week	3	60
C28		Storybooks & newspapers	Twice a week	2	40
C29		Newspapers	Twice a week	2	40
C30		-	Not at all	0	0
C31		Storybooks & newspapers	Thrice a week	3	60
C32		Magazines	Once a week	1	20
C33		Storybooks, textbooks & newspapers	Five times a week	5	10 0
C34		Newspapers	Twice a week	2	40
C35		Storybooks	Once a week	1	20
C36		Storybooks	Twice a week	2	40
C37		Storybooks	Twice a week	2	40
C38		Magazines	Once a week	1	20
C39		Magazines	Once a week	1	20
C40		-	Twice a week	2	40
C41		Newspapers	Once a week	1	20
C42		Storybooks	Once a week	1	20
C43		Newspapers	Five times a week	5	10 0

D1		-	-	0	0
D2		-	-	0	0
D3		-	Not at all	0	0
D4		Story books	Thrice a week	3	60
D5		Newspapers	Once a week	1	20
D6		Text books	Four times a week	4	80
D7		Story books	Once a week	1	20
D8		Storybooks	Twice a week	2	40
D9		Storybooks and journals	Thrice a week	3	60
D10		Story books	Thrice a week	3	60
D11		Magazines	Once a week	1	20
D12		-	Thrice a week	3	60
D13		-	-	0	0
D14		Story books	Thrice a week	3	60
D15		-	Not at all	0	0
D16		-	-	0	0
D17		-	Twice a week	2	40



D18		Story books	Thrice a week	3	60
D19		-	Once a week	1	20
D20		Story books	Thrice a week	3	60
D21		Magazines, journals, newspapers	Five times a week	5	10 0
D22		-	Twice a week	2	40
D23		Newspapers	Once a week	1	20
D24		-	Once a week	1	20
D25		Newspapers	Once a week	1	20
D26		-	-	0	0
D27		Newspapers	Once a week	1	20
D28		Newspapers	Thrice a week	3	60
D29		-	Four times a week	4	80
D30		-	Once a week	1	20
D31		Magazines	Thrice a week	3	60
D32		Newspapers	Thrice a week	3	60
D33		Story books	Once a week	3	60
D34		-	-	0	0

D35		-	Once a week	1	20
D36		Storybooks	Twice a week	2	40
D37		Story books	Once a week	1	20
D38		-	Once a week	1	20
D39		-	-	0	0
D40		-	-	0	0
D41		Story books	Twice per week	2	40
D42		Magazines	Five times a week	5	10 0
D43		-	Four times a week	4	80
D44		Newspapers	Twice a week	2	40
D45		-	Five times a week	5	10 0
D46		-	Once a week	1	20
D47		-	Once a week	1	20
D48		Magazines	Once a week	1	20
D49		-	Not at all	0	0
D50		-	Twice a week	2	40

D51		Story books	Twice a week	2	40
D52		Text books	Once a week	1	20
D53		Magazines	Once a week	1	20
D54		-	Thrice a week	3	60
D55		Story books	Thrice a week	3	60
D56		Magazines	Thrice a week	3	60
D57		-	-	0	0
D58		Story books	Thrice a week	3	60

## Appendix 8: Research Permit from Moi University



**MOI UNIVERSITY**

Tel. Eldoret (053) 43555

Fax No. (053) 43555

Telex No. 35047 MOI VARSITY

P. O. Box 3900  
Eldoret, Kenya

**SCHOOL OF EDUCATION**

REF: MU/SE/PGS/54

DATE: 21<sup>st</sup> July, 2014

The Executive Secretary,  
National Council for Science and Technology,  
P.O. Box 30623,  
**NAIROBI**

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF LORNA WAFULA  
(EDU/D.PHIL.CM/24/09)**

The above named is a Doctor of Philosophy (Education English) student at Moi University, School of Education, Department of Curriculum Instruction and Educational Media.

It is a requirement of her studies that she conducts research and produces a thesis/project report. Her research title is:

**“A Study of the Impact of Extensive Reading on Motivation Towards Acquisition of Second Language Skills Among Learners of English Language in Kenya”**

Any assistance given to her to enable her conduct her research successfully will be highly appreciated.

Yours faithfully,  
DEAN  
SCHOOL OF EDUCATION

P. S. S. P. OFFICE

P. O. Box 8210

Eldoret 3900


PROF. P. L. BARASA

**DEAN, SCHOOL OF EDUCATION**


# Appendix 9: Research Clearance Permit

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



**REPUBLIC OF KENYA**  
National Commission for Science, Technology and Innovation



**NACOSTI**  
National Commission for Science, Technology and Innovation

**RESEARCH CLEARANCE PERMIT**

**Serial No. A**

**CONDITIONS: see back page**


**THIS IS TO CERTIFY THAT:**

**MS. LORNA WAFULA**  
**of MOI UNIVERSITY, 1454-30100**  
**Eldoret, has been permitted to conduct research in Uasin-Gishu County**

**on the topic: A STUDY OF THE IMPACT OF EXTENSIVE READING ON MOTIVATION TOWARDS ACQUISITION OF SECOND LANGUAGE SKILLS AMONG LEARNERS OF ENGLISH LANGUAGE IN KENYA.**

**for the period ending: 30th September, 2015**

*Lorna Wafula*  
**Applicant's Signature**



**Secretary**  
**National Commission for Science, Technology & Innovation**

## Appendix 10: Research Authorization NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

24<sup>th</sup> September, 2014

NACOSTI/P/14/0186/3483

Lorna Wafula  
Moi University  
P.O. Box 3900-30100  
ELDORET.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“A study of the impact of extensive reading on motivation towards acquisition of second language skills among learners of English language in Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Uasin-Gishu County** for a period ending **30<sup>th</sup> September, 2015**.


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

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

  
DR. S.K LANGAT, OGW  
FOR: SECRETARY/CEO

Copy to:

The County Commissioner  
The County Director of Education  
Uasin-Gishu County.

  
COUNTY COMMISSIONER  
UASIN GISHU COUNTY

## Appendix 11: Research Authorization - MOEST

REPUBLIC OF KENYA



### MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY STATE DEPARTMENT OF EDUCATION

Telegrams: "EDUCATION", Eldoret  
Telephone: 053-2063342 or 2031421/2  
Mobile : 0719 12 72 12/0732 260 280  
Email: cdeuasingishucounty@yahoo.com  
: cdeuasingishucounty@gmail.com

When replying please quote:  
Ref: No. MOEST/UGC/TRN/9/172

Office of The County Director of Education,  
Uasin Gishu County,  
P.O. Box 9843-30100,  
ELDORET.

Date: 26<sup>TH</sup> September, 2014

*Lorna Wafula*  
*Moi University*  
*Po Box 3900-30100*  
*ELDORET.*

**RE: RESEARCH AUTHORIZATION**

This office has received your request for authority to carry out research on "*A study of the impact of extensive reading on motivation towards acquisition of second language skills among learners of English language in Kenya, Within Uasin Gishu County*".

We wish to inform you that your request has been granted for a period ending 30<sup>th</sup> September, 2015. The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this research.

**MAGDALENE WAMUKOYA**  
**For: County Director of Education**  
**UASIN GISHU COUNTY**

**CC:**  
*Moi University* ✓  
*Po Box 3900-30100*  
**ELDORET**



### Appendix 12: Map of the Study Area

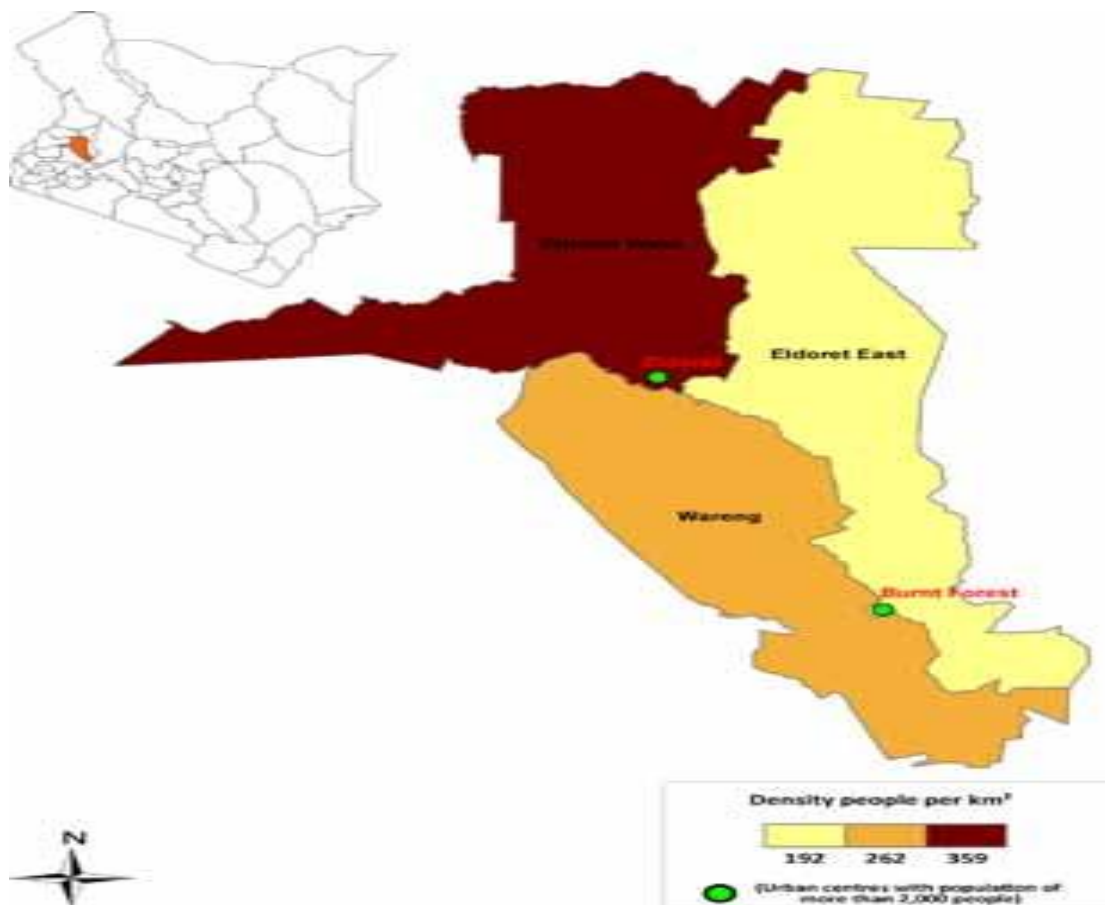


Figure 3:1: Uasin Gishu County Map. Source: The Kenya County Guide, (2016)