

**TEACHERS' COMPETENCIES IN READING PEDAGOGY AT
SECONDARY SCHOOL LEVEL IN UASIN GISHU COUNTY, KENYA.**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF EDUCATION (M.ED) IN
ENGLISH LANGUAGE EDUCATION**

MOI UNIVERSITY

2021

DECLARATION

Declaration by Candidate

I declare that this Thesis is my original work and has not been presented for a degree in any other university. No part of this Thesis may be reproduced without prior written permission of the author and/or Moi University.

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DEDICATION

To my family, your love and support is what has got me where I am today.

ACKNOWLEDGEMENT

I would like to acknowledge the Almighty God for the gift of life and the intellectual ability to carry out this research. To my supervisors, Prof. Barasa and Dr. Makobillah who have contributed immensely to the development of this thesis, I greatly appreciate you. Thanks to all my lecturers in the Department of Curriculum, Instruction and Educational Media (CIEM) at Moi University for the insights on various aspects of teacher competencies - especially Prof. Khaemba Ongeti the Research course lecturer who gave very illuminating guidance on the research process. My classmates - Michelle, Dinah, Anne, Silas and Hilda of Moi University, thank you for the comradeship that enabled us to accomplish group tasks promptly. I am much obliged to the management of the schools where I generated data and teachers who participated in the study. Without their cooperation this study would not have been possible. Special thanks to my family: My husband Charles for believing in me and for his support as I was pursuing this programme My parents: Mama Awinja, Mama Nyobong'o, and dad Joshua, your prayers and encouragement added me the impetus; and for this and more, may God grant you more days and good health. My children: Pat, Zed, Ivan and Abby, you are dearly acknowledged for inspiring me by always bearing with my busy academic and work schedule. To all those who contributed to this work in one way or the other, it is not possible to mention each one of you here but I do appreciate your help and prayers. All the assistance notwithstanding, I confirm that the final product is my own work and I therefore take responsibility for the content herein.

ABSTRACT

Teachers require competencies in critical aspects of reading pedagogy including planning, teaching approaches, utilization of learning materials and assessment. However, the Kenya National Examinations Council has over the years raised concerns about teacher competencies in reading pedagogy considering the consistent poor performance in English language in the Kenya Certificate of Secondary Education examinations: particularly in the papers that have components of reading. Yet, there are very minimal studies in Kenya that have specifically investigated this problem. Therefore, the purpose of this study was to investigate Teachers' Competencies in Reading Pedagogy at secondary school level in Uasin Gishu County in Kenya. The specific research questions were: What are the teachers' competencies in planning for Reading pedagogy at secondary school level?; How do teachers' demonstrate competencies in developing and utilizing materials for Reading pedagogy at secondary school level? ; How do teachers' competencies in pedagogical approaches and assessment facilitate learning of Reading at secondary school level? The study was based on the Competency Based Language Teaching Theory. The study adopted a relativist- interpretivist philosophical paradigm and used the qualitative approach and case study design with a purposively sampled group of 32 teachers in 16 schools. Data was generated through in-depth interviews of teachers, classroom observations and analysis of teachers' professional documents. The data was transcribed and analysed thematically and reported in line with the research questions. The main findings of the study were that: teachers mainly relied on textbooks while planning for reading pedagogy in the process excluding some prescribed content in the syllabus. Secondly, in terms of teaching and learning materials, teachers made very minimal effort at development and utilization of authentic communicative reading materials. Finally classroom teaching and assessment of reading demonstrated over-reliance on the question and answer technique and ignored other participatory approaches such as, pair work, group discussion and task based reading. Furthermore, the study revealed that teachers relied on questions already provided in the school texts and past papers in supplementary materials easily available in the market. Based on these findings, it was concluded that teachers' competencies in reading pedagogy at secondary school level fail to meet the expectations of the syllabus as they only focus on learner development of low order reading skills such as recall, application and inferential comprehension and hardly include high order skills of analysis, synthesis, evaluation and creativity as required by the syllabus. Therefore, from this study it is recommended that teacher competencies in reading pedagogy be enhanced both during training and through continuous professional development courses to enhance high order reading skills of their learners.

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ABBREVIATIONS

CBP	-	Competency Based Pedagogy
CLT	-	Communicative Language teaching
ESL	-	English as a Second language
EFL	-	English as a Foreign Language
ELTE	-	English Language Teacher Education
ELT	-	English Language Teaching
KIE	-	Kenya Institute of Education
KICD	-	Kenya Institute of Curriculum Development
KCSE	-	Kenya Certificate of Secondary Education
MoE	-	Ministry of Education
TESL	-	Teaching English as a Second Language
TPC	-	Teacher Pedagogical Competency
TSC	-	Teachers' Service Commission
RP	-	Received Pronunciation
SLTE	-	Second Language Teacher education
SLT	-	Situational Language Teaching
PCK	-	Pedagogical Content Knowledge
ZPD	-	Zone of Proximal Development

OPERATIONAL DEFINITION OF KEY TERMS

The following are key terms that are used repeatedly in this Thesis and have been operationalized as follows:

Assessment: used to refer to strategies used by teachers to examine level of learner academic performance especially in English composition writing competency.

Competency In this study, a competency refers to the ability to demonstrable understanding and application of knowledge, skills and attitudes/values in appropriate contexts. Teacher Competency; therefore is defined as the ability to apply appropriate pedagogy to facilitate learning while learner competency is defined as the student's ability to apply knowledge, skills and attitudes/values correctly and appropriately in various contexts. In this study, competency is defined in relation to English language generally but particularly with regard to the skill of reading.

Learning Activities: refer to tasks designed by teachers and assigned to learners to facilitate the process of developing appropriate competencies of their students; in this case in English language, particularly the skill of Reading. .

Learning Materials: refers to the resources teachers use to deliver instruction.

Pedagogy: In this thesis, pedagogy refers to the range of related professional tasks teachers (are expected to) engage in to facilitate learning of their students. These include planning,

application of various approaches, methods and techniques in classrooms, utilization of materials and assessment of learners.

Planning: refers to teacher preparation of documentation and setting of appropriate conditions towards conducting reading lessons. In this thesis, planning includes preparation of lessons, materials and assessment tasks

Reading: an interactive process between the reader and the context in which the text is presented to help get meaning from the printed words and symbols and how this ability is used to recognise, understand and interpret text.

Teaching Approaches: these are the teaching principles that guide the teacher in relation to selection of planning, choice and use of approaches and methods, utilization of materials, and assessment

Teaching Method: comprise the general principles, pedagogy and broad set of strategies used by teachers during instruction in the classroom to enable learning. In this study it is the overall systematic plan of teaching reading based on the selected approach which is logically arranged in steps

Teaching technique: the actual classroom practices, procedures and tasks undertaken by teachers and learners to accomplish the immediate set objectives to facilitate learning and is consistent with the selected method and approach. It is the actual procedure or skill for completing a specific classroom task

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

This chapter explains the context of the study, highlights the statement of the problem, poses the research questions, explains the scope of the study, identifies some limitations to the study, gives the justification and suggests the significance of the study.

1.2 Context of the Study

In this subsection, the context of the study is explained in terms of where the topic of research falls academically; then the social Kenyan context is explained, before the actual study site of Uasin Gishu County is described. The next sub section highlights the academic context of the study.

1.2.1 Academic Context

This study is generally about English Language Pedagogy, particularly in Reading, which is one of the skills taught in English language at secondary school level, the others being Listening, Speaking, Writing and Grammar.

As an academic discipline, English Language Teaching (ELT), referred to as variously as Teaching of English to Speakers of Other Languages (TESOL), Teaching English as a Foreign Language (TEFL) is a well-established area in the broader field of Education. In this Proposal, the term ELT shall be adopted though; it must be acknowledged that arguably, ELT, TESOL, and TEFL are not used interchangeably in the profession, though there are clear overlaps (Richards and Rodgers, 2014).

Largely, ELT covers (but is not necessarily limited to) the following broad but overlapping topics: Content for ELT, Theories for ELT, Curriculum for ELT in Schools, Pedagogy for ELT, Materials for ELT and Assessment for ELT There are

clearly other related topics of study that are either considered core ELT or supportive and are therefore offered by other departments depending on contexts (Canagarajah, 2006).

The present study is situated within Pedagogy as a branch of study in ELT. This topic in turn includes several sub topics and of course draws a lot from the other topics mentioned. Among these sub topics are Teacher Competencies in English Language Pedagogy hereafter, (ELP) generally and in specific skills; planning for ELP, Approaches, Methods and Techniques in ELP, using materials in ELP and Evaluation as part of ELP. Clearly, again there are overlaps in these sub topics; hence, their division is a matter of laying emphasis in one aspect at a time. The present study was concerned with teacher competencies in ELP specifically in the skill of Reading.

In terms of academic context, it is important to explain that Reading is considered a critical skill and attracts a lot of scholarly interest. In ELT, some of the broad (again overlapping) topics of study within the skill of Reading that the study is concerned with are: Comprehension, Intensive Reading, Vocabulary (or diction) and Extensive Reading. Therefore, academically, this study is concerned with investigating teacher abilities to plan for Pedagogy, Choose texts and other relevant materials, use various approaches, methods and techniques to teach the various skills in reading and evaluate learners, self and the materials in reading. More details on academic conceptualizations of teacher competencies in teaching reading are espoused in the Literature Review. In the next subsection, the Kenyan ELT context is explained.

1.2.2 The Kenyan ELT Context

The constitution of Kenya (2010) declares English as the official language and Kiswahili as the national language. However, English has been accorded a higher status

in society because of its usage in many areas such as education, governance and it is also the pre-eminent language of international communication; consequently, those who master English have many academic, social and professional benefits" (KIE, 2002). English is the medium of instruction from primary school (Grade Four) to university. It is also a compulsory subject in the syllabus and is examined at the end of primary school at KCPE and after form four at KCSE (Gudu, 2016)

The main goal of English Language Teaching (ELT) at the secondary school level is to enable school leavers to be competent communicators in the English language (KIE, 2002). The emphasis is on both spoken and written communication as reflected in the objectives of English Language Teaching at secondary school level written in the Secondary School English Syllabus (KIE, 2002; p 6). It says that by the end of the course, the learners are expected to be able to:

- Listen attentively for comprehension and respond appropriately.
- Speak accurately, fluently, confidently and appropriately in a variety of contexts.
- Read fluently and efficiently and appreciate the importance of reading for a variety of purposes.
- Make an efficient use of a range of sources of information including libraries, dictionaries and internet.
- Use a variety of sentence structures and vocabulary correctly.
- Communicate appropriately in functional and creative writing.
- Think creatively and critically.

It is noteworthy that at least two of these objectives (3 and 4) focus on Reading as a skill which underscores its importance in the EL Curriculum. Indeed, to achieve the other objectives, reading still features prominently. Actually, in Kenya, the Ministry of Education (MoE) stipulates that English language be taught using the Integrated Approach. This involves teaching English language and Literature in English as one subject in the school curriculum. On another scale, integration means that no language skill should be taught in isolation. Listening, speaking, reading and writing skills should complement each other. "It has been established that teaching language structures in isolation is not only boring, but it also tends to produce learners who lack communicative competence" (KIE. 2002: p6).

The Secondary English Teachers Handbook gives examples of how the integrated approach could be implemented in practice. It says: "while teaching reading, the teacher may reinforce the mastery of grammar by pointing out instances of effective use of grammatical items already taught. "The teacher may also generate writing tasks and debates from the reading material" (KIE, 2006). Eventually, the learners are simultaneously tested in both English language and Literature; for instance, a question testing writing skills may require that candidates refer to material in a set literature text.

In the ELT field in Kenya, it is recognizable that the English syllabus at secondary school level presents the content for reading in a spiral approach. For example, reading comprehension skills are covered from Form One to Form Four. The skills taught in form one include recall, comprehension and application. In Form two analyses is introduced and in form Three and four, synthesis and evaluation are introduced. The study of prescribed literary texts is covered under extensive reading (KIE, 2006).

The Ministry of Education in Kenya on the other hand stipulates that ELT must be done using the integrated approach which involves teaching English and Literature as one subject. The syllabus as it is has adopted the integrated approach which means that there will be an enhanced understanding of both as the learning and teaching of language progresses. Integration seeks to improve on the learner's knowledge of the language and its varied use in different contexts. The MoE further argues that integration will ensure that all the skills are taught without isolation and that they should complement each other. Notably, teaching the skills in isolation as tended to produce learners who are not competent in language use with reading bearing the brunt of this effect (KIE , 2002).

The secondary English Teachers Handbook further outlines how integration ought to be implemented in the classroom and clearly states that “when teaching reading, the teacher needs to reinforce the mastery of grammar by pointing out instances of effective use of grammatical items already taught. The teacher may also generate writing tasks and debates from the reading material” (KIE, 2006:3). Eventually, assessment is usually done of both English Language and Literature. This is similar to what Richards & Rogers (2014) refer to as the Whole Language Approach which argues that language is whole and the skills should be integrated in teaching and learning.

1.2.3 ELT in Uasin Gishu County

Uasin Gishu is one among the 47 counties of Kenya. It has six sub- counties: Kesses, Ainabkoi, Soy, Turbo, Moiben and Kapseret. All these sub-counties have their headquarters converging within Eldoret town making it a rich data source. Uasin Gishu is a cosmopolitan county and is home to many teachers from different parts of the country and is the focal site in this study. It is therefore heterogeneous and homogeneous in nature with regard to the presence of urban and rural schools whose

accessibility and potential richness in English language teaching vary massively. It is important for the teachers in both settings to take cognizance of the fact that teacher competencies may affect reading pedagogy due to the varied contexts, resources and school categories within which they teach the skill (Gudu, 2016).

Another issue regarding ELT in Uasin Gishu worth noting is the fact that the school contexts within which the teachers operate are very diverse in terms of English language competencies of the learners. First, there are learners in national schools who are presumed to be very good English language speakers. Learners in such schools are selected from among the top KCPE students who have the highest grades upon graduation from primary school. Usually, excellent scores in English are a consideration too. Most of these students are also notably from very well equipped schools with very supportive guardians and parents. The teachers in these schools are notably also considered to be among the best in the country due to the quality of results seen at the end of the course when the students graduate from secondary school at form four (Ong'ondo, 2010).

Secondly, there are the extra county schools; county schools and sub county schools which accommodate a range of students from very competent, average and those who are weak in the use of English language. This is dependent on a number of factors such as KCPE grades which is the main determinant at this particular point. These classes are a combination of students with mixed abilities which poses a great challenge to the teacher of English based on the learner entry behaviour (Manyasi, 2012).

One challenge that faces the teacher of English as noted by Ong'ondo (2010) is that the teachers are faced with the challenge of dealing with a multicultural classroom and especially how to motivate their learners to use the language inside and outside the

classroom while also controlling the assumed competencies of learners from some linguistic communities. He argues that teachers of English therefore are faced with the challenge of upgrading their social consciousness and that of their learners so that they develop sensitivity to the linguistic and social differences among their learners.

This argument seems to be in line with the context of Uasin Gishu where there has been public concern on ELT over the years with varied results in Kenya Certificate of Secondary Education (K.C.S.E). Blame has been put on teachers of English language for relying on techniques that favor them at the expense of their students-the fact that teachers of English are trained using western approaches, some of which may not be applicable in the Kenyan context. Gudu (2016) on the other hand argues that pedagogical realities in the Kenyan classroom often prohibit the application of these teaching methods. In reading pedagogy, she notes that it should not be assumed that the approaches to reading pedagogy successful in the west will succeed in the multicultural Kenyan classroom to make independent and competent readers.

KNEC, (2017) has noted, it is not an overstatement that there is a crisis in the teaching of reading in English language in schools. The level of performance in English language is dropping each year though it is classified among the core subjects in the curriculum and this means that for one to obtain a better grade in national examinations and therefore gain admission to public university, they must pass in English language . Next, I state the problem that prompted this study.

1.3 Statement of the Problem

A research problem refers to a deficiency in the context of the study and in knowledge in the relevant field that necessitates an investigation that could generate relevant

solutions (Creswell, 2013). The problem that prompted this study was looked at from three levels: academic, social and contextual.

Academically, the problem is that despite the massive resources invested in development of English language teachers' competencies during the Initial Teacher Education (ITE) learners still largely and consistently show poor competencies in English language generally and Reading skills in particular. Reports of various examining bodies internationally are normally used as the main yardstick of ascertaining the teachers' pedagogical competencies. However, in ELT literature there have been expressions in other contexts that have attributed poor reading competencies of graduates of secondary education and higher education; to the lack of pedagogical competencies of teachers. In a study by Huiwen, Hui & Zhenzhen (2018) on Chinese Language Teacher Competency, they argue that Teaching is a special profession with complex pedagogical procedures and that it ought to prepare qualified workers and citizens who are expected to yield values and bring benefits to the society, the nation, and the whole world. This makes the profession require well-qualified and competent teachers. In light of this, Nessipbayeva, (2018) posits that teachers must have (and be able to exercise) a broad range of competencies every day in an especially complex environment so that students can realize their full academic potential with the help of teachers. The more competent a teacher is, the better students' achievements will be (Johansson, Myrberg, & Rosen, 2015). It is therefore urgent for us to know how to prepare competent teachers based on the growing importance and influence of the global economy. English as a Second Language (EFL) has therefore become a critical language globally. It is thus indispensable to have competent teachers to teach this language.

There are strong evidences that teacher quality is a crucial factor in achieving remarkable learning outcomes for students. Teachers' knowledge influences their ability to effectively teach students (Nessipbayeva, 2018). The Kenyan education system recognizes the importance of teaching Reading in English language to enhance learner proficiency in use of English language (Mugun, 2017; KIE, 2002). However even with the policies and emphasis by curriculum developers, the actual teaching of reading does not take cognizance of teachers' competencies related issues and how they may influence ELT and specifically reading pedagogy.

Notably, ELT has over the years been treated holistically, yet the lack of teacher competency in one skill has implications on learner performance in all the other skills (Canagarajah, 2006). There is little knowledge on the area of Teacher competency in reading pedagogy globally and in Kenya specifically. Yet, researchers argue that teachers' knowledge of the language influences their practice and the way they teach English as a subject. Literature search electronically and physically in University libraries in Kenya revealed very minimal specific research on pedagogy of the reading skill. However, some previous studies exist that covered reading as a skill and teacher competency in ELT generally including Gudu (2016), Boit (2016) and Manyasi (2012) but none of these focused specifically on Teacher competencies in Reading Pedagogy.

Socially, the problem that prompts this study is that a number of Kenyan employers and other stakeholders have kept complaining about the perceived incompetence of graduates of our school systems in English language including the inability to read competently and summarize the results of their reading. Uwezo Report (2012) reported a poor reading culture in the country which they argue has massively affected the performance of learners in reading as a skill and ultimately the use of English as a language in schools and beyond. Generally, reading incompetence can pose dangers to

individuals and the society because of inaccuracy of interpretation of read texts and a lack of adequate comprehension for the intended meaning. MoE (2006) has argued that there is concern over the reading performance of grade eight students who graduate into high school and seemed not to be able to read texts meant for grade three and four adequately. With regard to this specific study, the society relies on school systems to produce competent users of English language generally and readers specifically. Hence, there was the need for a study to establish if teachers' competencies are a contributing factor

Contextually, the problem that partly necessitated this study is that Uasin Gishu is a cosmopolitan county and is home to many teachers from different parts of the country. It is therefore heterogeneous and homogeneous in nature with regard to the presence of urban and rural school whose performance in English language varies massively. It is important for the teachers in both settings to take cognizance of the fact that teachers' competencies in reading pedagogy could affect learner competencies in the varied contexts within ELT in Uasin Gishu. Economically, the economic situation in a school has an effect on the availability of resource materials for teaching reading. An economically stable family or school will be able to purchase the needed reading materials such as books which will enhance teacher competence in the choice of reading material (Gudu, 2016). However, it is not documented on how availability of these resource materials both at home and at school could influence the teaching and learning of reading. However, how teachers navigate the resource contexts related to the teaching of reading is not known. Hence, there is a need to carry out a research for more knowledge in the area of language teaching, specifically Teachers' competencies in reading pedagogy (Nessipbayeva, 2018; Boit, 2016).

1.4 Purpose of the Study

The purpose of this study was to investigate the teachers' competencies in reading pedagogy at secondary school level in Uasin Gishu County, Kenya. That is, the study sought to investigate teacher abilities to plan for pedagogy, choose texts and other relevant materials, use various approaches, methods and techniques to teach the Reading and assess learners, self and the materials in reading.

Based on this purpose, the following research objectives were stated.

1.5. Research Objectives

1. To investigate teachers' competencies in planning for Reading pedagogy at secondary school level.
2. To establish teachers' competencies in developing and utilising materials for Reading pedagogy at secondary school level.
3. To ascertain teachers' pedagogical approaches and assessment in Reading pedagogy at secondary school level.

However, this being a qualitative study, as advised by Savin- Baden & Major (2013), Wolcott (2009) and Mugenda & Mugenda (2008), among others; the study was largely guided by research questions as posed below.

1.6 Research Questions

1. What are the teachers' competencies in planning for Reading pedagogy at secondary school level?
2. How do teachers' demonstrate competencies in developing and utilizing materials for Reading pedagogy at secondary school level?
3. How do teachers' competencies in pedagogical approaches and assessment facilitate learning of Reading at secondary school level?

1.7 Scope of the Study

The scope of this study was conceptualised at three levels respectively; in terms of content scope, geographical scope and methodological scope (Creswell, 2013: Adam, 2007).

In terms of Content Scope, the first research question endeavoured to ascertain the extent to which teacher planning addresses teachers' competencies in reading pedagogy. Planning entailed investigating the range of teacher professional documents such as schemes of work and lesson plans preparation prior to the lessons, the scope and sequence of content planned for, issues that affected teacher planning addressing learner needs, planning for instructional practices outlined for English lessons in the syllabus, planning and execution of learner activities, frequency of planning and planning for the number of reading lessons as scheduled for the whole term in line with the syllabus.

The second research question of the study examined the development and utilization of reading materials used during reading pedagogy. This involved the identification, development, adoption, improvisation, utilization and use of variety of materials to teach reading. These include use of KICD recommended books, use of additional supplementary books and other materials other than the recommended textbooks, use of pictures, charts, newspapers, magazines and computers. It encompassed the selection and use of relevant materials to teach reading and adequacy of the reading materials. It also investigated how supportive these materials are to reading pedagogy in addition to seeking to establish whether there is teacher competency in the selection and use of these materials.

The third research question was on how teachers' pedagogical approaches and assessment of reading in the classrooms demonstrated their competencies in Reading pedagogy. This explored the practical application of the approaches, methods and techniques in reading pedagogy as the study further sought to determine how the assessment processes used by teachers enhanced their competencies in reading pedagogy. These included but were not limited to whether the assessments targeted a variety of teacher pedagogical skills and learner reading skills whether low order or high order skills, ordering of reading activities from learner background knowledge to the new knowledge, learners doing loud, silent and speed reading exercises, the frequency and adequacy of reading tasks, teacher feedback and how competent teachers were in evaluating learners and self during reading pedagogy and probably after to find out how effective they were during teaching.

On the contextual scope, in terms of research site and sample, my study was confined to Uasin Gishu County, which is home to six sub-counties: Kesses, Ainabkoi, Soy, Turbo, Moiben and Kapseret. Uasin Gishu is a cosmopolitan and thus home to both rural and urban schools based on the fact that its geographical terrain runs through 6 sub counties which converge in Eldoret town. The study covered both public and private secondary schools in the 6 sub counties of Uasin Gishu County. Participants for the study targeted 32 form one and two teachers of English in 16 purposively sampled schools since they were deemed competent in responding to the subject of inquiry on teacher competencies in reading pedagogy. This was a qualitative case study. The instruments used to collect data included; interviews, observation and document analysis of teachers' schemes of work and lesson plans. The study respondents were selected through purposive sampling to give a total of 32 respondents. All the above

enabled me to achieve answers to the set research questions. (Details in chapter three and four)

On the methodological scope, I used a qualitative approach and a case study method involving in-depth interviews, observations and document analysis as data generation techniques. Using the qualitative approach as prescribed by Creswell (2013), a purposive sampling technique was used to select the teachers of English to be observed, interviewed, and their professional documents analyzed. Details of the contextual and methodological scope are all discussed exhaustively in Chapter Three.

1.8 Limitations of the Study

In terms of content, an identifiable limitation is that the study only focused on teachers' competencies in English reading pedagogy at secondary school level. It is obvious that in language classrooms, there are inevitable overlaps between content and pedagogy. It would therefore be more enriching to cover all language skills. However, this study was specifically on reading since over the years, there have been concerns that the performance of students in reading has been dismal.

In terms of context, this study was clearly only limited to Uasin Gishu County. Again, it may have been more informative to cover more counties in the country. This site was chosen as it is cosmopolitan and gave me an opportunity to get rich data based on the fact that it hosts many schools both urban and rural which have registered varied teachers' competencies indicators especially in the national examination performance indices and their uniqueness in terms of resources.

Furthermore, the limitations pointed out above were also related to the qualitative approach chosen for this study. Qualitative research by its nature highly limits the breadth of a study in terms of content and context. However, the limitations in breadth

were compensated for by the in-depth nature of qualitative research, which made it possible to get more detailed data from the participants' point of view in their natural settings. The limitations pointed above notwithstanding, the study is still quite worthwhile as it has yielded data that can definitely give in-depth highlights into the teachers' competencies in reading pedagogy in secondary schools.

It is important to explain that the limitations raised in this study were inevitable in an academic research which by its nature is limited in terms of time and resources. For example, this being a Masters research, the actual data generation, analysis and presentation was only allocated one semester of about four months. This scenario definitely called for a limited scope in terms of content, context and methodology. However, the rigor I put into the execution of the selected scope was thorough enough to ensure the findings are still significant. This study was thus justified as explained below.

1.9 Rationale for the Study

The rationale for this study stems from the fact that the existing research has discernible gaps that it could contribute to. Also, the study has potential importance to several stakeholders in Education and could raise some valuable information for improvement of policy and practice. The rationale is broken down into Justification and Significance as presented subsequently.

1.9.1 Justification of the study

To begin with, the justification for this study was based on the fact that the review of literature so far had revealed that limited research had been done on the issue of teachers' competencies in reading pedagogy. Research on teachers' competencies from literature reviewed seemed not to have attracted many scholars. Majority of the studies

have concentrated on other language skills areas .in the international contexts, most of the studies have concentrated on general pedagogical concerns. For instance, Nassipbayeva (2018) did a study on teacher pedagogic competence models without explicitly looking at the specific teacher competencies in reading pedagogy. Huiwen, Hui and Zhenzhen (2017) also did a literature review specific to Chinese language teacher competencies with Irina and Mata (2019) doing a study on pedagogical competencies on the holistic pedagogical skills development in teaching. In Kenya, most previous research on reading by Boit, (2016); Gudu (2016); Manyasi (2012) have been concerned with learner proficiency on comprehension, vocabulary and specific reading micro-skills while this study focused on the teachers' competencies in reading pedagogy.

In the Kenyan education system, performance in national examination specifically KCSE has been used to determine placement of learners to the next higher level (Gitogo, 2018). Schools have therefore been rated according to the quality of marks attained in form of mean grades for secondary school level where the study took place. Institutions that have higher grades have most of their students transiting into university for the 'prestigious and popular' courses. At the secondary school level, English is a compulsory subject and for one to attain a quality grade, English must also be highly performed in. However, there is a growing concern that majority of students have not achieved desired competencies in reading (Gudu, 2016). A report by the National Education Sector Strategic Plan (NESSP) 2018-2022 indicates that KCSE performance in English is characterized by poor performance in English comprehension (Maingi, 2015). It is for this reason that this study sought to investigate the current pedagogical practices in reading in a bid to hopefully address this issue.

Secondly, studies have established that reading may not be easy to handle in the classroom and beyond although it impacts largely on the normal development of the learners communicative competence (Manyasi, 2012). In the Kenyan context, learners are expected at the end of form four to showcase competencies in using the target language to organize own ideas and comprehend text appropriately, trace sequence of events in text, read fluently and efficiently to readers (KNEC 2017). The common trend at KCSE is providing learners with a passage from an unknown text and one from a known literary text which requires candidates to read and respond to specific comprehension questions on recall, inference, summary, application and analysis. Such include developing fluency, speed and overall reading proficiency (KNEC, 2018). In this study, I placed emphasis on development of these reading competencies in English language learners as posited by (Maingi, 2015) who revealed that students need reading skills that range from simple summary skills, to the ability to read proficiently for academic purposes, leisure and professionally. In addition, these skills are critical in enhancing communicative competence which is a major component in the current Competency Based Curriculum (CBC).

Thirdly, little attention has been accorded to reading lessons at some public secondary schools in Kenya and yet these learners together with those from national, extra county and private schools which are supposedly endowed with resources are expected to be well equipped with desired competencies as they all transit to tertiary institutions, universities and beyond with the hope of contributing positively to the country's economy. Some of the recent studies delved on addressing other language skills pitting reading into jeopardy. For example, Wafula (2017) looked at extensive reading and its influence on language skills among learners of English language in secondary schools; Kabita (2015) inquired on instructional strategies used to enhance reading

comprehension among primary school pupils; Manyasi (2012) sought to find out about English language secondary schools' teacher cognition of the teaching of reading for nationhood; and Ong'ondo, (2003) which pursued Writing and Speaking and did not delve into Reading. My study therefore sought to focus on teachers' competencies in reading pedagogy in a bid to address this gap.

Finally, there have been concerns that most graduates, Kenyan high school and university students included are unable to communicate effectively in both verbal and written contexts with evident inability to write formal application letters (Nessipbayeva, 2018; Maingi, 2015). This makes graduates including Kenyan graduates uncompetitive in the global market resulting in missing opportunities for advancement. If emphasis is laid on cultivating desired reading competencies then, these concerns will be greatly minimized.

Teacher competency as an area of ELT is generally a new phenomenon in the developing world, particularly in Kenya. While there is quite some literature on Teaching English as a Second Language (TESOL) parse, there was minimal empirical research literature on the teachers' competencies in English reading pedagogy. It has been argued therefore that most of teaching competencies among English language teachers cannot be clearly identified based on the learner reading abilities but there's need to look into the pedagogy, course content, curriculum and the teaching / learning resources (Harmer, 2007). Accordingly, a study on teachers' competencies, especially with a focus on secondary school reading pedagogy was not only justified but also urgent. This informed the current study that investigated the teachers' competencies in reading pedagogy at secondary school level in Uasin Gishu County, Kenya. This should hopefully be a significant contributor in shedding light on the effective strategies that enhance these competencies. This study therefore I believe is a valuable contribution to

knowledge in the area of reading pedagogy in particular and ELT in general. Next is a presentation of the significance of the study.

1.9.2 Significance of the Study

This study sought to investigate the teachers' competencies in reading pedagogy. The results of the study will hopefully influence practicing teachers to adopt effective strategies that embrace quality in the teaching and learning of reading and thus lead to an enriched language base for communicative competence. In addition, the learner's communicative competence will lay a foundation for academic progression since English language is used in all other subjects except for Kiswahili. The findings will also help teachers in selection and utilization of appropriate learning materials that enhance the desired reading proficiencies among learners.

The Knowledge derived from this study will inform policy makers and implementers in laying emphasis on the targeted curriculum areas from an informed platform. This will hopefully equip them with the capacity to navigate effective methods, techniques and approaches towards building a reader who is competent.

Additionally, the study sheds light on the effective strategies a teacher can use towards developing learner competencies in reading. Consequently, the study is of significance to key stakeholders in Education such as the MoE, KNEC, teachers, curriculum developers, teacher educators and all people involved in ELT. This in essence enables the stakeholders to understand what exactly needs to be done and how it can be done to improve ELT especially at the secondary school level. The results could also lead to pedagogical reforms, curriculum reforms, teaching/learning materials re-evaluation and overall assessment and evaluation of the reading skills among ESLs.

The findings of the study have also reflected a gap in teacher preparation and planning in reading pedagogy which could signal a review of the language teacher education curricula both at the diploma teachers training colleges and the universities. This will be to equip the English language teacher trainees with sufficient reading pedagogy content and methodology. Additionally, the study the study recommendations will hopefully give an insight into further research on teachers' competencies specific to reading pedagogy in order to address the issues that often emerge in the field of ELT.

1.10 Theoretical Framework

This study was guided by a set of theories that collectively provided a framework for development of research instruments and interpretation of findings. The main tenets of these theories collectively are that: Instruction must be concerned with the experience and the contexts that make the students willing and able to learn (readiness), instruction must be structured so that it can be easily grasped by the students (spiral organization) and instruction should be designed to facilitate extrapolation or fill in the gaps (going beyond the information given). These theories are reviewed in detail in Chapter two as part of the literature under sub-section 2.3.1.

1.11. Summary

The problem of perceived lack of teacher competency in English Language Pedagogy generally and specifically in English Reading pedagogy in Kenyan secondary schools has been expressed by a number of scholars and other stakeholders. Yet, the issue has attracted very minimal empirical research; hence this study sought to investigate teachers' competencies in reading pedagogy at secondary school level in Kenya. Table 1.1 below gives a summary of the issues emerging from the study context. Next, in Chapter Two, I reviewed relevant literature on the areas of ELT and reading in line with questions posed in the study.

Table 1.1 Key issues emerging from the study context**Context of the study**

Teacher competency is a learned behaviour

Teacher competencies are various and fall within various facets of language teaching and learning yet, not easily identifiable

Problem statement

The study highlighted the research problem as academic, social and contextual

Academically, there is limited research on reading pedagogy

Socially, many students graduate but are still deemed incompetent in terms of language use and specifically in reading

Contextually, UG is cosmopolitan and there is need to embrace variety in methodology to enhance reading amongst all learners

Kenyan ELT context

Kenya teaches English as a second language

English language is an official language, compulsory subject and is the medium of instruction for learners from primary school to university level

English is taught using the integrated approach in Kenyan secondary schools

Teachers have the requisite competencies in reading pedagogy but were limited in terms of content scope as they were guided by the syllabus which restricts the content to be taught

Teachers of English are faced with the challenge of teaching reading to a multicultural classroom

ELT in Uasin Gishu County

The study investigated the issue of teachers' competencies in reading pedagogy at secondary school level in Uasin Gishu County.

Performance in reading has posed a challenge over the years

Scope and Limitations

Looked at in terms of content scope, contextual and methodological scope

On content scope, the study was specific to reading content and planning, selection, utilization and improvisation of materials, actual teaching and assessment of reading

On the context scope, the study was confined to UG county in all the six sub counties

Methodologically, the study was qualitative and used the case study design with data collected using interviews, observations and document analysis.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

As I stated in the chapter one, the aim of my study was to investigate the teachers' competencies in reading pedagogy at secondary school level in Kenya. Therefore it was necessary to situate the study within the discipline of English Language Teaching (ELT), which forms the first part of this Chapter. In addition, a review of the relevant theories of ELT, reading and reading pedagogy was done. This was followed by a review of related previous research and an explanation of the rationale for the study based on literature review to establish the knowledge gap. In this Chapter, the literature review is presented.

2.2 Situating the Study in the Discipline of English Language Teaching (ELT)

In this section, I explained how my study is situated in the field of ELT and how it converges with the specific area of reading in English as a second language. ELT is interdisciplinary and draws content from many disciplines of study including Education, Linguistics and Sociology (Khansir, 2013). ELT as a discipline has five main but overlapping areas of: Content, Pedagogy, Materials and Assessment/Evaluation (Richards & Rogers, 2014). This study was situated within Pedagogy in ELT which arguably comprises practical application of theories, approaches, methods and techniques in facilitation of learning of requisite reading skills by target learners. Inevitably, Pedagogy in ELT as defined here included choice of content, utilization of materials and evaluation.

English language teaching has a convergence with a series of disciplines and areas of study which include: Second language acquisition, applied linguistics teaching and learning, English education, English literature, and sociolinguistics (Scholink, 2017).

This interdisciplinary collaboration takes place amongst colleagues within and or across the institutions in research and in teaching and whose benefits include continued learning and development, teacher suitability to meet demands, enhanced effectiveness in course planning, delivery and evaluation (Richards, 2017).

One consequence of pedagogy underpinned by this study in ELT is the creation of opportunities for teachers of English to draw on content, and teaching skills and thus gain experience (and assume an 'insider' identity as a language teacher) that is essential in achieving desired learners' communicative competence (Pennington & Richards, 2016). The relationship between learner reading proficiency and teaching competency as situated in this study is a focus in second language teacher education, particularly through work on teacher cognition and teaching knowledge as intimated by (Freeman, 2016).

ELT advances teachers' competencies on content knowledge of their teaching which may be derived from disciplines in which language is the object of study, such as linguistics, second language acquisition, sociolinguistics, and discourse analysis (Ong'ondo, 2010). In addition, pedagogical knowledge and ability asserts the teacher's subject matter knowledge, the repertoire of techniques and activities employed in teaching, which are adapted to the diverse interests and abilities of learners, and presented for instruction' (Gudu, 2016). Discourse skills also provide the means and ability to maintain communication in English that is fluent, accurate and comprehensible to the learners. These pedagogic influences towards acquisition of desired learner communicative competencies were situated in the current study.

In terms of Content, as indicated earlier, the terrain of ELT is concerned mainly with five main skills areas: Listening, Speaking, Reading, Writing and Grammar. Most

syllabi in English Language as a learning area is usually in terms of these skills, even in contexts that advice integrated teaching approach like Kenya. As said repeatedly, this study is concerned with Reading; hence logically the next section of this Chapter is a review of literature on reading.

2.2.1 Reading as English Language Teaching (ELT) Content

A simple definition of reading in this study is that it is an interactive process between the reader and the context in which the text is presented. The most important component in reading is the reader whose prior knowledge determines what meaning will be given to the text. The reader's schematic knowledge is derived from his or her interaction with the text. The purpose of reading should thus be built on what the reader already knows and then relate it to something that he needs to find out in the text. The key word here is "understands" since merely reading without understanding does not count as reading. This definition of reading does not mean that a second language learner (or indeed any reader) needs to understand everything in a text. Understanding is not an 'all or nothing' process either (Hedge, 2000).

Reading can often be a struggle after understanding, especially where language learners are concerned. Part of the teacher's job is therefore to develop within the learner strategies that will help him in this struggle. Reading involves many sub skills for example literal comprehension, reorganization of the ideas in the text, inferential ability, evaluation and appreciation. Reading in other words, is getting meaning from print. It is developing knowledge that each shape of writing represents sound, which in turn represents meaning (Cummins, 2008).

However, it is possible to view reading both as a product and process. In teaching one to read (the process) one is being taught the process of decoding symbols (the

conversion of matching symbols to make meaningful sound. The value of concentrating on the process is that it may contain elements that are general across different texts that the learner can use to improve in reading (Freeman, 2002). Actual reading (the product) does not take place until the process is in place. In early states of learning to read, learners are preoccupied with (the process) making the right sound, each symbol represents and they are unable to simultaneously take in (the product) meaning as well. Once the skill is learnt, learners will be able to read for a purpose. In other words, both the process and the product can be achieved simultaneously. Bearing this in mind, teachers must know that without comprehension, reading becomes simply a matter of making the right noises. This is the foundation upon which the teaching of reading should be built (Hedge, 2000).

Hedge further states that the major aspects of reading can be classified under “four headings” that represent “a psychologically coherent unit”: word perception, comprehension, reaction to what is read and fusion of new ideas with the old ones. The reading act starts with the printed word, which arouses in the reader associations of both meaning and pronunciation. The sequence of words and their meanings become a sequence of ideas, which lead to the comprehension of a line, a sentence and so on until the entire passage has been read and understood. After the meaning is recognized the reader starts reacting thoughtfully to the ideas acquired and is now able to assimilate new information and fuse it with ‘old’ knowledge.

2.2.1.1 The process of Reading

The process, as described above, starts when the reader is faced with a written text, establishing a relationship whose final result (product) is the understanding of meaning. Alderson (2000) says that “the process is likely to be dynamic, variable, and different for the same reader on the same text at a different time or with a different purpose in

reading”. When we decide to read something, we usually expect to receive new information from the text and, depending on what we are looking for, there are many ways of reading, summarized as follows:

- Skimming: quickly running one’s eyes over a text to get the gist of it.
- Scanning: quickly going through a text to find a particular piece of information.
- Extensive reading: reading longer texts, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding.
- Intensive Reading: reading shorter texts, to extract specific information. This is more of an accuracy activity involving reading for detail

In addition, Bamford & Day (2004) point out that these different ways of reading are not mutually exclusive: in fact, readers can handle a text by first skimming over it before deciding to scan a particular paragraph to look for specific information. They describe similar ways of reading, claiming that extensive reading sometimes groups together activities like survey reading, skimming and superficial reading. ‘Extensive’ means that the amount of text is the greatest possible and read in the shortest time: “It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved”. On the other hand, intensive reading stands for the study of text content and language, including “the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends”. It is called intensive because the texts in question are not very long and the reader aims at detailed comprehension.

Considering the fact that most reading is done silently, researchers have found difficulties in recognizing the exact steps in the process and even after many empirical studies have been conducted on many different readers, there is no theoretical

underpinning which can wholly explain or predict what really happens between eyes, brain and text. Harmer (2007) engaged with the problem by externalizing the process and concentrating on the mistakes a reader made when reading aloud. A very complex skill, reading aloud is not the same as reading by yourself; in fact you need first to recognize the black marks on the page and then reproduce the exact pronunciation of words. It requires a greater effort and clearly pronunciation is not always necessary to reading comprehension. For this reason this kind of investigation cannot be completely exhaustive and tends to distance itself from the real question.

Vanderwood & Nam, (2008) assert that “it must be recognized that reading aloud is primarily an oral matter. For those who teach English as a second (ESL) or English as a foreign language (EFL) it is closer to ‘pronunciation’ than it is to “comprehension””. However, Harmer’s kind of approach, which is called ‘miscue analysis’, is an alternative to the psycho-linguistic research on eye movements, which approaches the reading process from a strictly physical point of view. Moreover, it is difficult to study the reading activity also because there are many variables which affect both reader and text, rendering every single reading act unique in its nature. We do however know that when reading is related to education and second language acquisition, teaching is carefully planned around those basic reading competence skills that students need to know in order to achieve comprehension, improve their abilities in English and reach the proficiency level required by school.

2.2.1.2 Reading Skills

The definition of ‘skill’ in the Longman Dictionary of Contemporary English (Pearson Education Limited, 2003) is “an ability to do something well, especially because you have learned and practiced it” and the first example which follows the definition cites “Reading and writing are two different skills”. So, what does being able to read mean?

What are the skills required to become good readers? Many reading researchers have tried to recognize all the lesser skills that one needs to learn in order to best comprehend a written passage and some of these theories are discussed in Alderson (2005). Since the teaching of reading skills in English as a second language is a process, Alderson takes into consideration the following taxonomy of ‘micro-skills’, which has been especially important for material design and language tests in second-language acquisition to achieve reading proficiency:

- recognizing the script of language;
- deducing the meaning and use of unfamiliar lexical items;
- Understanding explicitly stated information;
- understanding information when not explicitly stated;
- Understanding conceptual meaning;
- understanding the communicative value (function) of sentences and utterances;
- understanding the relations within the sentence;
- understanding the relations between the parts of a text through grammatical cohesion devices;
- interpreting a text by going outside it;
- recognizing indicators in discourse;
- identifying the main point or important information in a piece of discourse;
- distinguishing the main idea from supporting details;
- extracting salient points to summarize (the text, an idea etc.);
- selective extraction of relevant points from a text;
- basic reference skills;

- skimming;
- scanning to locate specifically required information;
- Trans-coding information to diagrammatic display. (Alderson 2005; 132)

Sadoski (2004) posits that in order to develop these competencies, the teachers have to acquire a certain sensibility to the text and reflect on what kind of communicative act is taking place in their relationship with written language. Whether we agree or not with this list, it certainly represents an attempt to distinguish between the several reading skills, and aims to help teachers of ESL to prepare effective activities and exercises in reading comprehension. In this classification it is important to notice that there are different levels of text analyses, just like there can be different levels of competence. A text is usually processed starting from the strictly linguistic point of view, which includes the semantic patterns of lexis, the grammatical system and the syntax; then the reader goes deeper into the passage and looks at more general phenomena, like cohesion and coherence among paragraphs, in order to distinguish how information is organized; the final step is that of extracting global meaning on the basis of what the writer is saying and the reader's purpose in reading that specific passage .

One approach that has been followed in teaching reading skills - as explained in Alderson (2005: 2000) is that of giving learners a series of passages to understand in terms of meaning levels and asking questions afterwards, in order to see if identifiable factors pointing at corresponding reading competencies emerge. However, doing a comprehension test is different from reading in a more natural situation, and investigation carried out using this method can sometimes be misleading.

Sadoski, (2004) further supports this assertion and criticizes the separation of reading skills, considering this activity as a global aptitude to be acquired instead of a natural

hierarchic order. As we can see, there is no final agreement among researchers and probably it will never exist. Certainly when linguists analyze reading sub-skills referring to text comprehension tests, they are focusing solely on the product and not the process. Teachers are indeed more interested in understanding how students deal with a passage in a English language, in order to help them learn the best strategies to achieve comprehension, and a good starting point could be the comparison between reading in one's own language and reading in English as a second language.

2.2.2.3 The Objectives of Teaching Reading

In recent years reading has been seen as an interactive process and described as a dynamic relationship between the text and the reader. Fluent readers reach automaticity in their reading and do not consciously control the process in the way demanded by the text. In recent literature on reading, the term top- down has been used to describe the application of prior knowledge to working on the meaning of a text. The term bottom-up on the other hand has been used to describe the decoding of the letters, words and other language features in the text. As Hedge (2000) posits, these two terms may be useful in reflecting different processes in reading but we need to keep in mind that the processes are in constant interplay. A reader is involved in a continual shift of focus as they read a text and often giving an interpretation in terms of its schematic implications. For example, when dealing with word meaning, both types of knowledge will come into play. Cultural knowledge would provide meaning and this language knowledge would inform further reading.

However, when it is true that researchers continue to investigate the precise ways in which schematic and systematic knowledge interact in processing a text, L2 pedagogy now generally works on the assumption that L2 readers will need help with both, and that classroom methodology needs to pay attention to both. Hedge (2000; 195) further

describes the various styles of reading, and their terminology has been taken into ELT methodology:

- Receptive reading: undertaken for example when a reader wants to enjoy a short story, follow a line of argument in a newspaper editorial, or understand the main stages in a text book description of a manufacturing process
- Reflective reading: involves episodes of reading the text and then pausing to reflect and backtrack, for example when a reader wants to check whether a new line of argument in a text is consistent with the opinions expressed earlier in the same article
- Skim reading: used to get a global impression of the content of the text. An example would be previewing a long magazine article by reading rapidly, skipping large chunks of information and focusing on headings and first lines of paragraphs.
- Scanning: involves searching rapidly through the text to find a specific point of information, for example, the relevant times on a timetable, items in a directory or key points in an academic text.
- Intensive reading: involves looking carefully at a text and as a learner, appreciate the choice of words or look at the precise wording of the text.

Hedge further notes that the point of making these distinctions is that the different purposes of reading determine different strategies in approaching texts and also different rates of reading. They imply different uses of top- down (schematic) and bottom- up (linguistic) processes. Skimming for example, uses largely top- down processes to get at the general dimensions of a text. It has become standard practice in ELT methodology to consider real purposes for reading to determine different strategies in approaching texts and also different rates of reading among learners. It is important

to understand the real purposes of reading outside the classroom and to build these into reading activities. Hedge argues that:

...reading activities, from the beginning, should have some purpose and we should concentrate on the normal purposes of reading. She lists the following purposes: to get information; to respond to curiosity about a topic; to follow instructions to perform a task; for pleasure, amusement, and personal enjoyment; to keep in touch with friends and colleagues; to know what is happening in the world; and to find out when and where things are (Hedge, 2000;195).

On the other hand, Borg (2006: 205) suggests that in the light of insights into the reading process and into how successful readers interact with texts, a set of general learning goals/objectives for the reading component of an English Language Course could include:

- To be able to read a range of texts in English
- To adapt reading styles according to range of purposes and apply different strategies (e.g. Skimming, scanning) as appropriate
- To build knowledge of language (e.g. vocabulary, structure) which will facilitate development of greater reading competence?
- To build schematic knowledge in order to interpret texts meaningfully
- To develop awareness of the structure of written texts in English and to be able to make use of e.g. rhetorical structure, discourse features, and cohesive devices in comprehending texts
- To take critical stance to the content of text

2.2.2 Reading Pedagogy

If reading is about the making of meaning from text, what we make of that meaning-making is pivotal to our understanding of reading pedagogy. Pressley (2000) hints at a common-sense perspective; meaning-making as a standard way of engaging with text;

consequently, teaching reading is about enhancing learners' abilities so that they can become "good readers." Matusov (2013) by contrast, has a less fixed view and posits its meaning-making as a "surprise" that cannot be pre-determined.

In a study by Aukerman, (2008), he argues that how educators treat reading pedagogy rests on varied assumptions about what comprehension means, assumptions embodied in three pedagogical orientations which include: comprehension-as-outcome pedagogy, which emphasizes getting the meaning "right", comprehension-as-procedure pedagogy, which emphasizes doing the "right" kind of reading, and comprehension-as-sense making pedagogy, which values the actual (creative, surprising) meanings readers make of text, regardless of "rightness" . This last orientation can be further divided between what he terms as expressivist comprehension-as-sense-making pedagogy, which emphasizes surfacing student interpretations, and dialogic comprehension-as-sense making pedagogy, which seeks to juxtapose and engage with student's varying understandings through dialogue.

While each of the orientations plays some role in how reading is currently taught, Aukerman (2008) further argues that comprehension-as-outcome pedagogies predominate and further suggest that, no matter how appealing these pedagogies are, there are theoretical and ethical grounds for rejecting a primary focus on having students achieve "right" understandings of texts. He proposes that reading educators and researchers should strive instead to make a dialogic comprehension-as-sense making pedagogy the fundamental engine – and ethic – for reading instruction. Subsequently, he makes the case that, although there is a continued place for attending to comprehension-as-outcome and comprehension-as-procedure, which should be subordinated to a focus on engaging with students' sense making.

Over the years, teachers have historically relied upon one term, comprehension, to denote multiple aspects of a complex intellectual endeavor, often without defining the term reading (National Reading Panel, 2000). An additional complicating factor is that a number of classroom practices also focusing on textual meaning-making have not been called comprehension. They draw on multiple pedagogical traditions that place an emphasis on reading for meaning, whether or not these emphasize the term “reading comprehension” per se. Either way, they manifest the varied assumptions about comprehension I describe below. By including such practices in their analysis, teachers ought to be able to map the range of practices undertaken in the service of supporting readers’ focus on textual meaning, without arbitrarily excluding those that use different terminology.

Borg (2006) further argues that the teachers responsibility in helping learners achieve reading competence will be to motivate reading by selecting or creating texts , to design useful reading tasks , to set up effective classroom procedures, to encourage critical reading, and to create a supportive environment for practicing reading . Each learner will have different strengths to build on and different weaknesses to overcome. Therefore, there can be no single, set, rigid methodology for reading. The teacher will need to focus on different goals at different times and to use a range of materials and tasks as indicated in the sub-section below.

2.2.3 Teacher Competencies in Reading Pedagogy

Defining teacher competency and identifying pedagogically competent and effective teachers are complex issues given that conceptualizations of “expert teaching” are culturally-dependent and often lack objective criteria (Berliner, 2001). Based on a review of the literature reported in Berliner (2004), competent teachers are characterized as having the following features: better use of knowledge; extensive

pedagogical content knowledge, including deep representations of subject matter knowledge; better problem-solving strategies; better adaptation and modification of goals for diverse learners; better skills for improvisation; better decision-making abilities; giving students more challenging objectives; better classroom climate; better perception of classroom events; better ability to read cues from students; greater sensitivity to context; better monitoring of learning and providing feedback to students; more frequent testing assessments; greater respect for students; and display of more passion for teaching; and the teachers' use of their pedagogical knowledge.

2.2.3.1 Teacher Competencies in Planning for reading pedagogy

Planning for classroom instruction is an important endeavour that teachers should undertake appropriately before they go to class. According to Saunders & Goldenberg (2010), planning helps the teacher to know how to interact with the content and their students easily. Besides, Mwangi & Syomwene (2018) state that lesson planning is a primary technique in teaching, where teacher's ability and knowledge in the classroom is sequenced. Lesson planning is the teacher's role in the class to represent his/her experience effectively. Planning a lesson is an important phase for the teacher before going to class. Moradi (2019) explains that planning is a requisite stage in teaching and the teachers' ability and knowledge in the classroom is clearly sequenced in the process. Darling –Hammond (2012) further posits that planning a lesson is the teacher's role in the classroom is to effectively represent their experiences. As such, teachers whether experienced or novices should prepare their lessons because they cannot do to the classroom unprepared.

In order to facilitate learning for students, the best solution for the teacher is that he/she should prepare his/her lesson. Every teacher's lesson needs to be effective in order to create a powerful climate and atmosphere in the classroom. Mishra, (2008) states

that teachers plan a lesson to discuss their teaching activities through subject content. In the same vein, she says that many experienced teachers often reduce lesson plans to a mental map or short outline and as such, all teachers, either experienced or novice should prepare their lessons because they cannot go to class unequipped (Manyasi, 2012).

It is worth noting that planning is a basic requirement that a teacher must endeavor to accomplish before interacting with learners (Tomlinson, 2014). For the Kenyan situation, it entails preparation (among others) of two basic documents (schemes of work and lesson plans) that draw content from an approved syllabus for each educational category and class level (KIE, 2002). It is therefore considered unprofessional for a teacher to conduct lessons without these two vital documents that guide the whole instructional process (Hattie, 2012). The questions to ask is to whether teachers of English do actually prepare these documents and if they do, whether they are put into use or are just for 'cosmetic' purposes in fulfilling the demands of the authorities.

In reviewing how teacher planning functions in the teaching-learning process of reading, it becomes clear that teaching is a complex and cognitively-demanding activity and that improving teaching so as to improve learning outcomes will require more than just superficial reforms to certification requirements, qualifications or programme durations (Berliner, 2001).

Competent teachers are capable of enacting informed professional judgments that integrate extensive theoretical and practice-based knowledge. Becoming an expert teacher takes time and requires years of deliberate practice. The research shows that competent teachers are effective at helping their students learn successfully because of

quick decision-making that hinges on a well-developed foundational pedagogical knowledge base. Improving teaching so as to have a corresponding improvement in learning outcomes will thus require substantive reforms to the scope and depth of the knowledge that teachers are meant to acquire in initial teacher education and throughout their professional careers.

This has implications for how teachers can be more effectively trained. The research reviewed above indicates that the quality of teachers' content knowledge is related to having access to opportunities to learn a range of pedagogical content and scope and thus plan effectively. For example, research by Blomeke et al. (2008) indicates that teacher education courses in high-achieving Asian countries are more focused on the processes of student thinking and cognitive development in comparison to the USA and European countries. Access to such "opportunities to learn" will have differential effects on teacher quality.

2.2.3.2 Teacher Competencies in use of pedagogical approaches, methods and techniques

A new body of research investigating "opportunity to learn" as a measure of the quality of teachers' competencies by looking at the types of pedagogical content that teachers are exposed to in teacher preparation programmes and the extent to which teachers have opportunities to learn the various content (Schmidt, Cogan & Houang, 2011). In sum, empirical studies are beginning to show that teacher competence is related to Teacher knowledge, quality teaching, and that pedagogical knowledge can be learned and developed over time given the right opportunities. This has implications for teacher education, discussed next.

However, research is beginning to show that general pedagogical knowledge is just as essential as content knowledge and pedagogical content knowledge for developing quality competent teachers. First, it is clear that content knowledge alone is insufficient. For example, when teachers' content knowledge is controlled via a direct assessment, higher levels of knowledge do not predict better student scores (Baumert et al. (2010). This result should not be confused with those from effectiveness studies that have reported a relationship between indicators of teacher knowledge and student learning gains (Wayne & Young, 2003). These studies notably have not directly assessed teachers' content knowledge.

As more and more researchers are beginning to conduct empirical studies of teacher competence in education, the concept of general pedagogical knowledge as part of professional teacher competence is becoming more relevant (Blomeke et al., 2008). Finally, on a theoretical level, the study of teachers' general pedagogical competence and knowledge might help the field of language education move towards a common framework that can bridge the gap between research on ELTE and research in teacher competence, which, as argued by Grossman & McDonald (2008), has developed in isolation from research on teaching in general. Such a framework would be useful in informing the content of ELT and making the existing body of knowledge available to all language teachers. They further propose a framework that is common across language teaching, grade levels, students and school contexts, independent of pedagogical approaches, that identifies the key underlying components involved in successful teaching. For example, establishing student-teacher relationships or engaging students in the teaching-learning process are common factors across ELT domains.

OECD (2017) has attempted to give an ‘original’ definition of general pedagogical knowledge which they say was restricted to classroom management and organization that are cross-curricular. Recent conceptualizations have become more refined to integrate components of the teaching-learning of the reading pedagogy process. For example, Voss, Kunter & Baumert (2011; 67) proposed a model of general pedagogical knowledge that combines aspects of pedagogy and psychology to account for the social environment of the classroom and heterogeneity of individual student learning. Their model of “general pedagogical/psychological knowledge” is comprised of five sub-dimensions:

- Knowledge of classroom management maximizing the quantity and quality of instructional time by having awareness of what is going on in all parts of the classroom, handling two or more classroom events at the same time, teaching at a steady pace throughout the lesson to maintain momentum, maintaining clear direction in lessons and keeping the entire group of students alert.
- Knowledge of teaching methods making productive use of instructional time by having a command of various teaching methods- direct instruction, discovery learning. and knowing when and how to apply each method in promoting students’ conceptual involvement with learning tasks.
- Knowledge of classroom assessment ,knowledge of different forms and purposes of formative and summative classroom assessments and knowledge of how different frames of reference for instance, social, individual, criterion-based impact students’ motivation with regards to pedagogy
- Knowledge of learning processes supporting and fostering individual learning progress by having knowledge of various cognitive and motivational learning processes, including learning strategies, impact of prior knowledge, memory

and information processing, causal attributions and how they foster student engagement, effects and quality characteristics of praise, and opportunities for increasing student engagement.

In contrast to knowledge of classroom management, teaching methods and classroom assessment, which are pedagogical components, knowledge of learning processes and individual student characteristics are “psychological” components. Psychological components are included in this model because learning occurs in a social context and learning success depends on the general cognitive and affective-motivational characteristics of individual students and teacher competence. In other words, psychological aspects such as general cognitive abilities, motivational and affective characteristics, and prior knowledge will differ among students and thus impact on individual learning success. As such, teachers need to know how to deal with what the authors refer to as “heterogeneity” in student learning, which is subsumed in the sub-dimensions of “learning processes” and “individual student characteristics”. In this manner, Voss et al (2011) have proposed a TC model where students and teachers are considered interconnected and interdependent in the teaching and learning process.

According to Voss et. al. (2011), their model is domain-general and necessary for “creating and optimizing teaching-learning situations. This model also addresses an important issue brought up by Grossman & McDonald (2008) about the centrality of relationships in teaching and the lack of research investigating this pedagogical relationship and how it influences TC. They call it the “knowledge of learning processes”, which encompasses factors involved in the teacher-student relationship, can begin to address the issue of TC and in this study specifically in reading pedagogy.

(Andersen, 2013) posits that a successful teacher is not biased in favor of one method or another and should be competent in the methods he or she wants to use. A diligent teacher therefore, continuously learns new techniques and knows the new directions in reading pedagogy. According to Gathumbi & Masembe (2012) , a teacher has several strategies which he or she can choose from in teaching reading such as: cooperative learning, active learning, constructivism and Task Based Language Teaching . Teachers of English around the world prefer some form of communication, teaching and learning method (Dearden, 2014). Adera, Kochung, Adoyo & Matu, (2016), recommend that teaching of reading to learners in Kenya should begin at early grade levels in order to focus on mastery of language structures and vocabulary which enhance reading speed, fluency and eventually proficiency. There is therefore need to integrate different tools and techniques in class to develop learners' reading skills. A review of the influence of teacher competency in the development and utilization of material in reading pedagogy was done next.

2.2.3.3 Teacher Competencies in development and utilization of materials for reading pedagogy

The teaching and learning materials alongside the learning materials, make learning more enjoyable and interesting to the students since they provide practical experience which goes a long way in stimulating self-activity and creativity among the students (Carr, Éireann, Cliath, & Rúnaí, 2007). The materials also provide tangible foundation for abstract thoughts thus reducing stuttering and fumbling on words when reading a text.

According to Kukulska, Hulme & Norris, (2017), authentic resources assist learners in exploring the verbal communication in everyday life that is customized to meet their needs and interests. Further, UNESCO (2010) noted that availing the teaching and

learning resources particularly, books, is a valuable way of improving results. Nevertheless, according to Gudu (2016), in many countries, difficult conditions exist in relation to the infrastructural state of schools, accessibility to training and reading materials, class sizes, or the dynamic distinctiveness of the learners' population. This lack of sufficient resources could result in poor performance in English and to a large extent, the overall academic performance. The presence and utilization of training materials influence the efficacy of a teacher's lesson.

Moreover, Rachel, (2013) observed that the ingenious use of an assortment of media in teaching enhances the likelihood of the student to learn more, preserve better what they learn and enhance their achievement on the reading skills that they are projected to develop. Additionally, Francisca (2012) acknowledged that little children are able to understand conceptual ideas if they are provided with enough resources and practical experience in the event that they are to comprehend. Thus, a variety of teaching materials enhances the ability of the students to grasp the reading content. On the other hand, class size has been recognized as a major determinant of academic performance. Further studies have shown that schools with smaller class sizes achieve superior academic performance than schools with bigger class sizes (Arico, 2011).

Theresa (2014) demonstrated that given that children have differences as far as motivation, interests and abilities are concerned, and that they also differ in health, private and group alteration and inventiveness, good teaching is generally well done in classes with smaller numbers that permit provision of individual attention. This requires sufficient number of teachers and expansion of school infrastructure to ensure that schools have comparatively smaller class sizes. Schneider (2003) also discovered that school amenities have an express effect on teaching of reading. Text books facilitate

the pupils to trail the teacher's order of presentation and assists in understanding of the lessons (Kotut, 2016).

Textbooks give a great contribution in the teaching-learning process both to the teachers and to learners. They offer a framework of guidance and orientation. However, apart from numerous advantages, a single textbook frequently does not meet diverse needs of the learners (Gak, 2011). This generates a need for textbook adaptation at the activity, unit and syllabus levels. Adapting provides teachers with an opportunity to make greater use of their professional skills and for learners to be involved in the learning process (Gak, 2011). A review of the influence of teacher competence in assessment of reading was done next.

2.2.3.4 Teacher Competencies in Assessment of Reading

According to Hedge, (2000) a teacher's first responsibility is to provide opportunities for reading and to encourage students who attempt to read. A teacher's second responsibility is to promote students' success in reading. The teacher does this by carefully monitoring students' reading to assess strengths and weaknesses, teaching specific skills and strategies in response to student needs, and giving careful feedback that will reinforce newly learned skills and correct recurring problems. These responsibilities reveal, upon scrutiny, that assessment is clearly an integral part of good instruction. Assessment, therefore, is an essential component of effective instruction specifically in reading pedagogy for this study (Harmer, 2007).

Schinske & Tanner, (2014) identified three types of classroom assessments. The first, he called sizing-up assessments, usually done during the first week of school to provide the teacher with quick information about the students when beginning their instruction. The second type, instructional assessments, is used for the daily tasks of planning

instruction, giving feedback, and monitoring student progress. The third type, he referred to as official assessments, which are the periodic formal functions of assessment for grouping, grading, and reporting. In other words, teachers use assessment for identifying strengths and weaknesses, planning instruction to fit diagnosed needs, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress.

An effective reading process should lead to a successful product in terms of coherence and fluency at a realistic speed. Reading as a product fulfils its communicative intent if it is of appropriate speed, coherent, and has fluency expected for the learner level (Alderson, 2005). In order to make instructionally relevant observations, the teacher must work from a conceptual model of what the reading process should be. Educators have reached little consensus regarding the reading process as Hedge (2000) notes the reading process has its own sub steps and strategies that become more sophisticated as the students become more mature as readers, accommodating their abilities to specific text structures and ensuring they understand the purposes of reading.

Assessment of the writing process can be done through observation of students as they go through the steps of writing (Lee, 2011). Having students assess their own reading processes is also important for two reasons: First, self-assessment allows students an opportunity to observe and reflect on their own approach, drawing attention to important steps that may be overlooked; Second, self-assessment following a conceptual model like POWER is a means of internalizing an explicit strategy, allowing opportunities for the student to mentally rehearse the strategy steps (Trisnarningsih, 2017). The next section reviewed the role of Teacher educators in Teacher Competency.

2.3 Review of Related Theories, Approaches and Methods in Language Pedagogy

Different researchers have proposed different theories of language learning and teaching including the behaviourist, cognitivist, sociocultural and constructivist theory which explain how mother tongue (L1) and any second language (L2) are learned (Demirezen, 2015). This wide theoretical base together with the fact that there are several players in the field of English language teaching makes the issue of theory in this field quite complex. The players in this field include policy makers, teacher educators, writers of textbooks, and of course teachers themselves who are acceptably the key players. Further complicating the realm is that English language teaching takes place within very varied contexts, even within one country like Kenya.

There is general agreement on the categorization of teacher competencies required for effective reading pedagogy as proposed by Alderson, (2005). He identifies three interrelating factors of teacher competency, namely: (i) grammatical competence, which entails the mastery of formal structural forms of language; (ii) sociolinguistic competence, which involves the ability to use appropriate expressions with respect to both meaning and form from a text; and (iii) discourse competence, which occasions the ability to construct a logical and cohesive spoken text. Richards & Rogers further add that these three broad properties of teacher competency have subsequently been considered by scholars for the purpose of developing theories of second language acquisition and learning, among other considerations concerning the process of second language teaching.

In Kenya, like in perhaps many other places in the world where English is taught in schools, the issue of theory has been central in ELT. As explained earlier, language teachers are exposed to theories of language and also theories of language teaching. The idea is to equip them with an understanding of these concepts so that the decisions

they make in the practice of their teaching are consistent with certain theories. The interpretation of these theories at the level of teacher education and more so in the actual experience of teaching remains varied (Gudu, 2016). Nevertheless, for a study such as the one I undertook some logical understanding should be reached that is to be used as a guide. The present study thus interrogated the influence of teachers' competencies in reading pedagogy in developing learner proficiency in reading for effective communication and therefore, there was need to review literature on related theories and concepts. The selected related theories that underpinned this study were: Cognitive theory, Social constructivist and Constructivist theory.

2.3.1. The dominant theories of ELT and Reading Pedagogy

Different researchers have proposed different theories of language teaching including cognitivist, socio-cultural and constructivist theories. These theories explain how learners learn the language skills and thus equip the teachers with knowledge and skills on how learners learn English language and specifically reading pedagogy.

2.3.1.1 Cognitivist Theory

Cognitive learning theories are credited to Jean Piaget and developed as a reaction to the behaviourist theory which had related learning as a response to conditioning. Cognitive theory is a learning theory of psychology that attempts to explain human behaviour by understanding the thought processes (Houde, 2014). In Cognitivism, learning occurs through the internal processing of content which leads to understanding and retention. Cognitive Learning Theory is considered to be a broad theory that explains thinking and divergent mental processes and how they are swayed by internal and external factors so as to produce learning in individuals (Ong'ondo, 2010). Cognitive learning is therefore a way of learning that helps learners use their brains more effectively. This method of learning is active, constructive, and long-lasting as it

encourages students to engage fully in the learning process thereby making learning, thinking, and remembering easier (Schunk, 2012).

When cognitive processes are functioning normally, then acquisition and storage of knowledge works well and if contrary, learning delays and difficulties can be seen. Some of the cognitive processes that engage collaborative learning in the classroom include: observation, categorization, and forming generalizations about our environment (Clark, 2012). An interference of these natural cognitive processes is likely to lead to behavioural problems in individuals and as such, treating these problems lies in changing the disrupted process.

Further, the cognitive theory is based on the notion that human beings process information received rather than merely responding to stimuli. The learner's mind is compared to a mirror from which new knowledge and skills will be reflected. Cognitive information is used when the learner takes an active role in seeking ways to understand and process information that he receives and then relate it to what is already known and stored within memory. In addition,

“learning involves reorganization of learner experiences, either by attaining new insights or changing old ones” (Restle et al, 2013, p.266).

This therefore suggests that, learning is a change in knowledge which is stored in memory, and not just change in behaviour.

Cognitivists use observable behaviours as an indication for deducing what is going on in a person's mind (Reid, 2005). They lay emphasis on the active mental processing on the part of the learner. This means that the reading task will incur different cognitive processes. For example, learning to read in a language will require different processes from learning to spell, and cognitivists suggest that it is very important to appreciate

those processes to eventually understand how the learner engages in the learning process such that this learning process may be enhanced. Hence, cognitive psychologists view the learner's role as an active and creative activity rather than a passive one (Reid, 2005). Cognitive theory usually relates to the role of information processing. The aspects involved in processing such as memory, organization and neurological connections are viewed as central in the cognitive theories. It argues that learners tend to formulate a hypothesis about the rule underlying a particular concept (Schunk, 2004).

McLeod (2015) illustrates that information processing in human beings resembles that of computers, whereby it is based on transforming, storing and retrieving information from memory. This mental process is crucial information for the teacher of English in reading which involves sequential organization of words in text and thus facilitate desired output of comprehension (Alderson, 2005) in form of effective fluency and proficiency. The figure below is a cognitive model adapted from (McLeod, 2015) that provide a summary of the processes of this theory as illustrated above. Next, I reviewed the social cultural theory.

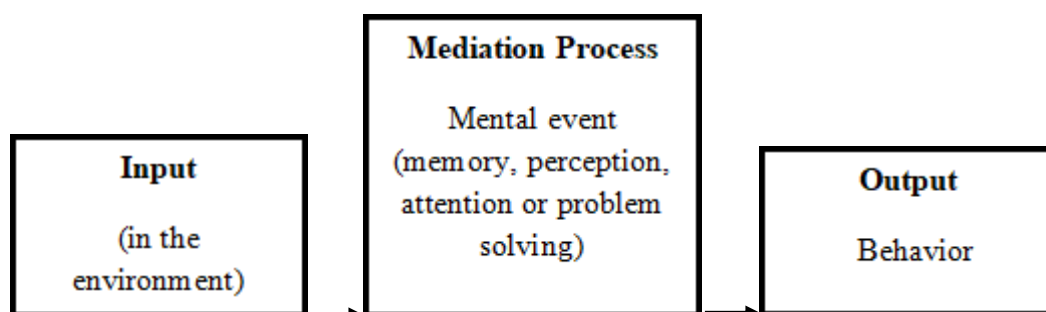


Figure 2.1 Cognitive Model

2.3.1.2 Socio- cultural theory

The Sociocultural theory is a theory of the development of higher mental practices which regards social interaction as the core of communication and learning process. Its origin is derived from the sociological and economic writings of Marx and Engels in eighteenth-and nineteenth century. The theory emerged from the work of the Russian psychologist Lev Vygotsky (Aimin, 2018). One of the outstanding features of sociocultural theory is considering learning as social in nature where meaning is derived through language use within the social context. Contrary to the followers of cognitive theories who believed in mediation between stimulus and the response, Vygotsky's theory investigates the context of the behaviour or the social situation where the action occurs (Guidu, 2016). The basic assumption in Vygotsky's theory is the idea that psychological structures do not exist in the individual's mind; rather, they are formed as a result of interaction with the social context. In other words, the emergence of mental functions depends on social interaction (Behroozizad, Nambiar & Amir, 2014).

According to Mitchell & Myles (2004) sociocultural theory views learners as active constructors of their own learning environment. Confirming this viewpoint, Guoxing (2004) states that learners in this sense are responsible for their own learning environment and the environment can nurture and scaffold them (Aimin, 2018). Accordingly, teachers are seen as active constructors of their own teaching environment. Whatever teachers think of learners' language learning will definitely affect their constructions of their teaching environment, though learners are the main focus of the teaching activities. Teachers will reconstruct their perceptions of L2 through practice and progress in language teaching. It is worth noting here that the main focus of the sociocultural perspective is not on the individual but on the individual's surroundings.

Claiming that learning is a social activity, sociocultural experts such as Van Lier & Lantolf (2000) made a shift in their attention from individual cognition into mental activity of members of the same social community. They emphasize that the sociocultural point of view should be distinguished from the other perspectives (e.g., constructivism) based on the context or surrounding of the learners. Learning is considered as the product of shared activity and the traditional teacher-student relationship should be changed to one that leads to collaborative learning (Zhang, Fanyu, & Du 2013). In the sense of this study, solutions to learners' reading problems are gained through the involved participants' or members' behaviors in a shared context which is the classroom. The 'expert' member or knowledgeable other (teacher) assists other members (learner) who need help in the learning process. This guidance is stopped when the members who need help can act independently. This problem-solving process is accomplished by two learners who possess different levels of knowledge and experiences.

As Ellis and Barkhuizen (2005) state:

...successful teaching and learning involves shifting control within activities from the social to the individual, from the external to within self (p. 232).

This is evident in Vygotsky's description of cultural development: "Any function in the child's development appears twice or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an inter-psychological category, and then within the child as an intra- psychological category. Expressed differently, the most significant contribution of sociocultural perspective to learning and consequently decreasing learners' problems is providing a supportive environment for cognitive development. Thus, for any learner to be successful in their reading, during guided social interaction within a classroom, it is necessary to change

his learning status from being dependent to developing their reading skills and fluency through constant practice to subsequent independent self-regulation which is proficiency in terms of comprehension and proficiency.

2.3.1.3 Constructivist theory of ELT and reading pedagogy

Fahmy & Lagowsky, (2011) trace constructivist ideas to the 18th century and maintain that humans can understand only that which they themselves have constructed. The “modern” roots of constructivism go back to Jean Piaget who for the used the term “constructivist.” A number of scholars have contributed to these ideas, including John Dewey (Fahmy & Lagowski, 2011:31). From this theory, this study reviewed literature that relate to classroom situations that facilitate effective learning.

One of the main tenets of constructivism is that we construct our knowledge of the world based on individual experiences and internal knowledge (Jia, 2010). Learning is based on how the individual interprets and creates meaning of his or her experiences (Amineh & Asl, 2015). Knowledge is constructed by the learner based on individual set of experiences and perceptions. In constructivist approach, learning is an active process in which the learner constructs meaning by use of sensory input. Dewey stresses that the learner needs to do something since learning is not the passive acceptance of knowledge that exists outside of the mind but that learning involves the learner engaging with the world. In the classroom setting, the constructivist views of learning points toward a number of different teaching practices.

Generally, it means encouraging students to use active techniques (experiments, real-world problem solving), to create more knowledge. They are then to reflect on and talk about what they are doing and how their comprehension of the text is changing. The

teacher's role is to ascertain that they understand the students' pre-existing conceptions so as to guide the activity, address them and then build on them (Amineh & Asl, 2015).

From the constructivist perspective, learning is also a social activity. Learning is closely associated to the students' association with other human beings who include their teachers and other learners. A greater aspect of traditional education, as Dewey highlighted is focused on isolating the learner from all social interactions, and towards seeing learning as a one-on-one relationship between the learner and the content to be acquired (Bishaw & Ezigiabher, 2013).

Another aspect of this theory is that learning is contextual (Zeki, 2014). Human beings do not learn isolated facts and theories in some abstract state of the mind separate from the rest of their daily activities. Learning takes place in relation to what else is known, believed, prejudiced and feared. One therefore needs knowledge to learn since it is not possible to integrate new knowledge without first having some structure developed from prior knowledge to build on. This suggests that prior knowledge is the foundation for new learning to take place. Consequently, any effort to teach reading must be connected to the state of the learner and must provide an avenue into the text for the learner based on learner's priori.

The constructivists also conceive that learning is not instantaneous. For substantial learning to take place, ideas need to be revisited, wondered about, tried out, played with and used. When one reflects on anything they have learned, it soon dawns on one that it is the product of repeated exposure and thought (Bishaw & Ezigiabher, 2013). They have further pointed out that traditional ways of teaching affect students' participation making the teaching and learning environment boring.

In this study, going by (Can, 2007; 107) individual constructivism during reading pedagogy is key as it focuses on how the teaching and learning process occurs and relates new information to schematic knowledge. He argues that teaching can be looked at as an active process in which learners construct new ideas or concepts based on their current or past knowledge with adequate instruction. So, in this case, the role of the teacher in reading pedagogy is that they should try and encourage their learners to discover principles by themselves from the texts they read. He proposes that they can engage in activities that engage the three principles of instruction which include:

- Instruction must be concerned with the experience and the contexts that make the students willing and able to learn (readiness).
- Instruction must be structured so that it can be easily grasped by the students (spiral Organization)
- Instruction should be designed to facilitate extrapolation or fill in the gaps (going beyond the information given)

In conclusion, the theory contends that a teacher who is too dominant in his or her teaching may trigger tension and conflict in the classroom and which may eventually lead to lack of competency. On the contrary, a very submissive teacher may make the students as well as the learning process to be ineffective. As a consequence therefore, this theory advocates for competence on the part of teacher in drawing a balance by creating a conducive 'climate' in the classroom that facilitates effective teaching and learning and thus develop interest in reading.

2.3.2. Approaches to Reading Pedagogy

Reading pedagogy includes the principles, practices and profession of teaching reading in the language classroom. Reading pedagogy is the principle method or technique of

instruction that the teacher uses with the students. In this study, I looked at Communicative Language Teaching (CLT) and Competency Based Pedagogy as the main approaches to teaching reading. In the next sub-section, I discussed the Communicative Approach to Reading Pedagogy

2.3.2.1 Communicative Approach to Language Teaching (CLT) in Reading

The communicative approach in ELT, can simply be referred to as Communicative Language Teaching (CLT). It has been one of the most popular developments in ELT from the 1970s to date. It is an approach that regards communication both as a means and an aim of language learning. Its key concern is to develop a learner's communicative competence, which proponents define as the ability of the learner to use language in an accurate, fluent, coherent, appropriate and meaningful way within a given context (Savignon, 2002).

This is to enable learners to communicate effectively in the target language (Desai, 2015). CLT is not limited to oral skills only but influences both reading skills to promote student confidence. It was Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning that gave rise to communicative language teaching. However, the conceptual basis for CLT was laid by Halliday who studied how language functions are expressed through grammar, and Hymes, who introduced the idea of a wider communicative competence thus expounding of Chomsky's narrower linguistic competence. The rise of CLT in the 1970s and early 1980s therefore, was partly in response to the lack of success with traditional language teaching methods and partly due to the increase in demand for language learning (Richards & Rogers, 2014).

Lately, the British and American scholars regard CLT as an approach (as opposed to a method) whose twin aim is to; i) make communicative competence the goal of language teaching and ii) develop procedures for the teaching of the four language skills that appreciates the independence of language and communication (Maryna et al, 2011). This concurs with (Richards & Rodgers, 1986) cited in (Desai, 2015) who asserts that CLT is to make learners attain accuracy and appropriateness in language use both spoken and written. Desai highlights key principles of CLT as follows:

- The main focus is to enable learners to understand the intention and expressions of writers and speakers
- Communicative functions are more vital than linguistic structures by combining functional and structural aspects of language
- Target language is judiciously used in the classroom as a vehicle for communication
- Emphasis is on appropriate language use rather than accuracy which is assumed comes automatically later
- All language skills should be integrated in teaching as opposed to developing a particular one per time
- Language should be learnt within social interaction through the process of struggling to communicate in the target language
- Errors made by students during language use are tolerated with a view of correcting them later
- Teacher-student and student-student interaction is encouraged for co-operative relationships. Group assignments are given to enhance communication
- Language use in social context is entrenched by the teacher giving learners to engage in activities like role play

- Importance is given to functional aspects of language through language teaching techniques such as Drama that promote real and authentic communication (Larsen- Freeman, 2002:128).

Richards & Rogers (2014) advocate for creation of extra captivating encounters for learners to give the teacher a very important role in facilitating the information transmission progression, linking all participants in the learning process, and the various activities and texts . Further, the two authors described some other significant characteristics of the CLT approach. It considered the extra efforts undertaken to make various roles and verbal communication applicable to a target congregation of learners. This is done in the course of analyzing legitimate, pragmatic circumstances, its prominence on the use of valid, naturally occurring resources, and its effort to establish a safe and sound, non-threatening atmosphere both at school.

Emphasis of CLT characterizes it as an approach that can be adapted to materials, methods and techniques in many contexts of second language teaching and learning. CLT should be viewed as an approach because it includes diverse sets of principles that reflect a communicative view of language learning; that can be used to support a wide variety of classroom procedure as long as instruction engages the learners in meaningful communication and enables them to attain curricular objective. This range of models and teaching materials need to be compatible with CLT in an unlimited way (Richards & Rodgers, 2014).

Hinkel (2006), on the same issue appears to support CLT. He observes it as an integrated approach where many skills, teaching activities and resources are used to encourage the use of language for communication. He further argues that at present, the emphasis on communication in language learning has resulted in many types of syllabi

and methods called by different names. This appears to support the view that CLT is worth adopting to suit many contexts. Richards and Rodgers (2001) also have also interpreted some of the developments that may be interpreted to have come up due to inadequacy of CLT as different methods within the communicative approach which include Whole Language Learning, Competency Based Teaching, Collaborative Language Learning and Task Based Language Teaching.

In terms of the context of my study, CLT was directly relevant since the Ministry of Education expressly states that the main objective of English language teaching is to enable learners “to demonstrate acceptable habits both in spoken and written communication” (KIE, 2002). Moreover, the integrated method that is followed in English Language teaching in Kenya has its principles in CLT. In addition, the ELTE curriculum at University level in Kenya indicates clearly that teachers are expected to be knowledgeable in the communicative approach; therefore ELTE students have it as part of their course. The teachers thus need to facilitate communicative language use in their classrooms (Hinkel, 2006).

At the theoretical level with regards to teachers’ competencies in reading pedagogy, I considered CLT to be consistent with the socio-cultural aspect because CLT also recognizes sociocultural competencies as a significant aim of second language pedagogy. In my view, CLT also incorporates the significant views of many of the theories reviewed in this chapter including grammatical knowledge, order in discourse and learner strategy as shown in the elements of communicative competence summarized by Savignon (2002). Therefore, my study was based on the principles of CLT at the level of approach and the perspectives of socio-culturalism at the level of theory.

2.3.2.2 Competency Based Pedagogy and Reading

Competency Based Pedagogy (CBP), also Competency Based Language Teaching (CBLT) in ELT is an example of Competency Based Education (CBE) which focuses on the outcome or outputs of learning in the language development programmes. It addresses what the learners are expected to do with the learnt language. The focus on outputs rather than inputs to learning is central to the competencies perspective. CBE emerged in the 1970s in the United States and advocating for the defining of educational goals in terms of precise measurable descriptions of the knowledge, skills and behaviours students should possess at the end of CBE are described (Richards & Rogers, 2014).

They state that:

Competency Based Education has much in common with such approaches to learning as performance based instruction. It is outcome based and is adaptive to the changing needs of students, teachers, and the community...competencies differ from other student goals and objectives in that they describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus, CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in the life role situations. (p.151)

CBP, as mentioned is an application of the principals of CBE to language teaching. Such an approach has been widely adopted and particularly for the design of work-related and survival - oriented language teaching programs. It has also been widely used since in many large language programs, competency based curricula (CBC) are a common stand (Hoogveld, 2003).

According to Richards & Rogers (2014), there are eight key features which are essential for Competency-Based Language Teaching:

- A focus on successful functioning in society which means that language is taught in order to prepare the students for the different demands of the world
- A focus on life skills to determine that language is always taught as a medium of communication in concrete tasks in which specific language forms/skills are required
- Task- or performance-centered orientation. The focus is on what the students can do with the language and certain behaviours instead of knowledge of the language
- Modularized instruction emphasizes that the competencies which are taught have to be systematically separated into manageable parts so that both the teacher and students can handle the content and realize their progress
- Outcomes that are made explicit a priori. “Outcomes are public knowledge, known and agreed upon by both learner and teacher” Therefore, the students clearly know what behaviours and skills are expected of them.
- Continuous and on-going assessment which means that the students are tested before the course to determine which skills they lack and after they have had instructions in that skill they are tested again to ascertain whether they have achieved the necessary skills or not
- Demonstrated mastery of performance objectives. The assessment is based on the students’ performance of specific behaviours instead of traditional paper-and-pencil-tests
- Individualized, student-centered instruction. The instructions given by the teacher are not time-based but the focus is on the progress the individual students make at their own rate.

(Richards & Rodgers, 2001, p.146).

Therefore, the teacher during reading pedagogy has to concentrate on each individual student in order to support them in those areas in which they lack competence for instance vocabulary, word recognition or phonics. The role of the teacher in a competency-based framework they say is not defined by specific terms. The teacher has to provide positive and constructive feedback in order to help the students to improve their skills. They need to be aware of the learners' needs so that everybody feels welcome in class (Richards & Rodgers, 2001). The different competencies dealt with in class require specific instructions for the various learning activities. Thus the teacher has to give clear orders and explanations to make sure that every student understands the task they are going to deal with. But the teacher does not push the students because the instructions are not time-based; instead the student's progress is most important (Richards & Rodgers, 2014).

In CBP, the materials the teacher chooses are mainly "sample texts and assessment tasks that provide examples of texts and assessment tasks that relate to the competency". These materials are used to provide the students with "the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity" (Richards & Rodgers, 2014; 2001). A great variety of competencies should be improved by these tasks. On the one hand, knowledge and learning competencies as well as oral competencies are dealt with. On the other hand, the materials include tasks to improve the reading competencies among learners and at the same time ensuring that the teacher plays a key role in the teaching- learning process.

Furthermore, reading pedagogy based on CBP is divided into three stages, which the students have to go through in order to successfully master reading as a skill and be competent enough to effectively and fluently go through a text, read and comprehend it competently (Richards & Rodgers, 2014). At the first and second stage the learners

deal with twelve competencies which are related to general language development. At the third stage, the students are grouped on the basis of their learning goals and “competencies” such as fluency, fast readers, slow readers, proficiency and competence which are defined according to the three syllabus strands of Further Study, Vocational English, and Community Access” (Richards & Rodgers, 2014;2001).

But, on the other hand, CBP is gaining popularity in globally. It is argued that through the clearly defined outcomes and the continuous feedback in CBP, the quality of assessment as well as the students’ learning and the teacher’s competence are improved. These improvements can be seen at all levels, “from forms one to four with regards to the development of reading competence among the learners at secondary school level. They have further pointed out that “the business of improving teaching competencies and skills will remain one of the world’s fastest growing industries and priorities” in the future. In this study, the goal of CBP is to enable students to become autonomous individuals capable of coping with the demands of the text and comprehend it based on the author’s point of view. Not only the quality of assessment will improve, but the quality of teaching and student learning will be enhanced by the clear specification. Rather than teaching language in isolation, CBP teaches reading as a function of communication about concrete tasks inside and outside the classroom. Students are taught all those reading skills required by the situation in which they will function in society. What counts is what students can do as a result of pedagogical competence of the teacher and the quality of instruction given.

In the next sub- section I reviewed literature on teacher competency on reading pedagogy.

2.4 Review of Research on Teacher Competency in Reading Pedagogy

Research has demonstrated repeatedly how teachers expectations make a big difference in a student's success or failure in a language classroom. Based on this little information, some teachers assume that certain students are hopelessly weak in reading, without first seeking a self-evaluation on how best reading can be taught in the classroom. Besides, these students are rarely challenged to excel academically. For learner reading competencies to be achieved and promoted, teachers must know as much as they can about students existing knowledge.

Teachers also need to acquire a clear understanding of what students may or may not know about the reading process. Reading pedagogy is an interactive process between the teacher and the learners. Good readers combine the knowledge they already possess with information in texts and with features of the context in order to arrive at a meaning. An understanding of these factors: the reader, the text and the context and how they interact is very essential for knowing how students use reading techniques to learn reading to effectively communicate (Farrell, 2001).

Adams (2002) conducted a study that interrogated the existing teaching and learning practices and challenges in reading skills among high school students to find out the teaching-learning practices and challenges in reading among the learners. It also tried to find out the existing condition of the students' reading proficiency, how teachers help them to read and what kind of challenges (teachers and students) face while dealing with reading skills. Konrad (2008) on the other hand pointed out in his study that teachers spend the bulk of instructional time, resources and energy producing good test-takers who leave school not only ignorant but also hating reading.

Adams further adds that we teach students to flog literature instead of giving them reading strategies to enjoy reading experiences that develop their competence. The pressure to perform well, when performance is solely defined by measurable scores on end of examinations, has ruined the teaching of reading for many teachers and this is a reality (Gallagher, 2007). He maintains that teachers teaching reading must take action to rescue and encourage the reading culture of learners subsequently pointing out that this position begins with responsible instructional practices that balance the need for guided teaching of reading with extensive opportunities for individual exploration and practice.

Just like the current study, data was collected through research instruments like interviews, and classroom observation. For this study however, document analysis was also used for further triangulation purposes. In addition, there was commonality in use of Communicative Language Teaching as an approach (CLT) to inform both studies. Konrad also reviewed literature on Grammar Translation method in addition to reading as a process and product. The present study explored many other methods and approaches for wider perspectives in a bid to unearth pedagogic concerns in reading. This study was considered of relevance as it employed a qualitative approach with data analyzed thematically as was the case in this study.

The study recommended that teachers should guide and regularly give tasks that motivate learners. This was in agreement with findings of a study by Akiri (2013) on “Effects of Teachers’ Effectiveness on Learners’ Academic Performance in Public Secondary Schools”; Delta State – Nigeria. Adams (2002), in synchrony with (Konrad, 2008); who recommended that the teacher should motivate learners to have the right attitude and perception towards reading through the cultivation of a favourable classroom environment. Finally, he stressed the need for teachers to engage learners

more to practice reading through a variety of activities, thus enhancing their comprehension and retention skills. Despite this study adopting a quantitative approach, the recommendations shaped part of the concerns of the current study.

In Kenya, Boit (2016) conducted a study on “Assessment of teacher competence on the implementation of secondary school curriculum in emerging trends in teacher education.” The study sought to find out the teacher competencies in the implementation of the secondary school curriculum. It also investigated the extent to which teacher competence helped the teachers in implementing the curriculum in teacher education to utilize; how teachers were able to assess and finally, established learners’ responses to teachers’ assessment in their teaching. She notes that most of the teachers interviewed and observed had no time for teaching reading during content delivery in the classroom.

Another study by Anselmus (2011) investigated on “Teachers’ competency and students’ performance. Timor East- Musa Tenggara province.” The objectives of the study were to: establish the challenges encountered in the teaching and learning of reading, investigate whether there are adequate resources to teach reading skills, find out the techniques used by teachers to teach reading, establish whether learners are given reading tasks regularly and finally, investigate the role of the feedback given to learners on their reading ability. His findings revealed that reading is not taught effectively in secondary schools and that students are not given tasks regularly.

He also established that remedial work in reading is not done by most teachers and this leaves learners poorly motivated to read. Heavy workload on the part of teachers in the teaching of English as a language was given as a reason for the concerns the study raised. In addition, the study revealed that English is not often spoken by both teachers

and students in schools and this affects their reading proficiency. The study was of interest to the current study since it targeted the teachers' place in ESL pedagogy. Secondly, the secondary school context helped to unveil whether there is similarity or divergence as compared to the situation and context being investigated.

2.5 Rationale for the Study Based on Literature Review

The literature review shaped this study in a number of ways. Firstly, it brought to the fore the critical role of teacher competencies in reading pedagogy to inculcate reading proficiency among learners for effective communication in English language. This enables learners to have a firm foundation in reading competency. This argument is in line with (Konrad, 2008).

Secondly, the review revealed that to develop effective teacher competencies, it requires several useful strategies on the part of the teacher. These strategies are; selection of content, planning to teach, using effective teaching methods, applying appropriate learning resources, engaging relevant classroom management styles and designing and using assessment techniques (Manyasi,2012). This helped in situating this study in the field of ELT.

Thirdly, it was affirmed that pedagogy is a field that requires thorough training and professionalism for teachers so as to enable them help learners improve their perception, reception, storage, retention, and retrieval of language information (Oxford, 2013). However, the review also exposed the fact there exist some ethical issues surrounding reading pedagogy and what its place is in education (Smith & Watson, 2010; O'Connor, 2011). It comes out clearly that excessive emphasis has been placed on reading comprehension that risks devaluing reading skills as not important in other content areas in the curriculum. In addition, inappropriate reading pedagogies in

language classrooms such as loud reading and group reading pose a challenge and are quite risky for development of reading proficiency (Gurney, 2007).

Fourthly, this review unveiled the effective techniques in reading pedagogy that sustain learner interest and autonomy in a reading task. Such include; group work, pair work, discussions, debates, and presentations (Gathumbi & Masembe. 2012). These techniques have however not been widely applied towards the teaching of reading.

Lastly, most studies in pedagogy and reading are from western countries (Konrad (2008), Gurney, (2007) Alderson, 2005), Adams (2002); and based on the secondary school context with very few on the Kenyan and specifically targeting reading pedagogy (Manyasi, 2012). Finally, a number of studies reviewed adopted qualitative as well as mixed research designs that also enriched this study with information on research methods, data generation and data analysis procedures. Next is a brief summary that hopefully consolidates this section.

2.6. Summary

In this chapter, I have presented a literature review on teacher competencies, reading, theories of ELT, approaches, methods and techniques of teaching reading. First, dwelling on the theoretical literature, and then examining the empirical work on reading. I have concluded by explaining a rationale for my study based on the literature review. My main aim in this chapter is to clearly demonstrate the relationship between my study and the broader field of language education and the narrower area of teacher competence in reading pedagogy. **Table 2.1** below is a summary of key issues emerging from the literature review. In the next chapter I explained the research methodology for my study.

Table 2.1: Key issues arising from the Literature Review**Situating the study in ELT**

The study was situated in the field of ELT

ELT is multidisciplinary: content, curriculum, pedagogy, materials and evaluation

Concept of TC: competency as skills, attitudes and values

Competencies: Content competencies, curriculum competencies, communication competencies, contextual knowledge competencies, learner- focused teaching competencies, pedagogical reasoning competencies and research competencies

Theories of pedagogy influence the teacher competencies in ELT

Reading is an English Language teaching content

Context of ELT: how the classroom, materials, pedagogy, assessment and content are related

Pedagogical reasoning in ELT to help understand the procedures and techniques in reading pedagogy

Review of Related theories in reading pedagogy

Cognitive theory

Sociocultural theory

Constructivist theory

Methods and techniques in reading pedagogy: Bottom-up method, Top- down method, Interactive method and constructivist method

Approaches in reading pedagogy: Communicative Language Teaching and Competency Based Pedagogy

Rationale for the study

Concerns by KNEC are not exhaustively addressed by previous studies

Students performing poorly in reading exuding a lapse in the high order reading skills

Focus on material that is bought at the expense of authentic reading materials

Syllabus advocating for use of the tenets of CBP yet most studies indicate the use of other theories during teaching of reading

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

Having reviewed the literature, in this Chapter I explain the research methodology. I present the details of the research process and discuss the theoretical principles and practical issues that guided my decisions. This chapter further explains the research design, highlighting the research paradigm, give reasons for selecting the qualitative approach and the case study method then describe the selection of the research participants. I also present the details of the data generation techniques and process. The data analysis procedure is also described and the issues of trustworthiness and ethical considerations of the study are also addressed.

3.2 Research Paradigm

Research paradigm is a set of abstract views of knowledge and the process of creating that knowledge, which provide a foundation for the entire design and what as a researcher I will make of the findings (Jwan & Ong'ondo 2011). They explain that a paradigm indicates a researchers philosophical leaning noting that some paradigms may not be explicit but will still influence the research process. They further noted that all researchers are philosophers in that “universal sense in which all human beings are guided by highly abstract principles”. According to these writers, the two main philosophical concepts that govern researcher’s principles and practices are ontology and epistemology.

Ontology may be defined as the nature of being or reality; while epistemology refers to the way being or reality or knowledge is studied understood and/ or interpreted (Jwan and Ong'ondo, 2011, Litchman, 2006). These scholars seem to agree in argument that the principle about these philosophical concepts determines the way the researcher

perceives the world and approaches research activities. According to (Richards, 2003) there are two main paradigms ontologically: realism and relativism. Richards explains that the realist perspective looks at the world as a real one that has rules and regulations that govern behavior. The relativists on the other hand hold that there is no single position or reality that is not dependent on human understanding and that people construct meaning in different ways; hence multiple realities.

The ontological positions on the other hand tend to be consistent with certain epistemological orientations. Broadly, there are two rather extreme stances, although along the continuum, there are various positions. These broad orientations could be identified as the positivist/ post-positivists stance on one side and the constructivist-interpretive stance on the other (Denzin & Lincoln, 2005). They have also been referred to as objectivist and subjectivist respectively (Richards, 2003). Richards goes ahead to explain the main difference between these epistemological orientations, noting that it can be said that the realist believes in existence of an objective truth which is possible to attain, while the relativist takes the subjective position with the view that knowledge is constructed as people (for instance teachers, learners, parents) interact.

My study was grounded within the relativist/interpretivist paradigm which, according to Jwan & Ong'ondo, 2011; Denzin and Lincoln, 2005), holds that there are normally multiple viewpoints on phenomena under study. Mason (2002) explains that a researcher who works within the relativist ontology and interpretivist epistemology seeks to get knowledge about how people perceive, interpret and understand issues that affect them in their contexts. Due to this, interpretivists commonly use the qualitative approach with interviews and observations as the main techniques of data generation. She explains further that:

...an interpretive approach therefore not only sees people as a primary data source but seeks their perceptions or. 'the insider view' rather than imposing an 'outsider view'. Other data sources are possible according to this approach, for example, texts, but what an interpretivist would want to get out of these would be what they say about or how they are constituted in people's individual or collective meanings (p.56)

In relation to this study, this paradigm was applicable in the sense that the issue of teachers' competencies in reading pedagogy has attracted multiple viewpoints; hence seeking to reveal the available teacher competencies, how they are used by language teachers during reading pedagogy and further revealing the perceptions of the teachers on how these competencies can be used in content selection, material selection, pedagogical approaches and methods, assessment and evaluation. In consistency with the choice of paradigm it is important to state that I used the qualitative approach as explained in the subsequent sub- section.

3.3 Research Approach

Research approach is defined as a broad conceptualization of the entire research process encompassing research questions, paradigm, method, sampling, data generation procedures and the relationships between them (Litchman, 2013:2006). She argues the need of a carefully conceived research design noting that:

...it situates the researcher in the empirical world and connects them to specific sites, people, groups, institutions and bodies of relevant interpretive material including documents and archives (p.24).

A research approach, also referred to as design, lays down the principles that inform the research in terms of the data generation techniques, analysis and interpretation. However, the design is often influenced by the research problem, objectives and the researchers personal experience (Creswell,2013; 2009).My study adopted a qualitative approach which was flexible and sought to generate and analyze holistic data using

sufficiently rigorous, trustworthy and ethical methods and techniques (Ong'ondo & Jwan, 2020; Wimmer & Dominic, 2006).

The intent of qualitative research in this study was to understand a particular social situation, event, role, group or interaction; in this study the teachers' competencies in reading pedagogy at secondary school level (Creswell, 2013). The qualitative thematic data analysis sought to explore participants' views on the identifiable teacher competencies in reading pedagogy. It also explored the attitudes, behaviors and experiences of teachers of English in their natural setting- classroom (Dawson, 2009; Wolcott 2009; Bell, 2005). My interest was to understand the teachers' competencies in reading pedagogy at secondary school level. In line with the tenets of qualitative research, the data was presented in a descriptive and systematic manner that pays attention to the unique circumstances of the context and participants since qualitative research uses a flexible questioning approach.

The qualitative approach focuses on the natural setting of the participants. As Creswell (2013; 2009) elaborates, qualitative researchers tend to generate data in the field at the site where the participants experience the issue or problem under study. He further observes that this up-close information is gathered by actually talking directly to the participants and seeing them behave and act within their contexts. In relation to this, I went to the selected schools and joined teachers in their various English language reading activities in Uasin Gishu County so as to acquire the up-close information for the purpose of understanding their views regarding teacher competencies in reading pedagogy. Specifically, to obtain answers to my research questions, I held in- depth interviews with my participants, carried out classroom observations and analyzed teacher professional documents, teaching- learning resources and texts used and produced during the teaching of reading.

The study adopted a qualitative approach and a case study method with a purposively sampled group of 32 teachers sampled from sixteen selected schools in all the six sub-counties in Uasin Gishu County. Data was generated using in-depth interviews, observations and document analysis. I further analyzed data thematically and presented it according to the research questions. The findings were discussed in relation to the existing literature and the background to the study. Appropriate strategies for ensuring trustworthiness were upheld and attention paid to relevant ethical requirements (Creswell, 2013; Ong'ondo & Jwan, 2020; Gillham, 2005).

More importantly, the qualitative approach enabled me to get the much needed detailed and trustworthy data on teachers' competencies in reading pedagogy than I would have obtained if I had approached the study quantitatively. For example, I would not have been able to get specific details on how the teachers were planning for and teaching reading and how they were selecting specific reading content to teach and the approaches used in teaching. If I had taken a larger sample, I would probably have just used questionnaires to elicit the responses and ultimately data.

3.4 Research Method

In consistency with the qualitative approach, the case study method was adopted in this study. A case study according to Creswell (2013; 2009; 2007) is a type of research which involves the study of an issue explored through one or more cases within a bounded system. A case, as Jwan & Ong'ondo, (2011) say is viewed as an entity such that some features are within the case and others are outside but still important as it provides the context. They further say that a case study can be viewed as a method within the qualitative approach. Gillham (2005) concurs that a case study is a process of inquiry, which really is what is meant by the word method. Yin, (2003) on the other

hand asserts that a case study is defined as an empirical inquiry that investigates a contemporary phenomenon or object within its real life context

In this study, I used the case study method, defined after Creswell (2013) as a piece of research which involves the study of an issue through a bounded system. In this study, teachers' competencies in reading pedagogy at secondary school level. The case study method allowed for an in-depth understanding of different perspectives of the issue of teachers' competencies using multiple techniques of data generation and involving participants within their real life contexts within the boundary of the case- classroom (Ong'ondo & Jwan, 2020; Jwan & Ong'ondo, 2011; Gillham, 2005).

Accordingly, the case study method gave me the chance to analyze the experiences of the teachers in depth using multiple techniques (triangulation) to generate data. This study was a case of one county in Kenya – specifically Uasin Gishu County. This gave me the chance to analyze the teachers' competencies in reading pedagogy at secondary school level in Kenya in- depth, using triangulation to generate experiences from the teachers in their natural settings during reading lessons as planned for..

Going by this, it is important to point out that the study was an instrumental case study whose main aim was to study the teachers' competencies in reading pedagogy at secondary school level in the chosen county. Accordingly, the focal issue in this study was the teachers' competencies; Uasin Gishu County was just an instrument to help understand the issue of teachers' competencies in reading pedagogy. Such instruments (cases) for study are all selected because they hold the potential for very rich information and are illuminative (Wolcott, 2009; Gillham, 2005).

With this knowledge at hand, the study was carried out in a natural setting and only observed by an individual (me). I did a case study of teachers of English language in

purposively sampled secondary schools. This enabled me study the teachers in detail in order to understand their attitudes, practice and theoretical knowledge with regard to their competencies in reading pedagogy. In addition, the case study uses various data generation instruments within the context where the case is located- the reason I use three data generation techniques recommended by qualitative researchers. These were in- depth interviews, document analysis and observation (Creswell, 2013; 2009, Mugenda, 2008). Creswell (2009) further emphasizes that the data collection in a case study is typically extensive and draws on multiple sources of information.

Nevertheless, Samuel, (2019) and Gerring (2007) explain that a case may be created out of any phenomenon so long as it has identifiable boundaries. Consequently, I need to point out that my study was a case of selected secondary schools in Uasin Gishu County in Kenya. This is because ‘secondary school’ is the umbrella institution under which all my participants were operating - in terms of involvement in teaching of reading .Having said that I also need to explain that the 32 teachers from the 16 schools who participated in my study as embedded or multiple cases within the main case- secondary schools (Yin, 2011;2003).

This is because the English language teachers were operating in different schools with their own structures under unique circumstances. However, the teachers worked in different environments and this made each one of them unique to the study.

3.5 Study Area

The study was conducted in Uasin Gishu County of Kenya which is home to six sub-counties (Soy, Turbo, Moiben, Ainabkoi, Kapseret and Kesses) in each of the selected schools. This area was selected for the study because it is cosmopolitan and has manifested problems with regards to performance in English language which have been

attributed to teacher competencies (Mugun, 2016). It was done in this county because of its potentially rich target participants. Uasin Gishu County is one of the counties that have a number of schools that perform quite well in the national examinations and those seen as doing poorly and at the same time has a large multicultural population of teachers. The other reason for choosing Uasin Gishu County is that as a researcher I am familiar with the region and thus negotiating access did not pose such a big challenge during the data generation. In addition, previous research indicates that no study in the topic of research had been conducted in Uasin Gishu County regarding the proposed research problem.

A research population entails the entire group of persons or objects that are of interest to the researcher. According to Somekh & Lewin (2005), a study population refers to all the people or phenomena under study, from whom a sample was selected for research. In my study the population comprised of form one and two teachers of English from the purposively sampled schools in Uasin Gishu County. Bearing in mind that it is a cosmopolitan town- both urban and rural schools the participants comprised a purposively sampled group of teachers from the various schools based on the availability of data on the varied unique characteristics in terms of perceived teacher competencies. This is beneficial the study with regards to the richness of the data. This sample will also be important to the study in terms of their potential richness, accessibility to the schools and the teachers.

Sampling is the process of selecting a sub-set of the population which is selected and studied in order to obtain information regarding a phenomenon (Somekh & Lewin, 2005). In determining the sample for this study, I adopted the non - probability sampling (particularly purposive sampling) strategy in consistency with the qualitative approach and case study method. Non - probability sampling suited this study because

as (Creswell, 2013) asserts, the focus was on in-depth information on a particular issue and not on making inferences or generalizations. Hence, the study targeted participants who were known to have the information that served the purpose of this study, by virtue of their locations, accessibility and potential richness of data (Kombo & Tromp, 2006).

The major aim of sampling in qualitative research is to identify the participants who are likely to give rich and in-depth information on the issue being studied so that we learn the most about it (Dörnyei, 2007). Creswell (2009) adds what I considered important aspects of sampling in qualitative case study. He suggests the need to select cases that show different perspectives on the problem, process or event under study and also to go for accessible cases. Hence, my study targeted participants in institutions that are known to have the information that served the purpose of this study, by virtue of their school environments and categorization (Kombo & Tromp, 2006).

In my study, I sampled 16 schools due to accessibility and convenience considering that I interviewed, observed and analyzed documents (once per teacher) on different aspects of teaching reading in English hence, Uasin Gishu County. I also worked with this sample with regards to the schools being categorized as National and considered among the top performing schools in the country therefore, rich in resources, well-staffed, well performing school -that included one girls' school hence one school for this sample.

In addition, I also went to three Extra County schools which are well resourced, well - staffed - with a choice of one boy school, one girl's school and one mixed school - hence three schools in this sample. The sample also included three County Schools which presumably are not so well staffed and not so well resourced, and not so well endowed in terms of any other indicators of teacher competence. From this category I

also sampled one boys' school, one girls' school and one mixed school. This gave me a total of three schools.

Among the private schools I sampled three schools which characteristically had fewer learners, are well resourced and well-staffed. This comprised of one girls' school, one boys' school one mixed school giving a total of three schools. Expectedly schools perform well in English in order of National, Extra County, private County and Sub County. I further purposively sampled three out of those considered odd in terms of potential richness of data and accessibility to the schools and teachers within these categories to give me another sample of three schools.

The total sample was therefore 1 national school, 3 extra-county schools, 3 county schools, 3 sub-county schools, 3 private schools and 3 odd ones in terms of their unique aspects and characteristics and potentially rich data sources. I therefore sampled from one and two teachers in these schools who were a rich source of data being that they are still considered not to worry much about examinations and performance Farrell (2001). Notably, the sampling criteria above had nothing to do with the sub-counties in which the schools are located but due to their potential richness, accessibility and convenience in relation to the terrain of Uasin Gishu-rural and urban.

Therefore, as stipulated in Qualitative research, Creswell (2013; 2009), saturation was monitored during the data generation process. This study thus aimed to gather all issues on teachers' competencies on reading pedagogy but not to find a representation of the same. This offered me an opportunity for data source triangulation, manageable numbers for the in depth data generation and attention to data saturation which are key principles in qualitative research (Litchman, 2014).

3.6 Data Generation

I used mainly three techniques of data generation which are in-depth interviews, observations and document analysis. The study employed data generation techniques approved by qualitative researchers that help in producing qualitative data (Hatch, 2002; Creswell, 2013; Alexander, 2006). These are explained in detail in the subsequent subsections.

3.6.1 Interviews

An interview is a technique of generating data that involves direct verbal interaction between individuals. It is intended to get to what a participant in the research thinks the attitudes of that person and/or to explore a person's reasons for thinking in a certain way or for carrying particular perceptions or attitudes (Cohen et al, 2007). Interviews are one of the most important sources of data in qualitative research and are advantageous in that they provide in-depth data which are not possible to get using questionnaires. Interviews make it possible to obtain data necessary to meet specific objectives of the study and also guard against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses.

The interviews enabled me develop a rapport with the participants and thus facilitated free exchange of information. As Gillham (2005) states,

...the relationship between the interviewer and the interviewee is responsive or interactive, allowing for a degree of adjustment, clarification and exploration (p.3).

Interviews suited my study in terms of the factors noted by Gillham (2005) who says that interviews are suitable when:

...small numbers are involved, they are accessible, they are key and you can't afford to lose any, your questions...are mainly open and

require an extended response with prompts and probes...to clarify answers, if the material is sensitive in character so that trust is involved: people will disclose things in a face-to-face interview that they will not disclose in any anonymous questionnaire (p.3).

I used interviews to collect unobserved data on what the teachers think about the teaching of reading, their pedagogical knowledge, content knowledge and how they prepared to teach reading in a language classroom and explore the way they think in certain ways and why they carry out certain attitudes and perceptions (Jwan & Ong'ondo, 2011; Kothari & Garg, 2014).This further enabled me to gain important information on the topic of investigation since the interviews allowed the participants to report their thoughts and experiences. It also gave me room for deeper exploration, flexibility and allowed me to capture the various unique experiences of each teacher I interviewed. I did tape recordings of the interviews in order to help me concentrate during the interview and later on listened to the recorded interviews. From these, I had accurate records of each respondent, which I used during the narration and report writing stage for direct quotations from the participants (Saunders et.al. 2009)

I conducted the interviews at the participants' places of work and various stations (schools). I used English which is the language the participants were comfortable in, that is, it is the official language in Kenya and the fact that they were teachers of English. Since this is the language of instruction, I allowed for flexibility by them using Kiswahili to give some details so that the information is delivered appropriately. Interviews were more flexible because I was able to adapt to the situation and get as much information as possible. Very sensitive and personal information can be extracted from the respondent by honest and personal interaction between the respondent and the interviewer. The interviewer can clarify and elaborate the purpose of the research because respondents give more, complete and honest information (Jwan and Ong'ondo, 2011).

In relation to this study, I used the in-depth interviews which enabled me to develop reasonable trust with my participants so that often they revealed to me information that I would not have known. For example, some of them alerted me that in selecting content to teach, they only looked at the recent KNEC setting trends to guide them on what to teach with regards to reading content. Also, as Richards, (2003) posits I found these interviews proceeding as conversations between me and my interviewees due to the issues that came up that were of relevance to the study. Yet, I had not planned to ask about. For example, some teachers opened up and revealed to me that they rarely taught reading and that instead, they asked learners to read comprehension texts in the course book answer the questions and exchange their books.

I interviewed thirty two teachers and notably, six teachers, who were still new to the profession, seemed quite tense as they did not understand why I needed the information on how they teach. During these interviews the responses were quite short and my probes did not really yield much information.

By the time I was at the 20th interview, I had noted during the observations that teachers seemed to have improved on the way they approached reading lessons which I attributed to the fact that they may have discussed with the others already interviewed about their experiences during other lessons I had not observed. I had also mastered the key issues I wanted to discuss with them and improved in my interview skills too. For example: the ability to probe for answers and guide them on issues that were of immediate relevance to the study.

Interviewers are however, able to get such information through interaction and genuine conversation. Interviews yield high response rates mainly because it is difficult for a subject to completely refuse to answer questions or ignore the interviewer (Gillham,

2005). There are factors that have been propounded as disadvantageous in the use of interviews. These include arguments that they are expensive in terms of travel to meet respondents, and the requirement to be in possession of communication and interpersonal skills. Nevertheless, these were not a problem to me because I am in possession of the requisite skills and acquainted to the research area. I used in-depth interviews as they allowed for deeper exploration of responses by the teachers. Overall, I found the data from the teachers were of value in providing their perspectives of teacher competence during reading pedagogy and on issues that influence or affect them directly.

3.6.2 Document Analysis

The use of document analysis as a data generation technique is also important to a researcher. Yin (2009) asserts that documentary information is likely to be very relevant to every case study topic. He further advises that this type of information can take many forms and should be the object of explicit data collection plans and that documents are usually the value in corroborating data from other sources. However, he cautions that it should not be assumed that all the information in documents is absolutely factual. Jwan & Ong'ondo (2011) contend that documents are also an important source of data in case study research but cautions that using already printed documents is likely to be a tedious process. They further caution that there is a difference between using documents as a source of data and suggest that as far as possible a researcher ought to use only the raw documents as data since secondary documents could be used as background information or as part of the literature review. One advantage of document analysis as a source of data in qualitative research is that they enhance the credibility of the study, an important aspect of trustworthiness (Jwan & Ong'ondo, 2011).

According to Creswell, (2013; 2009) document analysis is used to collect raw data. I analyzed teacher professional documents: syllabus, schemes of work and lesson plans, to find out whether teacher competence plays a role in their actual classroom task of teaching reading. I used document analysis in my study since my participants kept records of assessments, schemes of work, lesson plans, teaching and learning resources and getting to see the documents enabled me relate information to the data from the interviews. The documents I analyzed included lesson plans and schemes I was also able to look at the syllabus and course books to verify the content as outlined in the schemes of work. All these acted as evidence of teachers' competencies in reading pedagogy.

Since document analysis is considered situated products, that are permanent, and, a rich source of data (Gitogo, 2018), they can be relied upon. Information obtained from document analysis was concrete in terms of recording actual evidence of prepared lesson plans rather than what the teachers reported that they did. It therefore implied that lesson planning for reading pedagogy has not been accorded needed due diligence and attention by teachers of English.

I also observed from my analysis of the schemes of work that the weekly allocation of reading lessons was hardly done with some teachers allocating it a single lesson while others giving it two. Out of the 32 teachers interviewed, only three teachers SJ1, SK1 and SK2 allocated reading lessons three lessons as they integrated it within poetry and oral literature lessons apart from the two that were officially timetabled. Notably, the schemes of work gave me data on how the planning was done for sequencing of the content for reading lessons to help develop specific constructs to reading pedagogy

In comparison to the few lesson plans that were available, the teachers seemed to agree that development of desired reading skills were appropriately sequenced during the planning stage in line with the syllabus and the course books. Document analyses as it is in this study therefore did not fully concur with the interview results obtained from some of the teachers. This observation seems to concur with Boit (2016) who in her study established that most teachers of English majorly relied on schemes of work with very minimal use of lesson plans in the teaching of reading skills. She attributed this poor performance in English to the lack of adequate preparation of professional documents. Maingi (2015) obtained similar findings where schemes of work were prepared by most teachers with a very small number preparing lesson plans and keeping records of work. A similar study in Uganda in 2016 had also revealed a similar trend reporting that where schemes of work were prepared, lesson plans were rarely therefore suggesting that teachers heavily relied on schemes their pedagogical practices.

After analyzing the documents and observing some lessons, for corroboration of the data, I went ahead to interview the teachers to find out more about their reading pedagogical practices.

3.6.3 Observation

In addition to the interviews, I used observation as a data generation technique in this study for a number of reasons. To begin with, observation has been identified in research literature as an important technique of data generation in qualitative research. For example: Gerring, (2007) states that an observation is the most basic element of any empirical endeavor. As Angrosino (2005) argues, observation is the fundamental base of all research methods in social and behavioural sciences. Secondly, the observations enabled me to see for myself what the learners and teachers do in class

and how reading lessons are handled in class during the English lessons and thus not just rely on what was reported during the interviews.

As Gillham, (2000) says, the overlapping validity of observation is that it is the most direct way of obtaining data. It is not what people have written or what people say they do. It is what they actually do (this may be reflected to some extent on the available records). He further argues that observation enables the researcher to develop a relatively incontestable description for further analysis and ultimate reporting.

Thirdly, it was important to observe the teachers in order to analyze what they do in class during the English lessons by looking for any evident changes in their pedagogical approaches, teaching methods and content presentation and also just generally observe how the teachers handled reading lessons in class. Using observations to study teaching and learning is recommended in the field of language education (LE). For example, Borg, (2006) states that observation clearly has a central role to play in the study of language teacher cognition by providing a concrete basis in relation to what teachers know, think, can be examined. In this study, I conducted the interviews after observations to help me explore the thoughts behind the observed actions.

Another issue I need to explain is how I decided on the eight observations for each of the teachers. I initially planned to do sixteen observations, two in each of the sampled schools. This number of observations was intended to closely monitor the teachers' progress when teaching reading but they seemed uncomfortable with the idea and only eight agreed to be observed in the classroom. Nevertheless, I had to balance this with the necessity to avoid too much intrusion into the teachers' classroom practice. Since they were also under pressure to teach and complete the syllabus by the time the term was ending. Thus, when negotiating with them, most of them stated that if I observed

they would not have the interviews. Therefore, I decided to have the first two observations and then 8 interviews, two observations - 8 interviews, two observations, 8 interviews, two observations then the final 8 interviews. The issue of number of observations has also been discussed by Borg (2006) who advises that:

There is obviously no 'correct' figure to aim for in making decisions about the number of observations which are required in a study of language teacher cognition. However, given that reactive behaviors by teachers and students are likely to decrease over time, observational data collected on several occasions over a period of time may be more valid...we must also remember that decisions about how many observations to conduct and for how long will also be influenced by practical issues such as time available to the researcher and the availability of the teachers (p.246).

In terms of conducting the actual observations, as with the interviews, we agreed on the convenient dates and times because I did not want to surprise them and find they had planned for something else which I was not interested in. I ensured to arrive in time on the selected day and we even had conversations about the lessons before we went to the classes. They gave me the lesson plans and I always sat at the back of the class to observe their teaching. I even took notes focusing on the issues of content selected, T/L activities and materials, teaching approaches, methods and techniques and assessment of learners and self after the lesson.

Therefore, my approach to observation was what some research literature refers to as observer- as- participant (Borg, 2006) and focused- observation. Borg defines observer -as- participant as one in which contact with informant is brief formal and classified as observation. Angrosino, (2005) on the other hand defines focused- observation as one that concentrates only on the events relevant to the topic under investigation. Most of the teachers in my study were rather tense during the observations and I believe it was due to my presence in the classroom. Despite all these, I got the needed information which really gave an insight into teacher competencies in reading pedagogy.

3.7 Data Analysis

Qualitative data comes in a variety of forms such as notes made while observing in the field, interview transcripts and journals, in addition to a great deal of data accumulated by the researcher during the course of study (Wimmer & Domnick, 2006). This massive data was organized and analyzed early in the collection process and this continued throughout the study period. The two go hand in hand and are done simultaneously. Creswell (2013) explains that it is an on-going process involving continual reflection about the data, asking analytic questions and writing memos throughout the study.

During the data generation process I accumulated a data set which consisted of interviews, observations and document analysis. Making sense of this amount of data was difficult, cumbersome and rigorous as observed by (Cohen. et al, 2007; Jwan & Ong'ondo, 2011; Creswell 2013; 2009). They observed that data analysis involves organizing, making sense, noting themes, categories, similarities and differences. I then sifted the data, sorted it out, reviewed and reflected on them to identify any emerging issues.

It should be noted that since this is an inductive process, there were no hypotheses developed prior to the study which needed to be confirmed as in the case of a quantitative study. I collected relevant data and grouped them into appropriate and meaningful categories from which explanations emerged (Benaquisto. 2008; Wimmer & Domnick, 2006). I used thematic analysis during the study. The overall goal of data analysis in a field of study is to arrive at a general understanding of the phenomena under study (Wimmer & Domnick, 2006). Jwan & Ong'ondo (2011), explain that thematic analysis involves searching for themes of relevance to the research topic under which data from different sources can be categorized. Themes refer to topics or major

subjects that come up in discussions (Kombo & Tromp, 2006). The following steps in data analysis espoused by Ong'ondo & Jwan (2020) were undertaken.

3.7.1. Data transcription

The collected data was be perused and information that was relevant to the study questions identified. Creswell (2013; 2007) explains this as the process of optically scanning material, typing up field notes or sorting and arranging the data into different types depending on the sources of information. I then transcribed the interviews as the data generation process continues. I ensured to transcribe all the utterances that were recorded since I sought to show how important each utterance was to the whole process of analysis. In the process, I developed a full grasp of my data, especially as I was transcribing the data myself as suggested by Dörnyei, (2007). The entire process went on for a month after my fieldwork. My next task then was to re-familiarize myself with the data. The first step involved only transcribing all the interviews (Jwan & Ong'ondo, 2011) since all the field notes were already in transcript form. During the transcription period, all the audio recorded interviews were turned into text material and labelled; they later became the primary data for subsequent analysis. During this step, I also created a separate password protected Microsoft file for the interviews on my computer. The second step was to read each transcript line by line to make sure that they made sense, to obtain a general sense of the information and to reflect on the overall meaning of the data (Jwan & Ong'ondo, 2011). The third step was the coding process. The coding process involved the steps that a researcher takes to identify, arrange, and systemize the ideas, concepts, and categories uncovered in the data (Benaquisto, 2008). The coding process in this study took three phases; the first phase coding, second phase coding and finally the third- phase coding (Jwan & Ong'ondo, 2011).

3.7.2. Re-familiarizing with the data/ Pre- coding of Data

At this stage, I read over each transcript for the general idea of what the data says. The process of pre-coding (Samuel, 2019; Dörnyei, 2007; Richards 2003) not only enabled me to re-familiarize myself with the data but also helped me consolidate the data by removing unnecessary words and phrases. In the process I was also able to identify issues arising from the data. As Dörnyei says, these pre- recording reflections shape our thinking about the data and influence the way we go about coding it. I further indicated on each transcript which theme was being addressed and then typed the data. I further edited the data by removing fillers, unnecessary repetitions and edited participants' grammar to ensure they are correct by removing unnecessary words (Richards, 2005; Creswell, 2009).

3.7.3. First Phase Coding

This step is also referred to as the open coding phase as espoused by Jwan (2010). It is the third step in data analysis which involves the procedure of developing codes of information (Corbin & Strauss, 2008). In the open coding phase, I went through the MS Word documents that were transcribed in step one. I then examined each transcript highlighting chunks that talked about distinct issues in relation to my study. However, I was also open to issues that arose in the process. Some transcripts I believe contained chunks of data that I deemed unnecessary to the study, these chunks of data were highlighted and labelled others.

At the end of this coding phase, I copied the transcripts as new MS Word files, then cut the different chunks of data and paste them under the various codes identified. This resulted into a long transcript comprising all the codes that had been generated from all the data and the corresponding chunks of data below the codes. After this, I moved to the fourth step of data analysis referred to as the second phase coding/axial coding.

During this stage, I saved each transcript as a separate document and assigned each transcript an identification symbol. I went through each transcript, highlighted the chunks that I felt bore much information about a distinct issue in relation to teachers' competencies in reading pedagogy in secondary schools and assigned them codes. Where a chunk dealt with more than one aspect of teacher competency, I thereafter coded them further (Ong'ondo and Jwan, 2020; Benaquisto, 2008).

3.7.4. Second Phase coding

In this phase, which Creswell (2013; 2009) refers to as the axial coding, I grouped similar codes together to avoid unnecessary overlaps and repetitions. I then merged several codes, downgraded some and upgraded some (Ong'ondo 2010). At the end of this phase I re-read my data under the new categories, codes and relevant chunks of data under them. Axial coding according to Corbin and Strauss (2008) is a procedure for interconnecting the code. In this stage, which is the fourth step, I explored the relationship of codes generated during the open coding phase and group similar codes together.

Here, I merged several codes, turning some codes into categories. And a category is a broader headline to which several codes may be grouped (Jwan & Ong'ondo, 2011). I then went back to the transcripts produced at the end of open coding where I cut and pasted data again according to the new categories and codes. I further went back to the chunks of data labelled others and got data that fit into the new labels. At the end of this phase, I re-read the data under the new categories, codes, and relevant chunks of data under them.

3.7.5. Third Phase Coding

The fifth step was to group the different categories and codes into themes. This stage is known as selective coding (Benaquisto, 2008). During this step, I re-read the data as they were under the new themes and ensured that the categories and codes were appropriate labels for the chunks of data under them (Jwan & Ong'ondo, 2011).

This involved building a story that connected the categories, picking out the extracts that best illustrated the chosen themes, identifying complementary and contrasting points of view from the various data sources. Creswell, (2013; 2007) refers to this as explicating a story from the interconnection of the categories. I also coded the data from documents using themes, categories and codes from the interview data. At the end of this phase I re-organized all the codes under new categories (sub-themes and main themes before grouping them under the three research questions). This helped accommodate the changes occasioned by the analysis of observational and documentary data.

3.7.6. Production of the report

The sixth step embarked on giving an explanation of the data in a manner that would make sense to a reader; this is what Ong'ondo & Jwan (2020); Jwan and Ong'ondo (2011) refer to as narration. It is at this stage that I told the story of my participants to the readers by paraphrasing the statements of my participants and retaining a few direct quotations. This developed into the first saved draft of my research report. Using a new MS Word file, I embarked on refining the narration by paraphrasing most of the data from the first draft, deleting repetitive parts, retaining only a few as citations to give the report credibility and summarizing long aspects of the report. I then saved this as my second draft report. I reported the data thematically to help capture the similar patterns across all the participants and infused information that was shared to avoid unnecessary

repetition. I also identified and reported unique practices and aspects of teacher competence concerning different participants.

3.8 Trustworthiness of the Research

Trustworthiness is the degree or extent of certainty that the research process is truthful, careful and rigorous enough to qualify to make claims that it does (Given & Saumure, 2008; Creswell, 2007; Litchman, 2013; 2006) .In the subsequent subsections, I will explain how the different elements will be addressed. These are credibility, transferability, dependability and confirmability. I ensured the credibility of the study by giving a detailed account of the research process, excerpts from the field notes, quotes from interviews and ensuring reflexivity (Jwan,2010) by the researcher acknowledging his/her role in the research process and admitting any possible influences.

Another way to ensure the research is trustworthy is by its particularity. Ong'ondo &Jwan (2020) posits that the power of qualitative research derives from its ability to represent the particular. Creswell (2007) concurs that the value of qualitative research lies in the particular description and themes developed in context of a specific site. According to him, particularity rather than generizability is the hallmark of qualitative research. Note that I have specifically steered clear of the issue of generalization because in doing a case study, my aim is to enumerate frequencies as in statistical generalizations. Rather, I aimed to understand the phenomenon under study within the single case and the particular and/or uniqueness in it.

3.8.1 Credibility (Internal Validity)

This is the extent to which my study will investigate and clearly look into the phenomenon and investigate teacher competence in reading pedagogy at secondary

school level. I sought to investigate and report what exactly happened in the language teaching classroom, specifically teaching of reading as a language skill. Through this I followed the principles of triangulation to ensure that I had access to different and detailed perspectives on the teacher pedagogical knowledge, how the competencies in reading pedagogy were developed, how they influenced classroom practice and how they contributed to planning for instruction.

Credibility refers to when a study is able to report the actual occurrence in the field and is authenticated when the method chosen is able to provide data that measures what one wants and to measure and provides a valid answer to one's research problem (Polonsky & Waller, 2004).Morse et. al. (2002) observe that research without rigor is not trustworthy thus reliability and validity should apply to all research methods .They argue that qualitative research lacks rigor due to the lack of hard numbers and values which lead to crises of confidence. However, Ong'ondo& Jwan , (2020) have resolved this fear by putting forth four steps to with inherent strategies to ensure reliability and validity in qualitative research.

According to this study, a valid instrument is that which contains content that is relevant to the application of teacher competence in reading pedagogy at secondary school level. Gudu, (2016) observes that experts could be relied on to determine content validity of items if they are representative of the sample with the needed skills and traits. My supervisors and other faculty members in the department played a key role in determining the content validity of the interviews, document analysis and observation schedules. Their comments were vital input for credibility purposes in this study.

In relation to this, my data was generated from six sub-counties in Uasin Gishu- with a sample of two teachers from each of the categories of schools giving a total of thirty

two teachers as respondents. I also used three techniques of data generation (interviews, observations, and document analysis) which made it possible to explore different aspects of the phenomenon –teachers’ competencies in reading pedagogy- thereby generating very rich data. This aspect of triangulation is highly recommended in qualitative case studies (Ong’ondo, 2010:p.103).The research design also made it possible for me to build a chain of evidence through several interviews so as to probe and confirm/dis-confirm earlier data (Creswell, 2007).

Credibility in this study was ensured through the use of the interpretivist philosophy, relativist ontology, case study method and appropriate data collection techniques recognized by qualitative researchers (Creswell, 2009).In addition I used triangulation of data sources which enabled me see different views of the participants. I developed a warm rapport with my participants which helped to develop trust in me. This, I used to help me get honest answers from the participants (Morrow, 2005).

I also described my background and experiences which helped me interpret the data collected (Jwan & Ong’ondo, 2011).I have also used thick descriptions of participants narratives to capture the gist of research and I have critically examined previous research to frame findings (Cohen et. al., 2007).

3.8.2 Transferability (Transferability)

This is the extent to which my research findings would be generalized to other cases or contexts (Richards, 2009).He further points out that generalizability is the extent to which the research findings and conclusions can be generalized to larger populations and applied to different social or political settings. Saunders (2000) defines generalizability as the extent to which research findings may be equally applicable to other research settings.

Jwan & Ong'ondo (2011) define it as the extent to which findings or aspects of the study could be relevant or applicable to other contexts in which the study was not done or to other people who were not involved in the study but are engaged in the issues that were studied. The findings of this study I believe could be transferable to other educational institutions and ELT settings. This is because teachers' competencies to be analyzed are similar in all ELT settings and among all teachers during reading pedagogy at secondary school levels.

In this study, I adopted the views of Ong'ondo & Jwan (2020) who admit that it is possible that the research process, study findings and context can be found in similar contexts elsewhere. Hence, it is possible that specific teacher competencies found in Uasin Gishu County can also be found in other contexts with the same characteristics.

3.8.3 Dependability (Reliability)

Dependability is the accuracy of any measuring instrument. A research instrument should be able to measure what it sets out to measure such that when the study is replicated by another researcher in a different study the same results are obtained (Gudu, 2016). It should be predictable, dependable and accurate. To measure dependability in qualitative research, I adopted the views of (Mugenda, 2008; Jwan & Ong'ondo, 2011). This, they say is the extent of clarity of the research procedures. I used this view to enable other researchers replicate the study and get similar results (Yin, 2009; Mason, 2002). Richards (2009), explains that dependability in qualitative research involves an interrogation of the context and the methods used to derive the data. Yin (2009) suggests that one way of enhancing dependability is to make clear and detailed descriptions of the steps followed in the case study. He says the general way of approaching the reliability problem is to make as many steps operational as possible and to conduct research as if someone were always looking over our shoulder.

To ensure dependability in my study, I took care to make a thick description of the entire research process in a manner that made it possible to carry out a similar study in another context. I used varied data sources to enable me discover multiple facets of the phenomena of teacher competence in reading pedagogy. The data generation techniques I employed in the study have been found to be useful in similar studies like interviews, observations, and document analysis (Mugenda, 2008; Jwan & Ong'ondo, 2011). In addition, I employed the use of thick description for the entire research process beginning with the research problem up until the conclusions (Creswell, 2009).

The research process, findings, discussions and conclusions I believe were consistent. However, it should be noted that qualitative research is internal to the researcher hence no two researchers might get the same finding due to multiple realities (Jwan & Ong'ondo, 2011). Creswell also concurs with this and reiterates that qualitative research relies on the utilization of tacit knowledge and felt knowledge because often the nuances of the multiple realities can be appreciated in this way. Therefore, data are not quantifiable in the traditional sense of the word. Shenton, (2004) is also in agreement that dependability is difficult to achieve in qualitative research. However, he emphasizes that a qualitative researcher must endeavor to enable the future researcher to repeat the study in similar contexts. This study therefore used various data generation techniques and further gave an in depth description of the triangulated methods that ensured dependability.

3.8.4 Confirmability (Objectivity)

This will be the extent of neutrality of a study and to what extent the researcher influences the findings (Gillham 2005). This refers to the extent to which results of data analysis are based on facts from the findings. Such results should be derived from the actual data and should be free from the researcher's own subjective or emotional values.

Jwan & Ong'ondo (2011), see objectivity as the extent to which findings from a study are free of both internal and external influences of either the researcher or participants.

In order to ensure trustworthiness, (Saunders 2000) states that the researcher should not be selective about data to report on or misrepresent its accuracy since lack of objectivity distorts conclusions and any course of action that appears to stem from the researcher's work. In line with what research scholars argue to be the tenets of research, I sought to present the study findings in their true form by taking due care to ensure that the study was not contaminated by such influences that could interfere with trustworthiness in order to avoid misrepresenting the findings(Jwan & Ong'ondo,2011). In this study, I acknowledge my position with regard to the research context and explain certain views I have on my subject of study even as I engaged in data generation.

I used triangulation to reduce any biases that may arise and recognized the strengths and weaknesses of the study approach and method used- in this study qualitative approach and case study method and understood their potential effects on the research. Besides, I embraced self-awareness and reflexivity by moving back and forth (iterative), had peer discussions and kept notes of any information I deemed important for the study. This I believe gave me a thorough grounding of the phenomenon and minimized bias from my side as a researcher (Morrow, 2005).

3.9 Ethical Considerations

Ethical issues may be both legal and moral in nature and may demand that I take cognizance of the same at all stages during the research. Creswell (2009) explains that during the identification of the research problem, the researcher should identify the problem that will benefit individuals being studied and not one that will further marginalize them. In addition, he argues that in developing the purpose statement and

research questions, proposal developers need to convey the purpose of the study that will be described to the participants to guard against deception. I adhered to this requirement all through my study period.

3.9.1 Negotiating Access

I sought permission from the relevant authorities to gain access to the geographical sites and participants before data collection by writing a letter detailing what the research is about, its impacts, expected outcome and the time to be taken. I further sought permission from the university to undertake the study and also acquired a legal permit from NACOSTI, and from the principals of the various schools I visited for the interviews. (see appendix 1)

3.9.2 Avoidance of harm

During data collection, Creswell (2009) reaffirms the need to uphold ethics by emphasizing the need to guard against putting participants at risk, and respecting vulnerable populations by having their research plans reviewed by the Institutional Review Board. To this end, I furnished the university with this plan since the research covered institutions and populations that have policies in accessibility and access to information. The work plan included logistics in terms of various tasks that needed to be done in the whole research process and the time frame for each task. (see appendix 4)

3.9.3 Informed Consent

I also developed an informed consent form for participants to sign before they engaged in the research Creswell (2009), acknowledging that their rights will be protected during data collection, elements of which will include: identification of the researcher, the institution, how the participants were selected, the purpose of the research, the benefits

for participating in the research, the level and type of participant involvement, guarantee of confidentiality, provision of names and persons to contact if questions arise.

3.9.4 Anonymity and confidentiality

Anonymity according to Jwan & Ong'ondo (2011) means that as a researcher I should not name the person and it would also involve not including information about an individual or research site. I ensured anonymity of my participants and kept their names secret so that any other person was unable to identify who gives information. This helped in keeping the information for the intended purpose and thus within the boundaries of the shared consent.

3.10 Summary

In this chapter, the research methodology has been discussed with the reasons for choosing the methodological approach used. I identified the relativist-interpretivist philosophical paradigm and the qualitative approach as used in the study. The case study method was chosen and explained in line with the use of the qualitative approach. The study was a case of Uasin Gishu County. However, I have explained that this is an instrumental case study of Uasin Gishu County and reading pedagogy have been chosen as instruments to help understand the focus of the study, which is teacher competence. (I used interviews (in-depth), observations and document analysis as data generation techniques. The data was analyzed thematically. There are several ethical concerns that have arisen in the course of writing the chapter. Of prime importance, is the issue of informed consent which I have stated. **Table 3.1** below is a summary of the key issues emerging from the Research Methodology. In the next chapter I present the data presentation, Interpretation and analysis.

Table 3.1: Key issues emerging from the Research Methodology**Research Paradigm**

The Relativist-Interpretivist paradigm underpinned this

Research Approach

The study employed the qualitative approach

Research Method

Case study method was chosen for this study

Scope of the study

The study was carried out in Uasin Gishu County which is cosmopolitan with both urban and rural school

Sampling

The study was carried out in Uasin Gishu County

Purposive sampling was used

A sample of 16 schools and a total of 32 teachers took part in the study

Data Generation

The study employed three data generation techniques: in depth interviews, observation and document analysis

Data Analysis

Data was collected, transcribed and analyzed thematically using the emerging themes and presented in line with the research questions

Trustworthiness

Trustworthiness was observed : credibility, transferability, dependability and confirmability as issues of trustworthiness were all embraced

Ethical issues of access, anonymity, confidentiality, honesty and informed consent were all were discussed

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

In this chapter I present the findings of the study according to the research questions as put forward in Chapter one which were:

1. What are the teachers' competencies in planning for Reading pedagogy at secondary school level?
2. How do teachers demonstrate competencies in developing and utilizing materials for Reading pedagogy at secondary school level?
3. How do teachers' competencies in pedagogical approaches and assessment facilitate learning of Reading at secondary school level?

The findings from teachers' interviews, observations and document analysis are presented in an integrated manner. I present findings of the study under the teachers' competencies in: selection of reading content -scope and sequence, planning for reading pedagogy, selection, improvisation and utilization of materials in teaching reading, actual teaching of reading in the English language (EL) classroom and assessment of reading in an EL classroom. The teachers who participated in this study were allocated codes SA to SP for the interviews, SAOB to SHOB for the observations and SADO to SHDO for the documents analyzed without disclosing the names of the schools for respect of their rights and anonymity in line with the stated ethical considerations in chapter three. Teachers used in this study represented the form one and form two teachers who as stated earlier in chapter three have different levels of teaching experience and represent the group of teachers that have not quite been affected by the pressure of performance as those in the higher classes. To begin with, I

present symbols and distributions of respondents that indicate the sources of the citations that will feature in the findings chapter in the **table 4.1** below.

Table 4.1: Presentation of Symbols used to indicate sources of data

SA1,SA2	School A first and second interview
SB1,SB2	School B first and second interview
SC1,SC2	School C first and second interview
SD1,SD2	School D first and second interview
SE1,SE2	School E first and second interview
SF1,SF2	School F first and second interview
SG1,SG2	School G first and second interview
SH1,SH2	School H first and second interview
SI1,SI2	School I first and second interview
SJ1,SJ2	School J first and second interview
SK1,SK2	School K first and second interview
SL1,SL2	School L first and second interview
SM1,SM2	School M first and second interview
SN1,SN2	School N first and second interview
SO1,SO2	School O first and second interview
SP1,SP2	School P first and second interview
SAOB,SBOB,SCOB,SDOB,SEOB,SFOB,SJOB	Observations
SADOC, SBD OC,SCDOC,SDDOC,SEDOC,SFDOC,SGDOC,SHDOC,SIDOC	

4.2 Teachers' Competencies in Planning For Reading Pedagogy

In this section I present issues to do with content selection, its scope and sequence with regards to the teaching of reading. In addition, I also present the teacher competency dynamics related to English language content selection and planning in terms of scope and sequence in the syllabus of what to cover within the planned time, content selection and planning in line with learner needs, content selection and planning in line with the syllabus and the preparation of schemes of work and lesson plans based on the number of reading lessons allocated on the timetable. This is in line with their ability to select given content to teach during a reading lesson and the sequence they adhere to during the teaching of reading content.

4.2.1 Selection of reading content based on syllabus scope and sequence

First, teachers from schools SA, SB, SC and SE revealed that they face challenges in selecting specific reading content. They reported that they are not able to teach reading due to the fact that majority of their school do not really have a reading culture that gives them an opportunity to handle reading in the classroom as expected. This is also because the syllabus is quite rigid and does not give them an opportunity to manipulate the content as they would wish based on the fact that there are specific content that must be taught at a specific level. Due to this, the teachers believe that their ability to tackle reading skills pose such a challenge to the way they select the content to teach and how to plan to teach the selected content.

The study revealed that most teachers from SA to SG held the belief that the teaching of reading is a complex process and that it is not as easy as people thought even in line with the syllabus. Teachers mainly relied on textbooks while planning for reading pedagogy in the process excluding some prescribed content in the syllabus. They reported that they were not able to go out of the syllabus content and that they would simply pick what was presented in the syllabus by preparing schemes of work to guide them. This is because they believe the teaching of reading is not just a once off activity but that there is need to ensure the teachers give reading the seriousness it deserves during teaching. Due to this, teachers work on the belief that they can randomly pick certain aspects of reading that have been given focus to prepare learners for exams. This, they say is done by looking at past papers and picking on the recurrent content areas such as note making and summary writing and teaching it extensively for learner mastery.

The following excerpt from the data captures a view on the teachers' competencies in selection of content and by extension the scope and sequence they adhere to for the successful teaching of reading:

Reading is a critical skill in ELT but, (shaking her head) it is not treated with the seriousness it deserves. I am a seasoned language teacher in high school with over 20 years of experience teaching reading but I can assure you I really do not look into the syllabus demands. Instead, there is the belief among teachers, me included that the teacher can pick certain aspects for exams. This is considering the fact that the national exam setting has a trend that the teacher can always follow. I look at the recurrent areas such as note making and summary writing, the integrated areas such as stylistic devices in paper two, tone, mood and attitude and give them more attention at the expense of other areas of reading as stipulated in the syllabus as long as the learners do not complain (SA1).

However, there seemed to be a problem with the teaching of reading as shared by two teachers SH1 and SF2 who argued that it was needless teaching all the content areas of reading in the syllabus because the past national exams have set the trends that have guided the content scope to be taught over the last eight years. They revealed that teachers relied so much on questions already provided in the school texts and past papers in supplementary materials easily available in the market. This, they say has adversely affected the teaching of reading based on the fact that teachers take this short cut to avoid tackling all reading content as prescribed in the syllabus.

Two teachers, SM1 and SL1, however, were of a contrary opinion and believe that there is need for teachers to follow the sequence as provided for in the syllabus to help learners read to learn and master the content which eventually guides them in their language use even outside the classroom. They said that time is key to the content scope and that there is no need in hurrying to complete the syllabus when some learners especially the slow learners, are unable to read at the expected speed and even comprehend what they read. It was thus, their belief that teachers need to teach reading and move at the learners pace without overlooking the challenges among them as this

will help them in improving their teaching skills and embrace the appropriate methods and techniques necessary for sequencing the selected content to teach. This is because they believe that currently in the reading lessons, teachers focus more on learner development of low order reading skills such as recall, application and inferential comprehension and hardly include high order skills of analysis, synthesis, evaluation and creativity as required by the syllabus.

Another teacher, SD2 also reported how difficult it was to select authentic content on reading and said that when he began teaching, it was really hard especially with the fact that he was employed in a school where the learner entry behaviour was what is considered below average. He further said that teachers really do not research on the content they want to teach which makes it quite difficult for him to teach effectively as he does not have time to research so instead he just picks from the recommended KICD course book the material and readily available supplementary material on reading based on the unit and week of the schemes and teaches. The traditional way he considers in his teaching is walking into a classroom and asking learners to open a specific page and they read aloud in the classroom. He said:

Mmmh! Basically, teaching reading is not easy and I must attest to the fact that I do my best to the learners. I look out for what is frequently set in the national exams and then concentrate on ensuring the learners grasp it. Otherwise, there is not much I can do to enhance the way I teach reading since there is a constraint in terms of learner input. There is no reading culture and due to the lack of materials to teach reading, I use the government book secondary English which is not as good as expected for quality .(SD2)

Still on the issue of competencies in content scope and sequence, another teacher, SA2 believes that reading involves identification of the text and allowing learners to go through it. He holds that reading is a challenging skill to teach and that he would

therefore just gauge the learners by the way they read the comprehension texts in the approved texts supplied by the government.

To me, reading is synonymous with reading comprehension in the classroom. How exactly should I really teach it? Maybe you could help me out...what exactly should I do? SA2

He further noted that learners lack interest in reading which made teaching it quite a challenge. The excerpt below captures the sentiments:

This school receives learners with a very low entry mark and that in itself spells doom to my teaching. I will be teaching learners who could just be passing by the language classroom to acquire basic reading skills to help them survive out there. Some learners may end up not participating in discussions due to language challenges due to their entry behaviour. Despite all these, there are those learners who seem interested in developing their reading skills and even go to the library away from just the classroom reading activities. (SA2)

One teacher, SC 1 had a contradicting opinion and noted that teachers were the main problem in the teaching of reading. He said:

Reading as it is just needs commitment from the teachers and that if they do not develop the love for it, teaching and performance will just keep being bad and below expectation. The teacher really needs to be ready for this and a lack of preparedness makes teaching of reading quite difficult. It is a topic in secondary school we teach learners to improve their communicative skills. You identify a passage then give learners, ask learners to read then answer questions. This really does not give learners an opportunity to develop the skill but instead just gives them the casual recall skill which at this level is way below expectations. It is challenging since when you go to teach you ask them questions some respond while others do not making acquisition of the high order reading skills impossible. As teachers, we need to pull up and help our learner get the necessary skills to empower them for the future. Otherwise, it will be an exercise in futility without planning and the needed seriousness. (SC1)

Another respondent SD2 seemed to agree with SC1 in opinion and but noted that the problem was with the that learners who are expected to develop a high level of interest in reading and that without it, there was very little the teacher could do to make learners enjoy reading.

Most learners in this school do not really see reading as an important skill. They believe reading is for exam purposes and this poses a serious challenge to me. I really cannot teach people who do not like reading and produce results. How will I decide on what to teach them when they can barely read? (SD2)

A further inquiry on selection of content revealed that without interest in reading, even for the teachers, SC1 argues that it is quite difficult and there is no way a teacher can put pressure on the learners when the teacher is also a poor reader. Despite all these though, some of the teachers interviewed were of the opinion that schools need to develop a culture the moment learners join as this would definitely help the teachers in nurturing it within themselves and among their learners so that when they go to class to teach they share the interests. This is evident in the excerpt below:

Honestly, this is a very big school with learners who come in with very good marks but reading is a problem. There is no culture that the learners really adhere to and this makes it quite tricky for me as a teacher. reading needs dedication and when both the teacher and learner are not ready to give it their all, the problem boomerangs on the acquisition of the skill making the teaching a problem that can't be easily resolved (SC1)

From my observations, it also emerged that the effect of the lack of a reading culture among teachers and their learners was such a stumbling block to content selection as teachers ended up not preparing for the lessons. Instead, they walked into the classroom and randomly picked a text which they asked learners to read and answer the questions that followed. This notably they confirmed contributed to the fact that learners ended up graduating at the end of the four years without really developing their reading proficiency and fluency. This as noted, impacts on the level of reading skills which are considered low level as captured in the excerpt below:

Usually, I gauge learners when they are reading. You look and listen to learners when they are reading. We have a library and they read newspapers, some students carry them away and this poses a challenge. We use government supplied texts and supplementary texts that we buy but the challenge is that most learners want to be followed to read. They do not even do assignments and want to be followed up. Basically, I just go by the syllabus and follow the schemes of work.

This makes it quite easy for me as I go by content organization in the text books (SC2).

SB2 on the other hand was of a different opinion and argued that content determination is such a critical aspect in reading pedagogy and that at this level he believes it is pre-determined in the syllabus. He notes that all he has to do is come up with the schemes of work and lesson plans which as a teacher he rarely prepared. It further emerged that most teachers of English being seasoned teachers already had a mastery of the same content which they had taught for many years. SB2 further seemed to agree with his counterparts in other schools that reading content taught in the classroom should be guided strictly by the units in the course book and the syllabus. He says that it is therefore quite easy to sequence the content during teaching as presented once the schemes of work are ready.

Another teacher, SF1 explained that according to her, the intention of teaching reading was to ensure learners can read and punctuate appropriately. She argued that learners clearly needed to interact with the text and fluently read at the end of the four year course. On further probing, she noted that some learners may not adequately read at the end of the course based on the fact that the syllabus does not give them room to develop the skill independently, but instead, the teacher goes to class to make sure the learners learn something and does focus reading only based on the specific content in the particular unit of the course book. She explained that:

It is critical to move at the learners pace when teaching reading as this helps them to develop all the sub- skills in reading to help them develop the needed level of proficiency (SF1).

From the interviews and observations, it was noted that most of the teachers had between 18 and 20 lessons and would therefore go to class unprepared or partially prepared. Some even failed to go to class due to unpreparedness but instead called the class representative and asked them to go and read a passage in the text, answer the

questions and collect the books which unfortunately were rarely marked. SD2 whom I observed for a double lesson picked a book, perused through it and settled for a passage in the learners book as the reading content to teach. This lesson had not been planned for and was not in line with the schemes of work I saw for that particular day. Instead of teaching descriptive writing as in the schemes, the teacher walked into the classroom and asked learners to read the selected passage aloud and then silently and answer the questions. With ten minutes left, the teacher read answers from the teacher's guide to the learners as they exchanged books to mark. On analyzing her timetable, I realized that she had 28 lessons and was also the Head of Subject making it quite difficult for her to plan for the selected content.

4.2.2 Planning for selected content based on learner needs and entry behaviour

Learner needs seemed to influence the content selection and the fact that the teachers had to ensure their learners are taught in line with the syllabus. Some of the teachers interviewed explained that there was need for the learners to have a self-drive to read otherwise it made teaching of reading not quite enjoyable. With the intention being that learners need to articulate, recall and synthesize reading content, it is important to teach good reading habits and ensure that learners are given enough time to read and understand. There is also the challenge of beating the syllabus deadlines and this they said makes it quite a challenge in terms of what content to teach and what not to. It is therefore critical that as a teacher there is need to select the content they think and believe is important for learners at this level with the target of ensuring they perform well in the exams. The following narrative elaborates this view:

This school is an urban one which makes me believe I should be having learners who can read fluently. However, this is not the case as some of them are unable to read or construct basic sentence structures at the expected level. This really demoralizes me as a teacher but...what do I have to do? I have no choice but to teach as

expected since there is a target to meet in completing the syllabus.
(SB2)

SD1 stated that the teaching of reading is quite challenging especially on the teacher owing to the fact that there is L1 superiority. During training, the teachers carry this to their training which affects their teaching of pronunciation and other aspects that impact on reading as a skill. With different structures in L1 and L2 a language teacher carries these errors to their actual teaching in the classroom which highly affects.

The foregoing sentiments clearly indicate that in as much as teachers would be glad to teach reading comprehensively, they consciously just select content that would easily be mastered by the learners with the target of not bogging them down with much work due to their abilities and passing in exams. This being that they do not teach the content with the needed zeal but instead, they work towards completing the syllabus going by the deadlines set in the department.

4.2.3 Planning for syllabus content and instructional demands

A teacher's preparation to conduct a lesson entails access to and use of relevant approved materials for planning which ensures that appropriate content consistent to the syllabus guidelines is disseminated to the learners systematically in the reading classroom. Some of the critical professional documents expected of a teacher to prepare in readiness for lesson attendance are schemes of work and lesson plans. The content of these documents are derived from the KICD syllabus which guides the specific content to be taught. Teachers of English were asked to indicate how frequently they used these professional documents in preparation for reading instruction. Findings on the teachers' competencies regarding planning for selected reading content was in three related sub- themes: planning for syllabus reading content, planning for unfamiliar reading content and making schemes of work and lesson plans for teaching reading.

Out of the 32 teachers of English interviewed, only five of them had lesson plans and this seemed to be because they had already been informed by their Heads of Department that I would go there. When I asked why, the common response was that lesson plans were used by trainee teachers during teaching practice because they lack experience of planning for their time during lesson presentation. One teacher SA1 said:

Why should I bother preparing these documents as if I am a novice. My over fifteen years in teaching at this level has equipped me and I can always plan from the top of my head. I am not on teaching practice to have a lesson plan. I have taught for a very long time, why would I prepare a lesson plan for 20 years of teaching. I would rather teach all my lessons and mark books than waste time preparing lesson plans. My students pass highly and yet I do not prepare lesson plans. I stopped preparing lesson plans because other teachers used to ask me when I would complete my teaching practice. It is interpreted that teachers who keep on preparing lesson plans lack practical experience. I stopped (SA1).

Another teacher in the following narrative said:

Preparing a lesson plan will not add any value to my teaching, when you check the performance of English; my streams are always the best. I plan for the lesson on my way to class. After teaching reading for over 14 years, do I need a lesson plan really? Honestly, you cannot be asking me this. Because ... (chuckling) I know you also don't prepare them (SF2).

SF2 in the interview further explained that:

The performance of English was not the issue to address; my streams are always the best. I plan for the lesson on my way to class. After teaching reading for over 14 years, do I need a lesson plan really? Honestly, you can't be asking me this. Because ... (chuckling) I know you also don't prepare them (SF2).

The foregoing sentiments show that most teachers of English seemed to lack the competencies in content selection and that this had put them in a situation where they could not look for authentic communicative reading materials related to the selected ones outside the syllabus but instead just made learners to read the comprehension texts in the provided course books and in some instances using supplementary materials from

books bought. The only other reading material they used were the set books which were read in the classroom.

4.2.4 Planning for content based on the number of lessons

The interviews revealed that most of the EL teachers view the number of lessons that they have as an impediment to adequate planning and delivery of content, whereas a few found the lessons comfortable for them to handle and even wished there were more lessons to accommodate the reading content in the syllabus comfortably. Some of the responses with regards to planning based on the number of lessons were as follows:

Teacher SB2 said:

I have so many lessons (28 lessons in a week). Would there be time to prepare all these at the expense of teaching really. There are deadlines to be met failure to which I would receive memos to show cause from the school principal to explain why action should not be taken against me for not facilitating the achievement of the department's target and by extension the school target (mean-score) which is the core of our teaching to ensure our learners pass exams. No time is left to be spent on preparing lesson plans. Preparing a lesson plan is part of teacher training once the skill is mastered and perfected during teaching practice (T.P) experienced teachers should not prepare a lesson plan. They know how to prepare it mentally and teach following the mental lesson plan (SB2).

Four out of the eight teachers observed had 12 lessons each or less. When asked about how they handled reading with that few numbers of lessons, they said that reading was a skill already acquired by the learners at an early age and it was not such a big deal if they taught it once. They further said that it was not such a hard task for learners to read as they came across texts on a daily basis based on the fact that they read for exams almost every two weeks. One of them had the following to say:

I have eight lessons in a week...I am the head of department and with my over 20years of experience teaching at this level, do I really need to plan? I do not need more lessons to teach this skill, instead I engage my learners in individual silent reading by giving them more summary writing skills from the set books which I use as class readers for this level (form 2- my italics) SB1

Notably, the above responses were from experienced teachers whose teaching experience ranged from seven to thirty years. They all believed that it is important to plan for instruction using a lesson plan during teaching practice. After teaching practice, a teacher will have enough experience to teach without a written lesson plan. That experience enables teachers to construct lessons plans mentally. Teachers believed that so long as students can be taught and pass examination, planning for instruction with emphasis on lesson plans is unnecessary. Teachers do not achieve targets in terms of improving scores of learners through planning for lessons but through teaching, giving exams and marking exams and students' work. The reasons they gave corroborates with their choice of language teaching approaches as observed. Most participants said that the instruction of reading should use the integrated language teaching approach because external exams are set using the approach. Therefore, students learn the skills of answering questions which results to good performance or high scores in reading comprehension. The concern of teachers is making students to score high marks.

Their arguments also seem to corroborate with classroom practice. Only two of the observed teachers bothered to facilitate discussion among learners about the thematic concerns of as highlighted in the reading materials. Participants avoided sections in the text that called for intense discussions and when asked after the lesson why they avoided the discussion section, they said such issues are suggested to the debating clubs as motions.

Most of the teachers who viewed the number of lessons as comfortable had fewer lessons with an exception of four who had 28 lessons. To them the number of lessons is not a problem but they face the challenge when teaching reading since the number of lessons allocated to the skill is limiting. Some had the following to say:

If I was to deal with all such sections as in the students' text book I would not complete the syllabus. Such controversial issues should be discussed in school debates and group discussions outside the classroom. They are suggested to debating club officials as appropriate topics for debating. For instance in my school, they do this every Tuesday between 4pm and 5pm. It needs a lot of time which would compromise the completion of the syllabus which apparently is the core. There is always pressure that the syllabus should be completed by the end of second term. It cannot be realized if you get to discuss all such issues in the classroom. So tell me, what time do I have left? (SC2)

SC2 went further ahead and said:

Mmmh! to some extent, I am comfortable with the lessons because they are not so many. However, sometimes I have several reading tasks to give to my learners but I cannot plan for them since I only have 8 lessons in addition to my administrative tasks. This means I have to sacrifice a lot and go out of my way to get extra lessons in which to teach. Honestly, reading will not be on the top of my list when there is poetry and oral literature and a syllabus to complete. This definitely affects my planning for reading and as I stated earlier, I cannot prepare well and due to this poor preparation even the teaching will be limited in terms of the scope of content I teach. I just integrate the reading tasks within them and that's it (chuckling). (SC2)

The teachers' responses revealed that teachers believe that the syllabus should be covered by the end of second term to facilitate achievement of departmental and school targets. When teaching reading, issues that should be covered are the examinable sections but the ones that are meant to assist learners master the high level reading sub-skills are often left for learners to go through during their free time.

4.2.5 Schemes of work as a planning tool for reading pedagogy

A scheme of work is an important document when planning for instruction. The document shows the week, lesson, topic, sub-topic, and objectives, teaching and learning activities resources, assessment, references and remarks (Quest, 2000). Document analysis revealed that all participants had schemes of work. However, the teachers did not have individual schemes; they had to be the same because all the case

schools had two or more streams. For the sake of uniformity, the schemes of work had to be similar.

Findings revealed that preparation of schemes of work was done by teachers and a majority doing so quite frequently as it was part of the requirements by the employer TSC for the termly appraisals. This indicates that preparation of schemes of work was a common practice in schools. A similar trend applied to the preparation of lesson plans where ten teachers stated that they did so quite frequently. However, in the case of my study, only eight teachers had lesson plans and this is a cause for worry since most teachers did not prepare the lesson plans and if they did, it was for TPAD filing.

School SA had seven streams; SK had two streams (which made it quite unique in my sample) while most of the other schools had three to five streams each. I also found out that some teachers did not prepare schemes of work; they simply photocopied and used the schemes of work purchased from the publishers of the course books they were using. Analysis of the schemes of work revealed that although teachers schemed for reading as they appeared in the course book and syllabus, or used schemes of work provided by publishers of the course book, they did not teach all the reading aspects in the classrooms. They skipped some to teach other language items like functional writing, grammar, oral skills, oral literature and poetry. Some compromised the teaching of reading to make up for interruptions of the school curriculum with holidays and co-curricular activities since they believed that reading to the learners was an everyday task.

Analysis of schemes of work established that the objectives of teaching reading were almost similar. The study further revealed that the teachers of English taught a syllabus that seemed quite restrictive on the content and that most of the teachers were already

used to it following that they had taught for more than five years. Most of the teachers appeared to be rigid on the teaching of reading since the syllabus most of them studied was not integrated making their teaching quite different from the way they were taught even at the university.

One teacher, SA2, said that planning for reading was not such an easy or pleasant task so the shortest path she took was loud reading of comprehension passages in course texts used in the classroom.

I go to class with a comprehension and then we read. I go ahead to even identify those who can read and make them go through the reading texts as the others listen. I know it is not right but, believe me, with the nature of learners I have and their entry behaviour I cannot compromise my completion of the syllabus. There is nothing to plan for in reading since the intention is to just ensure a learner can read and interpret a question in an exam. I am often discouraged because I do not receive the necessary support in my teaching of reading.
(SA2)

During reading pedagogy, as observed in the schemes of work, one aspect of teachers' competencies that emerged was that there is need for teachers to write specific lesson objectives based on the broader aims and objectives of reading as stated in the syllabus. Most of the teachers reported that deriving the specific objectives for specific reading lessons presented a major challenge to them since deciding exactly which reading sub-skill to teach in what lessons was not easy despite the syllabus guidelines. They argued that planning was quite challenging especially because the syllabus they thought had some topics presented in an advanced way in the text books and that most schools did not have enough books to be used by the learners.

SC2 on the other hand seemed to disagree with this and said:

The syllabus is very clear on the content and skills to be taught and that is what ought to be followed. Notably, there are six lessons on the timetable for form one and two and eight lessons for form three and four. I have organized my lessons in such a way that I use a double lesson for reading in a week and alternate it with writing skills. In a

span of two weeks it means I have four reading lessons. I believe this is enough since there is not much to teach in reading save for the specific comprehension skills of recall, application and inference (SC2).

He further said that learners ought to read the approved set texts and use the approved course books. With regards to planning based on the syllabus, some of the teachers were of the opinion that there was no reason to strain so all they had to do for reading was follow the syllabus to the letter. They said that they prepare lesson plans for forty minutes which is the duration for a lesson and that this was rarely done save for the moments they are supposed to be submitting their appraisal documents or when there was wind of a ministry official visiting the school.

Since there are double lessons on the time table though separated, the teachers on the issue of planning said that it gets very tricky teaching reading as breaking a concept is not quite pleasant.

SG2 seemed to agree with him and said:

I go strictly by the syllabus and majorly use the schemes of work to guide my weekly teaching activities in reading. What else should I add to an already stipulated guideline?

Most teachers though, as I observed, did not actually teach reading but instead engaged learners in reading selected passages from course books. It is therefore important that teachers plan for reading to improve on learner performance. Reading as a culture has to be nurtured even among the teachers. Most teachers believed that there is a lack of preparedness by the teachers based on the fact that on an aspect like intensive reading, the teachers also need to read the set books or they will end up in class without the needed content to teach in spite of it being planned for in the documents.

Another sentiment by the same teacher SG2 was that for effective teaching to take place as planned, the teachers need to prepare adequately and plan appropriately by reading

beforehand so that when they get to class, they have a mastery of the content planned for. She said:

(Chuckling) Hakuna vile utaenda kufundisha book na wewe mwenyewe ni rumor monger...bila content ya kitabu unafundisha nini? (Translation: There is no way you can go to class to teach content when you are a rumor monger ...without content what is it you're teaching?) We need to get serious with our work and stop giving learners a raw deal. To mean that if as a teacher I do not read there is no way my learners will read. I should be the guide and the fact that at times I may end up misrepresenting facts from the books, learners will not trust me at all. It is high time teachers themselves took reading seriously. I am lazy to read but if I have to teach competently, there's no short cut. Not possible! (SG2)

Interviews with some of the teachers considered being in the extra county schools which have adequate resources in terms of teachers and books revealed that they rarely prepared lesson plans since it involved too much paper work. They said it is only possible to plan for this if they had all the time but due to the fact that English at that level only had six lessons, they could only have one lesson to reading because there was a lot of content to be covered in other areas like writing, listening and speaking, grammar, poetry and oral literature. It emerged that in a lesson they would just do the comprehension passages as presented in the course book.

One teacher, SC1 however, seemed to hold onto the observation that even though the schemes of work and lesson plans are prepared, the lesson objectives cannot be met especially when the learners seem disinterested in reading. He said:

Learners here come in with very good marks and the assumption majorly is that they are good readers since their entry behaviour shows that. However, there being no reading culture, the learners make it quite difficult for me to teach reading since they are dependent on what I give in class. The school has a very big library but they rarely go there to read to enhance the skill. Instead they go there when the exam timetable is out as that is the only motivating factor they have to propel them onto reading. I therefore just go by the lessons as planned in the schemes as it clearly tells me what to do and at what time. I could therefore say that, in all honesty (chuckling), there is a lot more to be done for reading to be taught successfully (SC1).

I noted in the observed lesson that teacher SC2 was quite reluctant to teach speed reading as planned for. Instead he walked into the classroom with the text and asked learners to open a specific page and read aloud as a class. This was quite an interesting observation as he would randomly call out learner names and asks them to repeat certain words he seemed to have identified prior to the lesson. At the end of the lesson, he closed his text book and asked learners to answer the questions. From this observation and with reference to the previous two lessons I had observed in another school, notably, teachers seemed not to plan but got into class to read with learners the comprehension texts without any adequate preparation which basically interfered with the quality of teaching.

One teacher when asked argued that:

... Any teacher of English especially in our public schools will agree with me that we do not teach reading...instead, we just ask learners to go through comprehension passages without really knowing and deciding on what intention it is done for. With very few lessons on reading, it is not easy to ensure all the sub-skills are taught effectively yet they are examined. It would therefore be critical for teachers like me to come up with strategies that will ensure adequate teaching and not just rushing to complete the syllabus for exam purposes (SC2).

SD2 on the other hand said that the syllabus is quite critical to the teaching of reading and that it gives the outline of how the content can be taught in a given sequence. Going by the goals and objectives of teaching reading for effective communication, it is important to note that the teaching and learning activities planned for in the schemes and lesson plans are often pegged on the availability of time. Most reading lessons are allocated just a single lesson of forty minutes and this makes it quite an uphill task in infusing variety as teachers plan. She said:

The most common T/L activities I plan for and engage my learners in with specific content during reading lessons is discussion among learners. At times the whole class discussion especially on the contemporary issues and when I get excerpts from newspapers and magazines ...which I rarely do, they engage in paired work and small

group discussions. I also ensure I bring the learner knowledge on board to help supplement the text at hand. This is not quite easy with such a short time and it makes the teaching of reading a hard nut to crack. Effect, learners graduate from here without achievement of the most critical objective of communicative competence and fail to develop the high order reading skills of analysis, synthesis, evaluation and creativity. I really wish we would be given more lessons like in form three and four. It may just make the difference for me. (SD2)

SO1 and SO2 seemed to share in the sentiment that English language teachers were experiencing challenges based on the fact that learners seemed to have a negative attitude towards reading and that their efforts in planning as teachers were bedevilled by this attitude that reading was just like any other past time activity. They had the following sentiments to share:

These learners feel like reading is a punishment and thus do not follow instructions. Some learners have not mastered the competencies of fluency, speed, articulation and tempo. The learners seem to have reading problems such as vocalization, lip reading, back tracking which tamper with the skills mastery as much as I try to teach. The attitude they hold is ferocious and there's not much I can do to change it even with the planning that I do prior to the lesson. (SO1)

Some learners take reading as an academic process ... they read for exams and have not mastered the art of reading for pleasure. This poses a serious challenge as the teacher finds it quite challenging to plan to teach reading since the learners do not give the needed co-operation when teaching reading. (SO2)

SC2 further shared his sentiments and reiterated S1 words by giving the following explanation:

Planning for reading has never been easy and for the over 15 years I have taught English, it has never been easy doing this as reading has so many sub-skills. Integration even makes it more challenging since the syllabus demands that literature and English are integrated. It is not quite easy doing this since there are some concepts of reading such as loud reading that need more time. No single lesson can handle this and it is therefore mandatory for a teacher to give reading more time if integration is to work well. (SC2)

Four teachers from my observations seemed to limit activities in the classroom during reading lessons since they really did not have much to plan for within these time

constraints. The study revealed that there is need to infuse eclectic activities to help learners internalize reading concepts. Reading in most classrooms has become almost a passive activity. The key issue here then, was that the teachers faced the challenge of planning to implement the syllabus and that teacher had to plan for subject matter that they themselves seemed not to have a full grasp of.

At the secondary school level, the syllabus content covers four skills of listening, speaking, reading and writing as well as Grammar. This is done within an integrated syllabus where literature and English are taught in an integrated manner. During the interviews, the teachers stated that this poses a major challenge to them while planning. Hence, they had to read widely to learn the unfamiliar aspects and revise what they had been familiar with in the various skills before integrating all the concepts to teach within the selected content area. In reading as a skill, they identified skimming, scanning, interpretive reading and analysis of texts as a challenge in integration since the set books were many and their planning to teach reading seemed to be devoid of integration.

In Literature, most of the teachers taught learners in form one and two where the aspects of oral literature and poetry were introduced. In oral literature, they said that they were forced to read the narratives so that they could effectively take the learners through analysis to understand the aspects of style, theme and characterization. Another challenge the teachers faced is teaching novels some teachers have not read but it is demanded that they teach.

SA1 and SC2 reported that in their respective schools the teaching of set books begins in form two and this tasked them with extra reading tasks unlike in most other schools where the set books were taught in form three and four. They thus reported a challenge

in teaching this level of learners who seemed to be unfamiliar with the texts. As SC2 in her response reported that:

The learners are generally exposed to content that they are unfamiliar with in the set books makes teaching of reading difficult for me because they really feel like the teacher is burdening them. Based on the fact that as a teacher I have to teach, it is prudent that I guide the learners in reading the books as class readers so that by the time they get to form three, the content is within their grasp and teaching gets easier. As a teacher to avoid making mistakes, it takes me back to research and you have to go back to learning the aspects of style by critically analyzing the texts that you read then go to class and teach what you have learnt. (SC2)

As observed, it is notable that the teachers focused more on what would be called the low order skills of reading than on assisting the learners to gain proficiency across a range of relevant interactions during reading also referred to as the high order reading skills. This could however, again be attributed to the need to bear in mind what is likely to be tested in the exams which emphasize formal aspects of stylistic devices and characterization over reading proficiency.

Although the above arguments by SA1 and SC2 suggest ‘reading for exams’, they believe that the curriculum and syllabus demands affect the classroom practices that helps in raising the learners’ awareness of English as a language rather than just a subject and further develops their reading skills in the classroom and outside as well. They also mentioned teacher personal learning and reading resulting from the need to frequently read the changing set books. SA1 noted that a teacher of English has an experience with different reading texts and at times brings in a level of mix up that might make it difficult for the learners too.

All the teachers I interviewed had schemes of work with a few having lesson plans. The schemes of work and lesson plans I analyzed, did not have specific objectives touching on learners acquiring reading competency. The analysis was based on topics like

identification of learner's reading problems in silent reading and speed reading that would enhance reading learner reading proficiency. The objectives read:

- By the end of the lesson, the learner should be able to read at the required speed
- By the end of the lesson the learner should be able to read the given text
- By the end of the lesson the learner should be able to read and give correct answers to the comprehension questions.

From the document analysis, in objective (i) the teacher wants the learners to read at the required speed which is not quite enriching. The teacher could instead have specified the number of words the learner was expected to read per minute and paired them to see if they could time one another and monitor the reading activities. For objective (ii) the teacher could task the learner with reading the text with a specific task such as recall for specific issues in the passage. For objective (iii) the teacher could have tasked the learners with specific comprehension tasks like application of the text to their daily life events. These objectives were from a given learner's course book on summary writing.

From the interviews, it further emerged that reading as content in ELT ,was to an extent not part of the content taught during training at college and that this made it quite difficult for the novice teachers. The syllabus has very many concepts of reading which seemed to have some inconsistencies with the content taught during training. For example SB1 who was newly employed to teach English, said:

At the university English is divided into so many units which are really not taught at secondary school. Instead, what is taught are components of the same and this has made it quite difficult to plan to teach reading especially that at this level we have to apply our knowledge of the theories. What we learn at the university is so inconsistent with the syllabus here in schools; so we have to think of relating them when we are planning for reading lessons. (SB1)

While training is intended to afford teachers an advanced insight into the theoretical principles that inform practice, the key point is that in the classroom situation teachers found themselves in a situation where they had to plan to teach reading with unfamiliar content and therefore had to spend time reading the subject matter in order to be able to teach it competently.

Perhaps, the most interesting thing with planning as further noted by teacher SB2 is that the teacher has to write schemes of work and lesson plans by writing the exact topics they intend to teach during the term as stipulated in the syllabus which is the guide to any planning .

4.2.6 Lesson plans as a planning tool in reading pedagogy

Overall, teachers of English and of all other subjects in Kenyan secondary schools are required to plan by making their schemes of work and lesson plans. In ELT, the schemes of work are supposed to show the specific lesson topics, specific lesson objectives, teaching and learning activities, teaching and learning resources and references for each intended lesson. Secondly, for every lesson the teacher has to prepare a lesson plan which is derived from the schemes of work but with more details on the lesson introduction, development and conclusion and the exact activities the teacher and the learners will be doing during the lesson and for how long.

One divergent voice in the findings regarding this aspect of teacher competency on planning for reading was that most of the teachers did not consider preparation of lesson plans as an important component of their competencies in reading pedagogy. As they got more involved in teaching, though, most of them know that they are necessary despite the fact that they only prepared them for filing for their performance appraisal. Despite them knowing that this kind of planning was essential to content delivery, the

teachers realized that they times need to make adjustments because there are some topics that can be broken down into several sub -topics. This, they believe is in line with the day to day realities of pedagogy. However, one teacher SF2 indicated that she did not find the lesson plans necessary. She stated that there were several factors that dictated what she would decide to do during reading lessons which made it difficult to follow the schemes of work as planned. She explained as follows:

I do not find lesson plans and schemes of work necessary- you might find that in my planning, I might have indicated that I will use group discussions but when I go to class, I don't use them. Or at times I have to change the techniques and approaches based on the content and this definitely changes my T/L materials and activities to suit the lesson which definitely deviates from the lesson plan. (SF2)

Similarly, another teacher SE1 stated that she found lesson plans unnecessary and consequently stopped writing them after filling in one or two for appraisal purposes. She indicated that she saw no difference between teaching using lesson plans and teaching without them. She thought that lesson plans were only necessary when one was joining teaching as a novice teacher but once a teacher had made them for some time, they became an unnecessary burden. One of the reasons she felt like that was because the 'older' teachers in her school did not make lesson plans since they felt they were grounded in their pedagogical approaches and content knowledge. She explained this in the excerpt below:

Lesson plans are just cumbersome; it is too much paper work especially that you have to make them for every lesson. If you already have the schemes of work do you really need the lesson plans? The fact that you already have the schemes of work and in your head you know the lesson is forty minutes; you will program yourself on how to conduct the lesson. You really do not have to put it down on paper breaking it down into minutes for every activity. So, I really do not make them save for the ones that are filed for TPAD. I stopped making them when I knew I had already mastered the content and would teach without making reference to a lesson plan. I used to plan for every minute in my lessons but I realized that over time, I got some knowledge on planning within my head for the lesson (SE1)

The views of these two teachers, SE1 and SF2 that lesson plans were not necessary respectively, suggest that there was need for discussions on the role of the documents in planning to teach. For example, SF2 might have considered the schemes of work as a firm entity that was supposed to be followed to the letter, hence when she realized she had to make adjustments, in her view, which rendered the schemes of work and lesson plans unnecessary. On the other hand, the teachers' views could have been influenced by the practice of the 'more experienced teachers'. For example, SE1 did not deny that the lesson plans were important; the main reason she stopped preparing them was because they were cumbersome and the 'older' teachers did not make them. Despite the challenges reported, all teachers felt that they planned more accurately for the forty minutes they had for each lesson and were more systematic in planning different aspects of a topic as SF1 reported:

I cannot make a good judge of myself and proclaim I am a good teacher but from my point of view, I can say that over time I have made lesson plans and worked on time management. Initially, I would not handle content within the expected time but over time, I have learnt to plan on topics and handle the content adequately within the stipulated time. When teaching reading for vocabulary, I usually plan to have the learners hold word games which help in building their word knowledge and at the end of the lesson they are able to give meanings of words as used in the context as stated in the lesson objectives. (SF1)

Interviews with the teachers also indicated a general view that over time, they really did not need the lesson plans once the schemes of work was ready and that as time went on they developed the skill of teaching within the given time limit. They pointed out that with time their planning for lessons had improved and they have shown better teaching even without the lesson plans. Their general view was that planning for reading lessons was key and that over time there was improvement in timing of content to fit within the lessons prepared for more precise and detailed activities that as observed, were enjoyed more. However, as I analyzed the lesson plans for the lessons

observed, I realized that they were quite similar only that the topic and sub- topic changed throughout the term. They confirmed this and said that there really was no time to write many lesson plans and this, apparently cut across almost all teachers. SB1 on analysis of her documents had this to say when I made an inquiry about it:

I am always so busy either marking or in class and there's therefore no time to really sit down and make lesson plans for all lessons, the reason for this replication as you have seen. At times, we all in the department just rewrite one plan but for different topics. (SBDOC 1)

Teachers' competencies are of importance to their successful planning for reading pedagogy and in their overall pedagogical content knowledge and reasoning. Teachers are thinkers who effectively deconstruct the curriculum into smaller bits that are relevant to their learners. These beliefs also influence the way they select content and decide on the sequence they adopt to effectively teach reading to their learners. Thus, these skills in content selection and organization are what effectively help the teacher in implementing the curriculum in terms of planning, methodology, resources, techniques and evaluation procedures. It was thus concluded that schemes of work, lesson plans, the syllabus and approved text books are some of the documents used by teachers during planning for reading pedagogy. Lesson notes and records of work as professional documents did not feature in the teachers documents despite being part of the planning process as stipulated by TSC. Next, I presented data on the teachers' competencies on development and utilization of reading materials.

4.3 Teachers' Competencies in Developing and Utilizing Materials for Reading Pedagogy

The study investigated the role played by commonly used teaching and learning materials to enhance the development of teachers' pedagogical competencies in reading, selection modalities and frequency of use by the teacher during reading pedagogy. In terms of teaching and learning materials, it emerged that teachers made

very minimal effort at development and utilization of authentic communicative reading materials.

4.3.1 Teachers' competencies in Selection of reading materials

The teachers were asked how they selected the reading materials used in the teaching of reading. Most teachers interviewed reported that they used resource materials which were available in school and which appealed to their learners. These included text books, newspaper excerpts, magazines, and pictorial story illustrations.

Responses from the interviews revealed that majority of the teachers seemed to agree that there was need to embrace variety of resources to teach reading with the exception of two out of the 32 who were quite honest and said that their schools did not have the resources and with the syllabus demands, they did not have the luxury of looking for reading materials elsewhere. One interesting response from teacher SK1 also explained that it was critical for learner involvement in the selection of reading materials. The selection of relevant and recommended books was given top priority and followed closely by selection and use of other supplementary materials in the teaching of English language as a subject.

Most teachers during the interviews revealed that they only used the recommended course books and seemed to agree that the selected materials were effective in developing learner reading skills. The selection and use of other supplementary books seemed to be for a few schools which were seen to have the resources. There was similarity in the responses from the interviews as most of the teachers agreed on the fact that for effective teaching of reading, the selection and use of a variety of materials and the effectiveness of the selected materials was crucial to making reading lessons interesting and memorable for learners and definitely an interesting task for the teacher.

This suggests that teachers had confidence that the materials they chose were effective in developing reading proficiency among learners as the teacher will be able to deliver the content with ease exuding the needed competencies in selection of material.

However, teacher SK1 expressed concern that as long as the learners were not involved in the development and selection of reading resources, the teaching of reading would still be problematic as the learners would be engaging with texts and activities they do not enjoy; killing the essence of reading for enjoyment. This was an interesting response as it clearly indicated that teachers hardly sought learners' input in the selection and development of teaching and learning resources. This corroborates with some of the responses under planning for reading lessons where some teachers had observed that there was need to make the reading process an active process rather than a passive one as it currently was in the ordinary classroom. This response further depicts that development and improvisation of materials within the learners' environment was under-utilized by teachers.

SK1 who is considered a veteran teacher and has been teaching for over 20 years during her interview revealed that for the more than twenty years she has taught in a public school and in that particular school she is in currently which is a high end private school and well equipped, she believes it has given her a different perspective to teaching reading unlike the first seven years in which she taught at a public school. She holds a B.Ed Arts degree and an M.Ed in English Language Education, with certification to teach from TSC. The majority of her experience she explained is with form one and two which are considered a critical level for English language learning at high school. This is also the level in which the interviews and observations took place.

From my observations, all the eight teachers used three resource materials: newspaper excerpts, class text books and class readers. This made it quite obvious that despite the strains in resources, there was an attempt by the teachers to use varied resources for the reading materials. Particularly, one classroom observation stood out when I went to school SK where I observed a class library lesson. The following excerpt explains my observation:

As I entered the classroom with SK1, I noticed an accumulation of books, newspapers, magazines and other reading materials. There is an abundance of books on the shelves and the tables. The physical arrangement of the room was well set up for small group and large group instruction. Opposite the teacher's desk was another table for small group reading. This table also had materials on it: magazines, newspapers, novels and other reading materials. The students' desks were set up in five groups of six desks in a row. There were also informational posters such as the Sound Charts with the phonetic transcriptions of different sounds and a student Word Wall for students to make reference. In the back of the classroom there was a small classroom library. A group of five students were reading excerpts on tablets provided by the teacher. It looked cosy and inviting, a place where students could read comfortably (SOBK1)

Teacher SK1 in her interview further explained to me in the excerpt below that:

When I first joined this school from a public school, it was an all-new and mesmerizing sight since where I had come from; we never had the time or even opportunity to make the class that conducive. Instead, we would just go to class with the course book and read the passages in it. The professional development of guided reading in this school has been quite helpful and illuminative to my teaching career in English and I can gladly say I love reading lessons which I have allocated two lessons in a week. Because I started teaching when, you know, you taught the same thing to everyone in the same way. If you got it, you got it. If you didn't ... (teacher shrugging her shoulders) it is unfortunate no one will bother with you. It is hard when you have taught for a long time. But groups are fluid and change throughout the years; it was a new concept that students are instructed at their own level which has really helped me handle reading. I balked at it at first, I couldn't grasp it once but I embraced it and I think that has been one of the most beneficial aspects in my reading pedagogy experiences. (SK1).

4.3.2 Teachers' competencies in development and utilization of reading materials

During the interviews I asked teachers how frequently they used the selected reading materials. It was notable that on the development of reading materials, most teachers of English did not embrace the use of technology except for SK1 and SK2 who used technology (computers and projectors) better during their lessons. This therefore revealed that the availability of adequate resources in a school and the number of students in a classroom was a clear indicator that enabled teachers to embrace the use of technology in the classroom. This observation revealed that teachers who had exposure through training on ICT had an advantage in utilizing the many gadgets and were making their lessons more interesting, easier and much more fun for all participants, more motivating and more enjoyable.

Further, analysis of the schemes of work and lesson plans to establish the selection, improvisation and utilization of reading materials revealed the fact that most teachers had indicated the use of technology but in actual sense only two teachers out of the 32 had used them during their lessons which coincidentally was done during a combined double lesson. The schemes of work as were derived their content from the syllabus which has ICT integration in teaching as an integral resource material. The syllabus on its part indicates the level of usage of technology at a particular level with expectations that it should not just enhance learning but improve the teaching process. Results from analysis of the lesson plans derived from the schemes of work revealed that all the teachers interviewed frequently used the recommended KICD text books to prepare for their teaching of reading.

However, lesson observations in some schools which seemed to lack reading resources and with very high student populations revealed that specific textbooks on reading were rarely available in the classrooms and if available, were inadequate and had to be shared

between 4-6 learners. Learners in these schools relied heavily on instructions from the teachers. In addition, there was very limited use of other learning materials such as newspapers and magazines.

On the utilization of reading materials, most of the teachers also noted that there is no reading culture in most of the schools and therefore, teaching of reading in itself is a hard task as there are inadequate materials. SB2 said that in her school there were not even newspapers which can help her learners improve on their reading skills to build on their vocabulary and inference skills. She further said that the school administration is bound by ministry regulations not to ask learners to buy books so it was basically upon her to look for the materials to use. She explained this in the excerpt below:

Being a day school, things are even thicker since learners come to school when they wish and monitoring their progress in reading is not easy. Without a proper reading culture it is quite difficult on my side as some learners want to be pushed. This seriously impacts on my teaching and is thus quite discouraging. (SB2)

SA1 on the other hand noted that there were no reading materials in his school to teach reading and this narrowed his scope when teaching. He narrated his experience as not being quite interesting when teaching reading since the school he is in could not really afford the needed resources. Notably, from the observations, the learners also seemed to lack the enthusiasm to read and appeared to really want the lesson to end. Creativity on this he said was not his priority as the learners could not even bring material when asked to and that without the school administration support, he did not see the need to stress himself getting material yet no one would even appreciate the efforts he put in; a view held by SG2 too who said:

I just go for the comprehension texts in the course book and do intensive reading with learners on the selected text books. On this, I am bound and I do not see the need to widen my scope since majority of the learners will never buy the books I may see as supplementary to the stipulated texts. Maybe the government ought to give schools an opportunity to decide on the course book to use as this may just make

a difference in my teaching. I always try to give pre-reading tasks especially on the contemporary issues in the syllabus to give learners an opportunity to express their views on the issue before going to the actual reading of the text. We discuss the contemporary issues too. (SG1)

His sentiments were similar to SA1 as explained to me in the excerpt below:

Since majority of my learners are struggling readers, I basically go for loud reading in the classroom then give them written exercises from the read text. When I do not want to task them with heavier work load on reading I simply handle recall skills and abilities among the learners. There are times however, that I engage them in integrated skills and application especially when teaching the set books. (SA1)

SA2 on the other hand noted that the development and utilization of reading material is quite tricky and challenging due to the fact that learners need to use the approved course book which guides on the activities and resources to be utilized in the class during the lesson and of course adhere to the syllabus. He said that he only uses the recommended texts which are brought by the government and a few learners whose parents understand the situation. The teacher was honest enough to report that he uses only the textbooks and this seemed to agree with SD2 who also reported that in their school they used the text books and set books though at times they got some supplementary reference books to use from publishers during their visits. Actually, this is what was revealed in the observed lessons and the documents analyzed too.

There is not much I can do to change what the syllabus dictates. The only different thing I majorly do is use the set books as class readers to keep learners busy especially when I am away from school and when the weather is not quite favourable in the classrooms. I believe there is need to really re-look the way reading is organized in the course book and give room for the teacher to independently select texts especially on the contemporary issues as stipulated in the syllabus. It would be prudent to let teachers engage learners in selection of these texts since not all learners may be exposed to issues addressed in the selected books (SA2)

SB1 confirmed that she uses the approved texts and at times newspapers which she brings from her house once in a while since the school does not provide any for the languages department. However, most learners did not take this seriously and that it

deterred her psyche since she felt quite demotivated when learners do not treat reading lessons with the seriousness it deserves. As a teacher who embraces integration, she revealed that she always tries to make reading lessons interesting by engaging them in using oral skills material specifically from Spot on Oral Skills and Spot on Comprehension.

For example, SA1 said that learners in her school were from perceived poor backgrounds in English language use especially that their primary school exposure was limited in terms of resources. They seemed to be exposed to the fact that you really do not need to read since the answers will always be in the comprehension passage. She said:

Some cannot read and as teachers, we therefore just look out at achieving set targets and teach towards grades that will make us appear as working diligently. Honestly (laughing) I can never trust my learners to read alone especially that the set books are a must at form three and four since they are examinable. There is a lack of interest in reading and as a teacher I believe I contribute largely to this attitude. I therefore engage in guided reading in the class. The school lacks a reading culture and no matter the circumstances I cannot force the learners to read since this is a day school and I have no control of the learners outside the school context. (SA1)

This view by SA1 was reiterated by SB2 who noted with concern that:

These texts I use to supplement the approved course books gives me an opportunity to clearly outline what exactly I am teaching but with the learners involvement through role playing. I even engage my learners in discussions especially the contemporary issues that arise in the comprehension passages. I think a change in the presentation of reading in the syllabus may just make it more interesting to reach. Like, if for example the set books are introduced at form one instead of form three, the learners may just be forced to read and thus develop more reading sub-skills such as vocabulary. Most learners read to cram so that they can write compositions which are a very bad way of using the resources (SB1).

SB2 further noted that there is a lack of variety in reading materials and in most cases he just used the approved course book and that because of this, it is very difficult to teach variety in vocabulary as learners just engage with the text they have in class.

There are times though that I have to look for past papers and lift passages from there for variety but in the case of administrative purposes, it gets difficult since money is involved and having to wait for long procurement processes makes it a boring wait. Without books teaching of reading is near impossible. In spite of all these, there are the approved texts which I use to teach as it breaks down the content into units and I have to teach with or without the other resource materials

One thing I have embraced that has really kept me going when teaching reading is that I engage my learners in class library lessons. I ask them to bring books, magazines and old newspapers from home and over time this has really supported my lessons. (SB2)

Most teachers interviewed seemed to be in agreement that reading in the syllabus due to integration, had an advantage because some aspects of literature can be integrated in teaching English ; for instance, using rhyme to teach phonetics. In this case, the school determines much of how the teacher handles integration especially that the reading culture and attitudes hamper the adequate teaching of reading. One teacher shared her sentiments and said:

I find myself in limbo at times because the learners themselves see the process of reading as a total punishment and only consider it when the exams are about to begin. Reading in the syllabus is quite a challenge to handle but at the same time quite interesting because of integration. Time allocated to English as a subject is OK but there is need to give reading more time based on the fact that reading has at least two lessons in a week. (SC1)

Integration, as SF1 believes does not give teachers adequate time to handle all the reading sub- skills but at the same time poses challenges since picking the concepts and materials to use in teaching reading is not easy. The excerpt below captures the sentiments:

In as much as the syllabus is clear on what to teach, reading as a skill has always been seen to be synonymous with comprehension reading in the classroom. It is therefore important for me as a teacher to ensure that I pick on content that will clearly guide the learners in passing their exams. This I do by ensuring I go through past papers to see the recurrent areas in national exams. With this I am able to

clearly guide learners on aspects such as pronunciation, comprehension reading for recall, synthesis and inference and also note making and summary writing. I believe more time could be dedicated to reading if I am to meet the target of ensuring I handle all the sub skills of reading adequately (SF1)

SC2 during the interview revealed that reading materials provided in the syllabus are OK but the passages tend to be short. There is the belief that learners need lengthy reading materials to help infuse all the reading sub- skills. There is good infusion of contemporary issues and integration of literary content. The excerpt below captures the voice thus:

I use the materials provided in the approved text but once in a while he got excerpts from newspapers to help learners be averse with the daily happenings in the country in addition to the contemporary issues covered in the course book comprehension texts. There is an inadequacy in instructional material for reading and this demotivates the teacher since learners do not show an interest in reading. This makes their performance quite low as a teacher's demotivation has a ripple effect on their performance during teaching. (SC2)

Overall, for materials development and utilization, SK1 and SK 2 used word games the most for word building and dictation by the learners as others wrote. They also used levelled readers which the learners brought from home as class readers. The classes had a collection of levelled readers from a variety of publishers. SK1 noted that when students are reading higher level books such as the set books used in form three and four; she borrowed them from the higher grades. She utilized the scope and sequence in the departmental teaching plan that the teachers had agreed to go by and were currently implementing. She also revealed that she used learners' composition books for reading fluency practice. She even talked about assessments as one of the materials she frequently used for effective teaching of reading. She believes it is a combination of informal and formal assessments in the classroom after every lesson that help her hone in on the skills her students need development in and what they are already good in.

In summary, there was a high level of confidence in the selection and utilization of a variety of relevant and recommended course books together with supplementary materials in the teaching of reading. The teacher's attempt to effectively develop learners reading skills during teaching was highly appreciated. However, in terms of teaching and learning materials, teachers made very minimal effort at development and utilization of authentic communicative reading materials at the classroom level during reading pedagogy.

4.4 Teachers' Competencies in Pedagogical Approaches and Assessment in Reading Pedagogy

The study investigated the actual teaching approaches and assessment strategies used by teachers to evaluate and develop learner reading skills and improvement on the teaching process itself. Findings from interviews, observations, and documents revealed classroom teaching and assessment of reading demonstrated over-reliance on the question and answer technique and ignored other participatory approaches such as, pair work, group discussion and task based reading. This relationship is the foundation from which the reading process can develop and high level teaching and assessment made possible. Notably, teachers were not able to adequately integrate various teaching methods such as discussion, explanation and group work in their reading lessons.

4.4.1 Competency in pedagogical approaches in reading pedagogy

The teaching methodology chosen by the teachers as observed from the schemes of work and lesson plans were majorly three: discussion, explanation and question and answer of which, explanation was quite teacher centered and did not give learners an opportunity to adequately interact with the text. The teacher centered method seemed to benefit the passive learners who most of the time did not actively take part in the loud reading activities. The teachers in an attempt to engage all learners tried to vary

the approaches to take care of each and every learner's needs. This, however seemed to have an impact on the quality of teaching as there was over reliance on one approach which made it quite imbalanced for the learners. The effect of this as noted was due to a lack of commitment by the teachers to embrace the approaches planned for since they tended to look for an easier way out. This is evident in some of the responses below:

One teacher SB1 during the interview said:

Most of the time, I tell my students to read the text loudly in the class as a group then silently. Then they answer comprehension questions as I guide them. I tell students to read silently or at times one student reads aloud as others read silently. We answer a few comprehension questions orally in class, and then I give them the remaining questions as assignment to do in their exercise books and then I mark (SB1).

The teacher seemed to hold onto the belief that this reading approach was appropriate for teaching reading. The reading approach however as observed, seems to confine the objectives of teaching reading to training in reading comprehension with emphasis on vocabulary control in texts.

Another teacher SF2 said that when teaching reading, she often let her students read silently. Though at times all of them would read aloud in turns as a whole class after which they answer comprehension questions. She revealed that she also asks questions on grammar and punctuation from the texts read and this she believes relates to the above response. SE1 on the other hand said that when teaching reading, she asked her students to read the reading material silently and at times she would tell them to read in turns. Afterwards they would answer the comprehension questions. As observed, she went ahead to use the text to revisit grammatical items taught earlier in the unit. She said integration of all the language skills is very important at all times in any reading lesson. Sometimes, though, as she revealed in the excerpt below:

I use it to teach or revise punctuation and grammar items. I then give students a writing task based on a reading skill learnt earlier. This

has really helped me with integration since none of the skills can be divorced from the other. (SF2)

The extract reveals that the teacher uses an integrative approach to language teaching which Richards and Rodgers (2014) refer to as the whole language approach. The approach as observed integrates all the four skills of language: reading, writing, speaking and listening. It is referred to as the whole language approach because all other items of language that may not necessarily fall under the major language skills and specifically reading for this study such as grammar and punctuation are also taught during the integration of the skills. Most teachers used the integrated approach to language teaching including SA1, SK1 and SK2 who had stood out in terms of the classroom presentation and utilization of reading materials.

SJ1 on the other hand also seemed to hold onto the fact that the teaching of reading should reflect how the evaluation of the skill is done ultimately. Students he says should use the same reading text to answer some comprehension questions, explain grammatical items, explain the contextual meaning of words, and do writing exercises like writing notes or summarizing a section of the text. This is also based on the revelation that the integrated language teaching approach was predominant in all classrooms during reading instruction as observed. He said in one of his responses thus:

As a teacher of English, there is need for me to integrate all items of language when teaching, all the other skills can be taught using reading materials and activities such as dramatizing, discussion, role play, debates and hot seating done within the lesson. The only issue I have is the time allocation which adversely interferes with my planning (SJ1).

The strategies mentioned fall under the communicative language teaching approach. The teaching of English language is designed to use activities students will engage in to sustain communication or a conversation. The instruction based on writing tasks can be referred to as task-based learning which are drawn from the reading tasks that have

already been done. Learners he believes are meant to learn certain items through performing language tasks.

I also established the teachers' competencies about the approaches they used while instructing reading. Responses here were varied with most participants explaining how they teach instead of mentioning the specific approaches they used in teaching reading. Notably, most teachers were able to integrate various teaching methods in the teaching of reading. They used the lecture method, explanation, question and answer method and discussions.

The findings in this study revealed that some of the teachers especially SK1 and SK2 believed that instruction should be individualized to attend to each student's unique needs. The small groups some had in the classrooms during reading lessons were made up of 10-12 students, which is bigger than a traditional small group of which is made up of six to eight students as SK2 revealed. This teacher, who apparently is in a school that is well equipped with the needed reading resources asserted that when teaching reading, she ensures to adhere to the needs of the students and not to groups of students. Reading groups as I observed in her lesson were created so that students fall into a high, middle, and low group - usually creating three reading groups within the class. Then the teacher instructs the group, often times not really meeting all the needs of the students in the group. More often than not, students in a classroom have a variety of needs – that range is much bigger than just three instructional levels which I noted in this particular lesson which I observed for a whole 80minutes (double lesson- my italics).

However, due to time constraints with just six lessons on the timetable, limited materials, or sheer number of students, a teacher may not be able to meet with more

than the three groups. The two teachers in this school - SK1 and SK2 were in agreement that if they had more time, they would have created as many groups as the students' needs dictated. SK1 had six instructional groups. In addition, she took students in more than one group to optimize instructional time. Managing students in more than one group is unique to this study and can be correlated with effective competence in reading pedagogy.

In the classroom observations in school SK, instructional support was provided either by a student leading the others in peer teaching and assessment or just the teacher alone. A task which SK1 and SK2 felt was quite overbearing and tasking especially that the time they had was limited. The instructional support was provided during each teacher's reading block of time which they said was a maximum of two lessons out of the six they had in a week. SK1 explained during her interview that:

The instructional support by teachers and the student group leaders needs to undergo adequate preparations before the reading lessons as planned by the teacher; however, some of these students are still working on some of their basic reading skills such as phonemic awareness since some learners transited from primary schools without the adequate basic reading skill of phonemic awareness and that due to the 100% transition policy by the government, some parents who can afford private schools dump them here for us to struggle with. It is quite challenging but as a teacher I have no choice to teach them to the best of my ability despite the fact that some of these learners are quite weak and can barely read. They seem to be here because the parents can afford to educate them no matter the grades (SK1)

SE1, SJ1 and SP2 seemed to be in agreement with SK1 and SK2 that teachers needed to embrace identified utilizing support in their classroom as a successful strategy. These additional support through peer teaching and group work, although not by teachers themselves, made an enormous difference in the efficiency in the way the reading time frame was utilized. These teachers as observed, overall, value instructional support in their classroom.

Another participant SH1 who seemed quite reserved and rigid in giving information, presumably because he was still quite new in the profession (*He had just taught for five months having been employed early in the year- my italics*). When interviewed he said:

I developed my pedagogical skills for reading through the teacher education program and teaching practice I undertook at the university. Specifically, the course that deals with pedagogy called special methods in teaching English and Literature. Besides how to teach other language skills, teaching and learning activities that can be used to instruct reading were comprehensively covered by the concerned lecturer (SH1).

The participant further acknowledges the pivotal role of English Language Teacher Educators (ELTE) in equipping English language teacher trainees with pedagogical skills on how to teach the different skills of English Language. He revealed that he had acquired his teaching skills through the teaching practice he went through for a whole semester before graduating from college.

SA1 on the other hand seemed to hold a contradictory view and said that as a teacher she believed there was a lack of seriousness among the teachers of English and the needed rigor in teaching reading and maybe, the government should just rethink teacher training for efficient delivery in reading as a skill.

The other day I heard a learner say, si lazima nisome hii book...inanipa tu pressure mob ya bure. Huyu mwalimu si pia asome halafu atupe notes(it is not a must that I read this book...as it puts me under unnecessary pressure. Why can't this teacher just read and give us notes). As a teacher I believe there's the lack of preparedness in teaching reading especially with the integrated syllabus which makes reading to appear just as a sub- skill. Reading at this level is majorly looked at in terms of comprehension which should not be the case. English is a service subject as all other subjects except Kiswahili are taught in English and this only means that all learners must just read. Maybe the TSC should even interview teachers on their reading skills to ensure they get into the classroom with a mastery of the pedagogical approaches needed to teach the skill. Otherwise, we are still far away from achieving the objectives of teaching reading (SA1)

SC2 on the other hand seemed to hold an even more divergent view with regards to the teaching of reading. He explains that in the excerpt below:

Honestly....what exactly do you want me to say on this matter of reading? Hawa watu wanatusumbua na hii story ya reading. Mtoto akikuja hapa hajui kusoma and there is very little I can do since at primary, they should be able to acquire the basic reading skills. Sasa tunapewa vitisho yet the mistake come all the way from lower primary where they are taught to answer questions without reading the text to understand. Maybe the government should try and find a way of working on the basics before forcing the large number of people who cannot read anything on us. We cannot help these language incapacitated learners. Si rahisi (not easy-laughing and shaking his head). (SC1)

Notably, the fastest and easiest way out for most of the teachers as observed from the lessons is always giving an explanation through the lecture method which is quite tricky as it favours the teacher on how to handle the content. They seem to agree that, it is not easy to teach reading and therefore most of them just go for the common way of asking oral questions expecting choral and individual answers, discussion after reading a comprehension text, use charts though rarely for vocabulary as per the topics in the text. They also use class examples and demonstration with students.

Group work works for me at times but it gets quite tricky when learners have a poor understanding of a concept especially the set texts. (SD2)

Similarly, SB1 on the other hand revealed that she used the question and answer method frequently though, at times with an infusion of discussion then giving the learners an opportunity to discuss and answer questions. She said that after the discussions she explained the concept to the learners once they have finished class discussions or group discussions. However, due to time constraints, she explained that varying the methods and approaches was an uphill task. Techniques such as discussions are challenging when teaching reading since some learners have a problem in contributing. They do not have a mastery of the language and with the large numbers we have in our classes, it is difficult for all to participate equally and adequately.

It is not easy for me as a teacher to have a one on one interaction with my learners and therefore remediating some reading problems is near impossible. It poses such a challenge to use variety as the books are few; there is basically very limited time to infuse this variety when teaching. (SB1)

In such contexts, SB2 revealed that the most common way of teaching reading he used was reading comprehension support but noted that there is need to embrace more like the linguistic and multi-sensory approaches. This he said would help in infusing variety such that by the time the learner moves to the next level they are competent in terms of fluency. The language experience learners have will give them an opportunity to adequately relate to texts and give the needed interpretations.

With just one lesson per week, I really have to think of ways through which my learners can grasp the skill adequately. There are learners who come to the classroom with reading problems and as a teacher it is prudent that I embrace them with oral problems they exude. When planning for instruction it is therefore important that I consider these oral language comprehension problems among my learners and embrace methods and techniques that will help all the learners and give them an opportunity to learn. No single method will be effective for all students and there is need to embrace a variety of methods. As I teacher I believe I need a repertoire of instructional methods to succeed. Often, with the little resource material I have, I systematically combine and modify the methods in order to meet individual learner needs. The most common approach I apply is ensuring that my learners are able to identify words as a whole and clearly relate them to the contexts. (SB2)

These sentiments were shared by SC1 who noted that:

As a teacher it is important that I involve teaching that gives learners an opportunity to play a participatory role. The teacher needs to guide the learners by being the facilitator during the activity. Otherwise, if we do everything, the learner will still leave school without the needed reading competencies and therefore just be like any other that has been through a school to get the basics and papers. Anyway, who employs such an incompetent person ... (Shaking the head). Honestly, if I am the employer, I can't take the risk! (SC1).

Most teachers interviewed did not remember how they themselves learned to read, nor could they pinpoint when they learned how to read. However, they all somehow recalled participating in group discussions to go through the set books but without any

one really telling them how to read and go through the process of understanding and comprehending a text. All of the participants had some professional development in the area of reading, specifically on a unit they did at university during training. Most of them seem to agree that guided reading is key to effective reading pedagogy. Accordingly, professional development among teachers was identified to produce significantly higher reading achievements and improves the instructional practices of teachers.

Two teachers SK1 and SK2 spoke of involvement in professional learning communities such as in-service training and language workshops which they said have helped them in acquiring more advanced and modern skills of teaching reading. This, they say has really helped their classroom teaching methods and approaches and are quite grateful for their institutional leadership. As observed during their library reading lessons, where they engaged their learners in the guided reading process and peer teaching, the teachers were highly responsive to the student's needs and provided direct feedback and instruction during the process. The guided reading strategy proved to be a successful strategy in the classrooms in school SK as observed with these two teachers. Eight lesson plans were collected and analyzed to get information on each teacher's practice of reading. Each lesson plan reflected one day of teaching a chosen reading content.

The observations and documents revealed most lessons used the literacy methods while SD1 and SH2 used the whole language approach. As the literature reveals best practice is a combination of both methods for teaching reading. SK1 seemed to prefer using guided reading instruction and noted that guided reading instruction did have a phonics component incorporated. However, there were some lessons observed that were strictly phonics based especially the schools that supposedly had learners whose entry behavior

was with marks below 200 at KCPE. Notably, there was an overlap in the phonics and guided reading methods of instruction in some of the lessons that were observed.

It also emerged from my observations that most teachers of English do not only rely on initial teacher education knowledge to make instructional decisions, yet, they also acquire pedagogical knowledge over time which shapes how they think and influence classroom practice through collaborative teaching with colleagues. Given that emphasis is on better performance meaning scoring more marks in the specific language skill of interest, teachers prefer to learn from other teachers whose students perform better than theirs.

Closely related to collaboration, another teacher, SK1 revealed that she developed her pedagogical knowledge and skills about teaching reading through bench marking with other teachers from various schools which she believed performed better in English as a whole in the joint exams and national exams.

When results for external exams and national exams are released, as a department, we analyze them and check the ranking of schools. We particularly identify schools that have performed well in English then we request the management to go there to find out what they do to realize the good performance. We keenly check the strategies teachers use in such schools to teach the four languages skills, speaking, listening reading and writing. We also keenly check the strategies they use to teach grammar and punctuation. (SK1)

This means that teachers often rate schools in terms of best practicing and otherwise. The danger with this as she revealed though, is that many other factors within the school environment may be contributing to the best practices including teacher motivation. Best practice may not necessarily fit the bench marking school. However, one cannot rule out that knowledge about performing certain tasks, English Language Teaching skills not exempted can be acquired through bench marking.

Other teachers, SB1 and SG2 from their interviews responded by saying that they developed pedagogical knowledge and skills about the instruction of reading through English Language Teachers' workshops and seminars on the implementation of the integrated English syllabus and assessment. They revealed that very little on pedagogy was addressed in these forums.

I have always attended workshops about the implementation of the teaching of English organized by National Educational Services, Jomo Kenyatta Foundation and Moran publishers and this has equipped me with skills on how to integrate the four language skills (reading, speaking, listening and writing) while teaching. We are told that no skill should be taught in isolation and that a teacher should always look for ways of integrating them (SG2)

The response of the teachers reveals that the goal of the ELT and examination implementation workshops was mainly to train teachers about the language teaching approaches to be used during the implementation of the syllabus and how to integrate the four major language skills including reading in examinations. Most participants said that they acquired the pedagogical knowledge about teaching reading from books written by the KICD or from books they recommended as outlined in the orange book or provided as teachers' guide books. One teacher commented in the excerpt below:

The preamble section of course books offers a good guide on how to teach different language skills including reading skills. The teachers' guide books provide a comprehensive guide on how to handle all language skills, even reading skills. I rely on the notes provided in this section majorly but over time I have mastered the art of knowing what to do and how to do it when teaching reading with integration in mind (SA1).

During the interviews, majority of the teachers also complained about time based on the workload and involvement in other activities in the school. This they said interfered with their preparation for the lessons and ultimately their teaching in the classroom. I also observed that some teachers had a load of 20 lessons and above and that they tended to go to class unprepared or partially prepared. Teacher SH1 as I observed picked a book, perused through it presumably looking for what to teach and then went to class

to go through a comprehension passage. The teacher seemed to be under a lot of pressure based on the fact that she has a workload of 28 lessons. Once the passage was read the learners answered questions and they were asked to exchange their books for marking among themselves and then discussed in the class.

She explained to me in the excerpt below what made her do this:

Definitely, this large number of lessons affects my competency as a teacher. I do not have time to prepare and the best I can do is pick the easiest task and give the learners -reading a comprehension passage and answering the questions. Because of this poor preparation even my delivery in class will be very limited so we just discuss the answers and why they are so. Well, I feel this has an effect on my teaching of reading especially that I also do not have the time to read the passages myself (SH1).

Overall most interviews and observations of the planned lessons whose lesson plans were reviewed revealed that most teachers used the whole language approach and the integrated approach based on the fact that they were adhering to the content as stipulated in the syllabus. Rarely, except for four lessons observed was shared reading, independent reading, and vocabulary instruction used to guide the learners during teaching of reading. Most participants used the integrated language teaching approach. Which integrates the four skills of language: Listening, speaking reading and writing. Richards and Rodgers (2014) refer to the integrated language teaching as, 'the whole language approach.' It is a whole language teaching approach because besides the four major language skills, other elements of language such as grammar, punctuation, and vocabulary are taught using the same reading material. No language item or skill is taught in isolation.

4.4.2 Competency in Assessment in reading pedagogy

The study undertook to interrogate strategies used by teachers to evaluate learners and self that would enhance pedagogical competencies in reading. Some of the responses from the interviews, observation and document analysis are presented below.

Evaluation took various forms including exercises given in class as per the regular lessons- both oral and written, continuous assessment tests, midterm exams and end term exams. Considering that the teachers were involved in the setting, invigilation and marking of the tests, I would say that evidently, there is the valuable skill among them in evaluation. Tests are given within the scope of the syllabus and lesson objectives, assignments are within learner abilities, interests and content, feedback to learners is done promptly, teachers involve learners in peer assessment and activities are based on reading as a process and as a product and are in order from easy to difficult. Nevertheless, there were specific aspects of assessment that presented different challenges to the teachers that I present below.

Setting, marking and revision as observed seemed to pose a challenge to the teachers since to begin with, they really do not have the time to sit down and set what they call quality comprehensive papers. Instead, most papers are often lifted from past papers and reading passages directly picked from the student course books. There was a laxity in collaborative evaluation for quality and this seemed to affect the quality of exams the learners were exposed to. I also noted during the observations that the passages were often photocopied from learner text books which made the credibility of the exams an issue.

SA1 on this said that she considers herself to be doing poorly on a scale of 1-10. This is captured in the excerpt below:

I know I am doing so poorly and on a scale of 1-10 I would not even score a 5. (Haha) ...I just give them written exercises from the read text and we mark in class by exchanging of books. Since reading is done with a task in mind, there is need for the teacher to really rethink how to evaluate the learner as scoring everything in a classroom assessment is not evidence of reading proficiency on the learners' side. As a teacher it really exposes my flaws as I am depending on the learner to gauge myself which is a very bad state of affairs in teaching English... (SA1)

Unlike SA1, SD2, SF1 and SJ2 revealed that setting of exams in their departments is often done by the whole team of teachers and they believe this had contributed to their successful teaching of reading. This is because there is collaboration and team work in setting of exams making evaluation of learners on various concepts of reading easy and interesting.

In terms of marking and revision, all the interviews and observations revealed a number of complaints from the teachers who believe there is no time for adequate assessment and revision of the same. Being that reading evaluation is basically on the set books, poetry, oral literature and reading comprehension, the teachers felt that there is always very limited time for revision since that is the time learners raise complaints about marks that are either awarded wrongly or engaging in explanations as to why some answers are not right yet they are in the texts read.

During subsequent interviews, I asked about the teacher experiences with regard to setting, marking and revision of exercises and tests. They revealed that it is a very valuable process which has over time given them an opportunity to closely interact with their learners abilities as they interpreted the marking schemes in some cases based on the learner responses.

I basically give learners work to read individually then ask oral and written questions. There are written tests too which basically just test a small portion of reading which is quite inadequate. This helps me in determining learner fluency. If they respond as expected, I know my set objectives are met. However, more needs to be done as his is not enough. As language teachers, honestly, we need to rethink teaching reading. I believe I am not giving it my all due to poor planning and lack of preparation for effective assessment. On the other hand, I really get to see the interpretations from the learner's points of view being that there may be varied interpretations of a text when they read. At times, I even get some answers from the learners' exam papers which to me is good in helping me expand on the marking scheme contents to avoid being too rigid. (SC2)

On the other hand, SB1 explained that when assessing he gives learners some work then as a teacher he takes the initiative of explaining the content. He then further explained what is not understood to the learners then gives them (learners) an assignment. Notably, he seemed to hold the view, just like the others that it is quite challenging to assess reading at classroom level as learners seem to read for exams with teachers taking this in terms of just concentrating on what is examinable or has been examined over time and is recurrent in past examination papers and supplementary material.

It further emerged from the observations and analysis of examination papers that the most common evaluation method used was giving learners exercises based on comprehension texts read in the classrooms. With the syllabus integration, teachers seemed to use cloze tests/essays for learners to be able to read and fill in all the missing elements within the various contexts of the texts.

With this method of assessment I have often been able to gauge my learners as the passage has randomly omitted words which require the learners to fill in the missing words. This gives me an opportunity to see and understand my learners in terms of word structure, sentence construction and coherence in paragraph reading. This is done alongside other evaluative techniques such as question answer methods either written or oral. With this, I am able to conclude and believe that my learners have understood the text and can thus use the language itself appropriately (SG1).

SP2 and SH1 on the other hand further noted that reading is a critical skill in English language teaching and learning and that it is therefore important for the teacher to have the ability to effectively and systematically use various methods, techniques and approaches to teach and assess in order to meet the needs of all learners. It is also important to teach good reading habits to the learners so that they are able to learn to read. They said that it is not uncommon to observe individual learners with all the pre-reading skills, numerous comprehension skills and simple decoding skills acquired during the learner progression through mechanical reading instruction and assessment.

...because there may be a lack of understanding of the sophisticated decoding skills, reading with fluency becomes difficult and it is the teacher who bears the brunt since you have to go over and over. With this, most teachers end up just teaching what they feel is important like note making and summary writing which apparently are most commonly assessed skills in the national examinations (SP2).

It further emerged that at the end of every reading lesson there was need to assess learners to enhance performance. For instance, SD1 said that a play excerpt can be used by the teacher to give learners an opportunity to try and predict what comes later thus helping them to carry on to the next episodes in plays for variety. However, most teachers revealed that they really do not have the time to assess the learners and even they based on the fact that the aim is always to clear the syllabus to facilitate the school mean score. SD1 explained this thus:

Assessment as it is, is not quite adequate and there is thus the need to infuse more for effective teaching. For a teacher, if teaching reading for the mastery of the sub- skills, I give assessment which reinforces what I have taught to give feedback to the extent at which learners have mastered the content sub-skill and internalized it. There is thus the need to assess based on set parameters and analyze learner performance on the specific content taught. (SD1)

SC2 on the other hand argued that reading is greatly affected by electronic media. He noted that instead of going down to read, learners opt for easier ways out such as Google to get specific information. Most learners look out for easier ways of getting

information instead of sitting down to read. For instance, there are soft copies of set books and their guide books which learners prefer to reading the books and doing their own analysis of the texts. Instead of learners and even the teachers reading newspapers, they prefer to listen to the radio and watch TV or go for the online papers. This has adversely affected reading as a skill which has posed a serious challenge to teaching reading as a whole. We cannot entirely overlook the idea of ‘sheng’ which has over time influenced the way learners speak. It influences negatively especially on loud reading with stress and intonation adversely affected.

From the above responses as captured in the excerpts, teachers continue to face challenges when teaching reading in both low order and high order reading skills. The next section presents a summary of the chapter.

4.5 Summary

This chapter has presented the findings and interpretation of data. These were presented under the sub-topics like Teachers’ competencies in content selection and planning for reading pedagogy, teacher competencies in development and utilization of reading materials, teacher competencies in the actual teaching and assessment during reading pedagogy. The data about planning and teaching were quite intertwined with issues about learner performance and learner reading proficiencies. Nevertheless, I restricted myself to the findings with regards to teacher competencies. In summary, the main competency that emerged is that most teachers use the integrated approach to plan, teach and assess reading and this they believe has contributed to the way they select content, plan to teach, the materials they use and how they assess reading. In the next chapter a summary of the key findings is presented in a table form before I delve into the discussion, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY OF KEY FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter I discuss the key findings in relation to the purpose of the study and literature in the discipline of English language teaching in general and in particular Teachers' Competencies in Reading Pedagogy. The chapter gives the empirical findings that emerged from the study based on the research questions, then conclusions which were drawn from the study findings. Thereafter, recommendations are provided that suggest ways of addressing the key challenges that have emerged from the study. Finally, the chapter gives suggestions on further research that could address areas that are relevant to this study but were beyond the scope of this study.

5.2 Summary of Key Findings

The findings of this study were summarized in line with the research questions which were:

What are the teachers' competencies in planning for Reading pedagogy at secondary school level? ; How do teachers' demonstrate competencies in developing and utilizing materials for Reading pedagogy at secondary school level? And, How teachers' competencies in pedagogical approaches and assessment facilitate learning of Reading at secondary school level?

First, from the results of the study it is evident that teachers mainly relied on textbooks while planning for reading pedagogy in the process excluding some prescribed content in the syllabus. Within the context of ELT, planning emerged as a key issue in ensuring teachers' competencies in reading pedagogy. This is critical as it ensures the process of

planning shapes the achievement of set objectives based on the syllabus. A teacher's preparation to conduct a successful reading lesson involves making prior decisions on what to teach, how to teach, when to teach, assessment and teacher self-evaluation. Planning therefore requires time which ought to be adequate for the content as sequenced in the syllabus. Teacher planning as a competency emerged as a critical aspect in reading pedagogy and entails writing of schemes of work, preparation of lesson plans and other professional documents such as records of work, lesson notes, classroom observation schedules and learner progress records.

On frequency of planning, schemes of work and lesson plans were prepared but were rarely used since in most of the reading lessons teachers had concentrated on the frequently examined syllabus areas such as summary writing and note making. Notably, the lesson plans prepared by most teachers seemed to be for appraisal purposes and were not put to use and the content areas in most of them were not in correspondence with the schemes of work and syllabus. It also emerged that records of work and lesson notes were not available as teacher professional documents for almost all the teachers interviewed except for two teachers SK1 and SK2. This, they said was a lot of time wastage and that they were only prepared for TPAD purposes during the termly evaluation by the TSC. The main issues affecting planning that emerged were the number of reading lessons allocated on the timetable which was a concern for all teachers as they were concerned the lessons were inadequate and not sufficient for all the reading content as stipulated in the syllabus. They also complained of inadequate reading resources which posed a challenge since it made it difficult for the teacher to tackle a reading lesson when most learners did not have books. There was also the issue of time constraints with regards to the syllabus demands and targets set by schools for

the teachers. This led to a rush through the syllabus content thus leaving out most of the critical high order reading skills areas.

It also emerged that during planning, teachers were entirely dependent on the approved textbooks for planning using the sequence in which it appears in the syllabus. In this case, reading was integrated in other skills areas and given only 2 lessons. This seemed to be a contributing factor to the inadequacy in planning since there was too much content with very limited time to teach all reading skills competently.

On the frequency of preparation of lesson plans and schemes of work, it emerged that even though the documents were regularly prepared, it was mostly done for administrative purposes thus not utilized appropriately during teaching. There was thus the need to embrace consistency in preparing the documents to guide in teaching and ensure that the different content areas as sequenced are adequately covered. On planning for learner needs, it emerged that teachers needed to plan bearing in mind the various need of learners and ensure that a reading culture is developed to help in their acquisition of all reading skills. This is to help equip and attend to individual learner needs and address their specific unique abilities. This is because the teachers' experiences as indicated in the planning are critical to the engagement of learners in acquisition of the high order reading skills.

Secondly, in terms of teaching and learning materials, it emerged that teachers made very minimal effort at development and utilization of authentic communicative reading materials. Using teaching and learning materials during lessons enhances learning .The most common reading materials used by the teachers were the approved textbooks which teachers considered as the law to adhere to. The availability of the textbooks posed a challenge in some schools since there were more learners and the ratio of books

was inadequate. Despite the textbooks being authentic material, this inadequacy appeared to be a major challenge to most teachers during reading lessons as the comprehension texts could not be read by all learners at the same time. It is also notable that this limited number of textbooks posed a challenge to the planning process although they were indicated as materials to be used.

Apart from textbooks, other reading materials such as newspaper excerpts, magazines, and digital reading material aid in conceptualization and development of the teachers' explanations. In addition, pictures are also critical to the explanations but a lack of these materials seemed to contribute to the inadequacy during teaching of reading. Classroom observation in one school revealed that materials were critical to effective teaching of reading and this was evident in the fact that the learners in this particular school were able to do both silent and loud reading comfortably without struggling and sharing a book with the others. However, this was not the case in most schools since the materials indicated in the Schemes of Work and lesson plans were actually not available yet they were recorded for use during teaching.

On development and utilization of materials, schemes of work were prepared at the beginning of the term but were rarely referred to during preparation to teach. It was thus quite evident in the study that teachers documented these materials to be used in lessons but did not necessarily utilize them during the reading lessons. Data obtained from the documents (schemes of work and lesson plans) indicated that teachers besides writing textbooks as materials also wrote newspapers, magazines and class readers as reading materials but rarely used them. It was quite evident that these materials were not easy to access since most schools did not buy newspapers. This is so despite it being recorded that that they would be used during the lessons. Evidently, learner selected materials

and digital materials were not used except for one particular school where the learners used tablets during a reading lesson.

On the efficacy of materials, data revealed that majority of teachers selected books based on the approval by KICD and they made no effort in interrogating the content in those books since the books were distributed by the ministry. Some schools, for instance SK hinted a preference to a specific text which the teachers said had reading content presented systematically with a close shave section at the end of each unit and that it handled both high order and low order reading skills adequately. This book they also said made it easier for them to plan for the reading content as the skills were handled and presented sequentially. It further emerged that most teachers were rigid to change and therefore stuck to specific texts without giving room to the use of other materials. It also emerged that there is need for flexibility by teachers in selection and use of materials as it will give room for variety and quality to the teaching of reading. This, the teachers argued would be critical in embracing learner needs and contributing to quality teaching.

Thirdly, findings revealed that the integrated approach was dominantly used by teachers during reading lessons. Teachers seemed to use the question and answer method the most leaving out approaches and methods that would be more involving for learners. Despite the schemes of work and lesson plans indicating methods such as discussion, group work and role play, they were rarely embraced during the reading lessons. This raised a concern that the pedagogical approaches and techniques planned for ended up not being used during the reading lessons. The implication of it being that most lessons planned for did not meet the set objectives in the syllabus and by extension the schemes of work. This definitely led to a shortfall in the quality of teaching and thus giving learners a lower content delivery level.

On assessment, one main issue that emerged was that majority of teachers did not focus on the syllabus and lesson objectives when assessing reading. The extent to which teachers embraced assessment processes was not quite reliable in exuding the teachers' competencies. This, they argued was time consuming and that marking learner exercise books and assignments was an extra load which deterred their syllabus completion rates. Most teachers seemed to ask learners to do exercises at the end of comprehension texts and exchange their books. With this, the teachers are able to read answers from the teacher's guide as a time saving measure. Similarly, marking of these exercises was done to help the teacher identify learner errors and test their comprehension abilities. This seemed to leave out critical reading skills which the teachers did not pay attention to yet were critical to the overall learner reading proficiencies.

On content for assessment, it emerged that most of the teachers during assessment concentrated on the recurrent areas in the national examinations such as summary writing and note making. Majority of the teachers revealed that the regular repetition of certain content areas in the national examinations compelled them to rush towards covering the syllabus within the set deadlines in schools by employing teacher centered approaches and methods which were quicker and more convenient to them. Clearly, this seemed to have an implication that teachers did not really have the time to look through all content areas as stipulated in the syllabus. Teachers also missed on checking learner exercise books regularly which made assessment quite inadequate since assessment seemed to be limited to fewer areas on the low order reading skills of recall and inference at the expense of the high order skills such as synthesis and creativity. Evidently, peer assessment was not used at all and teachers did not keep continuous progress records thus were unable to track individual learner performance.

Notably, majority of the teachers were not doing any self-evaluation of their lessons despite it being indicated in the lesson plans. Due to teachers not doing any self-evaluation, the concept of reflective teaching was not evident in as much as it is expected that teachers ought to evaluate their lessons effectively at the end of each lesson. Most teachers seemed to concentrate on the mean grade which at the end of the teaching process left learners with minimal reading proficiencies. Assessment strategies could therefore be developed to engage learners in self- assessment activities and peer assessment that will help them become aware of their strengths and needs and encourage them to set personal goals for reading activities and tasks.

Overall, it emerged that teachers' competencies in reading pedagogy at secondary school level failed to meet the expectations of the syllabus as they only focused on learner development of low order reading skills such as recall, application and inferential comprehension and hardly included high order skills of analysis, synthesis, evaluation and creativity as required by the syllabus. Effective assessment in reading pedagogy also ought to incorporate formal tests, responses to quizzes, evaluation of classroom assignments, student performance to understand what students have learned. There is need for effective pedagogical practices that represent different viewpoints, theories, and methods of inquiry in teaching the selected content. These multiple teaching strategies would allow for promotion and development of high order reading skills.

Finally, teachers ought to demonstrate varied competencies in reading pedagogy as this will help to maximize their efficiency and competencies in planning, teaching approaches, development and utilization of reading material and assessment. Teachers therefore ought to demonstrate competencies in planning, teaching practices and effective Assessment. **Table 5.1** below is a summary of the key findings from data

gathered through in- depth interviews, observations and document analysis based on the three research questions as illustrated in section **5.2 above**.

Table 5.1 Summary of key findings

Teachers’ competencies in planning for Reading pedagogy at secondary school level

- Teachers mainly relied on textbooks while planning for reading pedagogy in the process excluding some prescribed content in the syllabus.
- Generally, teachers agree that selection of content is not quite easy since the syllabus dictates what to teach. This is further aligned in the schemes of work which is the guide to all lessons being taught
- Teachers seem to struggle to integrate reading in their teaching of English because they feel it is a skill that needs more attention
- Uasin Gishu county has many schools which are endowed differently in terms of resources, infrastructure, staffing and this has contributed largely to the varied performances of the schools
- Teacher do not really plan for reading but instead believe that lesson plans are a waste of time
- Teachers’ competencies as concerns the maxims of planning do not conform to what was discussed in the literature review
- Most teachers do not plan their lessons and when they do, they really do not implement the plan during classroom practice.
- On the contrary, teachers plan their work by preparing schemes of work which they do not even adhere to as observed.

Teachers’ competencies in developing and utilizing materials for Reading pedagogy at secondary school level

- In terms of teaching and learning materials, teachers made very minimal effort at development and utilization of authentic communicative reading materials. Instead, there is a concentration on the past papers and the supplementary materials available for purchase in the market.

How teachers’ pedagogical approaches and assessment of reading in the classrooms demonstrate their competencies in reading pedagogy

- Classroom teaching and assessment of reading demonstrated over-reliance on the question and answer technique and ignored other participatory approaches such as, pair work, group discussion and task based reading.
- Teachers relied on questions already provided in the school texts and past papers in supplementary materials easily available in the market.
- Most teachers of English use the whole language approach and the communicative language teaching approach in teaching reading
- Most practicing teachers did not relate the teaching of reading with the broader curriculum goals to enhance their competencies but instead limited their instruction of reading to comprehension skills
- Teachers’ competencies of the instruction of reading is significantly influenced by teacher education programs, practicing teachers, and the teacher appraisals that

demand a lot from the teachers in terms of learner performance

Teacher competencies in assessment of reading is still a grey area because teachers simply read answers from the teachers' guide when learners do comprehension questions in their exercise books and in the other exams, (CATs and Joint exams) most questions are set based on the recurrent areas in the national exams not focusing on specific assessment areas to cover all that is in the syllabus

5.3 Discussion

This section is a discussion of the main findings in relation to the purpose of the study and literature review in the field of ELT. The main purpose of the study as I indicated in chapter one was to investigate the Teachers' competencies in reading pedagogy at secondary school level in Uasin Gishu County, Kenya. In this study, Teachers' Competencies were limited to the planning for reading pedagogy, development and utilization materials and how pedagogical approaches and assessment of reading in the classrooms demonstrate competencies in Reading pedagogy.

Teachers' competencies in this study have been referred to as the demonstrable knowledge, skills, abilities and personal characteristics which enable successful teaching (Pooler, Campbell, and Longbottom, 2017). Clearly, competencies focus on the personal qualities of the teacher during pedagogy from the process of planning all the way to assessment and self- evaluation. Therefore, as described in chapter one, I would argue that a teacher exudes his or her competencies in planning, development and utilization of materials, teaching and assessment against the set competency standards in the teaching profession.

The discussion is therefore mainly interested in establishing the teachers' competencies in reading pedagogy at secondary school level. To do this, the themes and sub-themes that emerged from the study were presented next in line with the research questions.

5.3.1 Teachers' competencies in planning for Reading Pedagogy

Overall and based on the findings presented in the foregoing section, the study revealed that teachers mainly relied on textbooks while planning for reading pedagogy in the process excluding some prescribed content in the syllabus. Clearly, teachers' sentiments indicated that in as much as they would be glad to teach reading comprehensively, they consciously just selected content that would easily be mastered by the learners with the target of passing in exams. This being that they do not teach the content with the needed zeal but instead, they worked towards completing the syllabus going by the deadlines set in the departments and schools.

5.3.1.1 Teachers' competencies related to planning with selected content

In ELT, planning for reading pedagogy encompasses the process of content selection, setting objectives and ensuring that the specific learning outcomes are achieved at the end of the teaching process. When planning, a teacher often has to make decisions on the content to teach, how to teach and assessment of what is taught. Planning ensures that appropriate and relevant content consistent within the syllabus is planned for and delivered competently to the learners. Tomlinson (2014) posits that teacher preparation is critical to ensuring content is systematically disseminated to learners by linking the current lessons to the content learnt in the previous lesson. Planning is thus not an easy process as the content has to be ordered in a sequence that will allow flow and relevance.

As reported in the findings it emerged that planning with the selected content is such a critical aspect in reading pedagogy but at this level it is pre-determined in the syllabus and all the teacher has to do is come up with schemes of work and lesson plans which they rarely do. It emerged that most teachers of English being seasoned teachers already had a mastery of the same content which they have taught for many years. This, I call

the apprenticeship of observation in this study since most teachers end up teaching the way they were taught. Notably, the reading content taught was guided by the units in the course book summarized within the schemes of work and it is therefore quite an easy way of sequencing the content as presented in the syllabus. The intention of teaching reading is to ensure learners can acquire the reading skills stipulated in the syllabus. The teacher goes to class to make sure the learners learn something and does focus reading. It is critical to move at the learners pace when teaching reading as this helps them to develop the sub- skills of vocabulary and comprehension.

This finding concurs with Manyasi (2012) who in her study said that content determination is critical to the successful teaching of reading. According to Huiwen, Hui and Zhenzhen (2017) a well prepared lesson must put into consideration the choice of content. In this study, teacher planning in line with the selected content was considered to have occurred when data obtained indicated availability and use of the syllabus to develop schemes of work to guide the content to be taught at what point and when it is to be taught.

Another study by (Akindutere, 2012) also revealed that teachers become critical in the delivery of subject content with sufficient planning. This he says is because the success of teaching is shaped by the quality of teachers and their efficiency in always being organized to develop the potential of learners. The teacher is thus deemed necessary to continue to optimize his or her performance by planning adequately for a given subject area to help optimize the quality of their delivery.

A similar conclusion was arrived at by Intan (2016) in his study. He revealed that the quality of student performance emanates from quality pedagogical processes in the classroom. Therefore, he concluded that proper planning for classroom practice

produces quality feedback in education and that teachers become key success factors in their practice. In addition, the role of the teacher is now increasingly complex, which currently needs them to teach in multicultural environments to become experts in coordinating students, understanding student needs and improve their ability to use technology in teaching (Bentri,2017). The more competent a teacher is, learners will get optimal learning too.

In the context of this study, the quality of planning by the teacher for reading pedagogy was not only limited to the syllabus but also related to teaching skills, ability in the application of teaching approaches and strategies, selection of creative methods and materials for teaching and assessment. In connection with the quality of planning to teach according to Nursalim (2015), teaching as a profession is not just a job but a special thing that has the characteristics of expertise which must be seen in the teaching process as a whole. In addition, it was clarified by Suhadi (2014) who said in his study that each teacher must fulfil the qualifications and competencies which are the basic capital for the implementation of learning. Thus, a quality teaching profession is a profession that is truly expert and has teaching competencies and good planning and teaching strategies.

This revelation is not surprising though, considering the literature on pedagogical competency which the literature indicates that teacher competency is a complex phenomenon that is not easy to identify, describe or even quantify (Kaplan & Argun, 2017). This, they also refer to as to as content competency. It refers to the scope and sequence of content that the teacher will teach and how they plan to teach it effectively. According to Kerr (2006), content competencies are the ones necessary for teachers to conduct their profession in the classroom. They are the teacher competencies regarding the subject area that teachers will plan to teach. The perception of these competencies

as a key issue that emerged the most important has changed over time, with research evidence that there are equally if not more critical competencies associated with the changing role of teacher from merely transmitting the content but being a facilitator enabling students to interact with content.

Internationally, there have been concerns about content competencies among teachers who are increasingly seen as knowledge professionals, working at the front line of one of society's most important knowledge creation and transfer systems: education. Teachers are expected to process and evaluate new knowledge content relevant to their core professional practice and to regularly update their profession's knowledge base. This challenge is situated in a rapidly changing educational system, which is expected to deliver on "21st century skills" in increasingly more diverse classrooms, and conditioned by expanding research-based scientific knowledge base on teaching and learning (Kress, 2010).

This concern centers mostly on the fact that there is variety of content that can be used to teach reading and that teachers have the room to choose from them and contextualize to the needs of their learners as well as the erosion of the traditional belief that reading is synonymous with reading comprehension (Manyasi, 2012). However, the current study established that most teachers were more worried about learner performance than they were about their teaching competencies based on the fact that most teachers teach to help learners pass exams and meet set departmental and school targets for the subject. Most teachers though, believe that the syllabus is what dictated their choice of scope and sequence for content and that there is almost nothing they can do to select a wide range of reading content to teach.

Another key finding revealed that most teachers had a textbook dependency syndrome (my italics) which was quite a critical and sensitive issue in the choice of content to plan for. The study showed that the concept of general pedagogical content knowledge (PCK) as part of professional teacher competency is becoming more relevant based on the fact that most teachers relied so much on the approved textbooks to guide the content they taught. This concurs with Boit (2016) who in her study argued that PCK might help the field of language education move towards a common framework that can bridge the gap in the teaching of reading and inform the content selection to make it available to all teachers of English without necessarily relying on the approved texts only. In this way the study concurs with the tenets of the constructivist theory which posits that reconstruction of knowledge is dependent upon teacher's and learner's expectations and that constructivist language teachers aim at enabling the learners to make their own sense of the content offered to them and shape their thoughts as they interact with the selected content during reading lessons (Boit, 2016).

The study also revealed that teachers of English only prepared schemes of work but had no lesson plans. Although teaching requires that teachers prepare these documents to enable them teach effectively and appropriately (Borg, 2003). On inquiring why the documents were not there, some responded that they did not prepare them due to time factor. This finding concurs with that of Manyasi, (2012) who found that teachers did not prepare lesson plans. This brings in the issue of competency in planning for pedagogy and the question as to whether teaching in itself as a profession is credible. This indicates that teachers should be held responsible for any misconduct as such would lead to poor performance in reading tasks.

Overall, the study reveals that the lack of a reading culture among teachers and their learners was such a stumbling block to content selection as teachers end up not planning

for the lessons but instead randomly pick content without really looking at the objectives of that topic at that particular time as planned for in the schemes of work. Instead, they walked into the classroom and randomly picked a comprehension passage which they asked learners to read and answer the questions that followed. This notably contributes to the fact that learners end up graduating at the end of the four years without really developing the expected high order skills of creativity, analysis, synthesis, reasoning and comprehension but instead just concentrate on low order skills like recall and inference.

5.3.1.2 Teachers' competencies related to lesson preparation

From the study, it is evident that EL teachers experienced an overload in their teaching tasks and they believe this makes them quite inefficient in their teaching of reading. This workload they said affects their pedagogical efficiency and thus their competencies. The teachers felt that the workload in terms of the number of lessons affected the time that is needed to teach and that they did not really have time to prepare for the selected lesson content. Most of them revealed that they only concentrated on the content they believe will feature in the national exam and that which has been set recurrently. Most of them further revealed that they often gave learners comprehension passages to read then the students marked their own work.

The number of lessons as it emerged affected the teachers' quality in teaching reading as they always concentrated on completing the syllabus rather than plan to teach the content in the syllabus effectively attending all the lessons and to complete the syllabus. This effect is revealed in the interviews and observations where teachers admitted to giving sub-standard content to learners, that is, they dealt shallowly with the topics since the large numbers of lessons they have do not give them an opportunity to plan and reflect on the content deeply. Some teachers also felt that they were not really

committed to their work as they put their interest in completion of the syllabus at the expense of teaching the content. majority of the teachers felt that the workload effect and syllabus demands affects them so much to an extent that it negatively impacted on their teaching competencies.

It also emerged that the EL syllabus as it is contributes to the overload that the teachers experience which limits their time to effectively prepare their reading lessons. From the interviews, they revealed that the syllabus was too broad with too much to handle in the course giving very limited time for all the content to be planned for and taught as expected. According to them , the content was too broad to an extent that when schemes of work were prepared, they covers all the weeks of the term and there was no time left for preparation of lesson plans for specific lessons. The situation they say is even worsened by the integrated approach of handling the teaching of English language. In this approach literature and English are seen as integral parts that should not be taught in isolation. This further complicates the equation because writing and grammar are also brought on board. Time in this case, emerged as a limiting factor to their lesson preparation and therefore teachers feel they needed more time to plan adequately and come up with appropriate methods and plan for the lessons well in advance. Due to inadequate preparation the quality of teaching is also affected based on the fact that they still have to contend with a broad and demanding syllabus.

Teachers further said that teaching practice was crucial in their development of competencies in reading pedagogy. Besides classroom practice, experienced teachers in schools have acted as role models to novice teachers. They have often guided them about the English syllabus, planning for instruction, testing and classroom practice, they also supported them in acquiring teaching and learning resources. Contrary to their views, the teachers in this study who were experienced teachers believe that preparing

lesson plans was for student teachers only; hence, they cannot be role models to student teachers.

This finding concurs with Ong'ondo (2010) who revealed that experienced teachers erroneously taught the novice teachers that instructional planning especially preparing lesson plans is a one-time event that begins and ends with the practicum. In this study, this was reflected through what some teachers told others implying that they lacked experience like student teachers on teaching practice who must prepare lesson plans to ensure order during lesson presentation. It emerged there was some disconnect between teacher education practices and actual classroom practice. Experienced practicing teachers seemed to have a wrong cognition about instructional planning yet teacher educators expected them to act as role models to novice teachers.

Notably, teachers' competencies as concerns content and planning do not conform to what was discussed in the literature review, that: plan your work and implement the plan during classroom practice. On the contrary, teachers planned their work by preparing schemes of work, but they did not prepare lesson plans. Besides, they did not implement their plans during the actual teaching. In many cases, what was on the schemes of work for reading and what was taught was different, but the record of work covered books which were only available in one school were completed following what was on the schemes whether it had been taught or not. Teachers had a twisted approach of planning. Compared to what was reviewed in literature, they planned for instruction to please the school administration and ministry officials who insist that the documents must be prepared for appraisal purposes. The implementation as reflected by what was observed in the classroom was guided by the maxim of 'value addition;' meaning that what they could do to improve scores in reading and other English Language skills for grades and high performance. Teachers' competencies in this case were not seen as

important with regards to planning for reading pedagogy. Even the body that monitors quality and standards education in Kenya does not define ‘value addition’ to include teacher competency when they visit schools to evaluate the implementation of the curriculum. They emphasize on higher scores than the previous scores.

Research in Language Teacher Education (LTE) and English Language Teaching (ELT) has revealed that planning for instruction is an important component of teachers’ competencies in language instruction as it provides them with interpretive frames which they use to understand and approach their own teaching (Borg, 2006). Observations and conversations with language teachers revealed that teachers’ personal principles informed their approach to teaching reading. These principles function like rules for best behaviour or maxims in pedagogy and guide teachers’ choice of instructional decisions (Richards, 2010). Effective classroom practice, he argued, is only realized by planning for instruction which entails preparing beforehand what to teach. The teacher is expected to plan what to teach then implement the plan to completion in the classroom. This would enable the teacher to focus on the specific learning objectives and use appropriate language teaching approaches and strategies (Moradi, 2019). In relation to these maxims of planning, to ensure that there was order in the classroom and the activity observed in the classroom were as a result of choice by the teacher and not by coincidence or by chance.

I analyzed documents related to instructional planning to corroborate teachers’ competencies in planning for reading instruction and classroom practice. This revelation is supported by Yin (2011) who says that documents are good for corroboration of data from other sources (in this study, interviews and observations). The documents analyzed were lesson plans and schemes of work. Lesson plans are important during instruction as they guide teachers on how to systematically present

the content to learners using appropriate methodology within the given period of time. Lesson plans ensure that teachers maintain order throughout the lesson from introduction to self- evaluation at the end of a lesson.

Overall, this study seems to be in line with Manyasi (2012) who in her study indicated that experienced teachers do not lesson plan for instruction because they perceived it as a waste of time .This observation is similar to that of Gudu (2016) who observed that pre-service teachers lesson plan for instruction only during teaching practice but when they graduate and go to the field they stop the practice. Omulando (2009) on the other hand further argued in her study that teacher cognition helps a teacher in making decisions about which particular aspects of language to emphasize at particular times. My study therefore revealed that teachers knowledge and understanding of content provides a potential source for pedagogical content knowledge which is sufficient for their competencies in pedagogical reasoning. Since reading is learned socially in society and as part of the classroom cognition of the teacher which teachers store in their long term memory thus influencing what they know , think and do in English reading lessons .This are in line with the tenets of the cognitive theory as reviewed in the literature.

Based on the foregoing the study revealed that teachers' competencies influence their practice in planning with selected content for reading pedagogy. From these experiences, it is quite clear that planning is quite a challenging aspect of teacher competencies in reading pedagogy. The main finding here was therefore that teachers mainly relied on textbooks while planning for reading pedagogy in the process excluding some prescribed content in the syllabus. Nevertheless, there is gained valuable experience considering that they are dealing with massive syllabus demands which have ended up putting the teachers under pressure to complete the syllabus for

exam purposes. Next, I analyze the teachers' competencies in developing and utilizing materials for reading pedagogy.

5.3.2 Teachers' competencies in developing and utilizing materials for Reading pedagogy

In the teaching of any subject area, learning materials ought to be selected depending on the specific content area. Nessipbayeva (2018) in her study revealed that teachers ought to consider content, availability and readability when selecting reading material. Echoing what Reichenberg (2014) said in her study, she stated that teacher experiences were critical to their preferences of materials especially when it came to content that needed adherence to prescribed materials. This is similar to the situation of my study since the syllabus stipulated the materials to be used in the teaching of prescribed content areas. In development and utilization of reading material, this study addressed the selection, relevance and use of the materials to enhance teacher competencies in reading pedagogy.

5.3.2.1 Competencies in Development of reading materials

Data in terms of TC in development and utilization of materials for reading pedagogy in this study revealed that the selection of reading material is quite tricky and challenging due to the fact that learners need to use the approved course book distributed by the government which guides on the activities to be done in the class during the lesson and of course adhere to the syllabus. Most teachers revealed that they only used the recommended texts which are supplied to schools by the government. The study found that teachers based their teaching mainly on the content as in the syllabus. Classroom practice corroborated with teachers' views when interviewed. Class readers recommended by KICD were not taught or read in class per se but teachers selected reading materials in the marketed course books recommended to be

used in their schools. Some did not select but just taught following topics presented in the course books.

This concurs with findings of Nessipbayeva (2018) and Manyasi, (2012) who argued that there is an inadequacy in instructional material for reading and that this demotivates the teacher since learners do not show an interest in reading. Although most teachers were in agreement that there is inadequacy in reading materials to enhance their competencies in reading pedagogy, a few disagreed and advocated for the use of what is there and maximization by manipulating the techniques used in teaching reading using them. Researchers seem to concur that teaching reading using poems, newspapers and other reading materials outside the approved texts are indeed useful in reading pedagogy as it sparks learner interest in the skill.

Another aspect of materials in reading pedagogy that emerged was that with regards to materials the teacher chooses to teach -and in this study material for reading-there is need to use a variety of sample texts from other supplementary and assessment tasks that relate to the sub- skills to be taught. These materials as Richards& Rogers (2014) note are used to provide the learners with the essential skills, knowledge, attitudes and behaviors required for effective performance of real world tasks. The resource materials used were very few and hence were seen as inadequate. Research has found that resource materials can offer students with memorable experiences in the target skill (Gudu, 2016). In addition they could also guide the teacher on how to handle the content for variety with varied techniques.

5.3.2.2 Competencies in the utilization of selected reading materials

As reported in the findings, the study revealed that teachers mainly used the given text books to teach reading and made very minimal effort at development and utilization of

authentic communicative reading materials. This finding concurs with Gudu (2016) and Boit (2016) who in their studies revealed that most teachers in terms of teaching materials do not make much effort to look beyond the provided textbooks. Additionally, teachers and learners were also used as resource persons in the lessons especially that they read stories and shared their experiences with others in the classroom when dealing with contemporary issues. The resource materials which were utilized by the teachers were few and hence inadequate. As Harmer (2007) in his book says that resource materials can offer learners memorable experiences in reading classes, this study suggests that teachers should develop strategies that they can use to identify materials that will help them in development of authentic reading materials rather than maintain the traditional culture of using the recommended textbooks. These resource materials, as the teachers noted during the interviews, could be produced by KICD and made available in schools for teachers to use in teaching reading. Besides, teachers are encouraged to be creative by using locally available materials to teach some reading aspects in the syllabus. However, as reported by Boit, (2016) there seems to be a lack of teaching and learning resources therefore teachers should be creative by using locally available materials.

This finding seems to corroborate with the observations I made in all the eight lessons observed. The assumption on the schools' selection of KICD approved books from a catalogue commonly known as 'Orange Book' is the expected high quality standards as affirmed by Jwan (2018) in a press release in February 2018 .He noted that nothing would be taken for granted especially on matters curriculum and the curriculum support materials.

A study by Mbugua (2017) who scrutinized the materials for authenticity confirms that KICD books fit well with the requirements as contextualized in the syllabus. She adds

that authentic materials reflect closely to the natural usage of language whereby the settings are probable in real life situations. This implies that the choice of reading materials ought to take into consideration the socio- cultural orientation of the learners.

This finding further concurs with Manyasi (2012) who noted that most lessons were planned for with reference to the schemes of work to extract content to be taught in terms of targeted reference books and other materials. She noted that most teachers wrote schemes of work but majority never referred to them. This finding further concurs with the current study which recognizes that teachers documented the use of materials in their schemes of work without necessarily utilizing them during the actual teaching.

This finding further seems to be in line with Harmer (2007) who argues that for learners to get maximum benefit from reading lessons, they need to be involved in both extensive and intensive reading activities. One of the fundamental is to give learners reading material which they can understand. Nevertheless, reading in the syllabus due to integration had an advantage because some aspects of literature can be integrated in teaching reading. For instance, using rhyme to teach correct pronunciation as the learners read the spellings of the given word correctly. In this case, the school determines much of how the teacher handles integration especially that the reading culture and attitudes hamper the adequate teaching of reading.

Notably, the commonality of these findings on the development and utilization of relevant reading materials could be associated to a system of sourcing of textbooks in Kenya where titles of recommended textbooks and supplementary books are obtained from an approved list (orange book) prepared by KICD. Schools are therefore limited to selecting and ordering books within the Orange Book. These approved books are expected to align to learners' needs and interests based on their authenticity. In addition,

availability of textbooks in the classroom according to UNESCO (2010) is identified as a valuable way of improving results. This is supported further by Gudu (2016) who reported that the use of an assortment of resources in teaching enhances the possibility of learners to learn more, preserve what they have learnt, and promote the achievement of the targeted skills, in this study, reading.

Overall, materials, just like content and planning have emerged as critical aspects in reading pedagogy and that for teachers' competencies, there is need to focus on how the teacher and learners are both involved. This is in line with Kaplan and Argun (2017) who argue that, a text by itself has only a potential value to be transformed into certain knowledge and it is the reader's task to give that potentiality a real and valid interpretation. The main finding here therefore was that teachers made very minimal effort at development and utilization of authentic communicative reading materials. This is why it can be asserted that different meanings are realized by different readers or by the same reader who changes attitude towards the same text, realizing a different process. As a consequence, it is essentially necessary for the teacher to investigate not only the nature of a written passage but also the way readers interact with what they are reading in terms of reading activities and tasks as guided by the teacher .

5.3.3 Teachers' competencies in pedagogical approaches and assessment during reading pedagogy

This research question as repeatedly pointed out earlier was concerned with how teachers' pedagogical approaches and assessment of reading demonstrate the TC in reading pedagogy. The complexity of addressing this research question was that most participants mixed up their understanding of teaching in terms of methods, techniques and approaches to reading pedagogy. Nevertheless, I was able to discern views that could be said to be on actual teaching of reading in the classroom. The main findings

here were that teachers had somehow resorted to using the integrated language teaching approach which is what the syllabus demanded of them and that classroom teaching and assessment of reading demonstrated over-reliance on the question and answer technique and ignored other participatory approaches such as, pair work, group discussion and task based reading.

5.3.3.1 Competencies in pedagogical approaches

Furthermore, the study revealed that teachers relied on questions already provided in the school texts and past papers in supplementary materials easily available in the market. Richards and Rodgers (2014) refer to it as the ‘whole language approach. Teachers integrated all the four language skills when teaching reading. They also dealt with speaking, listening and writing skills. Other subsidiary language skills such as grammar and punctuation were taught using reading passages in the classroom during the lessons. Writing skills such as summary writing, composition writing, note taking, writing notes, and dialogue writing were taught or tested in reading. Grammar items such as question tags, active and passive voice, constructing sentences and punctuation were also included in reading tasks after comprehension passages were read.

Nevertheless, the study clearly revealed that there is an issue with the teaching of reading especially that based on objective (f) of reading in the syllabus: demonstrate appropriate comprehension skills. Most reading items in the approved texts seemed too short and were not quite adequate for teaching all the reading comprehension skills. Attention was given to students answering recall and inferential comprehension questions based on the provided text, and on knowing about the content. None of the objectives was from the affective domain. To achieve such an objective, teachers were to use instructional strategies such as role play and audio visual material which as observed was not done by any of the teachers involved in the study. None of these

strategies were used. Therefore, reading items from aspects of literature and poetry were just taught like comprehension passages, with no emphasis put on the development of a wide range of vocabulary and reading efficiently and fluently. Teacher's competencies provide a frame which they use to approach the instruction of English skills, reading included. These interpretative frames as Richards (2010) refer to them; form the principles which function like rules for best behaviour practices in the classroom.

This finding was based on the fact that the Ministry of Education and TSC put so much pressure on performance and insist on value addition through results and mean scores. Most teachers did not really adhere to the schemes of work and argued that not all comprehension passages should be covered since all cannot be tested. What was important for them was for learners to know how to answer comprehension passages as examined. During instruction, teachers selected passages based on the way they were arranged in the course books, or from the schemes of work.

The language teaching approaches they used mainly were the integrated language teaching approach and communicative language teaching. This helped them in tracking students' progress in multiple skills such as reading, writing, speaking and listening. Subsidiary skills like grammar and punctuation were also dealt with but just as a facet in the reading class. Language was also treated as a means of interaction, hence learners were able to interact rather than just have knowledge about the language. The integrated approach was preferred because the testing of comprehension passages by the Kenya National Examination Council (KNEC) uses the same approach.

Consequently, all internal and external exams they did used the same approach. Teachers believe that the integrated approach to teach English, specifically reading

which is used in national examination should be used when teaching to prepare learners to face a familiar scenario. This seems to be in agreement with Hinkel, (2006) who posits that communicative language teaching which offers an integrative approach to teaching many language skills including reading, use of many resources and teaching activities will encourage the use of language for communication. He further noted that emphasis on communication in language teaching has resulted in many methods of teaching and this appears to support the view by most teachers interviewed that CLT is worth adopting to suit many reading pedagogy contexts. This follows that the integrated approach which is used in ELT in Kenya has its principles from CLT. This finding on using the whole language approach by most teachers in this study also seems to be in consistency with the tenets of the constructivist theory which recognizes sociocultural competency as a significant aim of second language pedagogy. There is therefore the need to pay attention to pedagogical approaches that would guide the teacher into focusing on the outcome of the reading skill among learners.

This finding would then call for attention to the Competency Based Pedagogy approach which Richards & Rogers, (2014) explain focuses on the outcomes and outputs of teaching and learning. It addresses what the learners are supposed to do with the learnt language. In this study, TC was seen to fit into the maxim of advocating for and defining the educational goals of teaching reading in terms of the content , objectives during and after reading pedagogy and the materials. This emerged as an aspect that would help in defining the knowledge, skills and behaviors the teachers should possess before, during and after pedagogy.

This study further agrees with a study by Nessipbayeva (2018) and Baines & Stanley (2006) who have argued typically that teachers' competencies are based on performance outlines of language tasks that lead to demonstrated mastery of specific

skills necessary for individuals to function in the society they live in. In this study therefore, the teacher during reading pedagogy has to concentrate on each individual learner and support them in those areas in which they lack the needed abilities. This is an argument held by teacher SB2 who revealed that the most common way of teaching reading he used was reading comprehension support but noted that there is need to embrace more like the linguistic and multi-sensory approaches. This he said would help in infusing variety such that by the time the learner moves to the next level they are competent in terms of fluency, vocabulary and word recognition.

Generally, teachers employed standard teaching methods such as question and answer, explanation, demonstration and discussion. However, it was noted that most teachers employed the lecture method as compared to other teaching methods. This could be attributed to the fact that most schools had passive learners and majorly not quite proficient in the target language. This concurs with a study by Macalister (2011) who found that most students in a language classroom are always passive because they are often not sure whether their utterances are right or wrong. He further notes that personal variables are not always easy to interpret and that for this reason, reading pedagogy difficulty is usually not quite measurable through word and sentence errors among teachers and learners. Teachers are therefore expected to find the best valid teaching method for all students since their learning ability is subjected to many variables. It is therefore the teacher's task to provide students with the best possible means to approach a text effectively and become proficient readers.

A study by Anselmus (2011) found that learners kept passive in class due to low reading proficiency in English language. Teachers notably employed strategies like reading aloud and silent reading. This helped learners in vocabulary development as they made reference to the dictionary. According to Hedge, (2000), although teachers' reasons for

adopting loud reading majorly was due to lack of enough reading materials and that learners did not like reading even when given tasks and assignments, teachers were also not aware that reading aloud helped the learners in vocabulary development. Discussions were rarely embraced by the learners and this was also because of their nature of being passive thus preferred individual work.

Gudu (2016) in her study found that teachers can integrate reading effectively in all the other language skills when they use the interactive and constructivist methods in reading pedagogy. These include the thematic approach, task based approach and problem solving approach (Bloody, 2001). Similarly, Grabe (2009) showed that English language teaching is teacher centered and has less learner involvement in class leading to low proficiency passive resulting in a top down method of teaching where the learner receives from the teacher. For this reason, the study established that teachers should be active and quite responsive to learners pedagogical demands and understand their individual needs in reading .This could help support teachers in building high level competencies in reading pedagogy as they will be interacting with different needs of learners thus variety in methods and approaches.

It is also important to note that teachers were seen to have developed some of their assessment competencies about reading pedagogy through bench marking with other teachers, collaboration with colleagues, recommended course books by the KICD, teacher guide books, teacher workshops and various teacher professional development courses. Teacher education was reported by teachers to be the main source of their competencies of the instruction and assessment of reading in secondary schools. English language teachers' education enabled teachers to know the goals of education, the objectives of teaching English, the aims of teaching reading skills, theories of language learning and language acquisition and teaching strategies and techniques.

However, practicing teachers did not relate the teaching of reading with the broader curriculum goals such as instructing reading to enable learners read efficiently and fluently. Instead as observed, they limited their instruction of reading to comprehension skills which to them is synonymous with reading skills. Teacher education also emerged as vital in the development of pedagogical competencies for reading pedagogy.

Moreover, English language workshops held did not seem to look at the influence of teachers' competencies in reading pedagogy. They provide them with in-service required content, attitudes and skills to competently teach English language. This takes cognizance of appropriate content, methodology, resource materials and evaluation procedures informed by research. The workshop topics seemed to focus more on teaching approaches for example the integrated approach and evaluation of students in language examinations. However, researchers maintain that provision of seminars and workshops continually equip teachers with the best practices informed by research (Omulando, 2009).

Overall, these observations indicate that TC in the actual teaching of reading is a controversial but interesting issue that should be carefully approached to maximize reading pedagogy depending on the methods, approaches and techniques chosen for classroom practice.

5.3.3.2 Competencies in Assessment of Reading Pedagogy

Assessment, as Richards & Rogers (2014) say needs to look into teacher expectations on learner performance. In reading pedagogy, assessment plays the critical role of measuring the set standards that indicate the level of performance in specific content areas. Assessment in this study was defined as the monitoring of learner performance

to evaluate their weaknesses, strengths and giving a feedback to reinforce the learned skills and correct the recurrent problems (William, 2012).

The assessment procedures which were utilized by the teachers emerged as adequate in establishing TC in evaluating self and learners in reading pedagogy in ELT. These included cloze tests, oral questions, written assignments, poems, random quizzes, continuous assessment tests (CATs) mid- term exams and end term exams. Although teachers explained that they did not teach reading quite a lot due to syllabus demands. They seemed to agree that they were denying learners the opportunity to develop the skill of reading efficiently based on the fact that they were concentrating more on other skills and were often treating reading as synonymous with reading comprehension.

One of the key findings of the study revealed that there was a significant relationship between teaching and assessment to determine the teacher competencies. Before teachers analyze techniques for assessment they need to verify whether the teaching objectives of reading in the classroom have been met. It was clearly notable that evaluation was majorly integrative as teachers had to decide on whether to test a particular skill or consider an overall analysis of all the sub- skills of reading. Data from the interviews with teachers on exams showed that most reading was tested using comprehension passages and involved asking them to employ all their abilities to understand the meaning of the specific micro skill. This is in line with Brown, (2004) who argues that there are different steps to achieving all the micro skills of reading comprehension which leads to integrative testing.

Previous studies on assessment by Gryl, Kanwischer, and Schulze (2015) revealed that assessment as a skill is one of the critical competencies which a teacher should obtain in today's classroom. Instefjord & Munthe (2017) also articulate the importance of

assessment as an integral part of the teaching process. In addition to the above perceptions of the 21st century teacher competencies, more and more researchers and educators Yunus, & Hashim, (2015) have realized the importance of assessment as one of the main teacher competencies. Evidence indicates that assessment plays a key role help teachers perform competently and in turn affect students profoundly by stimulating their interest in learning.

Like in the current study, Instefjord & Munthe (2017) argued that the teachers' role in assessment was to help the learners' progress and avoid judging their performance based on grades. These arguments are in line with the tenets of communicative language teaching that advocate for tolerance of learner mistakes. This study revealed that there is need for teachers to use multiple teaching and assessment techniques to address learner progress is necessary in building the teachers' ability to keenly and professionally monitor learner progress.

Another study by Boit (2016) revealed that novice teachers did not develop a clear understanding of the reasons for using different teaching methods and exercises in the classroom. She emphasized that it was important that these teachers be assisted by the more experienced teachers to understand alternative methods of teaching so that they could become better teachers at assessment. This is in agreement with the findings of this study which revealed that most teachers monitored their learners' progress without necessarily subjecting them to stressful and anxiety provoking classroom tests which could be felt as a negative experience and discourage learning. Informal tests in the classroom for instance aims at observing students' performance regularly during English lessons, asking questions and commenting on reading comprehension tasks in order to facilitate participation and create a comfortable environment. Nevertheless,

considering the complex nature of reading in ESL teachers need to plan for assessment quite carefully with goals on what exactly is being evaluated.

This study also seems to agree with Hedge, (2000) who discusses that there are aspects which influence evaluation and preparation of reading tests. She discusses reading comprehension assessment in terms of interpretations looking at the different standards which readers themselves set in their purpose for reading. As a consequence, reading tasks should be designed in such a way that they do not give room for learner misinterpretations or facing tricky questions which do not help in the analysis of text. Nevertheless, it is also prudent to note the study revealed that it is impossible to test everything which a teacher has taught and that a test represents just a sample of what the teacher has done during reading pedagogy. Moreover, the teachers' competencies in assessment do not correspond to their teaching as could be the case of teaching and testing content knowledge. Texts presented in tests emerged to be different from those used during classroom lessons.

More recently, there have been studies by Nessipbayeva (2018), Boit (2016) and Andreia (2011) who argue that even though teachers may make mistakes while marking tests, they should not automatically lose their reliability. Boit proposes that when preparing assessment tests, teachers should always consider how practical it would be for students to take is. This is in line with the constructivist theory which posits that the learner needs to adjust their mental models and accommodate new experiences. This she says helps the learners to work out on their own to involve in cooperative learning, and approach reading in an open ended way with an aim of attaining the micro-skills of vocabulary, interpretive reading, synthesis, evaluation and deduction as tested by the teacher. This emerged as a pertinent issue as it helps the teacher in anticipating the diverse expectations of and the responses to be expected from the learners. This, as

revealed in the study has helped teachers build on their competencies by recognizing the need to take note of their prior experiences before presenting them to their learners. It also provides an explanation of individual differences in pedagogical approaches in reading assessment.

These findings are comparable to a number of studies made across the globe. Melzer (2009) underscored the critical role played by written assignments which reveals that classroom artefacts are a rich source of information about the rhetorical contexts of teaching reading across the curriculum. A study in Kenya by Gudu (2016) recommended that there is dire need for teachers to be better prepared with regard to promptness in feedback provision to learners after assessment. This is supported by Nessipbayeva (2018) who expounded that teacher feedback helps students gain benefits from sufficient reading practice as they continuously improve on their reading fluency and overall proficiency. They added that since reading is a challenging task in ELT there is need to ensure that learners are given reading tasks regularly and that success is heavily dependent upon teacher feedback methods employed. Learner motivation through this regular feedback will definitely keep improving the way the teacher teaches and how the learners respond to reading tasks All this she says is pegged on the teachers' ability to encourage them through appropriate feedback and self -evaluation to see which areas to improve on.

There was also the issue of peer assessment which emerged as a critical finding and as Dignam (2016) says:

...it is a process where students assess their peers work so as so provide feedback. He notes that this type of assessment allowed learners to improve on their own weaknesses real time, even before getting feedback from the teacher who facilitates the whole process. With the benefits alluded to this kind of assessment, notwithstanding, the teacher is advised to ensure that a close monitoring of the activity

is done to ensure that the identified weak learners are part and parcel of the process and they are not left to resign to their fate.

This, as observed in some lessons was done by some teachers but notably, not all learners got an opportunity to present their views and responses during group work to share their work with others.

A report by OECD (2013) stated that assessment helps in maintaining focus on what matters most in education and more specifically targeting the actual outcome of each student. The study stated that gathering of information on the current standing in learning made at a given point is critical so as to inform designing of strategies for further improvement. In addition, Harmer, (2007) and Hedge (2002) posit that assessment is an integral part of good, effective and successful instruction. This therefore, as revealed in my study implies that assessment must target building on the individual learner and teacher's abilities and interests for it to achieve the desired effect.

Finally, it also emerged that it is important for teachers to give more exercises on vocabulary and guide learners on the use of the dictionary since reading lesson objectives are dependent on the content to be taught in the classroom. On self-evaluation, there is a lack of reading as a culture among the teachers of English themselves, they are also forced to read because the syllabus demands that of them making teaching of reading quite a challenge. It is therefore necessary for teachers to enjoy reading to help them impact on their learners. This clearly will impact on teacher preparation for assessment in reading lessons.

Similarly, my study, like the above studies, illustrates the complex nature of teachers' competencies in reading pedagogy. The difference between these studies and mine is that while they were done in contexts of language teaching as a whole, my study only explored the issue of teachers' competencies in reading pedagogy and further explores

how the issue of teachers' competencies and how its lack or presence can influence the teaching of reading in totality. My study further highlights how such a lack or presence could restrict or enhance content selection, planning, use of teaching and learning materials, actual teaching of reading and its assessment in the field of ELT. By providing such empirical evidence, on the impact of a lack of such competencies which would hence, impede the teachers' pedagogical reasoning in reading pedagogy. My study enhances our understanding of the complex issues that influence teachers' competencies in reading pedagogy. It also emphasizes the need for teachers, policy makers and curriculum developers to understand those teachers' competencies are key to effective teaching of language and specifically for this study, reading pedagogy.

5.4 Conclusions

This study aimed at finding out the Teachers' Competencies in reading pedagogy at secondary school level. This was occasioned by the Kenya National Examinations Council (2017; 2018 & 2019) raising concerns about teacher competencies in reading pedagogy considering the consistent poor performance in English language in the Kenya Certificate of Secondary Education examinations: particularly in the papers that have components of reading. Yet, there were very minimal studies in Kenya that had specifically investigated this problem.

Overall, the study revealed that planning is a critical competency in pedagogy as a whole and specifically in reading pedagogy. The study reveals that through selection of appropriate content in terms of scope and sequence, appropriate selection, improvisation and utilization of reading materials, pedagogical approaches, methods and techniques in the actual teaching of reading and evaluation as key aspects to planning for reading pedagogy for teacher competencies to be adequately exuded in reading instruction.

To a large extent, this study achieved its purpose by answering the three research questions. First, it revealed that teacher planning has the greatest impact on reading pedagogy. However, the preparation of schemes of work and lesson plans though regularly done in line with the syllabus and using the approved course books, was mainly done by teachers to meet the demands of the TSC and Ministry of Education for appraisal purposes. In as much as these documents are prepared, it can be concluded that they do not serve the expected purpose of guiding the pedagogical processes. This should be addressed urgently to prevent the decline in the quality of teaching.

The study makes critical contributions in the field of Language Education, the discipline of English Language Teaching (ELT) and particularly in the area of Reading pedagogy. As pointed out in the justification (chapter one), this study emphasizes Teacher Competence as a major ingredient in the teaching of language and specifically reading as a skill. It reveals that reading pedagogy requires a thorough conceptualization and a thoughtful, systematic, well monitored plan that would enhance the teachers' competencies. The study further emphasizes that any successful teaching of reading ought to consider the teachers competencies and seek to uphold the actual process of planning for the reading lessons.

Secondly, the pedagogical approaches affect the way teachers taught English language and specifically reading. This notably, influenced the content, methodology and teacher - learner interaction. Teachers were not aware that their competencies influenced their pedagogical practice but these are issues that surfaced during interviews and were met by different reactions. This could explain the continued use of teacher centered methods of teaching reading despite innovations in language teaching for instance CLT and CBP. Borg (2006) observes that some teacher cognitions are fairly resistant to change. Based on this study finding, these are new knowledge in ELP in the study context.

Next, the study also suggests that teachers' competencies influence how they teach English language. It was found that passive learners embrace the teacher centered methods while active learners embrace learner centered methods. In order to attain effecting teaching- learning outcomes in reading, passive learners require frequent prompting, encouragements and constant motivation from their teachers. Teachers, however, seemed not to be aware of the learner types and differences and were therefore not able to respond or attend to their individual needs.

It may be argued, based on the findings of this study that perhaps it is the lack of proper planning for reading and lack of adequate use of teaching methods, approaches and techniques by the teachers that have contributed to the generally poor performance in reading among learners and perhaps in other contexts, as revealed in the background of the study. With reference to teachers' competencies in reading pedagogy, teachers did not plan to teach reading in English language lessons and therefore the teaching of reading is perceived as an unconscious process with the teacher assuming to have a mastery of the content to teach and the actual micro skill to teach even without planning. Hence, reading is taught as a by the way making it difficult for learners to acquire the skill competence. Besides, the lesson objectives were also not formulated towards effective acquisition of the skill for fluency. Teachers, notably exuded an over-reliance on the question and answer technique and ignored other participatory approaches such as, pair work, group discussion and task based reading

The Thesis statement of this study is therefore that while Teachers' Competencies are very important in ELP, they could only influence reading pedagogy in the desired manner if teachers are knowledgeable about them and if they use them adequately and consistently in the classroom. The study has thus revealed that the most critical teacher competency is planning which is the pillar to ensuring that all the other competencies

of content selection, pedagogical approaches, assessment and development and utilization of materials are achieved. In view of this, it can therefore be concluded that teachers' competencies in reading pedagogy at secondary school level fail to meet the expectations of the syllabus as they only focus on learner development of low order reading skills such as recall, application and inferential comprehension and hardly include high order skills of analysis, synthesis, evaluation and creativity as required by the syllabus. It thus provides a case for focus on teachers' competencies away from the concentration on general pedagogy which over the years have received much attention. This thesis would therefore be an important reference text specifically in reading pedagogy and English Language Teaching as a whole. This contribution is feasible considering that I have prepared two papers for publication.

Overall, while some of the issues raised based on the findings of this study have featured in both theoretical and research literature in Language Education, as reported in the literature review and the discussion, the writings were mainly in the context of general language education, General Pedagogy, Comprehension Skills and even the sub skills of reading such as Intensive and Extensive reading. However, such expertise and mastery of the research process is only achievable with commitment, rigor, wide reading and consultation with supervisors and peers.

Finally on conclusions, I find it prudent to mention that the coursework and research process during the M.Ed. programme have indeed inculcated in me the realization that a Masters degree is a critical training in research in addition to providing me with more expert knowledge in the field of study. However, such expertise and mastery of research process is only achievable with commitment, rigor, wide reading and consultation with supervisors, peers and faculty at large.

5.5 Contributions of the study

Based on the context of my study, the literature review I carried out and analysis of data, I would say my study makes important contributions to knowledge, especially in the field of language education. I highlight the key issues since the details are in the discussion.

In terms of literature, in the Kenyan context, I have not come across any empirical studies that specifically look at Teachers' Competencies in Reading Pedagogy. A few publications I have come across such as Gudu (2016), Boit (2016), Manyasi , (2012) and a number of papers published in various journals such as Nessipbayeva (2018), Kaplan & Argun (2017), Huiwen, Hui & Zhenzhen (2017) are on general pedagogy, professional competence and other aspects such as cognition and dynamics in pedagogy. Therefore, my study will be a first in Kenya and indeed Africa that has specifically investigated the teachers' competencies in reading pedagogy. I acknowledge though that there may be similar studies that exist but which have not really been published. In my study, nevertheless, my visit to the various libraries in universities did not yield much fruit. Based on this, I would say that my study contributes empirical evidence that would be useful in the ELT field in Kenya and globally

Methodologically, I believe my study also makes significant contributions. To begin with, another reference to the Kenyan context, my study highlights the qualitative approach as a viable option to studying educational issues and by extension the social sciences. This is because most studies in Kenya in the past have been quantitative and mixed based on the assumption that the issue of trustworthiness in qualitative research is still questionable due to the use of a 'smaller' sample. I believe my study may contribute to qualitative research in Kenya because I have given sufficient details on

the research design, data generation and analysis process through a thick description that clearly demonstrates the logic of my findings and discussion. I have also explained the involvement of all the purposively sampled participants and provided the necessary data source triangulation and data generation triangulation: observations, in- depth interviews and document analysis over three months that enables trustworthiness in qualitative research.

From the findings, the study suggests that for effective reading pedagogy teachers need to effectively plan as this will enable their competencies be exuded in, selection of content, development and utilization of material, pedagogical approaches and assessment. Hence, my study adds important knowledge to the field of ELT which may be relevant in other pedagogical contexts.

5.6 Recommendations

The study revealed that teachers' competencies in planning influenced content, pedagogical approaches, development and utilization of material and assessment. In relation to this, I recommend that curriculum developers at the university need to develop a course on reading pedagogy that will embrace the acquisition of Teacher Competence. This should include content, approaches, methodology, resource materials and specific assessment procedures for reading. In addition to this, teachers could adopt reflective teaching, collaborative teaching and team teaching so that aspects of reading which pose challenges to some teachers can be taught by those who have shown competency in those specific micro skills.

Secondly, education stakeholders including teachers of English, KICD and TSC should design a syllabus that will embrace teachers' competencies in terms of content and give

detailed information on the recommended resource materials which could allow for effective reading pedagogy.

In relation to the findings on selection of content and planning for reading pedagogy, the study recommends that teachers of English using various pedagogical approaches and materials should ensure adequate preparation to ensure that they adequately handle content as planned to enhance teaching of reading and evaluation.

Another recommendation is that KICD should ensure that the English Language panelists are averse with the various competencies because they will provide relevant information to pedagogy. This would enable them design syllabi that are rich in developing teachers' competencies. Therefore, from this study it is recommended that teachers' competencies in reading pedagogy be enhanced both during training and through continuous professional teacher development courses to enhance high order reading skills of their learners.

5.7 Suggestions for Further Research

A number of issues have featured in this study that would require further empirical investigation. To begin with, there is need for a replication of this study in other contexts; that is, involving other subjects and language skills ,primary schools, colleges and universities and perhaps in other counties in Kenya .Such studies could also be replicated involving other aspects in language teaching such as content, materials, methodology and evaluation. I make this suggestion in line with the argument that the power of qualitative research, especially a case study lies in the multiplicity of research sites and cases (Dyörnei, 2007; Creswell, 2013; Stake, 2006).

Secondly, the amount of social research done on teachers' competencies in reading pedagogy is minimal in Kenya as noted by Boit,(2016).There is significant need for

further research in this area of study. While this study revealed that teachers are not quite aware of these competencies, it would be valuable to know whether similar results would be achieved for instance, in a primary school, teacher's training college or university.

During the study, a number of interesting issues emerged for which I did not have sufficient data to make conclusions. For example: the effect of administrative duties on teachers' competencies. Another interesting issue that emerged was that of the way reading was taught in primary school that affected learner entry behaviour at secondary school. Many teachers felt demotivated by this as the learners were quite a challenge to teach effectively. However, I did not explore these issues as they were not within the scope of my study. These are pedagogical issues that would be interesting to take up in a study.

5.8 Summary

This chapter has presented the summary of key findings, discussion, conclusion and recommendations of the study findings according to the main emerging themes of the study. It has also elaborated that teachers' competencies influence their skills in reading pedagogy. This is in agreement with the background to the study, the integrative approach, the Competency Based Pedagogy approach and the philosophical orientation of relativist-interpretivist that the study adopted to understand the study problem. From this discussion the main point I wish to underscore is that teacher competencies in reading pedagogy is a complex issue in ELT. The aspects of this complexity is the difficulty in planning for the selected content based on the scope and sequence, development and utilization of reading materials, pedagogical approaches and assessment to be covered in reading lessons. This notwithstanding, my study has suggested that English language teachers mainly acquired the pedagogical content

knowledge they use in class during training and were able to develop discernible pedagogical reasoning skills over time as they taught the content over and over again.

Overall, although the teachers in this study exuded competencies in the varied areas of pedagogy, the lack of proper planning for reading pedagogy arguably affects their competencies to effectively teach reading. Ultimately, I would argue that although my study focused on teachers' competencies in reading pedagogy at secondary school level; I believe that the findings would be relevant to teachers of any other subjects under similar circumstances. This is, considering that teachers of all other subjects at secondary school level have generally similar arrangements as participants in my study.

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APPENDICES


Appendix 1: Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY & INNOVATION

RESEARCH LICENSE


Date of Issue: **21/August/2019** RefNo: **130415**




This is to Certify that Ms. Salome Okong'o of Moi University, has been licensed to conduct research in Uasin-Gishu on the topic: Teachers' competencies in reading pedagogy: A study of selected secondary Schools in Uasin Gishu County, Kenya for the period ending: 21/August/2020.

License No: **NACOSTI/P/19/1067**

130415
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& INNOVATION

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Appendix 2: Information Sheet and Consent Form

INFORMATION SHEET

My research is on *Teachers' Competencies in Reading Pedagogy at Secondary school level in Uasin Gishu County, Kenya*. I am interested in the perceptions, pedagogy and ideas in the conversations that go on regarding teachers' competencies in reading pedagogy and probably attract reactions that contribute to the effective teaching of reading. If you participate in this study, it will help to gain more knowledge and understanding which will help , teachers, learners and education stakeholders in coming up with relevant and appropriate strategies and pedagogy to improve on teaching of reading as a skill in ESL. I will collect data through interviews, document analysis and observations. Any information that you give will be treated with utmost confidentiality. Should you wish to withdraw from the study, you are free to do so at any time.

I consent to participate in this study and it is my understanding that I may withdraw from it at any time.

NAME:

ADDRESS:

SIGNATURE:

DATE:

Appendix 3: Budget

CORE ACTIVITIES	ITEMS/PURPOSE	COST (KSHS)
Consolidation of literature for review	Books, journals, internet sources and other written documents	Approx. 40,000
Designing and developing research instruments and production of proposal drafts and final report drafts	Reams of photocopy papers And other materials	Approx.35,000
Main field data collection	Fare to the six sub-counties and research sites in Uasin Gishu county	Approx.30,000
Data processing, analysis report writing ,printing and binding of final thesis	Purchase of writing material, printer and toner	Approx 75,000
Miscellaneous	-	Approx. 20,000
TOTAL		KSHS.180, 000

Appendix 4: Work Plan

August 2018- December 2020

MONTH	ACTIVITY
Dec 2018- Feb 2019	Preliminary proposal writing and consultation with supervisors
Feb 2019- May 2019	Consultation with supervisors, Proposal presentation and collection of research permit
June 2019- Aug 2019	Data generation
Sept 2019– Oct 2019	Transcription and analysis of data
Nov 2019-May 2020 June-Sept 2020	Submission of first, second and third thesis drafts Consultation with supervisors and Submission of intent to submit for thesis examination .Submission of Final thesis for examination
Oct 2020 - Nov 2020	Final thesis defence. Corrections from defence
December 2020	Graduation

Appendix 5: Interview Guide

1. Please tell me your view on the teaching of reading in the English language classroom?
2. What are the learner related issues with regards to reading?
3. How does the context of the school affect your teaching of reading?
4. How do you identify and determine the content to teach in reading?
5. How do you plan your teaching/ learning activities for reading?
6. How do you utilize reading materials during your English lessons?
7. What approaches, methods and techniques do you use in teaching reading?
8. How do you evaluate your learners when teaching reading?
9. In your view, what are some of the reading issues related to you as a teacher?
10. Please tell me some of the issues that affect your teaching of reading.

Appendix 6: Sample Classroom Observation Guide

SCHOOL:..... CLASS:

TEACHER'S NAME:

OBSERVATION	TEACHER COMPETENCE	COMMENTS
Planning	Schemes of work Lesson plans Records of work Progress records	
Approaches and strategies	Learner centered Teacher centered	
Resource materials	Newspaper excerpts Set books Text books Student written work	
Evaluation	Written questions, random assessment tests, continuous assessment tests, group work, poem recitations	

Appendix 7: Sample Document Analysis Guide

SCHOOL..... CLASS.....

TEACHER'S NAME.....

PROFESSIONAL DOCUMENTS		COMMENTS
1.	Preparation of Schemes of work in line with syllabus	
2.	Lesson plans preparation in line with Schemes of Work	
3.	Number of lessons per week	
4.	Sequencing of content in lesson plans	
5.	Pedagogical approaches as planned for	
6.	Learning materials	
7.	Use of approved course books	
8.	Use of supplementary materials	
9.	Lesson feedback	
10.	Assessment of learners self- evaluation	
11.	Teacher self- evaluation	

Appendix 8: Teacher Interview Transcript

INTERVIEW TRANSCRIPT: SA1

Please tell me your view on the teaching of reading in the English language classroom?

Reading is a critical skill in ELT but, (shaking her head) it is not treated with the seriousness it deserves. I am a seasoned language teacher in high school with over 20 years teaching reading but I can assure you I really do not look into the syllabus demands. |Instead, there is the belief among teachers, me included that the teacher can pick certain aspects for exams. This is considering the fact that the national exam setting has a trend that the teacher can always follow. I look at the recurrent areas such as note making and summary writing, the integrated areas such as stylistic devices in paper two, tone, mood and attitude and give them more attention at the expense of other areas of reading as stipulated in the syllabus as long as the learners do not complain.

What are the learner related issues with regards to reading?

The learners in this school are from a very poor background in the language use especially that their primary school exposure seems limited. They seem to be exposed to the fact that you really do not need to read since the answers will always be in the comprehension. Some can't read and as teachers, we therefore just look out at achieving set targets and teach towards grades that will make us appear as working diligently. Honestly (laughing) I can never trust my learners to read alone especially that the set books are a must at form three and four since they are examinable. There is a lack of interest in reading and as a teacher I believe I contribute largely to this attitude. I therefore engage in guided reading in the class

How does the context of the school affect your teaching of reading?

The school lacks a reading culture and no matter the circumstances I cannot force the learners to read since this is a day school and I have no control of the learners outside the school context

How do you identify and determine the content to teach in reading?

Mmmh! Basically, teaching reading is not easy and I must attest to the fact that I do my best to the learners. I look out for what is frequently set in the national exams and then concentrate on ensuring the learners grasp it. Otherwise, there is not much I can do to enhance the way I teach reading since there is a constraint in terms of learner input. There is no reading culture and due to the lack of materials to each reading, I use the government book secondary English which is not as good as expected for quality

How do you plan your teaching/ learning activities for reading?

Planning for reading is not such an easy or pleasant task so the shortest path I take is loud reading in the classroom. I go to class with a comprehension and then we read. I

go ahead to even identify those who can read and make them go through the reading texts as the others listen. I know it is not right but, believe me, with the nature of learners I have and their entry behaviour I cannot compromise my completion of the syllabus. There is nothing to plan for in reading since the intention is to just ensure a learner can read and interpret a question in an exam.

How do you utilize reading materials during your English lessons?

There are no materials to teach reading and this narrows my scope when teaching so I just go for the comprehension texts in the course book and does intensive reading with learners on the selected text books. On this, I am bound and I do not see the need to widen my scope since majority of the learners will never buy the books I may see as supplementary to the stipulated texts. Maybe the government ought to give schools an opportunity to decide on the course book to use as this may just make a difference in my teaching.

What approaches, methods and techniques do you use in teaching reading?

I always try to give pre-reading tasks especially on the contemporary issues in the syllabus to give learners an opportunity to express their views on the issue before going to the actual reading of the text. We discuss the contemporary issues too. Since majority of my learners are struggling readers, I basically go for loud reading in the classroom then give them written exercises from the read text. When I do not want to task them with heavier work load on reading I simply handle recall skills and abilities among the learners. There are times however, that I engage them in integrated skills and application especially when teaching the set books.

How do you evaluate your learners when teaching reading?

On this I may consider myself to be doing poorly and on a scale of 1-10 I would not even score a 5. (Haha) ...I just give them written exercises from the read text and we mark in class by exchanging of books. Since reading is done with a task in mind, there is need for the teacher to really rethink how to evaluate the learner as scoring everything in a classroom assessment is not evidence of reading proficiency on the learners' side. As a teacher it really exposes my flaws as I am depending on the learner to gauge myself which is a very bad state of affairs in ELT.

In your view, what are some of the reading issues related to you as a teacher?

As a teacher I lack the needed rigour in teaching reading and maybe, the government should just rethink teacher training for efficient delivery in reading as a skill. The other day I heard a learner say, si lazima nisome hii book...inanipa tu pressure mob ya bure. Huyu mwalimu si pia asome halafu atupe notes. As a teacher I believe there's the lack of preparedness in teaching reading especially with the integrated syllabus which makes reading to appear just as a sub- skill. Reading at this level is majorly looked at in terms of comprehension which should not be the case. English is a service subject as all other subjects except Kiswahili and the foreign languages are taught in English.

Appendix 9: Lesson Plan

SCHOOL: SB

TEACHER'S NAME: TEACHER SB2

CLASS: FORM 1EAST

DATE: 16TH MARCH 2019

SUBJECT: ENGLISH

TOPIC: READING COMPREHENSION- LETTER HOME

OBJECTIVE: By the end of the lesson the learner should be able to read the passage and answer the questions on it

REFERENCE: INTEGRATED ENGLISH BOOK 1

TIME	STEP	TEACHING ACTIVITIES	LEARNING ACTIVITIES
5minutes	Step 1: Introduction Pre-reading activities	Teacher asks learners to discuss in pairs the passage Letter Home	Learners discuss with their desk mate what the passage is about
10 minutes	Step 2: Reading	Teacher guides learners in reading the passage aloud. Teacher asks a few learners to read the passage as others listen	Learners listen to the teacher read the passage to them. A few students read the passage while others listen
10 minutes	Step 3: Group work	Teacher puts learners in groups of four and asks them to play the roles of the different characters in the text Teacher asks learners to practice reading the selected words correctly	Learners in their group's role play the different characters. Learners read their individual assigned parts
10 minutes	Step 4: Exercise	Teacher asks learners to answer the questions after the passage	Learners answer the questions in their exercise books
5 minutes	Step 5: Conclusion	Teacher reads out the questions and asks learners to give the answers as they counter check their desk mate's books	Students give answers to the questions and make corrections in their books.

SELF EVALUATION: Lesson well taught but there is need to follow up on some learners who cannot spell out some words correctly as they read aloud.

Appendix 10: Completed Observation Schedule

SCHOOL: SK

CLASS: 2 AMBER

TEACHER'S NAME: TEACHER SK1

OBSERVATION	TEACHER COMPETENCE	COMMENTS
Planning	Schemes of work Lesson plans Records of work Progress records	-SoW were well prepared in line with syllabus -Lesson plan written from the SoW . However, there is need to ensure the content is well sequenced based on the planned lesson -Records of work were not updated and there is need to ensure every lesson as planned is well recorded for reference -Learner Progress records need to be updated as they do not clearly indicate the learners progress in the reading skills
Approaches and strategies	Enhance reading pedagogy Learner centered Teacher centered	
Resource materials	Newspaper excerpts Set books Text books Student written work	
Assessment	Written questions, random assessment tests, continuous assessment tests, group work, poem recitations	

Appendix 11: Completed Document Analysis Schedule

SCHOOL: SF

CLASS: F2 GREEN

TEACHER'S NAME: TEACHER SF2

PROFESSIONAL DOCUMENTS		COMMENTS
1.	Preparation of Schemes of work in line with syllabus	Well prepared
2.	Lesson plans preparation in line with Schemes of Work	Lesson plan not prepared for the specific lesson
3.	Number of reading lessons per week	One
4.	Sequencing of content in lesson plans	Some lesson plans seen do not align to the SoW and the teacher said she was preparing the learners for exams so did not have to teach everything
5.	Pedagogical approaches as planned for	Discussion was mentioned but was not quite used. Instead, the lesson was majorly a question and answer one
6.	Learning materials	The teacher used the approved text book only
7.	Use of approved course books	This was done though the content taught was not what had been planned for
8.	Use of supplementary materials	None was used
9.	Lesson feedback	Teacher did not give feedback since it was a single lesson and the teacher was headed for another class
10.	Assessment of learners	Learners did the exercise at the end of the passage and were asked to collect their books for marking
11.	Teacher self- evaluation	Since the time was limited, there was no evidence of self- evaluation. Instead, the teacher asked the learners to ensure all their books were collected and that they will revise in the next lesson

Appendix 12: Emergent Themes and Codes during Data Analysis

Teachers' competencies in planning for Reading Pedagogy

- Selection of reading content based on syllabus scope and sequence
- Planning for selected content based on learner needs and entry behaviour
- Planning for syllabus content and instructional demands
- Planning for content based on the number of lessons
- Schemes of work as a planning tool for reading pedagogy
- Lesson plans as a planning tool in reading pedagogy

Teachers' Competencies in developing and utilizing materials for Reading pedagogy

- Teachers' competencies in Selection of reading materials
- Teachers' competencies in development and improvisation of reading materials
- Efficacy on the utilization of reading materials

Teachers' competencies in pedagogical approaches and assessment of reading in the classrooms

- Efficacy of pedagogical approaches to reading pedagogy
- Efficacy of assessment on reading pedagogy

Appendix 13: Schemes of Work

SCHEMES OF WORK

TERM ONE 2019

General Objectives:

By the end of the term/course, the learner should be able to:

1. Express himself accurately, fluently, freely and intelligibly in his speech.
2. Actively decode, interpret and negotiate the meanings of what he hears and respond appropriately.
3. Understand written material in order to obtain useful general information or pleasure.
4. Plan, organize, and coherently, logically and creatively communicate his ideas by recording them on paper.
5. Exhibit linguistic and communicative competence.
6. Learn, retain and use new words in their right context.
7. Enrich and improve his linguistic and communicative competence within the context of suitable works of literature.

REFERENCES:

1. New Integrated English, Students' Book 1
2. Advancing in English, Students' Book 1
3. Excelling in English, Students' Book 1

WK	LSN	TOPIC/S-TOPIC	OBJECTIVES	L/ACTIVITIES	L/T AIDS	REFERENCE	REMARKS	
2	1-6	REPORTING, ORIENTATION AND GENERAL INTRODUCTION OF THE COURSE TO STUDENTS						
3	1	Reading Comprehension	By the end of the lesson the learner should be able to:- Answer questions from the passage appropriately	Reading Answering questions	Chalkboard Readers Pictures	NIE BK1 Pg 1-3		
	2	Introduction to poetry	By the end of the lesson the learner should be able to:- Define poetry Define terms related to poetry	Writing Reciting Reading Answering questions	Copies of the poem Anthologies of poem Chalkboard Flash cards	Poems from E. Africa Adv Eng BK1 Pg 207		
	3&4	Writing Shopping list	By the end of the lesson the learner should be able to:- Write a shopping list according to priority	Discussion Answering questions Writing	Chalkboard Magazine	NIE BK1 Pg 5		
	5	Oral literature Introduction	By the end of the lesson the learner should be able to:- Define oral literature List genres of oral literature	Class discussion Notes taking	Chart on genres Flash card Prescribed oral literature books	Teachers own notes		

	6	Seating arrangement	<p>By the end of the lesson the learner should be able to:-</p> <p>List advantages and disadvantages of seating positions in class</p>	<p>Class discussion</p> <p>Notes taking</p>	<p>Chalkboard</p> <p>Chart</p> <p>Classroom itself</p>	<p>NIE BK1 Pg 5</p> <p>Learners experience</p>	
4	1	Grammar Parts of speech	<p>By the end of the lesson the learner should be able to:-</p> <p>List parts of speech</p> <p>Identify parts of speech in sentences</p>	<p>Reading</p> <p>Notes taking</p> <p>Discussion</p> <p>Listening</p>	<p>Chalkboard</p> <p>Chart</p>	<p>NIE BK1 Pg 4</p> <p>Adv Eng BK1 Pg 7</p>	
	2	Word search puzzle	<p>By the end of the lesson the learner should be able to:-</p> <p>Identify words from the puzzle</p>	<p>Answering questions</p> <p>Notes taking</p> <p>Practice exercise</p>	<p>Newspapers</p> <p>Chalkboard</p> <p>Dictionary</p>	<p>NIE BK1 Pg 7</p>	
	3&4	Nouns Proper, common and collective nouns	<p>By the end of the lesson the learner should be able to:-</p> <p>Define a noun</p> <p>Classify nouns</p>	<p>Answering questions</p> <p>Writing</p> <p>Exercise</p>	<p>Chalkboard</p> <p>Chart</p>	<p>NIE BK1 Pg 8-9</p> <p>Adv Eng BK1 Pg 14</p>	
	5	Listening and speaking	<p>By the end of the lesson the learner should be able to:-</p> <p>Articulate given sounds well</p> <p>Use sound in own sentences</p>	<p>Answering questions</p> <p>Notes taking</p> <p>Doing own exercise</p>	<p>Chalkboard</p> <p>Assorted words & word sounds on a charts</p>	<p>NIE BK1 Pg 11</p> <p>Teachers' own source</p>	

				Listening			
	6	Nouns Concrete and abstract	By the end of the lesson the learner should be able to:- Define concrete and abstract nouns and give examples of both types	Writing, Answering questions, Discussion, Doing own exercise	Chalkboard	NIE BK1 Pg 12 Adv Eng BK1 Pg 25, 33	
5	1	Using the dictionary	By the end of the lesson the learner should be able to:- List the uses of a dictionary Use the dictionary appropriately	Practice using a dictionary Notes taking Speaking	Chalkboard Dictionary	Oxford advanced learners dictionary NIE BK1 Pg 12 Adv Eng BK1 Pg 2	
	2	Articles	By the end of the lesson the learner should be able to:- Differentiate articles Use them in own sentences	Notes taking Asking questions Doing practice exercise Discussion	Chalkboard Textbook Dictionary	NIE BK1 Pg 20-21 Adv Eng BK1 Pg 52	
	3&4	The article 'the'	By the end of the lesson the learner should be able to:- Define the article 'the' Outline the uses of the article 'the'	Notes taking Doing practice exercise Demonstration	Chalkboard Dictionary Audio tape from KIE	NIE BK1 Pg 22-24 Adv Eng BK1 Pg 52	
	5&6	Reading Comprehension	By the end of the lesson the learner should be able to:- Read and understand the passage	Reading Answering questions	Chalkboard Readers Supplementary readers	NIE BK1 Pg 18-19, 24-25	

			Explain the meaning of words and phrases used in the passage	Writing Doing own exercise Listening	for further reading Chart on comprehension skills		
6	1	Creative Writing	By the end of the lesson the learner should be able to:- Organize given points into a logical paragraph	Listening Writing and answering questions	Chalkboard Textbook Pictures Charts Readers	NIE BK 1 Pg 24-25 Adv Eng BK1 Pg 66	
	2	Countable and non-countable nouns	By the end of the lesson the learner should be able to:- Define countable and non-countable nouns Arrange given items into countable and non -countable nouns	Taking notes Doing own exercise Writing Reading	Textbooks Chalkboard	NIE BK 1 Pg 22-26 Adv Eng BK1 Pg 25	
	3&4	Nouns and their plurals	By the end of the lesson the learner should be able to:- Form plurals of nouns Use them in sentences	Notes Taking Answering questions Speaking	Chalkboard Chart Dictionary	NIE BK 1 Pg 28-29 Adv Eng BK1 Pg 42-43	
	5	Listening	By the end of the lesson the learner should be able to:-				

		Comprehension	Listen carefully and answer given questions	Notes taking Answering questions writing	Chalkboard Readers	NIE BK1 Pg 31-32	
	6	Speech Etiquette	By the end of the lesson the learner should be able to:- Demonstrate polite speech according to age, position and relationship	Discussion Notes taking Answering questions Speaking Listening Reading	Chalkboard Readers	NIE BK1 Pg 33-34 Adv Eng BK1 Pg 156	
7	1	Introduction Forms	By the end of the lesson the learner should be able to:- Differentiate forms of introduction Use them in practical situations	Notes taking Answering questions Discussion	Chalkboard Extracts from forms of various types	NIE BK1 Pg 36-37	
	2	Adjectives	By the end of the lesson the learner should be able to:- Classify adjectives – regular/irregular Use them correctly in own sentences	Notes taking Practice exercise Listening Writing	Chalkboard Chart on the chalkboard on adjectives	NIE BK1 Pg 38-39 Adv Eng BK1 Pg 153	
	3&4	Reading	By the end of the lesson the learner should be able to:-	Reading			

		Comprehension	Answer questions from the passage correctly	Answering questions Writing Discussion	Chalkboard	NIE BK1 Pg 40	
	5	Adjectives of quality	By the end of the lesson the learner should be able to:- Give a list of adjectives Use them in own sentences	Notes taking Discussion Practice exercise	Chalkboard Chart on adjectives	NIE BK1 Pg 44 Adv Eng BK1 Pg 141, 153	
	6	Adjectives of quantity	By the end of the lesson the learner should be able to:- Define adjectives of quantity Use them in own sentences	Discussion Practice exercise Listening Writing	Chalkboard Chart on adjectives	NIE BK1 Pg 45-46 Adv Eng BK1 Pg 141, 153	
8	1	Demonstrative adjectives	By the end of the lesson the learner should be able to:- Define demonstrative adjectives Use them correctly in his/her own sentences	Discussion Practice exercise	Chalkboard Chart on adjectives	NIE BK1 Pg 46-47 Adv Eng BK1 Pg 141	
	2-6	Using the Dictionary II	By the end of the lesson the learner should be able to:- Find words with the same meaning from the dictionary	Notes taking Checking words from the dictionary Reading	Dictionary Chalkboard Supplementary readers	NIE BK1 Pg 48 Adv Eng BK1 Pg 2 Oxford Advanced	

			Use them correctly in sentences of his own	Discussion Writing Speaking	to provide words to be used in the dictionary	Dictionary	
9	1	Handwriting	By the end of the lesson the learner should be able to:- Write the letters of the alphabet legibly	Writing practice Notes taking	Textbooks Chart on handwriting models	NIE BK1 Pg 53-54	
	2	Personal Pronouns	By the end of the lesson the learner should be able to:- Define a pronoun Use pronouns in correct sentences	Notes taking Practice exercise Speaking Listening Reading	Chart on pronouns	NIE BK1 Pg 56-57 Adv Eng BK1 Pg 63	
	3&4	Poetry	By the end of the lesson the learner should be able to:- Define poetry Appreciate poetry	Discussion Choral reading of a poem Notes taking	Newspapers cuttings Pamphlets on poetry	Poems from E. Africa Adv Eng BK1 Pg 193	
	5	Using the Library	By the end of the lesson the learner should be able to:- Arrange assorted books into fiction and non-fiction	Discussion Notes taking Doing a practice exercise Reading	Textbooks Charts on library	NIE BK1 Pg 59 Adv Eng BK1 Pg 198, 179	

	6	Using the library Continuation	By the end of the lesson the learner should be able to:- Trace books from the library shelves and return them to the correct positions	Picking books from the shelves Returning books to the shelves Reading Discussion	Assorted books	NIE BK1 Pg 61 Adv Eng BK1 Pg 198, 179	
10	1	Possessive Pronouns	By the end of the lesson the learner should be able to:- Define possessive pronouns and give examples of possessive pronouns	Writing Discussion Listening reading	Chalkboard Chart on possessive pronouns	NIE BK1 Pg 69-70 Adv Eng BK1 Pg 71	
	2	Creative Writing	By the end of the lesson the learner should be able to:- Plan a story systematically Write a story	Writing Class discussion Reading Discussion	Chart on stages of a story	NIE BK1 Pg 69	
	3&4	Creative Writing 2	By the end of the lesson the learner should be able to:- Write a jumbled up story logically	Discussion Notes taking Doing own exercise	Chalkboard	NIE BK1 Pg 76	
	5	Listening Comprehension	By the end of the lesson the learner should be able to:- Listen carefully and answer the	Discussion Explaining	Chalkboard	NIE BK1 Pg 76-77	

			questions correctly	Answering questions Writing	Samples of the passage		
6	Spelling Rules	By the end of the lesson the learner should be able to:- Pronounce words correctly Spell words correctly	Class discussion Writing Reading Listening	Dictionary Textbooks Samples of words on charts	NIE BK1 Pg 73 Adv Eng BK1 Pg 135, 233		
11	1&2 The Verbs To be Lexical Irregular Regular	By the end of the lesson the learner should be able to:- Read the passage and paraphrase it Answer questions orally and in written form and use verbs correctly after identifying i.e. lexical, regular etc	Notes taking Doing an exercise Reading Listening	Chalkboard	NIE BK1 Pg 77		
3&4	Reading comprehension	By the end of the lesson the learner should be able to:- Answer questions orally and in written	Reading Answering questions Writing	Textbooks	NIE BK1 Pg 80		
5	Personal Writing Addresses	By the end of the lesson the learner should be able to:- Use both block and inverted forms of addresses correctly	Notes taking Practice exercise Writing Listening	Textbooks A chart on addresses	NIE BK1 Pg 88 Adv Eng BK1 Pg 125		

	6	Listening and Speaking f θ	By the end of the lesson the learner should be able to:- Pronounce the two sounds correctly	Drill Pronouncing Speaking Writing Discussion	Assorted words on a chart	NIE BK1 Pg 90 Teacher's own source	
12	1&2	Reading Comprehension	By the end of the lesson the learner should be able to:- Give correct responses to questions on the passage Infer meanings of words	Reading Answering questions Writing	Chalkboard Extracts of passages	NIE BK1 Pg 90	
	3	The simple present tense	By the end of the lesson the learner should be able to:- Outline the uses of simple present tense Construct sentences in the simple present tense correctly	Explaining Notes taking Doing own exercise Discussion	Chart Chalkboard Cw	NIE BK1 Pg 91 Adv Eng BK1 Pg 123	
	4	Listening and speaking L and r	By the end of the lesson the learner should be able to:- Differentiate the two sounds Use the two sounds correctly	Oral practice Answering questions Speaking Writing	Chalkboard Chart	NIE BK1 Pg 93 Adv Eng BK1 Pg 210	

	5&6	Time management and vocabulary	By the end of the lesson the learner should be able to:- Draw a personal timetable Do own exercise Draw a word tree	Reading Discussion Writing Doing own exercise	A sample of timetable Textbooks	NIE BK1 Pg 143	
13	1-6	Revision	By the end of the lesson the learner should be able to:- Go over the course in total from week 5 to 15	Making short notes Reading Speaking Writing	Notes in class Books	Own notes Teachers' notes	

TERM TWO 2018

WK	LSN	TOPIC/S-TOPIC	OBJECTIVES	L/ACTIVITIES	L/T AIDS	REFERENCE	REMARKS
		OPENING OF SCHOOL FOR 2ND TERM					
2	1	Grammar Types of sentences	By the end of the lesson the learner should be able to:- Explain different types of sentences and give examples	Discussion Notes taking Doing own exercise	A chart on types of sentences	NIE BK1 Pg 153 Adv Eng BK1 Pg 35, 47, 56	
	2&3	Punctuation	By the end of the lesson the learner should be able to:- Punctuate given sentences correctly Answer questions correctly	Notes taking Doing own exercise	Chalkboard	NIE BK1 Pg 155 Adv Eng BK1 Pg 98, 106	
	4	Listening and speaking e c	By the end of the lesson the learner should be able to:- Identify and pronounce the sounds	Notes taking Doing own exercise	Chart on the sounds	NIE BK1 Pg 162 Adv Eng BK1 Pg 50	
	5	Writing Keeping personal journals	By the end of the lesson the learner should be able to:- Differentiate a journal and diary	Notes taking Doing exercise	A sample journal	NIE BK1 Pg 158	
	6	Oral literature	By the end of the lesson the learner			Oral literature for	

		Audience setting	should be able to:- Define audience setting and types of audiences	Speaking Writing Doing own exercise	Textbooks	sec school Pamphlets of the school	
3	1&2	Grammar Subject – verb agreement	By the end of the lesson the learner should be able to:- Construct five sentences correctly applying the subject verb agreement	Listening Notes taking Doing own exercise	Textbooks	NIE BK1 Pg 164	
	3	Grammar Verb ‘to have’	By the end of the lesson the learner should be able to:- Identify verb ‘to have’ in sentences and use it correctly in own sentences	Listening Notes taking Doing own exercise	Textbooks	NIE BK1 Pg 172	
	4	Reading Comprehension	By the end of the lesson the learner should be able to:- Answer questions and identify unfamiliar words and explain their meaning	Reading Answering questions Doing own exercise Discussion	Chalkboard Textbooks	NIE BK1 Pg 174	
	5	Oral Literature Oral poetry	By the end of the lesson the learner should be able to:- Read a given poem correctly	Oral recitation Dramatization	Charts	Poems from E. Africa Poetry	

				Reading	Anthologies of poems		
	6	Oral Literature Writing oral poetry	By the end of the lesson the learner should be able to:- Write a simple poem on a given topic and recite the poem effectively	Notes taking Writing a sample poem Recitation Discussion	Textbooks Video tapes and audio tapes from KIE	NIE BK1 Pg 84	
4	1&2	Grammar Present continuous tense	By the end of the lesson the learner should be able to:- Construct five sentences in past continuous tense Give sentences containing past continuous tense	Listening Notes taking Doing own exercise	Textbooks	NIE BK1 Pg 144	
	3	Inventory	By the end of the lesson the learner should be able to:- Define an inventory Draw an inventory	Listening Notes taking Doing own exercises Writing	A sample inventory	NIE BK1 Pg 137 Adv Eng BK1 Pg 225	
	4	Types of sentences Imperative Exclamatory Declarative/affirmative Negative	By the end of the lesson the learner should be able to:- State the types of sentences Construct different types of sentences	Listening Notes taking Answering questions	Textbooks	NIE BK1 Pg 153 Adv Eng BK1 Pg 35,47,56	

	5	Punctuation 1 and 2	<p>By the end of the lesson the learner should be able to:-</p> <p>List the punctuation marks in use and make use of them correctly in sentences</p>	<p>Reading</p> <p>Writing</p> <p>Doing own exercise</p>	Textbooks	<p>NIE BK1 Pg 155</p> <p>Adv Eng BK1</p> <p>Pg 98, 106</p>	
	6	<p>Writing</p> <p>Descriptive essay</p>	<p>By the end of the lesson the learner should be able to:-</p> <p>Give a detailed description of a given topic</p>	<p>Class discussion</p> <p>Listening</p> <p>Writing</p>	A sample of a descriptive essay	<p>NIE BK1 Pg 95</p> <p>Excellng BK1 Pg 110</p>	
5	1	<p>Grammar</p> <p>Capital letter</p>	<p>By the end of the lesson the learner should be able to:-</p> <p>Outline the uses of the capital letter</p> <p>Use a capital letter in his/her own sentences correctly</p>	<p>Listening</p> <p>Notes taking</p>	Textbooks	NIE BK1 Pg 155	
	2&3	Handwriting	<p>By the end of the lesson the learner should be able to:-</p> <p>Explain what good handwriting entails</p> <p>Write legibly</p>	<p>Oral discussion</p> <p>Notes taking</p>	<p>A sample of a well written text</p> <p>Letters of the alphabet sample</p>	NIE BK1 Pg 53	
	4	Consolidation exercises	<p>By the end of the lesson the learner should be able to:-</p> <p>Do the exercises correctly</p>	<p>Listing</p> <p>Reading</p> <p>Discussion</p>	Textbooks		

				Revision			
	5	Oral Literature Trickster narratives	By the end of the lesson the learner should be able to:- Define a trickster narrative and give example	Discussion Explaining Notes taking	Teacher's own source	NIE BK1 Pg 103 Adv Eng BK1 Pg 76	
	6	The Comma	By the end of the lesson the learner should be able to:- Use a comma in his/her own sentences correctly	Listing Notes taking Doing own exercise	Textbooks	NIE BK1 Pg 159 Adv Eng BK1 Pg 106 Exc. BK1 Pg 106	
6	1	Writing skills Sequencing ideas	By the end of the lesson the learner should be able to:- Write a coherent sentence in a logical order	Reading Writing Doing own exercise	Textbooks © Education Plus Agencies	NIE BK1 Pg 114 Adv Eng BK1 Pg 66	
	2&3	Abstract Nouns	By the end of the lesson the learner should be able to:- Define abstract nouns and use them in own sentences	Class discussion Doing own exercise	Chart on abstract nouns	NIE BK1 Pg 33 Adv Eng BK1 Pg 33	

	4	Writing Skills Topic sentences	By the end of the lesson the learner should be able to:- Identify a topic sentence and write a paragraph that has a topic sentence	Discussion Reading Writing	A sample paragraph	NIE BK1 Pg 143 Adv Eng BK1 Pg 33, 56	
	5	Listening and Speaking u u:	By the end of the lesson the learner should be able to:- Pronounce sounds u u: correctly and construct sentences using the two sounds	Speaking Listening Answering questions	Textbooks	NIE BK1 Pg 109 Adv Eng BK1 Pg 92	
	6	Silent reading	By the end of the lesson the learner should be able to:- Read silently and answer questions correctly	Reading Listening Doing own exercise	Textbooks	NIE BK1 Pg 194 Adv Eng BK1 Pg 76	
7	1	Listening and speaking Sounds o and ə	By the end of the lesson the learner should be able to:- Identify the two sounds and articulate them correctly	Oral practice Writing Doing own exercise	Chart on sounds	NIE BK1 Pg 197 Adv Eng BK1 Pg 171	
	2&3	Grammar The perfect aspect (tense)	By the end of the lesson the learner should be able to:- Construct sentences in the perfect tense and answer questions in this aspect	Class discussion	Textbooks	Adv Eng BK1 Pg 171	

			correctly	Writing			
	4	Writing Informal Letter	By the end of the lesson the learner should be able to:- Design the format of writing an informal letter	Listening Reading Writing	Sample format	Adv Eng BK1 Pg 154, 145	
	5	Building Sentence Skills	By the end of the lesson the learner should be able to:- Interpret the idea of sentence building	Reading Reciting Answering questions	Textbooks Sample poem	NIE BK1 Pg 55	
	6	Poetry	By the end of the lesson the learner should be able to:- Point out the theme in a given poem and answer questions based on a poem	Reading Reciting Answering questions Discussion	Textbooks Sample poem	NIE BK1 Pg 193 Adv Eng BK1 Pg 193	
8	1	Pronunciation Sounds e ei	By the end of the lesson the learner should be able to:- Differentiate the two sounds by articulating them distinctly	Class discussion Oral practice Doing own exercise	Charts on sounds	NIE BK1 Pg 165 Adv Eng BK1 Pg 165	

	2&3	Sounds s ç	By the end of the lesson the learner should be able to:- Differentiate the sounds by pronouncing words correctly	Listening Writing Answering questions	Textbooks A chart on samples sounds s ç	Adv Eng BK1 Pg 227	
	4	Interrogative Sentences and question tags	By the end of the lesson the learner should be able to:- Use interrogative and question tags correctly	Writing Answering questions	Textbooks	NIE BK1 Pg 246	
	5&6	Interrogative Sentences and question tags (continuation)	By the end of the lesson the learner should be able to:- Use interrogative and question tags correctly	Writing Answering questions	Textbooks	NIE BK1 Pg 246 Adv Eng BK1 Pg 246	
9	1	Grammar Common and proper nouns	By the end of the lesson the learner should be able to:- Differentiate between common and proper nouns and use them correctly in own sentences	Listening Answering questions	Textbooks	Adv Eng BK1 Pg 14	
	2&3	Functions of Pronouns	By the end of the lesson the learner should be able to:- Name the types of pronouns and their functions and use them in own sentences	Listening Notes taking Doing own exercise	Chalkboard Chart on pronouns	NIE BK1 Pg 48 Adv Eng BK1 Pg 97	

	4	Final punctuation mark (End of sentence)	By the end of the lesson the learner should be able to:- Identify all end of sentence punctuation marks	Listening Notes taking Reading Practice exercise	Chalkboard	NIE BK1 Pg 148 Adv Eng BK1 Pg 98	
	5	Writing Sentences	By the end of the lesson the learner should be able to:- Write clear and grammatically correct sentences	Listening Reading Answering questions Exercise	Sample sentence Chalkboard	NIE BK1 Pg 128	
	6	Writing Unity in paragraphs	By the end of the lesson the learner should be able to:- Write a paragraph that has unity in its sentences	Writing Reading	Chalkboard Sample paragraph	Adv Eng BK1 Pg 73	
10	1	Pronunciation Sounds f and v	By the end of the lesson the learner should be able to:- Articulate the sounds well	Reading Pronunciation drills Doing exercise	Chalkboard Chart on sounds	NIE BK1 Pg 73	
	2&3	Oral Literature Ogre narratives	By the end of the lesson the learner should be able to:- Define ogre narrative and give an example	Listening Writing notes	Textbooks	Oral literature. Okimba miruka Exc. BK1 Pg 129	

	4	Packing list	By the end of the lesson the learner should be able to:- Define a packing list and make a correct packing list	Discussion Writing	Sample of packing list Textbooks	Adv Eng BK1 Pg 221	
	5	Grammar Active and stative verbs	By the end of the lesson the learner should be able to:- State the differences between active and stative verbs and give examples in own sentences	Notes taking Exercise	Chalkboard Textbooks	Exc BK1 Pg 129 Adv Eng BK1 Pg 62	
	6	Grammar Past tense Simple past	By the end of the lesson the learner should be able to:- Change irregular and regular verbs into their correct past tense	Reading Writing Doing own exercise	Chart with sample sentences	Exc BK1 Pg 60-62 Adv Eng BK1 Pg 105, 114	
11	1	Reading Comprehension	By the end of the lesson the learner should be able to:- Answer questions based on the texts Identify difficult words and explain their meaning	Silent reading Answering questions	Chalkboard	NIE BK1 Pg 192	
	2&3	Silent reading	By the end of the lesson the learner should be able to:- Practice silent reading Answer questions appropriately after	Reading Writing	Textbooks	NIE BK1 Pg 192 Adv Eng BK1 Pg 76	

			silent reading	Discussion Listening			
	4	Phrases	By the end of the lesson the learner should be able to:- Define a phrase Give examples of phrases	Explaining Answering questions Notes taking Doing own exercise	Textbooks	NIE BK1 Pg 196	
	5&6	Noun Phrases	By the end of the lesson the learner should be able to:- Define a noun phrase Explain terms used as noun phrases and give examples of noun phrases	Listening Answering questions Practice exercise	Chalkboard	NIE BK1 Pg 120 Adv Eng BK1 Pg 223	
12	1	Poetry	By the end of the lesson the learner should be able to:- Define poetry Explain terms used in poetry	Reading Notes taking Listening	A sample poem	NIE BK1 Pg 202 Adv Eng BK1 Pg 193	
	2	Conjunction	By the end of the lesson the learner should be able to:- Define a conjunction Give examples of conjunctions and use them in own sentences	Listening Notes taking Doing exercise	textbooks	NIE BK1 Pg 204 Adv Eng BK1 Pg 213 Exceln BK! Pg 117	

	3&4	Reading Comprehension and note taking	By the end of the lesson the learner should be able to:- Practice silent reading Answer questions List the methods of note taking Use them well in notes making	Notes taking Asking questions	Textbooks	NIE BK1 Pg 207-208 Adv Eng BK1 Pg 38, 163	
	5	Listening and speaking Sound [h]	By the end of the lesson the learner should be able to:- Articulate the sound [h] well Identify and use it in own sentences correctly	Ask questions Notes taking	Textbooks	NIE BK1 Pg 211	
	6	Vocabulary	By the end of the lesson the learner should be able to:- Identify new words from the passage Explain their meaning as used in the context	Listing Writing Reading	Textbook	NIE BK1 Pg 226	
13	1	Adverbs Place and manner	By the end of the lesson the learner should be able to:- Identify and define adverbs of manner and place Use them in own sentences	Asking questions Doing own exercise	Textbooks	NIE BK1 Pg 202 Adv Eng BK1 Pg 170, 183 Exceln BK1 Pg 101-102	

	2&3	Reading Comprehension	By the end of the lesson the learner should be able to:- Answer questions after reading Use difficult words in own sentences	Reading Writing	Textbooks	NIE BK1 Pg 214		
	4	Writing My role model	By the end of the lesson the learner should be able to:- Identify his/her role model Write an essay about his role model	Discussion Writing	A list of role models	NIE BK1 Pg 100		
	5	Adverbs Frequency and time	By the end of the lesson the learner should be able to:- Differentiate the two types of adverbs Use them in own sentences	Asking questions Answering questions Doing own exercise	Chalkboard	NIE BK1 Pg 219 Adv Eng BK1 Pg 183 Exceln BK1 Pg 101-102		
	6	Acrostic poetry	By the end of the lesson the learner should be able to:- Define acrostic poetry Write simple acrostic poem	Reading Writing	Textbooks	NIE BK1 Pg 226 Learners own source		
14	1-6	REVISION						

TERM THREE 2018

WK	LSN	TOPIC/S-TOPIC	OBJECTIVES	L/ACTIVITIES	L/T AIDS	REFERENCE	REMARKS
1	1-6	OPENING					
2	1	Listening Comprehension	By the end of the lesson the learner should be able to:- Answer questions after reading the passage	Reading Listening Doing own exercise	Textbooks Pictures	NIE BK1 Pg Teachers' guide Pg 220	
	2&3	Creative Writing	By the end of the lesson the learner should be able to:- Show understanding of creative writing Write a story based on own creativity	Listening Notes taking	Textbooks	NIE BK1 Pg 221-222	
	4	Comparative	By the end of the lesson the learner should be able to:- Define comparative Give examples and use them in own sentences	Listening Notes taking Doing own exercise	Chalkboard	NIE BK1 Pg 223	
	5	Etiquette	By the end of the lesson the learner should be able to:- Use polite speech	Listening and taking notes Ask and answer questions	Chalkboard	NIE BK1 Pg 228 Adv Eng BK1 Pg 156	

	6	Comparatives 2	<p>By the end of the lesson the learner should be able to:-</p> <p>Gives examples of comparatives</p> <p>Use them to construct own sentences</p>	<p>Listening</p> <p>Notes taking</p> <p>Doing practice exercise</p>	Textbooks	NIE BK1 Pg 230	
3	1	Reading comprehension (body language)	<p>By the end of the lesson the learner should be able to:-</p> <p>List different types of body signs</p> <p>Explain the meaning of various signs</p>	<p>Reading</p> <p>Discussion</p>	Chalkboard	NIE BK1 Pg 232	
	2&3	Surveying a text	<p>By the end of the lesson the learner should be able to:-</p> <p>Surveying a text and come up with a title</p> <p>Identify all essential elements of a text</p>	<p>Reading</p> <p>Writing</p> <p>Asking and answering questions</p>	Textbooks	NIE BK1 Pg 234	
	4	Brain teasers	<p>By the end of the lesson the learner should be able to:-</p> <p>Demonstrate ability to unravel a brain teaser</p>	<p>Reading</p> <p>Writing</p>	Textbooks	NIE BK1 Pg 287	
	5	Superlatives	<p>By the end of the lesson the learner should be able to:-</p> <p>Define superlatives</p> <p>Give examples of superlatives and use</p>	<p>Reading</p> <p>Taking notes</p>	Textbooks	NIE BK1 Pg 238	

			them in own sentences				
	6	Listening Comprehension (Bad memory)	By the end of the lesson the learner should be able to:- Answer questions after reading	Listening Answering questions	Textbooks	NIE BK1 Pg 244	
4	1	Direct Speech	By the end of the lesson the learner should be able to:- Punctuate direct speech well Use it in own sentences	Answer questions Doing own exercises	Textbooks	NIE BK1 Pg 247	
	2&3	Creative Writing	By the end of the lesson the learner should be able to:- Write and essay in any given topic	Listening Reading Writing	Textbooks	NIE BK1 Pg 247	
	4&5	Reading Comprehension	By the end of the lesson the learner should be able to:- Read fluently Answer questions based on the passage	Reading Listening Writing	Textbooks	NIE BK1 Pg 247	
	6	Listening and Speaking Sound [g] and [ʒ]	By the end of the lesson the learner should be able to:- Articulate the sounds correctly	Listening Oral practice	Textbooks	NIE BK1 Pg 249	

5	1	Interrogatives	<p>By the end of the lesson the learner should be able to:-</p> <p>Construct sentences using WH and auxiliary verbs</p>	<p>Listening</p> <p>Writing</p> <p>Answering questions</p>	Textbooks	<p>NIE BK1 Pg 256</p> <p>Adv Eng BK1 Pg 246</p>	
	2&3	Vocabulary Palindromes	<p>By the end of the lesson the learner should be able to:-</p> <p>Define palindromes</p> <p>Give example</p>	<p>Reading</p> <p>Writing</p> <p>Answering questions</p> <p>Doing own exercise</p>	Textbooks	NIE BK1 Pg 259	
	4	Reading Comprehension	<p>By the end of the lesson the learner should be able to:-</p> <p>Answer questions correctly after reading the passage</p>	<p>Reading</p> <p>Writing</p> <p>Answering questions</p>	Textbooks	NIE BK1 Pg 255	
	5	Adjectives	<p>By the end of the lesson the learner should be able to:-</p> <p>Use gradable and ungradable adjectives in own sentences</p>	<p>Reading</p> <p>Notes taking</p> <p>Doing own exercise</p>	<p>Chart with adjectives</p> <p>Chalkboard</p>	<p>NIE BK1 Pg 262</p> <p>Adv Eng BK1 Pg 160</p> <p>Exceln BK1 Pg 94</p>	
	6	Revision Cat 2	<p>By the end of the lesson the learner should be able to:-</p> <p>Make corrections on the questions</p>	<p>Listening</p>	Question papers	Teacher's copy of marking scheme	

			failed	Answering questions Writing			
6	1&2	Reading Comprehension Fiddler crab	By the end of the lesson the learner should be able to:- Answer questions based on the passage Give meanings of words and phrases as used in the passage	Reading Answering questions	Textbooks	NIE BK1 Pg 233	
	3&4	Grammar Preposition 2	By the end of the lesson the learner should be able to:- Explain prepositions and use them in own sentences	Listening Notes taking Doing own exercise	Textbooks Video and audio tape from KIE	NIE BK1 Pg 267 Adv Eng BK1 Pg 189, 201	
	5	Grammar Active and passive voice	By the end of the lesson the learner should be able to:- Define the active and passive voice and make sentences using own words	Listening Notes taking Doing own exercise	Textbooks	Exceln BK1 Pg 144	
	6	Poetry	By the end of the lesson the learner should be able to:- Analyze a poem and answer questions based on the poem	Reading Answering questions	Pictures Magazines	NIE BK1 Pg 218	

				Doing own exercise			
7	1&2	Oral literature Legends	By the end of the lesson the learner should be able to:- Give features of a legend and distinguish legends from other narratives	Reading Writing Answering questions	Learner's own examples Textbooks Teacher's own notes	Prescribed oral literature book School library newspapers Journals	
	3	Telephone message Telephone conversation	By the end of the lesson the learner should be able to:- Explain the procedure of making a call Receive and respond to a call	Listening Notes taking Role play	A mobile phone Land line telephone	NIE BK1 Pg 127	
	4&5	Personal Writing Email address	By the end of the lesson the learner should be able to:- Write an email address correctly	Listening Notes taking Writing	Textbooks Computers	NIE BK1 Pg 271	
	6	Reading Comprehension	By the end of the lesson the learner should be able to:- Answer questions based on the passage correctly	Listening Notes taking Answering questions	Textbooks	NIE BK1 Pg 274	
8	1&2	Oral Literature Riddles	By the end of the lesson the learner should be able to:- Define a riddle and give examples of	Listening	Textbooks	Oral Literature by O.	

			riddles	Notes taking Answering questions	Oral literature prescribed book	Miruka		
	3	Writing Diaries	By the end of the lesson the learner should be able to:- Write diaries well	Reading, Writing Speaking Listening	Class notes Textbooks	Adv Eng BK1 Pg 116		
	4	Writing Continuation Public notices	By the end of the lesson the learner should be able to:- Write the public notices	Reading, Writing Discussion Listening	Charts of notices Textbooks	Adv Eng BK1 Pg 215		
	5&6	Verbs Lexical Regular Irregular	By the end of the lesson the learner should be able to:- Identify and use the verbs in sentences of their own	Discussion Writing Reading Listening	Chart on verbs Textbooks	Adv Eng BK1 Pg 105, 114		
	9	1&2 Simple prepositions In, on, at etc	By the end of the lesson the learner should be able to:- Identify and make sentences using the simple prepositions; in, on, at etc	Discussion Writing Reading Listening	Textbooks Charts on the prepositions	Adv Eng BK1 Pg 189, 201		
	3-6	REVISION AND END OF YEAR EXAMS						