

**INFLUENCE OF METHODS IN TEACHING READING ON PUPIL
ACQUISITION IN LOWER PRIMARY CLASSES OF TRANS-NZOIA WEST
SUBCOUNTY**

BY

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AND PRIMARY EDUCATION OF
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DECLARATION

DECLARATION BY THE CANDIDATE

I declare that the content in this thesis is my original work and has not been presented in any other institution of higher learning for academic accreditation. No part of this work should be reproduced without prior permission of the author and/or Moi University.

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DEDICATION

I dedicate this piece of work to the people who have given me moral support without which I would not have reached this far as I undertook this task. No one is an Island that exists on their own without belonging to a certain family. Appreciation goes to Mr Godfrey Ndegwa for his fatherly support. My dear parents Reverend Philip and Eunice Koech who have kept praying for me. Gratitude also goes to my dear wife Emmy, who has tirelessly supported me as I undertook this task and to my elder brother Gerald for his encouragement. Last but not least, my eldest brother Charles who also typed this work. To the respondents Madam Carol Mburu, Madam Moraa and Madam Wamboi who accorded me their time and attention to my questionnaires.

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ABSTRACT

The study concentrated on Influence of Methods in Teaching Reading on Pupil Acquisition in Lower Primary Classes of Trans-Nzoia West Sub-county. As reading literacy is a skill, which is ground of almost all processes of learning and is necessary learners not only to acquire languages but also to learn other subjects. The study was guided by the following objectives; to analyze phonic methods used in teaching reading, to explore forms of sight methods used in teaching reading, to determine differences if any, based on choice of methods of teaching reading, to determine the most effective method of teaching reading. The numerous challenges in reading may help to give future solutions. The study employed the survey method which combined the procedures such as questionnaires, interviews and observation. The target population was drawn from standards two, drawn from primary schools in the Sub-County. The class two teachers were selected using simple random sampling where every teacher had an equal chance of being selected. The children were selected using systematic sampling method. In every class 20 children represented the rest, For the schools cluster sampling was used where it selected one school from each of the three divisions which are:1 from Saboti,1from Kiminini and the last one from Central division, out of 125 schools 3 were selected. Eight teachers represented the total 130 grade two teachers. 60 pupils represented the 5000 pupils in the sub- County. This is just a sample of the whole sub-county. The tools included teacher questionnaires which assessed their competencies and pupil observation checklists which assessed the scores to assist in determining which among these methods was the best to use in teaching reading. There were methods of teaching reading such as the phonic method, look and say method and eclectic approach. The independent variables were the teaching methods in the teaching of reading using phonic and sight methods and their effect on achievement, while the dependent variable was the teaching of reading. It employed the schema theory by Jean Piaget which states that all knowledge is organized into units of knowledge or schemata, that meaning does not lie solely in the print itself, but interacts with the cognitive structure present in the reader's mind. On word attack 33% of the learners showed the confidence to attack words that are not familiar. This means that most of them are lacking sounds alphabetically, because it is expected that using sounds, they should be able to vocalize new words. A majority (83%) were able to pick out words that start with particular letters. This also means that they had developed the aspect of retention that is necessary in reading. It was clear that as much as phonic methods were relevant, the superior approach was the sight methods and this was based on developmental psychology as espoused by Jean Piaget. The outcomes showed that sight method were more attuned to the expectations of teaching reading though there were aspects of phonic methods that were also observed. Because of the benefits realized in both, a careful blending(Eclectic) that had more of sight and less of phonic could go a long way in enhancing reading acquisition. Many teachers were themselves found to have challenges in phonic methods tests and generally had problems with pronunciation and diction of words. When these teaching methods are tackled effectively teachers in the training colleges will benefit from the study and learners in the early years. In line with the study findings, this study recommends that children need to be given enough practice and training materials so that they can have enough exposure to improve their English reading skills. However, the study could not establish how teacher qualifications and also availability of student training materials influencing the reading abilities of lower primary pupils. The researcher therefore recommends that further studies should be done assessing the role of teacher qualifications and availability of learning materials on English reading.

DEFINITION OF OPERATIONAL TERMS

Balanced literacy: illustrates common concerns and practical strategies for teaching basic reading skills effective grouping and planning.

Cognitive: Pertaining to the mental process of perception, memory, judgment and reasoning.

Illiteracy: Inability to read and write in English language

Instructional materials: These are consumable materials such as chalk, exercise books which are used in the primary school.

Legible: Clear to read in print.

Literacy: Ability to read and write in English language.

Phonemes: Individual letter sounds that make up spoken words in English language.

Physical features: Non- consumable materials such as chairs, classrooms desks and space needed for learning.

Primary school: Institutions offering education from standard one to eight.

Public Primary schools: Schools managed by the government, parents and the community.

Reading: This is the ability to recognize, identify, interpret and make meaning of the graphics marks.

Symbol: A mark or object that represents an idea that is visible on a surface.

Whole language: Describes a literacy philosophy which emphasizes that children should focus on meaning and strategy recognizing words in wholes and not parts mainly in sight method of teaching reading.

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LIST OF ABBREVIATIONS

D.E.O -	District Education Officer.
EFA -	Education for all.
FPCSE -	Free and Compulsory and Primary School Education.
FPE -	Free Primary Education.
GoK -	Government of Kenya
IISTE –	International Institute for Science Technology education
IRA-	International Reading association
KANU -	Kenya African National Union
KICD-	Kenya Institute of curriculum development.
MDGs -	Millennium Development Goals
MOEST –	Ministry of education Science and Technology.
PTR -	Pupil Teacher Ratio
QASO -	Quality assurance and standards officer
UIS- UNESCO -	Institute for Statistics
UNESCO-	United Nations, Scientific and Cultural Organization.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

In this chapter, we look at a brief introduction followed by background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. We shall also consider justification of the study, significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical and conceptual framework, definitions of operational terms and conclude with summary of the chapter.

Reading education is the process by which individuals are taught to derive meaning from text. Proficient reading is equally dependent on two critical skills: the ability to understand the language in which the text is written and the ability to recognize and process printed text. The independent variable is the teaching methods involved in teaching reading in lower primary where children are primarily taught how to read while the dependent variable is reading acquisition. Reading achievements continues to be elusive to many pupils even in upper primary where some learners have been classified as non-readers. The Kenyan education system, being examination-oriented requires learners to acquire reading skills early enough. Children who readily understand spoken language and who are able to fluently and easily recognize printed words do not have difficulty with reading comprehension. (The National Reading Panel, 2000).

Lexical reading involves acquiring words or phrases without attention to the characters or groups of characters that compose through by using whole language learning and teaching methodology. Sometimes argued to be in a competition with phonics methods,

and that the whole language approach tends to impair learning how to spell. Learners who use sight method memorize the appearance of words by looking at the first and last letter from rigidly selected vocabularies. Often preliminary results show children taught with this method have higher reading level than children learning phonics because they learn to automatically recognize a small selection of words. However, later tests demonstrate that literacy development becomes stunted when hit with longer and more complex words later.

1.1 Background to the study

Reading is the ability to recognize, identify, interpret and make meaning of graphics. A beginner who can recognize letters of the alphabet knows how to read as much as older pupil of upper primary who can read and understand a scientific passage. If meaningful reading skills are introduced the readers will benefit in acquiring information that will help in developing other aspects of language and holistic development.

Reading is also the most important skill in life. Through reading a learner is enabled to do homework. Reading also cuts across people from all walks of life. For the success of reading, we must consider the variables, the independent being the two teaching methods which are Phonic and Sight, the dependent being the acquisition of the reading skill. The reading skill is premised on the three methods. Educationists need to facilitate this skill. Reading is the foundation for the success of all these spheres of learning. Everyone, regardless of financial or social class is accessible to reading. Reading aloud to young children is the most effective thing parents can do to help children acquire the skill. Sometimes back when there were no television or computers, reading was a primary leisure. (The National Reading Panel, 2000).

Phonemes are the sounds that make up spoken words. They are the smallest meaningful segments of sounds within spoken language. For example, the word no is made up of two phonemes; /n/ and /o/. We hear them as a single word because we blend the individual phonemes into a unit as we pronounce the word. Phonemes are represented in written language by graphemes. Graphemes may be single letters (a, t, e or n) or clusters of letters that represent single sounds (th, sh, oo, ough, or ck) interesting, meaningful and authentic literature(www.learningpt.org, 2004). The second is the use of context cueing which involves having children identify new words by discerning their meaning in the context, as opposed to phonetic drills where children must decide the sounds of a new word to read it.

Teachers who know more ways a child can learn are in a far better position than those who only know one way. Furthermore, the child best learns to read from a teacher who maintains close relationship with the child and knows how to localize the difficulties the child might be having and devise activities to help overcome these difficulties.

The various abilities involved in learning to read are intelligence, language, facility, visual abilities, auditory abilities, physical factors, environmental influences and emotional factors,

Research indicates that instruction in phonological awareness should begin in pre-school and kindergarten so that children can learn that written words represent spoken words. This process is known as ‘decoding’ means breaking down a word into its separate sounds. To decode, children need to be explicitly taught how to sound out words into phonemes. Such become more adept at decoding the reading words, they are able to

focus on their reading comprehension. Fluency comes when a pupil recognizes more and more words at sight.

One method of teaching reading is called guided reading. According to Schulman et al. (Wall, 2014), guided reading is a strategy to teach students reading behavior independently using small group instruction design. Fountas et al. (Lyons & Thompson, 2012) provide the general steps of guided reading as involving teacher introducing the text and engaging students in pre-reading activities; students reading silently; teacher asking individuals to read orally in a quiet voice or whisper read, where this takes 15 to 20 minutes.

Another method of teaching reading is active teaching which involves such elements as enthusiasm; positive learning environment; challenging, appropriate content; responsive instruction; student engagement; variety; assessment for learning; and, active language arts (Brophy, 2009). Active teaching involves creation of a supportive instructional environment; attention to skills and strategies necessary for reading success; use of scaffolded instruction to engaged learners in active learning; intentional connections to language arts and disciplinary content; ongoing informal assessment to gauge reading progress; and family involvement (International Reading Association, 2004). It is noted that family involvement remains a challenge to be overcome in our Kenyan context as will be noted shortly.

Pressley (2001) has proposed another method for teaching reading, called post-reading comprehension testing. This is where one is given a text to read and later answers

comprehension questions based on the text. However, post-reading comprehension testing as an instructional approach in one text does not provide learners with decoding, vocabulary, fluency and comprehension skills to overcome reading difficulties in another text.

From the aforementioned, the status of learners' reading abilities in Kenya is still wanting. Despite the fact that educational outcomes are narrowly measured by students' achievement in national examinations and other types of assessment, there are indications from research that Kenyan primary school learners are not attaining reading competency levels necessary for successful learning. Kigotho (2012) observes that 20% of children complete primary school without having learned how to read and write. Yet these are skills that should be obtained in the first two years of primary school learning (Andima, 2018 in www.elixirpublishers.com).

The teachers who are supposed to guide pupils to develop the reading skills are themselves poor in the same skills. This is according to UNESCO studies which have pointed out that a large number of teachers in North Eastern counties of Kenya, for instance, have little competencies in reading primary English language books (SACMEQ, 1998).

In another context, a Kenya National Examination Council (KNEC) Report of the KCPE of 2005 observed that some of the candidates were not ready for the examination. The candidates should not have gone beyond Standard 1 as they had not learned appropriate skills in reading in English language and other subject areas. The report singled out English language composition paper where some candidates spent their examination

time copying the lead sentence over and over again instead of constructing a piece of narrative in line with the sentence. This clearly indicates how a number of learners are not able to read and interpret questions correctly perhaps due to the inappropriate reading instructional practices that teachers take them through during reading lessons.

1.2 Statement of the problem

Today global literacy statistics paint a gloomy picture. Illiteracy threatens over 875 million adults worldwide translating to one in every five people on the planet, with either no or just basic reading skills. Almost two thirds, (64%), of the illiterate population are women (UNESCO, 2008). The real problems associated with being illiterate involve critical parts of life such as: understanding medical instruction, applying for a loan, signing a contract, or getting basic job training.

These life altering situations are often the path to a better life, yet without the ability to read often comes misunderstandings and confusion which perpetuates the cycle of poverty and illness. In fact, poverty and illness and the burden of diseases correlate directly with illiteracy and low literacy. Life expectancy is lowest where people cannot read.

To enhance literacy levels, it is important to impart skills early in life. This is supported by the KNEC report on KCPE of 2005 alluded to above. The interest of a reader and tutor can also enhance or negatively affect acquisition and learning of reading skills. Children who naturally like reading material such as books, magazines, cartoons, pictures and newspapers among others are likely to read earlier than those disinterested.

The attitude of both the child and the care giver have towards reading materials will also influence reading.

Researches done on literacy include that of Uwezo East Africa (Twaweza East Africa, 2014) which did research on literacy and numeracy in Kenya Uganda and Tanzania. Literacy refers to the ability to read and write while numeracy being the ability to perform simple arithmetic operations such as addition, subtraction, multiplication and division. It never considered the process but assessed the end.

There is also the Tusome literacy program which is ongoing. It is an integrated program which targets the teaching of reading and Kusoma which is reading in Swahili. It has not specified which method to be used but uses all of them. During the World 51st International Literacy Day it was revealed that Kenya is among countries that have made slow progress towards attaining literacy levels. UNESCO had set 2015 for countries to attain 50 per cent literacy, but as things are now, Kenya appears to be far from achieving it.

With the background on poor reading skills and the slow improvement in literacy levels, there is need to address the root cause. This study takes the view that since learners depend on teachers to enable them acquire these skills, the failure of learners to acquire the same could be attributed to gaps in the learning process. It is with this supposition in mind that the study sought to find out how influence of teaching methods of reading using phonic and sight methods in lower primary had any effect on pupil performance.

1.3 Purpose of the study

The study targeted the influence of methods of teaching reading using phonic and sight methods and their effects on acquisition as reflected by performance. It used qualitative research design which is generally descriptive.

1.4 Objectives of the study

The study surveyed influence of teaching methods of reading using phonic and sight in Lower primary and their effect on pupil performance.

In particular, the study sought;

1. To analyze phonic methods used in teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub county
2. To explore forms of sight methods used in teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub county
3. To determine differences, if any, based on choice of methods of teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub county
4. To determine the most effective method of teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub county

1.4.1 Research Questions

1. What are the phonic methods used in teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub county?2.
2. Which forms of sight methods are used in teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub county?

3. Are there any differences in learner outcomes based on the choice of methods used in teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub county?
4. Which one is the most effective method of teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub county?

1.5 Justification of the study

Many interventions have been made to increase literacy and ease the acquisition of reading by learners early in life. This study was aimed at looking at the influence of teaching methods used early in the academic journey since previously many other approaches had been used with limited success. The study sought to initiate for early interventions. When challenges are identified early there is improvement.

1.6 Significance of the study

The study findings will benefit stakeholders as follows;

Teachers will acquire skills to better teach learners in lower primary on acquisition of reading skills using methods that have been studied on and found to work.

Learners will also find reading lessons to be more interesting since they will be acquiring skills from more confident and sure teachers. Confidence from teachers makes for a livelier lesson presentation.

The study will compliment training programs for language teachers both at post and pre-service training and especially within the professional communities of practice.

The study will also be an eye-opener to policymakers and other stakeholders in coming up with timely interventions and research on related areas to enhance the teaching of reading acquisition.

1.7 Delimitations to the Study

The study was carried out in Trans – Nzoia West County and the schools there, located in varying Economic endowment in rural areas and others in the Central division. The study focused on Public primary schools and excluded private academies. The study focused on lower primary and teaching methods that may influence the acquisition of reading.

It was not possible to visit all primary schools thus the study was limited to a representative sample of schools.

1.8 Limitations to the study

The study was carried out in Trans Nzoia West, few schools represented the 125 schools found in the area. In responding to questionnaires, some teachers responded by giving emotional answers. Other respondents gave socially acceptable answers to avoid offending the researcher (Mulusa, 1998) resulting into responses that are invaluable and invalid.

1.9 Assumptions of the study

This study was undertaken under the following assumptions:

(i) Teachers handling children in lower primary are well equipped with the pedagogy of handling young children.

(ii)The respondents will provide honest and sincere responses to the items in the questionnaires and the observation checklist.

(iii)Teachers are aware of the government policy in language of instruction in the child's early years of education.

1.10 Theoretical framework

The study will be based on Jean Piaget's Theory of Cognitive Development in which he proposed the concept of Schema (Piaget, 1983). A schema is an abstract concept proposed by Piaget to refer to our, well, abstract concepts. Schemas or (schemata) are units of understanding that can be hierarchically categorized. For example, think of a house. You get an immediate mental image of something out of a child's storybook: Four windows, front door, suburban setting and chimney. It states that all knowledge is organized into units. Within these units of knowledge, or schemata, is stored information.

The goal of schema theory is to describe the interaction between what is in the text and how the information is shaped and stored by the reader (Adams and Collins,1989). The underlying assumption is that meaning does not lie solely in the print itself, but interacts with the cognitive structure or schemata already present in the reader's mind. These schemata in Ausubel (2000), terms the "ideational scaffolding" or framework for understanding new information. Thus the reader has present in cognitive structure schemata which constitute a cognitive filter through which one views the world and from which one predicts or makes inferences about what is read.

Schema is the organizational structure in which information about a certain topic is stored in your memory. Schema contains the information to interpret and process events around us. Schema also assists in making predictions about unknown events by connecting to previously experienced events or knowledge.

In these early levels of learning, the whole word approach or sight method enables the learner to start reading domestic animals and things that are used in the home. For example, Cat, Cock, Hen, Table, Chair, Bed and so on.

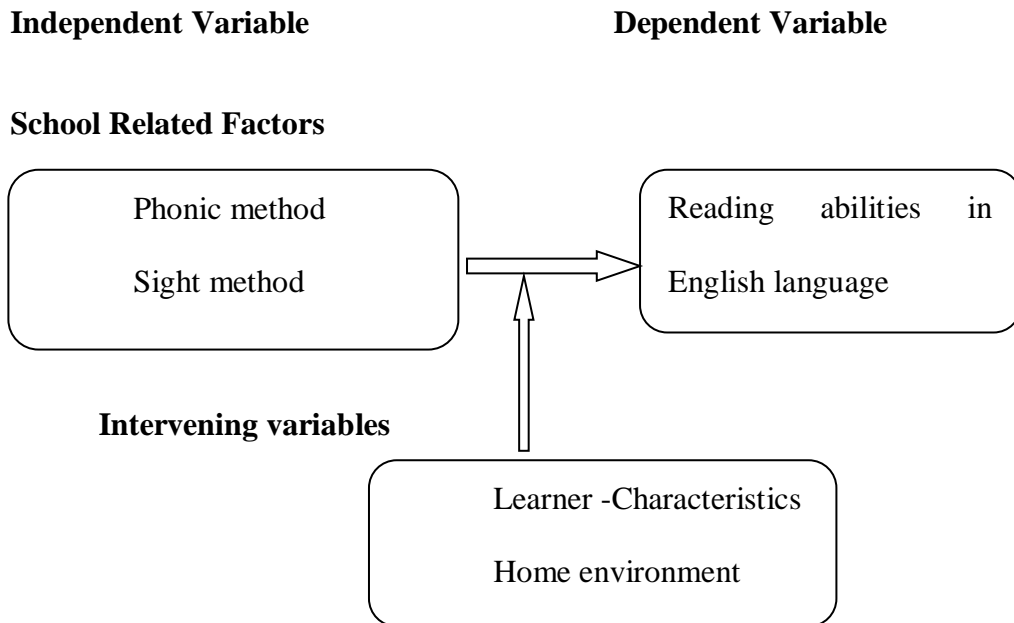
It resembles the information processing theory by (Shiffrins et al., 2000). These known domestic animals and things used at home are stored in the long term memory for easy retrieval and understanding. The animals and household items are familiar to the reader, so they easily relate the picture and the word. Once concepts are stored in the long term memory they are retrieved any time the pictures and words are shown.

1.11 Conceptual framework

Reading ability is achieved appropriately if the methods to be used in teaching are not sub-standard or absent. Children learn all the other concepts in all the other learning areas as they interact with print in their later years while building their careers. The methods to be used assist learners in achieving their desired objectives. Reading is the ability to make meanings of symbols which are visible to the eye. Reading abilities are never automatic. Reading ability is dependent on pedagogical skills. There are also environmental factors which must come in. Reading ability is the dependent variable. Independent variables are such as: reading acquisition using phonic and sight method.

Other intervening variables might also influence the rate at which the reading competencies are arrived at.

Fig.1.1 Conceptual Framework



1.12 Summary of the chapter

The chapter has dealt with introduction and background information about reading and its importance in relation to learning. The purpose of the study was also given, Objectives, Questions, Justification and significance of the study. Delimitations and limitations have also been discussed. The chapter also established some assumptions. There has been the theoretical and conceptual framework.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

For a country to realize full economic potential, education is paramount. A population with the ability to read and write is an ingredient for growth. One of the pillars identified in the MDG is among others universal primary education for all. It is through this that the government of Kenya introduced free primary education in Kenya. The main aim of introducing free primary education was to fight illiteracy.

2.1 Concept of Reading

According to Leu and Kinzer (1987) reading is development, interactive and global process involving learned skills. The process specifically incorporates and can be positively and negatively influenced by nonlinguistic internal and external variables or factors.

Moreover, according to Tarigan (2008), reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words, seen and known by a reader. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret in words.

From the definitions above, it means that a general understanding of reading can be derived as an active process of getting meaning. This process is done by knowledge and influenced by nonlinguistic internal and external variables. Besides that, reading can be

taken as a life skill which is relevant to immediate as well as long term life success and generally serves as a source of information and enjoyment

For years, reading fluency was the forgotten stepchild of the reading curriculum. Teachers and reading scholars were more interested in moving students as quickly as possible into silent reading, not the level of experiences that expert readers embed in their oral reading. Over a decade ago, Rasinski and Zutell (1996) reported that mainstream reading instruction programs gave scant attention to direct or indirect instruction in reading fluency.

However, with the publication of the report of the national reading Panel (2000) as well as other views on research on fluency (Kuhn & Stahl, 2000; Rasinski & Hoffman, 2003), reading fluency has emerged as an important component in effective reading instruction for elementary grade students. In terms of assessment, research has found that measures of reading fluency, whether through reading speed or measures of students' prosodic oral reading, were significantly associated with measures of reading comprehension and other more general measures of reading achievement (Rasinski, 2004).

Moreover, these research reviews also noted that reading fluency instruction resulted in improvements in students' reading fluency and, more importantly, in their overall reading achievement (Kuhn & Stahl, 2000; Rasinski & Hoffman, 2003). As a result of these efforts, fluency is now viewed alongside phonemic awareness, phonics and word decoding, vocabulary and comprehension, as a key element in any effective reading instruction program.

2.2.1 The Fluency Development Lesson

The Fluency Development Lesson (FDL) is a direct fluency instruction model developed by Rasinski et al. (1994) for use with such students experiencing difficulties in fluency and learning to read. Reading fluency has been identified as a key component in reading and learning to read. Moreover, a large number of students who experience a difficulty in reading, manifest difficulties in reading fluency.

The keys to the development of reading fluency include modeling fluent reading for students and providing students repeated reading practice of written passages, while at the same time providing assistance and coaching in the repeated reading practice of written passages while at the same time providing assistance and coaching in the repeated reading. Rather than have students involve themselves in a mechanistic form of repeated readings for which the main goal is reading fast, we feel that a more authentic approach to repeated reading and fluency development is called for, especially for readers who struggle.

This more authentic approach involves the use of materials that are meant to be read orally and performed for an audience. With such materials, readers do not practice reading a text to improve reading speed; rather they practice a text to recreate the voice of the author so that an audience listening to the performance of the text read aloud will more fully appreciate the meaning that is embedded in the voice of the reader. Not only does such an approach to fluency instruction work as the field-based research.

In summary, the use of materials such as poetry, song, scripts and the like will help pupils develop a love and appreciation for the written language that is not always present in other forms of written disclosure.

Daane, et al. (2005), found a strong correlation between prosody and reading achievement. Their study revealed prosodic reading as a strong predictor of proficient reading. Kuhn and Stahl (2003) claim that appropriate application of prosodic features and speed in word recognition play a vital role in facilitating comprehension. Miller & Schwanenflugel (2008), reported students who are able to read with adult like prosody in grades one and two, were more likely to demonstrate proficient reading comprehension by the end of their third grade year. According to Young et al. (2016), prosody is not only an essential element in reading fluency, but it plays an important role in reading proficiency.

Most definitions of reading fluency include three observable and measurable components: accuracy, rate, and expression (sometimes referred to as prosody). Fluency may be defined as:

...reasonably accurate reading, at an appropriate rate with suitable expression, that leads to accurate and deep comprehension and motivation to read (Hasbbrouck & Glaser, 2012).

In this definition, three elements are critical: accuracy, rate, and expression. Each of these elements, therefore, must be understood in turn.

Accuracy

Accuracy is the essential foundation of reading fluency. To be considered a fluent reader, reading must be accurate, first and foremost.

The ultimate purpose of reading is always to comprehend what is being read. For a reader to understand what a text means, that text first must be read with a certain level of accuracy. This may sound simplistic. However, to read text accurately, a reader must be

able to identify individual words accurately, which requires learning the alphabetic principle: that letters (graphemes) have associated sounds (phonemes) that need to be accurately identified and skillfully processed (decoding). Irregular words that cannot be decoded must also be read accurately. The recognition of common letter patterns as well as the correct spellings of words play crucial roles in accurate word reading. Then, once the word has been identified, its correct meaning must be assessed. For a truly fluent reader, accurate word identification and meaning happen simultaneously and instantaneously. Reading has become automatic.

Rate

Rate is often used mistakenly as a synonym for fluency. However, rate technically refers to the *speed* with which students read text. Fluency is far more complex than rate alone. Another common fallacy about rate is that *faster is better* although most teachers likely know from experience that this is not true. Most teachers have had experiences with pupils who read quickly but may not have good comprehension. Speed alone does not facilitate comprehension, and a fast reader is not necessarily a fluent reader. In fact, fast readers may be reading inaccurately or simply reading too quickly to be able to think about what they are reading. The rate or speed at which text is decoded and recognized represents an important aspect of fluency and is linked to overall reading proficiency. However, reading fast is not the same as reading fluently.

Expression

Expression is a component of oral reading that includes the pitch, tone, volume, emphasis and rhythm in speech or oral reading. Another aspect of expression is a skillful readers' ability to *chunk* words together into appropriate phrases. In some research on

reading fluency, expression is referred to as prosody. There is only minimal evidence that expressive reading influences reading comprehension.

2.2.2 Contemporary Approaches to Teaching Reading

In recent years there has been an enthusiastic collaboration between education and psychology in research focusing on the teaching of reading. Whilst it is true that most children learn to read proficiently regardless of how they are taught, the choice of the teaching method is crucial for the child 'at risk' of reading failure or indeed who already has reading difficulties. This annotation will examine a range of teaching approaches in the light of recent theoretical developments in the field of reading development.

Balanced literacy is an approach to reading instruction. Unlike the whole language, it fuses literature based approach with some phonological instruction but only as an "as needed" basis. Instruction in phonetic awareness and phonics tends to be more incidental, a strategy for a teacher to employ when a student runs up against a problem. Like whole language, balanced literacy values using "authentic" text (children's literature) to learn how to read over text that has been written specifically for reading (Moats, 2000),

Monolingual and especially multilingual children are dependent on meeting written language at an early stage to be able to build up their vocabulary and become familiar with grammatical constructions of the written language. There are also studies showing that teaching that encourages literature and creative activities around the texts has positive consequences especially for multilingual children (Cummins, 2011). In the didactic work on creating the conditions for children to become readers, the meeting

with literature and being able to experience and process the genre is very important. (Damber, 2010; Headman, 2012).

According to Cummins (2011) multilingual pupils given the opportunity to process linguistic concepts in their first and second languages parallel with one another, for instance by writing texts in their different languages develop “bilingual literacy”. This kind of didactic approach gives the pupils the opportunity to use their different languages and support the multilingual pupils to develop their second language. With regard to teaching reading and writing to multilingual pupils, research suggest that multilingual pupils should learn to read and write in the language they are most proficient, and then in the next stage transferring these skills to a new language (Chang, 2015; Hyltenstam, 2010; Snow et al, 2005).

The studies reviewed have one or two specific aims: To test a hypothesis about causal factors in reading development or to test the efficacy of a particular teaching technique (Cf. Goswami & Bryant, 1990). For this reason, some of the studies are carefully controlled and may seem rather artificial in that they use un-school-like methods. Others focus on realistic classroom teaching situations. It was argued that taken together, the results of these studies indicate that there is now substantial agreement as to how best to teach reading.

2.3 Language Learning Theories

2.3.1 Theories of Reading Development and Disorder

Learning to read an alphabetic *orthography* such as English involves learning about *mappings* between the letters in printed words and the speech sounds comprising their spoken forms. In the earliest stages, children read words using only partial cues, their reading is inaccurate and they cannot decode words they have not seen before (Frith, 1985; Ehri, 1992; Gough & Joe 1991).

For reading to develop proficiently, children need to become aware of the alphabetic principle that is there is a systematic relationship between letters and sounds. This in turn requires the development of phonological awareness (Byrnc & Fielding-Barnsley, 1989; Stuart & Coltheart, 1988).

According to the classic view of phonological awareness (Lieberman et al, 1974), young children become aware of the syllabic structure of speech at an earlier age than its phonemic structure. However, on the basis of linguistic evidence, Treiman (1983) proposed a level of phonological awareness intermediate between that of the syllable and the phoneme. In this view, syllables can be divided into onset and rime units. The onset is the first consonant or consonants, for example, Crisp-[Kr]+[isp]. Importantly, the intra-syllabic units of onset and rime are accessible to children earlier than are phoneme (Treiman & Breaux, 1982; Treiman, 1992; Kirtley et al, 1989). Goswami and Bryant, (1990) proposed that awareness of rhyme develops before learning to read and might be considered a precursor of reading development. In contrast, awareness of phonemes follows the acquisition of literacy (Morais, 1991) and is required for spelling from the beginning. Their theory states that there is a specific link between rime awareness and

reading. In a series of experimental studies, (Goswami, 1988; Goswami, 1992) demonstrated that children at the very beginning of reading development could use analogies in their reading. Given a chic word, such as BEAK, they could use things to read words sharing rime segments e g PEAK, LEAK better control words which were similar visually but did contain orthographic analogies (e g HANK). Children who are aware of the rhyming relationships between spoken words may notice the orthographic relationships between printed words earlier and therefore be at an advantage in learning to read. Longitudinal studies pointing to a relationship early rhyming skill and later reading development (Bradley & Bryant, 1983) and cross-sectional studies showing a relationship between rhyming ability to use orthographic analogies are consistent with this view (Goswami, 1990; Muteret al, 1994). Current theories of reading development are supported by longitudinal studies showing a significant relationship between children's early phonological skills and their later reading achievement (Bradley & Bryant, 1983; Stanovich et al, 1984; Wagneret al, 1993; Muter 1994). In addition to a number of investigators have argued that reading plays a reciprocal role in promoting phonological awareness (Cataldo & Ellis, 1988; Perfetti et al, 1987).

2.4 Phonic Methods

Phonics is a method of teaching reading in which you teach students the letters of the alphabet and their sounds first. Next, children are taught to blend the sounds phonetically to form words, and then to naturally build vocabulary, and increase fluency and comprehension. Children can begin reading within three to six months using the phonics method. (Tolbert, 2019)

2.4.1 Phonics: The Past

It is important to recognize that phonics is not a single procedure. Under the label phonics can be found a variety of instructional strategies for teaching the relationship between letters and sounds. It appears that the kind of phonics practiced in the first decades of this century was an elaborated “drill and more drill” method. Diederich (1973) describes the scene.

“initial instruction in letter-sound relationships and pronunciation rules was done to death...children had to learn so much abstract materials by rote before doing any significant amount of reading (p.7)

2.4.2 Phonics: The Present

Approaches to phonics instruction generally can be one of two terms-explicit phonics and implicit phonics, referring to the explicitness with which letter sounds (phonemes) are taught in a given approach. In explicit phonics, children are directly told the sounds of individual letters (the letter m represents /m/ in man). In implicit phonics, children are expected to include the sounds that correspond to letters from accumulated auditory and visual exposure to words containing those letters (for instance they would induce/m/ from hearing the teacher read man, make, and mother

2.4.3 Phonics Instruction

Phonics instruction, in its purest form, starts with a limited set of correspondences between letters and speech sounds. These letters are used immediately to build many different kinds of words. In this way, phonics instruction takes advantage of the productive aspects of alphabetic writing systems. Gradually more letters are added, and then consonant digraphs (th, ch) and eventually consonant clusters (st, tr) are introduced. As simple words are presented over and over, the child also naturally develops a sight

vocabulary during these early stages, but the development of a sight vocabulary is largely incidental in phonics instruction (much as knowledge of the alphabetical principle is incidental in whole-word instruction). The individual letters are taught by the sounds they make, and then children are induced to blend the sounds of novel letter combinations.

2.5 Sight Methods

Researchers have found many different effective methods that can be used to teach sight words to students with disabilities (Alberto et al, 2013; Denton & Otaiba, 2011; Hong & Kemp, 2007). The most common and basic way to familiarize students with sight words is to present them in a flashcard drill and practice format. Flashcards allow students to see the word numerous times in the same setting and will help them to memorize the words easily.

Learning to read is one of the most important skills for humans to acquire. In order for a person to be successful in both schooling and adulthood, they must learn to read adequately (Burns, 2007; Denton & Otaiba, 2011; McGrath et al, 2012; Sullivan et al, 2013). Children begin to acquire literacy skills long before they enter into formal schooling, but learning to read whole-words, phrases and sentences is something that needs to be taught to students once they enter the school system. Early literacy skills, such as sight words, should be taught to students as early as pre-school. According to Yaw et al. (2016).

Supplementary early literacy-skill instruction with sight word reading designed to teach students to read commonly used words may enhance students' confidence in their

reading abilities, improve their daily living skills, and reduce frustration associated with learning to read and or reading instruction (p.335)

Learning to read is also a necessity in order to be successful as an adult or in our society. According to Griffin and Murtagh (2015).

The ability to read is one of the most important academic and life skills that one can learn literacy skills are viewed as crucial to a person's ability to develop fully as an individual and to participate wholly in society (p.186).

Without the ability to read, an adult's life can be very difficult. According to (McGrath et al, 2012) most children who do not learn to read in the early grades begin life's journey on a path of failure and poverty as adults (p50). Students who cannot read adequately also have a higher risk for school dropout, delinquency, and even suicide (Denton & Otaiba, 2011).

Sight word recognition is a fundamental element to reading and academic success (Coleman et al, 2015; Denton & Otaiba, 2011; McGrath et al, 2012; Volpe et al, 2011). In order for a student to be able to read fluently, they must first learn how to automatically recognize words in isolation. Once words are recognized in isolation, students can begin to read them in the context of books. Once a student begins to read fluently, they can then begin to focus on what they are reading, which is the ultimate goal of reading.

2.5.1 Skilled Reading

Although our focus is on learning to read, we now examine the end point of learning to read, skilled reading. We begin by interpreting the meaning, skilled readers identify words quickly with little help from context. It is readers of lower skill who rely on context to support word identification (Perfetti et al, 1979; Stanovich, 1980). Two lines of research have been very influential in shaping correct views about skilled reading, research on eye movements during reading and on word identification. We discuss these two topics, and then issues related to comprehension.

2.5.2 Eye Movements in Reading

Reading is thus like a slide-show in which the text is on for about a quarter of a second and then off for a brief period of time while the eyes move. In addition to making forward-moving saccades, skilled readers move their eyes backward in the text to reread material about 10-15% of the time; these *regressions* are often driven by breakdowns in the comprehension process.

The reason readers move their eyes so frequently has to do with acuity limitations in the visual system. Because acuity is best in the Center of Vision (the fovea), people move their eyes so as to place the text they want to process on the fovea. Outside the fovea, acuity drops off markedly in parafoveally and peripheral vision, where the anatomical receptors are not able to discriminate the fine details of the letters making up the words (Mc Conkie et al., 1979).

2.5.3 Word Identification

An important issue with respect on how words are read deals with whether they are processed in wholes (in parallel) or letter by letter (serially). More than 100 years ago, Cattell addressed this issue by asking people to report what they saw when words were briefly exposed. In fact, they were better able to report words than letters.

These results were used by educational reformers to advocate whole-word teaching methods. However, when Reicher (1969) replicated this finding with an improved experimental design, the results did not support whole-word instruction. Basically a word, single letter, or non-word letter string was presented very briefly (about 25-40ms) and followed immediately by a masking pattern that would interfere with any extended processing of the stimulus after its offset. In addition, two letter choices were presented: One was the correct letter (In the word and McClelland et al, 1996; Seidenberg & McClelland, 1987) that we discuss using connectionist models to understanding reading and dyslexia.

Advocates of the whole-word approach here also argued that it promotes reading for meaning at an early stage of reading, words have meanings; speech sounds do not. When a child has developed a small sight vocabulary, this vocabulary is deployed in various combinations to construct meaningful sentences, and new words are introduced so that the context clarifies their meaning. The pronunciation is given by the teacher, who indicates, wherever possible, the similarity in spelling between the word to be read and a word already in the sight vocabulary. This makes it possible (after an initial sight vocabulary is established) to emphasize that the letter symbols represent sounds.

2.5.4 Whole word method, “Look and say” method/sight method

The child is taught not individual letters but a whole word at a time. A child will find it easier to remember one word than would a letter. This is the most commonly used method in teaching young children. Children are shown a sound, a letter, a symbol, a word or even a sentence and asked to read after the teacher. They are trained to associate words with objects.

Here children learn to recognize whole words or sentences rather than individual sounds. A child will look at a word which you sound and in turn repeat the sound (word). Flash cards with individual words are written on them are used for this method often accompanied with a related picture.

It is also recommended with this method to use whole short sentences rather than individual words. Write a short sentence representing the picture displayed. Say the sentence and ask the child to repeat it while pointing and looking at each individual as he/she repeats what you said. It is also used to train children with visual discrimination; whether they can tell the differences between letters, words, shapes, objects and colors among others. For example, showing, the picture of a cat with the word. By naming the picture the child also gets the word below it (Clay, 1998).

2.6 Methods of Teaching Reading

There are many methods that can be used to teach reading; such include sound method, look and say and eclectic, a combination of several of them. However, modern theorists emphasize in whole language rather than picking one method.

2.6.1 Reading and spelling acquisition in two different teaching methods

Development of word reading and word spelling was examined in French speaking children initially instructed either by phonic or whole-word method. Second, fourth and sixth graders were administered to reading and spelling tests in which grapho-phonological regularity, frequency, length and lexicity were manipulated. The results showed that in both curricular reading and spelling acquisition can be characterized by a parallel increase in the use of sub-lexical correspondences and in the reliance on word-specific information. Contrary to the simple view of *lexical* development according to which the use of analytical knowledge and the use of word-specific knowledge correspond to two different cognitive processes that develop independently from each other, whole-word children did not appear to rely more on whole-word knowledge. On the contrary, and paradoxically, grade 2 whole-word children tended to use analytical correspondences to a greater extent than their peers. In later development, reading matched phonic and whole-word groups did not differ from each other. It is argued that the results support the hypothesis that the acquisition of sub-lexical correspondences constitutes a necessary step in the acquisition of reading and spelling. We conclude that the analytic comparison of different curricular provides a naturalistic tool for the study of the dynamics of development.

2.6.2 Meta-analyses of teaching reading

The questions surrounding how reading is most effectively taught have been the object of several comprehensive reports over the years, including two major books (Adams, 1990; Chall, 1967). The question at the center of Chall's "Great Debate" review was; what evidence have you to say about the effectiveness of direct instruction-explicit phonics-compared with whole-word instruction or implicit phonics? Should beginning

instruction focus on directly teaching the correspondences between letters and sounds (phonemes)?” The logical answer to this question appears to be that the correspondences, and the alphabetic principles they instantiate should be the central initial focus of instruction. However, the tendencies of actual practice have been otherwise. As noted earlier, a variety of alternative pedagogies have been emphasized instead meaning-focused instruction, teacher preparation in the foundation of reading. Adding to the growing call for stronger teaching preparation, the report recognized the need to improve both the college education (pre-service training) and the in-service training of training of teachers. The child’s development of phonemic representations is more closely tied to reading than to speech. No child ready to read has trouble hearing that *bad* and *pad* are different forms with different meanings. Making such distinctions does not require the use of phonemes: they can be based on acoustic phonetic information (such as the difference in voice onset time, the lag behind the release of the consonant and the onset of the word that differentiates /b/ from /p/ to which infants are sensitive. In fact, relatively few pre-school children demonstrate awareness of syllables I.Y. (Liberman et al, 1974).

One benefit of reading practice is that it supports comprehension ability, vocabulary growth and spelling skill. (Stanovich et al. 1989) .

2.6.3 Eclectic Approach

This is a combination of several methods because no one method is adequate on its own. A variety of methods are applied simultaneous or sequentially in all these methods the caregiver must consider the factors given earlier. This more integrated way of teaching young children. For example, a teacher for young children may show the letter first then

ask the children to identify them. Next they were asked to sound them and then to combine consonants and vowels to form sounds (Clay, 2001).

2.7 Determination of the most effective Method of Teaching Reading

There are various methods used in teaching reading effectively: Understand letters and use them to read and spell words; Practice reading enough to become fluent readers; Learn new vocabulary words and; Learn to self-monitor; when reading for comprehension and errors (UTA Online, 2019) .

2.7.1 The Basic Components of good reading instruction

Phonemic awareness is the understanding that spoken language is composed of tiny segments of speech called phonemes. English has 41 phonemes. For example, the word tea consists of two phonemes;/t/ and /ea/ the Natural Reading Panels found strong evidence that that teaching students to focus and manipulates phonemic awareness training, significantly improves their reading more than instruction that lacks any attention to phonemic awareness. Guided oral fluency, reading fluency is the ability to read aloud accurately and rapidly enough that the reader can process and comprehend what has been read and to connect the text in a meaningful way with other prior knowledge. The natural reading panel found evidence that “guided repeated oral reading” was an effective means to developing reading fluency and overall reading achievement. There was no conclusive research to support independent silent reading, popularly promoted through programs like” Drop everything and Read” lacking the necessary findings the panel could not recommend this as an alternative to guided repeated oral reading.

Vocabulary plays an important role in reading. Understand the word if it is in their oral vocabulary. Therefore, the more extensive, a reader's vocabulary either oral or print, and the easier it will be to comprehend the text. The panel found that indirect and direct vocabulary instruction broadened vocabulary and improved overall reading.

Reading Comprehension. Finally, reading comprehension was enhanced by teaching students a "variety of techniques and systematic strategies" to assist recall of information, self-evaluation of comprehension abilities and summarization of the 16 reading comprehension strategies examined by the panel. The following seven appear to be the "most promising". Comprehension monitoring, cooperation learning graphic and semantic organizers including story maps, question answering, question generation and summarization (pp, 4-42). The panel found that teachers need to be more aware of various comprehension strategies and sophisticated in their discernment of when and how to teach them. (National Institute of Child Health and Human Development, 2000).

2.7.2 Overcoming Challenges to Reading Development

Development factors and students' perceptions about their own abilities also play with their level of engagement with learning. The older pupils get, the less likely they are to take risks and engage themselves fully in activities at which they are not sure they will succeed. According to Lumsden (1994), young children tend to maintain high expectations for success even in the face of repeated failure, while older students do not.

2.7.4 Bringing out the Required Competencies

Reading helps children expand their thinking skills, learn to concentrate, and expand their thinking skills, learn to concentrate, and enlarge their vocabulary and effectively

master their environment. Reading is a complex activity that requires many years of experience and use in order to do well. Many models of reading have been offered, each attempting to describe the essential components of skilled reading.

Reading can be described at many levels, from neurological to the psychological to sociological. It is useful to think of skilled English readers as individuals who:

- i) Understand the use of the “alphabetical principle,” that is, how the sounds of spoken speech can be represented by letters in the alphabet and how letters in the alphabet are used to identify printed words.
- ii) Have and use background knowledge, knowledge of words, comprehension strategies to obtain meaning from the print.
- iii) Read fluently and effortlessly, except when they come across unfamiliar text, when they consciously use the alphabetic principle and comprehension strategies to make sense of what they are reading.
- iv) Are motivated to do all the above on a regular and sustained basis

2.7.5 Tackling Language Difficulties

This includes articulation disorders and speech fluency disorders.

Articulation disorders - Ways sounds are formed and produced. Children in their development tend to have some imperfection in the way they articulate words and sounds.

There are five types of articulation problems:

Substitution – This means using the sounds for another sound. For example, “poy for boy” “peg for beg”.

Omissions – Speaker leaves out a sound that should be articulated. For example, “at instead of had” “ead instead of head” “air instead of hair”.

Distortion – Sound is said inaccurately in a way similar to the intended sound. For example, ch, sh, z, j.

Addition – Adding a sound where it is not supposed to be. For example, air-hair, ache-hache, umbrella-Humbrella.

Transposition – changing of a position for example aminal for animal, Southand for thousand(Tummer,W.E & Chapman J.W.2003).

2.8 Summary of the chapter

Since the 1960s, classroom studies of reading methods have consistently shown better results for early phonics instruction compared with instruction emphasizing meaning at the level of words and sentences. This effect is particularly strong for children at risk of reading failure because of lack of home literacy or weak phonological awareness skill (children who have attention problems, chronic ear infections, articulation problems, or a history of dyslexia in their families). This interaction between children's characteristics and curricular focus is moderated by instructional factors such as teachers' knowledge and competency. Thus the kinds of materials (curriculum) and instructional strategies used to interact with a child's stage of reading development in determining the child's success in learning to read. This fact has important policy implications for improving literacy levels nationwide. Most children can learn to read if difficulties are detected in Kindergarten and class one and the appropriate early interventions are applied. Prevention and early intervention programs that teach phoneme awareness and phonic skills and develop contexts where children have an opportunity to practice skills are more beneficial than approaches that are less structured and direct. Help needs to be provided before nine years of age; after that time, children respond more poorly to reading instruction.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

According to Polit and Hungler (1995:15) methodology refers to ways of obtaining, organizing and analyzing data. Methodological decisions depend on the research question and objectives. Research design, study area, target population, sample and sampling procedures, research instruments, instrument reliability, data collection procedures and data analysis techniques will be the areas to cover in this section.

3.1 Research design

“Research design is a plan that involves a set of decisions regarding what topic is to be studied among which population with which research methods for what purpose”(Babbie, 2004),research designs are described as blueprints for the final research product”(O’Sullivan Rassel Berner, 2007),and research design is a plan to conduct research”

Creswell, (2008) looks at a research design as a blueprint to guide the research process by laying out how a study will move from the research purpose to the outcomes. It is a comprehensive planning process used to collect and analyze data in order to increase the understanding of a given topic. At a general level, the research process consists of three primary stages: Identifying a problem, posing a question for examination, and presenting an answer to the question.

Descriptive designs guide studies describing the occurrence of a variable, or the relationship between variables, and help the researcher to decide when to make observations and how many observations to make.

According to (Creswell 2008), research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. Creswell (2008) identified three types of research designs: quantitative, qualitative, and mixed methods consisting of three interrelated elements: philosophical world views, the strategies of inquiry, and research methods.

The study employed the mixed methods design and involved identifying a sample that is as representative as possible to the target group. It is used where random selection and assignment of members is not possible. The study employed the survey method which combines procedures such as questionnaires, interviews and observation. Surveys are concerned with describing, recording, analyzing and interpreting conditions.

3.2 The study area

The study area was selected public primary schools in Trans – Nzoia West Sub County, in the former Rift Valley Province of Kenya. The Sub County is made up of three divisions which include: Saboti, Kiminini, and Central. The place was selected on the basis that it spans from urban schools to remote rural schools thus giving a wider spectrum. The district is dominated by people from different ethnic backgrounds since it was formally a colonial settlement scheme. The climate of the region is characterized by equitable distribution of rainfall that is spread throughout the year. The road network is not well developed as the district is served with only four tarmac roads that join it to Kitale which is the county headquarters.

3.3 Target population

This study targeted 125 public primary schools in Trans – Nzoia West County whose standard two teachers and pupils were targeted to participate in the study. The study sample comprised of 3 schools, 6 Standard two teachers, 60 pupils who represented the total number of pupils of 29,000. The area has a total of 125 Schools, 33 of which are in Saboti, 34 in Central and 53 in Kiminini.

3.4 Sample and sampling Procedures

The standard two class teachers were selected using simple random sampling. The children were selected using systematic sampling method. In every class twenty children will represent the rest from 125 schools 3 were selected.

Table3.1 Study Sample in Trans –Nzoia West Sub County

DIVISION	SABOTI	KIMININI	CENTRAL	TOTAL
STD TWO TEACHERS	2	2	2	6
STD TWO PUPILS	20	20	20	60

3.5 Data collection instruments

3.5.1 Standard Two Teachers' Questionnaires

The instrument sought opinions of the teachers on the effect of teaching reading using phonic and sight method and their effects on achievement and also sought to determine the best method of teaching reading. See Appendix A.

3.5.2 Classroom Observation Checklist

The field of observation is another method for collecting qualitative data. The objective of the observation is to collect data in a “natural setting” The observer notes things as what people say, do, their locations and so on. Children participated by being observed by the teacher. A number of children may not be able to respond to questionnaires. An observation checklist was used to establish their progress in reading. The researcher was driven to watch out for pre-determined responses on possible behaviors and characteristics that are being targeted in the observation checklist. See Appendix B.

3.6 Validity and Reliability

Tests for validity and reliability of data collection instruments were undertaken as explained below.

3.6.1 Validity of the Instrument

Validity is the extent to which a test measures what it is intended to measure. The questionnaires were tested using content validity in which two groups are used one is known to have higher knowledge than the other group. The teachers with phonic or sight skills are expected to have the upper hand. The observation checklist adopted internal consistency reliability because all the items in the scale measured different aspects of the same attribute.

3.6.2 Instrument Reliability

Reliability as defined by Best and Kahn (2001) is the level of internal consistency or stability over time of measuring research instruments. The study tested and re-tested

instruments. Thus instrument reliability is the degree of consistency that instruments or procedure demonstrates and whenever it is measuring, it does so consistently. In this case both the questionnaires and observation checklist were tested using a small pilot study involving two Standard Two teachers and 10 pupils who were not part of the sample selected before the actual research. These tests were done in Trans Nzoia West Sub county and the findings were used to refine the data collection instruments so as to collect relevant and accurate data. The refining of the instruments was done with guidance from the researchers' supervisors.

3.7 Data Collection Procedure

Prior to data collection permission was sought from the relevant authorities consequently data was collected in 3 schools and the purpose of the study to all participants. The questionnaire was administered by self and collected after two weeks after which they were analyzed. The researcher first sought for permission from the Department of Curriculum Instruction. With this letter, the researcher proceeded to the National Council for Science, Technology and Innovation (NACOSTI) where a permit was granted. Thereafter, the researcher went to the Trans Nzoia County Commissioner's office for permission to undertake research in this county. Thereafter, the researcher went to the County Director of Education and the TSC County Director for necessary permissions. Afterwards, the researcher visited targeted schools and met head teachers from whom dates for the collection of data were set.

3.8 Data analysis techniques

Data analysis centered on descriptive statistics which fall into two categories: Measures of central tendency (mean, mode and median) or measures of dispersion (standard

deviation and variance). This study relied more on measures of central tendency, and specifically mean. In this, related responses were aggregated and converted to percentages. This aggregation was based on a likert scale to determine extent of agreement or disagreement.

3.9 Ethical considerations

Institutional review boards

Are committees of individuals set up within universities and other organizations to provide assurance that no ethical violations occur in any given study. Therefore, they include:

Plagiarism

This is appropriation of other people's intellectual works for self-benefit without acknowledging them whether in published or unpublished material whether in manuscript or print form. The researcher made sure that there is no plagiarism in the study. The researcher made sure that the work was not copied from another student.

Confidentiality

This relates to the protection of data collected. The researcher upholds confidentiality on any information gathered. The researcher did not discuss the information received with anyone. The responses on personal opinions were not publicized. This was treated with high confidentiality because relationships can be broken through a minute's breach of confidentiality.

Permission to interview children

The general consent age in Kenya is eighteen years. The researcher got a National research permit, since children were involved in the study. The permit covered young children's involvement.

Harm

In the context of research ethics, harm may be broadly defined to include; extreme physical pain or death, but also involves such factors as psychological stress, personal embarrassment or humiliation. The participants were protected from any harm either physical or emotional. This was done by ensuring the teachers were present at all times, the data collection was done in familiar environment (their classrooms) and the researcher was as friendly as possible.

Deception

Research deception involved intentional misrepresentation of facts related to the purpose, nature or consequence of an investigation. In this context, deception may refer to either an omission or commission on the part of the researcher in terms of interactions with participants. The researcher clearly spelt out the purpose of the research explaining that there was no hidden agenda whatsoever.

Integrity

Relates to the honesty of an investigator and how honestly he or she undertakes the investigation. Any breach of integrity during the execution whether unintentional or outright falsifications was not condoned on the research study

3.10 Summary of the Chapter

This chapter dealt with the design which was mainly the descriptive survey design. It was quantitative whereby it examined numerical outcomes. Data gathering tools were

correctly chosen. The chapter also addressed testing of validity and reliability of tools. It was to safeguard the ethical issues to improve on its accuracy. Qualitative data was analyzed by grouping the data into themes and quantifying the responses based on the likert scale.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter looks at the findings of demographic information, phonic methods findings and finally sight methods findings of the research. It will also present findings on the most effective method of teaching reading.

4.1 Demographic Information

4.1.1 Response Rate

The researcher sampled 8 teachers and 60 pupils from three schools in Trans-Nzoia west Sub-county. For the teachers, 8 questionnaires were distributed and six were returned. This represented 75% response rate. For the pupils, sixty were selected to participate in the study. The teachers were asked to observe and collect data on these sixty pupils. Fifty-six pupils were able to participate in the study representing 93.33% response rate. The tables below show the response rates for the teachers and pupils.

Table 4.1: Teachers' Response Rate

<u>Teachers Response Rate</u>	<u>Frequency</u>	<u>Percentage</u>
Responded	6	75
Not Responded	2	25

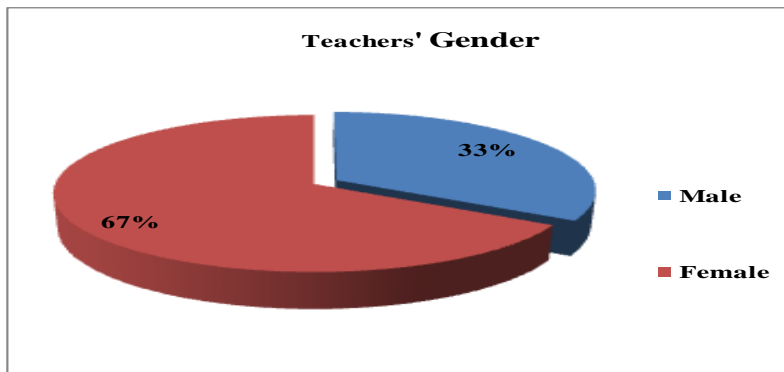
<u>TOTAL</u>	<u>8</u>	<u>100</u>
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Table 4.2: Pupils' Response Rate

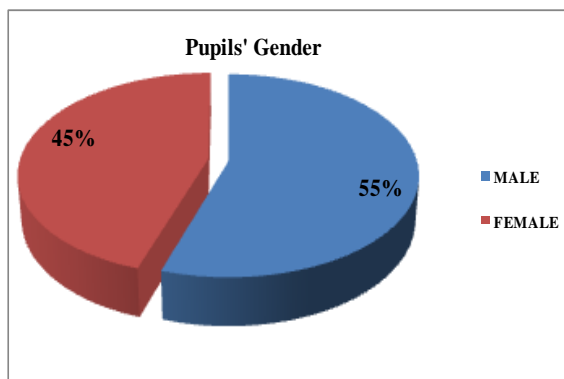
<u>Pupils' Response Rate</u>	<u>Frequency</u>	<u>Percentage</u>
Responded	56	93
<u>Not Responded</u>	<u>4</u>	<u>7</u>
<u>TOTAL</u>	<u>60</u>	<u>100</u>

4.1.2 Respondent Gender

The researcher sought to know the gender distribution of the respondents. Of the six teachers who were selected to participate in the study, 4 of them were female while two were male representing 67% and 33% respectively. Of the sixty pupils who participated in the study, 55% were male and the remaining 45% were female. For the pupils, this showed that there is gender parity in the distribution. Little is known about the best ways to prepare prospective teachers to teach reading. Systematic data are needed on the nature and content of the coursework and other experiences that constitute teacher preparation in reading. The figures and table below show the findings.

Figure 4.1: Teachers' Gender**Table 4.3 Teachers' Gender**

<u>Teacher Gender</u>	<u>Frequency</u>	<u>Percentage</u>
Male	2	33
Female	4	67

Figure 4.2: Pupils' Gender**Table 4.4: Pupils' Gender**

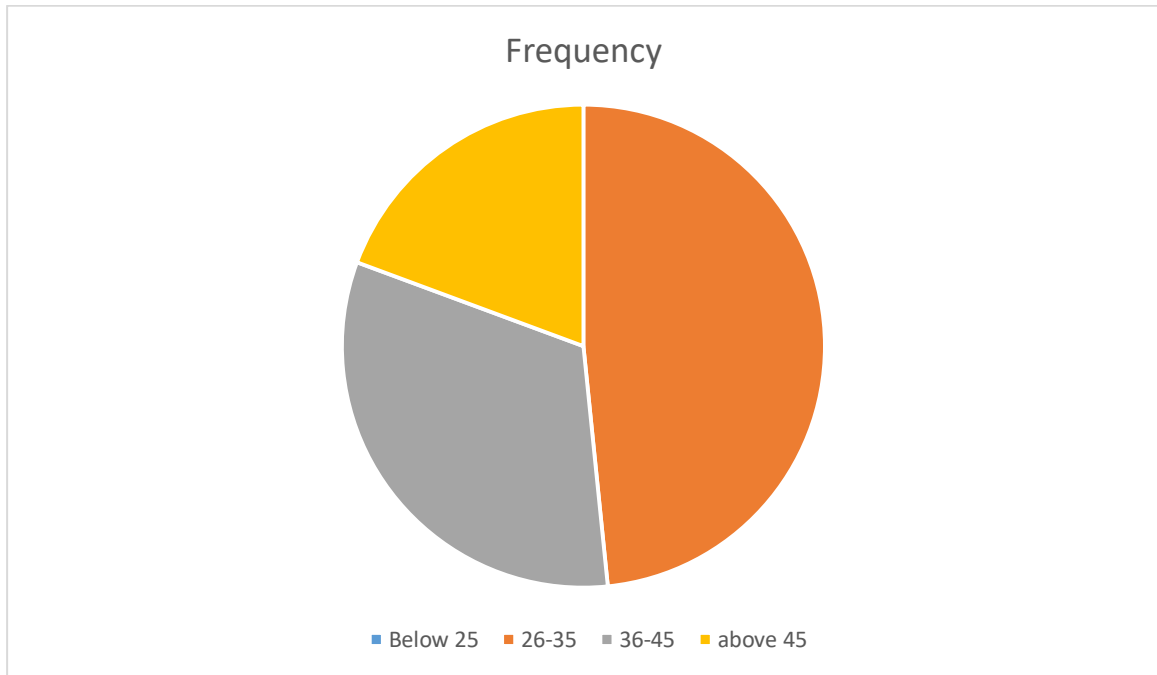
<u>Pupils' Gender</u>	<u>Frequency</u>	<u>Percentage</u>
Male	33	55%
Female	27	45%

TOTAL	60	100%
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4.1.3 Teachers Age Distribution

The researcher sought to know the age of the teachers who participated in the study. The findings showed that three of the teachers were aged between 26-35 years that is 50%, while two teachers were between 36-45 years that is 33% and one teacher (17%) was above 50 years, hence in this study 83% of the teachers were young. Studies have shown that teacher variables such as age and teaching experiences have a certain impact on teacher effectiveness. Zafer & Aslihan (2012) found older teachers of age 41 years and above are more effective in teaching and in good classroom management skills than younger teachers

The finding is not much different from the study of Nyagah and Gathumbi (2017) in their cross-sectional survey in Kenya who found that older teachers were more likely to increase students' learning compared to their middle age and younger teachers. The table and figure below show the findings.

Figure 4.3: Teachers' Age Distribution**Table 4.5: Teachers' Age Distribution**

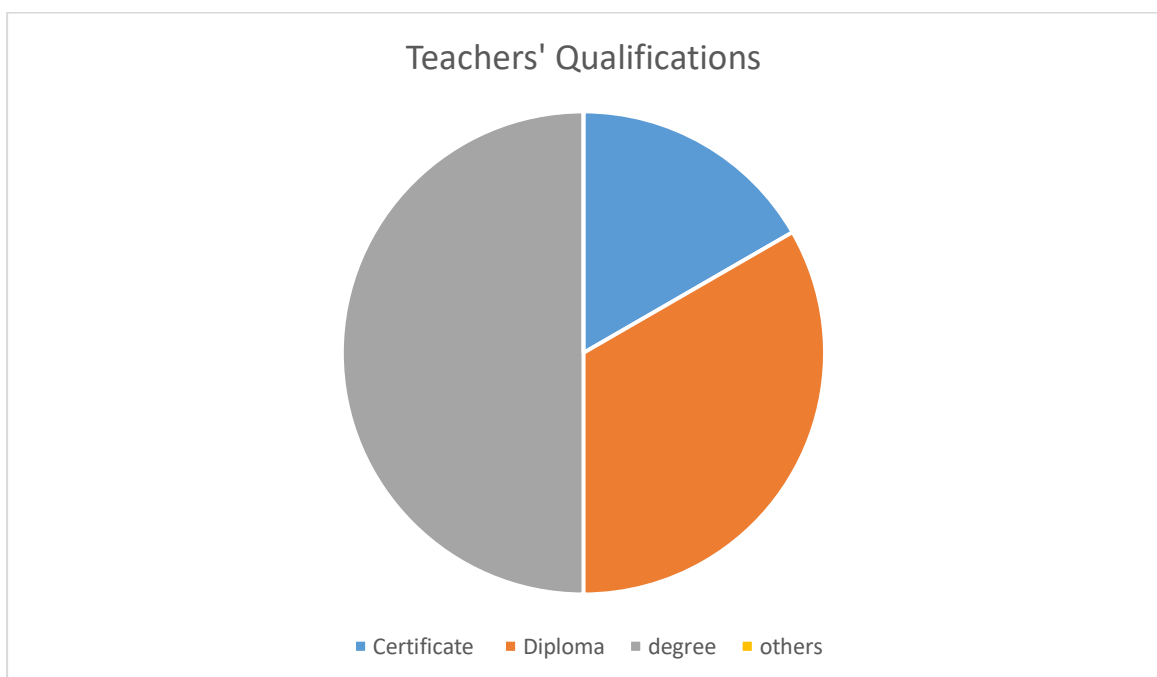
<u>Age</u>	<u>Frequency</u>	<u>Percentage</u>
Below 25	0	0
26-35	3	50
36-45	2	33
Above 46	1	17

TOTAL 6 100

4.1.4 Professional Qualification

Teachers were asked about their levels of professional qualifications. One teacher (17%) was a certificate holder, two teachers (33%) were diploma holders, while three teachers (50%) were degree holders.

Figure 4.4: Level of Professional Qualification

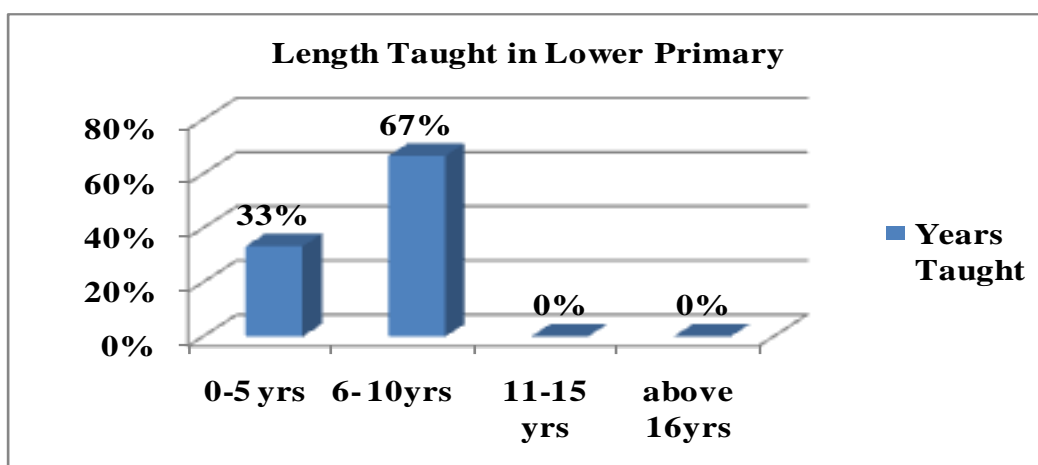


4.1.5 Length Taught in Lower Primary

Six teachers participated in the study and from the findings, 2 teachers had taught in lower primary school for a period of between 0-5 years while the remaining four teachers had lower primary teaching experience of between 6-10 years. Majority of studies have linked performance of learners to teacher's experience. Some published studies show that under some circumstances experienced teachers do not enhance learner performance. Boyd et al (2008), Harris & Saas (2007) posit that learners who are taught by less experienced teachers perform poorly compared with learners taught by more

experienced teachers; but that teachers with teaching experience of more than 25 years are in some circumstances found not to be as effective as less experienced teachers. Their findings are consistent with this study. Harris and Sass (2008) found teacher experience has a significant effect on students' achievement in English language. The figure below shows the findings.

Figure 4.5: Length Taught in Lower Primary



In considering length of service in lower primary, two teachers (33%) had taught for a period of less than five years while four teachers (67%) had taught for various years ranging from 6 years to 10 years. This too was consistent with Harris & Saas (2008).

4.2 Phonic Methods Findings

4.2.1 Children who can be able to read aloud

Teachers were asked to assess the reading capabilities of their pupils and the findings showed that on average a majority of the pupils were able to read out loud. This

represented 5(83%) while the remaining 1(17%) of the respondents said that their students could not read aloud. The findings were as shown in the figure below.

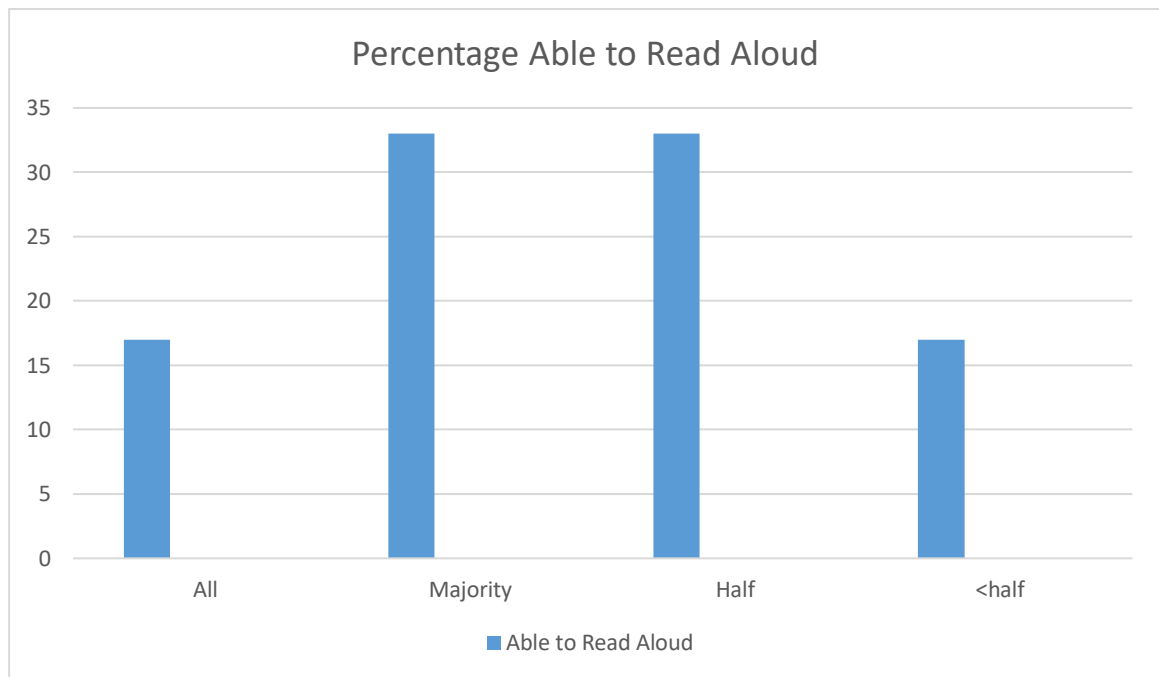


Figure 4.6: Percentage Able to Read Aloud

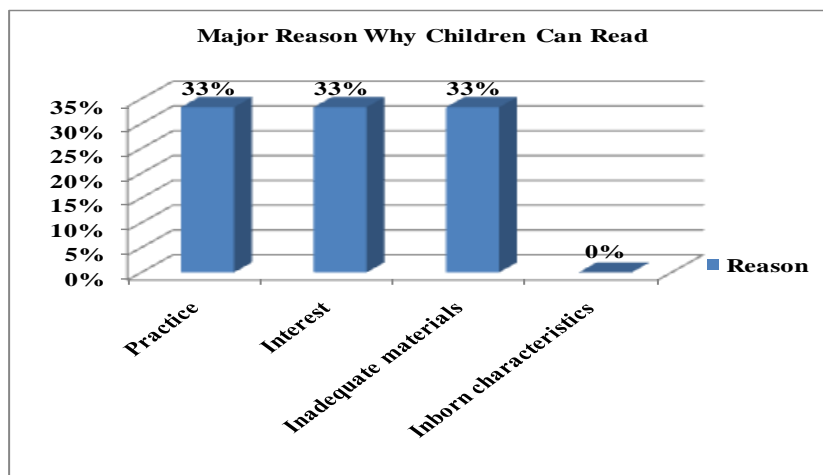
Table 4.6: Percentage Able to Read Aloud

<u>Able to Read</u>	<u>Frequency</u>	<u>Percentage</u>
All	1	17
Majority	2	33
Half	2	33
<u>Less than half</u>	<u>1</u>	<u>17</u>

4.2.2 Major Reason Children Can Read Aloud

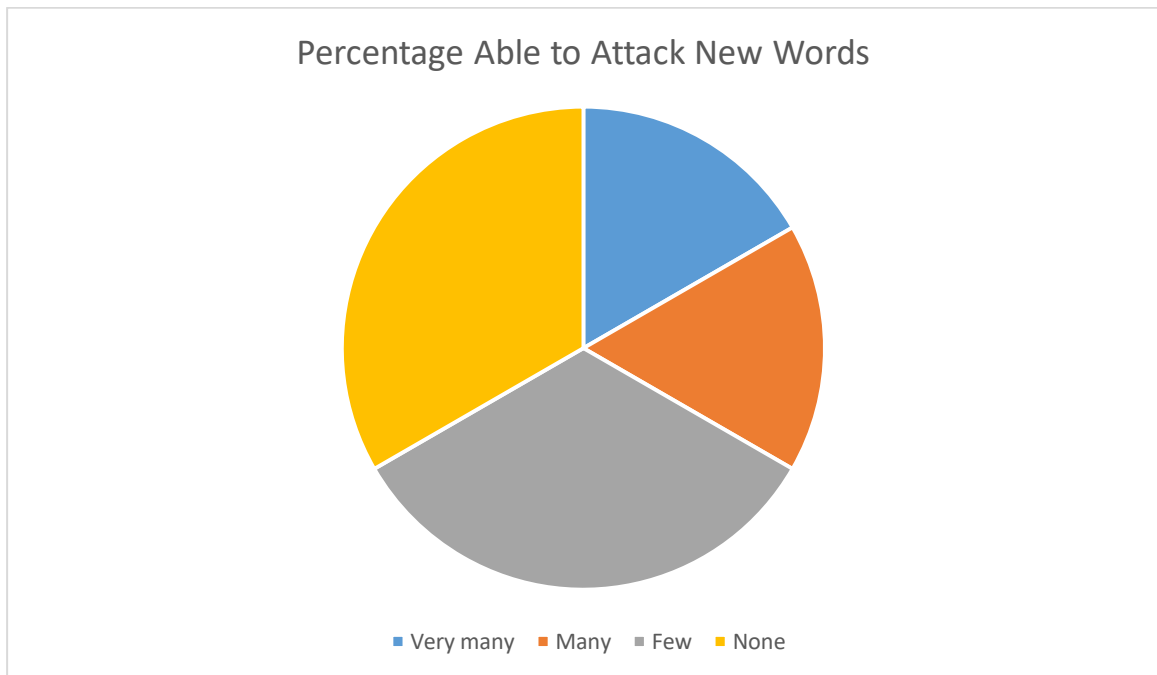
The respondents were probed further to get an understanding into why the pupils are/are not able to read out Aloud. Practice, Interest, and inadequate materials were the uniform reasons given as the factors that affect the capability of the pupils to read out aloud at 33% each. The figure below shows the findings.

Figure 4.7: Major Reason Children Can Read Aloud



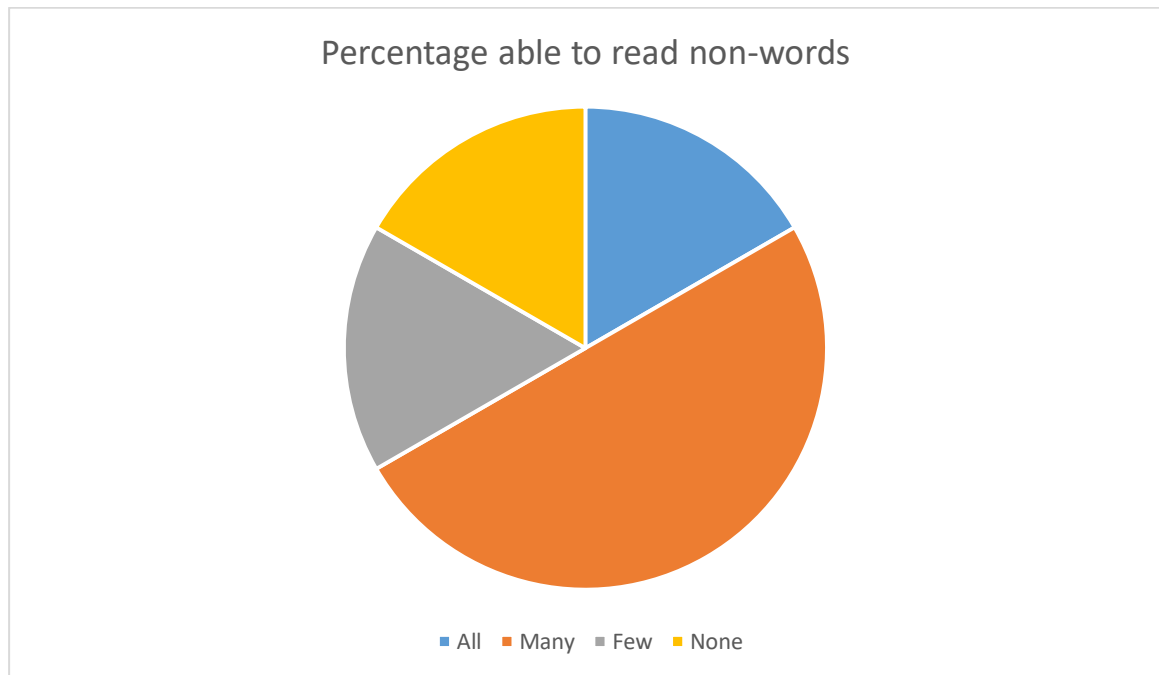
4.2.3 Word Attack

Using a likert scale with Very many, Many, Few and None, class two teachers were asked to rate the ability of the pupils to attack words they had never seen before. 2(33%) of the respondents indicated none of the students had the ability to attack the words they had never seen before, another 2(33%) of the respondents said that few of the pupils had the ability. An equal 1(17%) of respondents indicated that Many and Very many pupils were able to attack new words respectively.

Figure 4.8: Word Attack

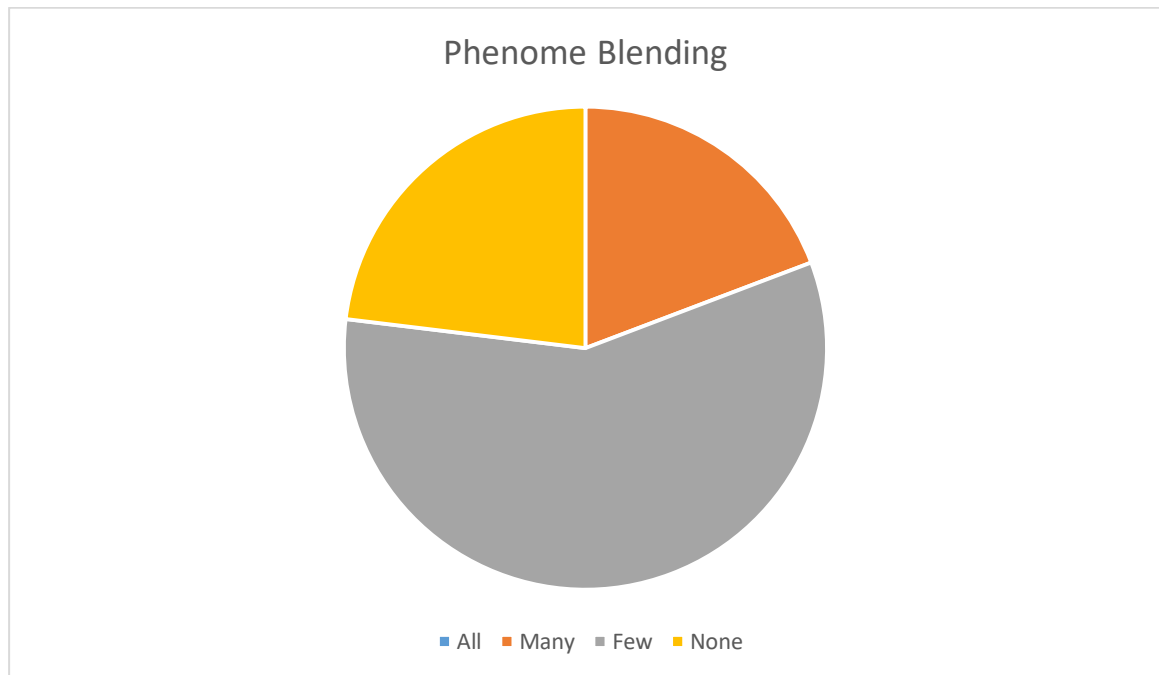
4.2.4 Can Read Non-Words

The teachers were asked to rate the ability of the pupils to read non-words. 3(50%) of the teachers said that many of the pupils had the ability to read non-words. As witnessed in 2.5 readers consciously and deliberately apply their knowledge of the mapping system to produce plausible pronunciation of a word they do not instantly recognize, such as the name of a character, an English-speaking reader might encounter a Russian novel. This is shown in the figure below.

Figure 4.9 Read Non-Words

4.2.5 Phoneme Blending

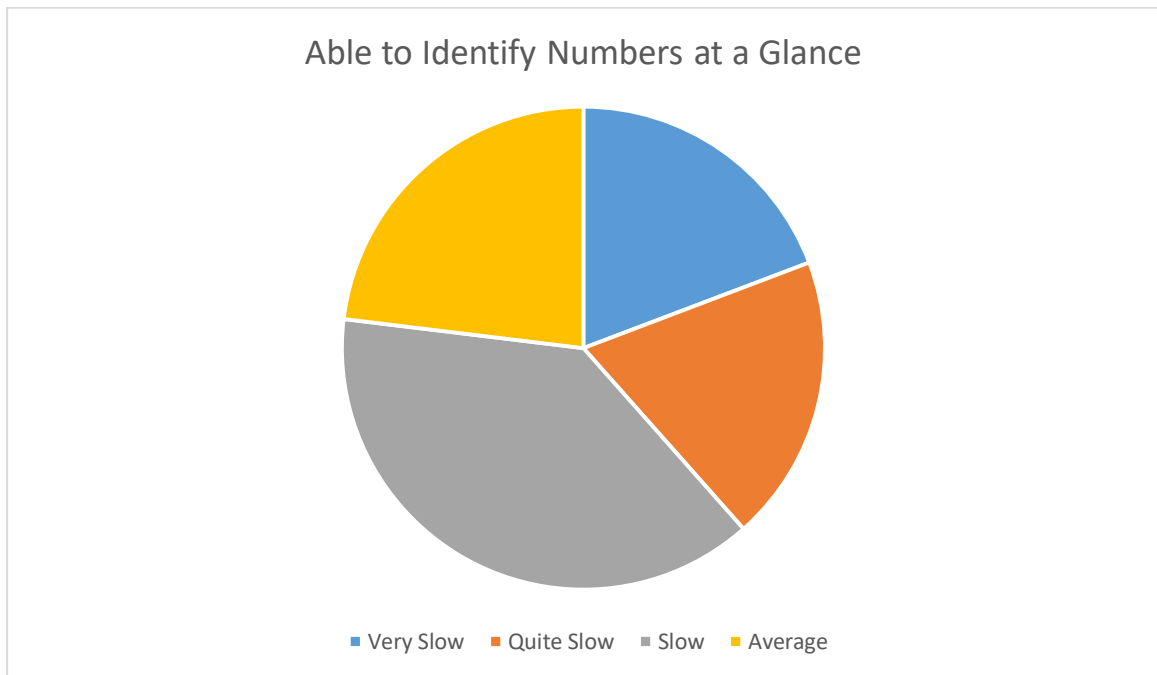
Three (50%) of the respondents indicated that Few pupils were able to blend phonemes while one(17%) indicated many were able. The results were as shown in the figure below.

Figure 4.10: Phoneme Blending

4.3 Sight Methods Findings

4.3.1 Rate Able to identify numbers at a glance

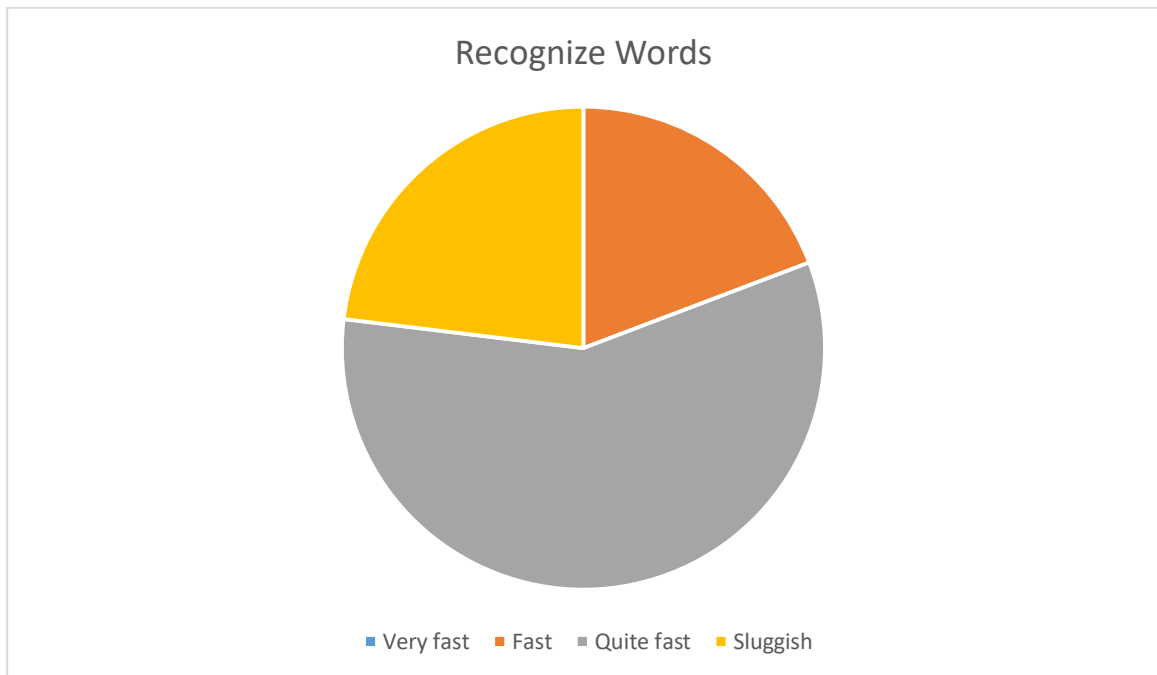
A uniform 2(33%) of the respondents rated the ability of the class two pupils to identify numbers at a glance as average and as slow. On the other hand, a rating of Quite slow and Very slow was also uniform at 17% respectively. Figure 4.11 shows the findings.

Figure 4.11: Rate Able to Identify Numbers at a Glance

4.3.2 Can Recognize Words at a Glance

The respondents were also asked to rate the ability of the pupils to recognize words at a glance. Three (50%) rated the ability as quite fast and 2(33%) rated it as sluggish, while one (17%) rated it as fast. No respondent rated the ability as Very fast. This is shown in figure 4.12 below.

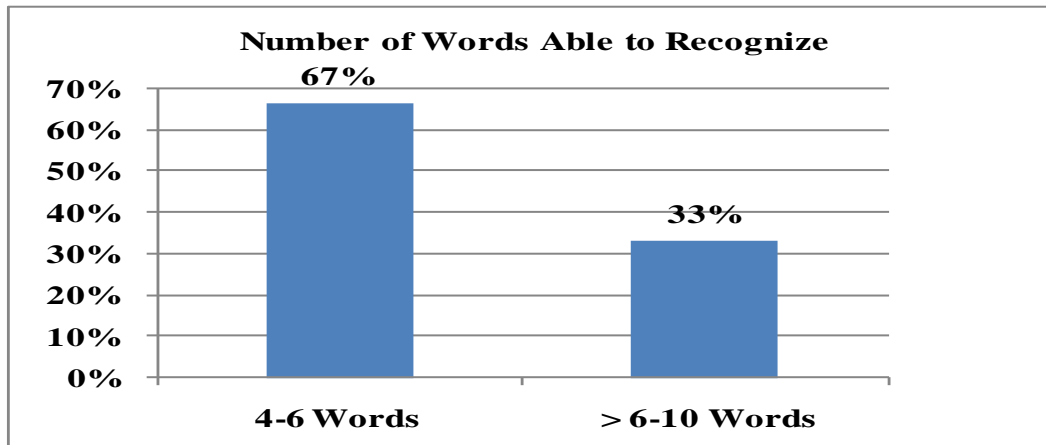
Figure 4.12: Can Recognize Words at a Glance



4.3.3 Number of Words they can recognize automatically at a Time

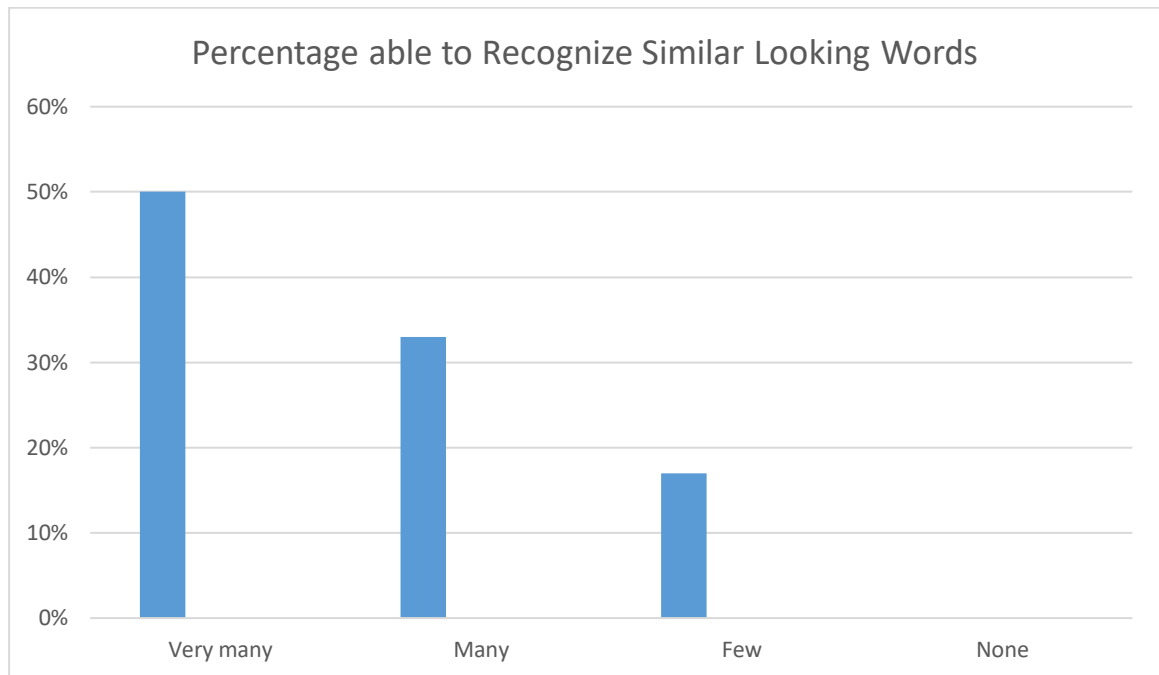
The researcher sought to find out the number of words the pupils could recognize automatically at one time. Majority of the respondents, 4 (67%), indicated they were able to respond to 4-6 words while two (33%) indicated they could recognize between 6-10 words automatically at a time. This is illustrated in the figure below.

Figure 4.13: Number of Words they can recognize automatically at a Time



4.3.4 Ability to Recognize Similar Looking Words

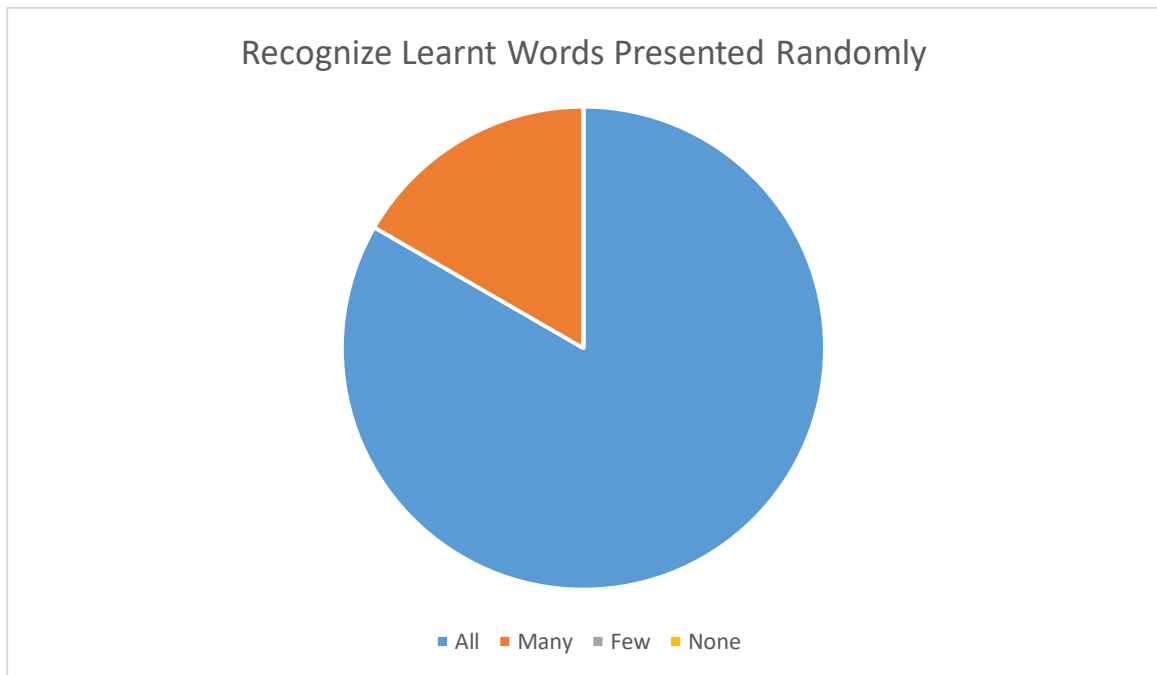
The researcher sought to find out the ability of the pupils to recognize similar looking words such as 'their' and 'they'. 50%(3) of the respondents indicated that very many of the pupils were able to recognize them while 33%(2) indicated that many were able to recognize such words while 17%(1) fell in the category of Few who were able to recognize such words. This is illustrated in the figure below.

Figure 4.14: Ability to Recognize Similar Looking Words

4.3.5 Can Recognize Taught Words Presented Randomly

The teachers were asked to assess the ability of the pupils to recognize taught words presented randomly. They were then required to estimate the ability by saying if Very many, Many, Few or None. None of the pupils could recognize the words. Five teachers (83%) said that All of the pupils were able to recognize taught words presented randomly while 17% indicated that Many pupils could recognize taught words presented randomly.

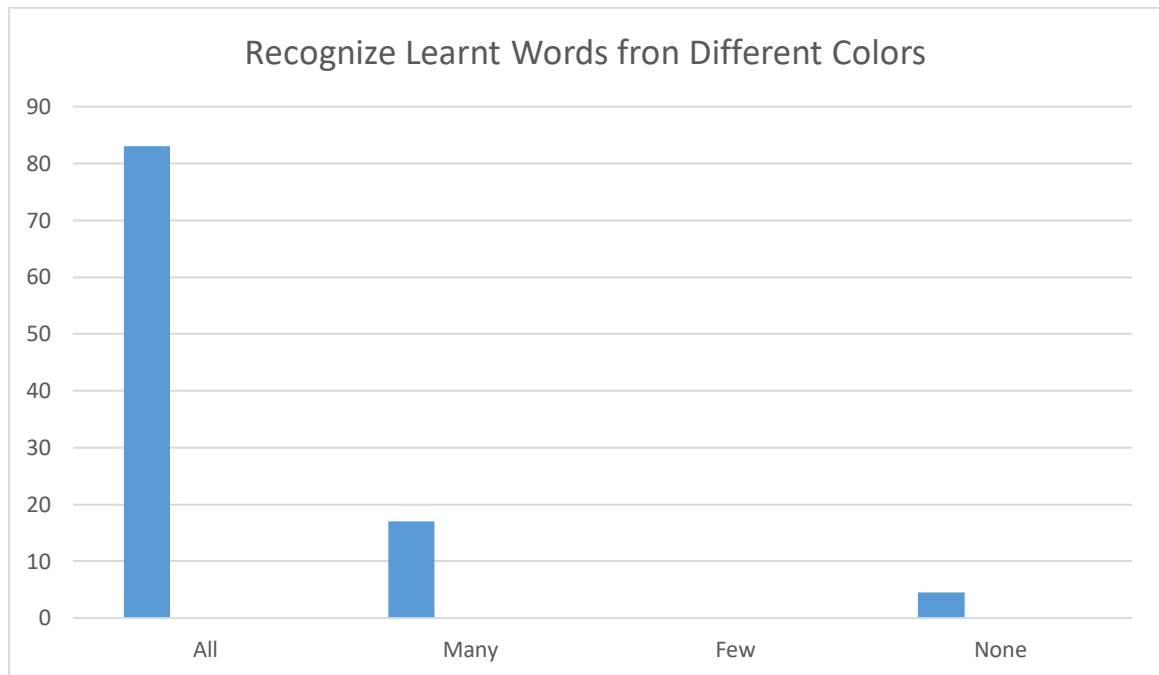
Figure 4.15: Can recognize taught words presented randomly



4.3.6 Can Recognize Learnt Words from Different Colors

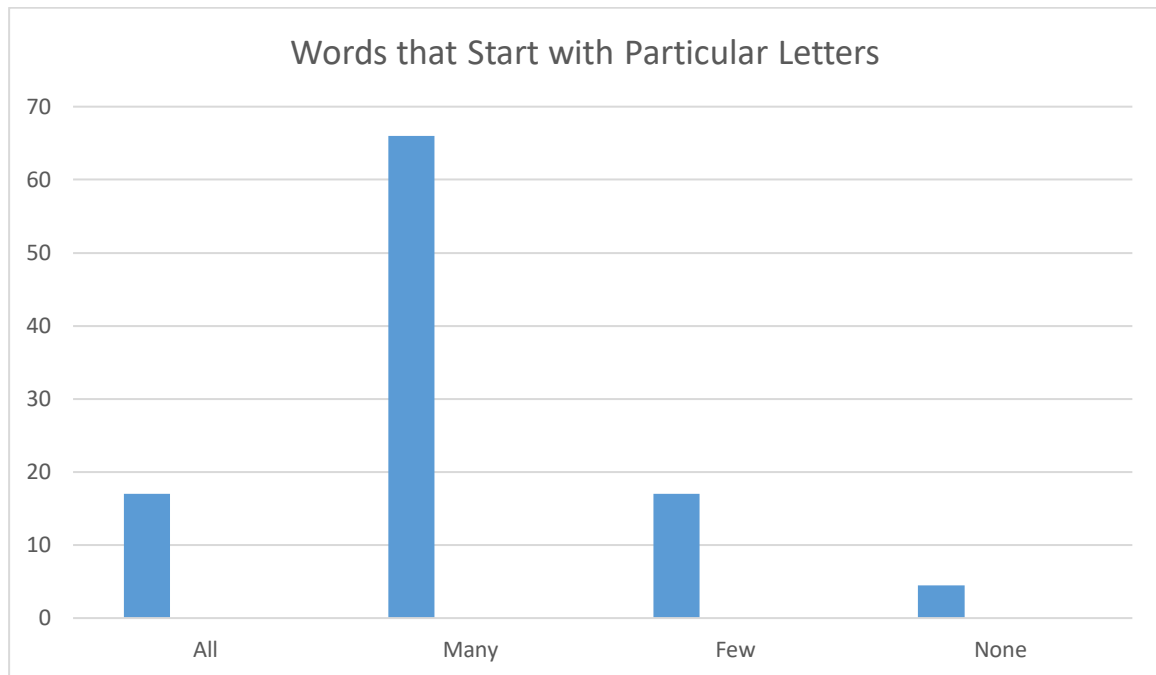
The researcher sought to find out the ability of the pupils to recognize Words from different colors. The teachers were asked to observe the pupils and indicate if All, Many, Few or None were able to recognize learnt words from different colors. Five of the teachers (83%) indicated that All the pupils were able to recognize the words in different colors, while 17% indicated Many. This is shown in the figure below

Figure 4.16: Can Recognize Learnt Words from Different Colors



4.3.7 Can Pick Out Words that Start with Particular Letters

The researcher sought to find out if the pupils were able to pick out words with particular letters and the findings show that 4(66%) indicated Many were able to while, 1(17%) apiece indicated both for All and Few. Therefore 83% of the learners were able to pick words that start with particular letters. The data is presented in the graph chart below.

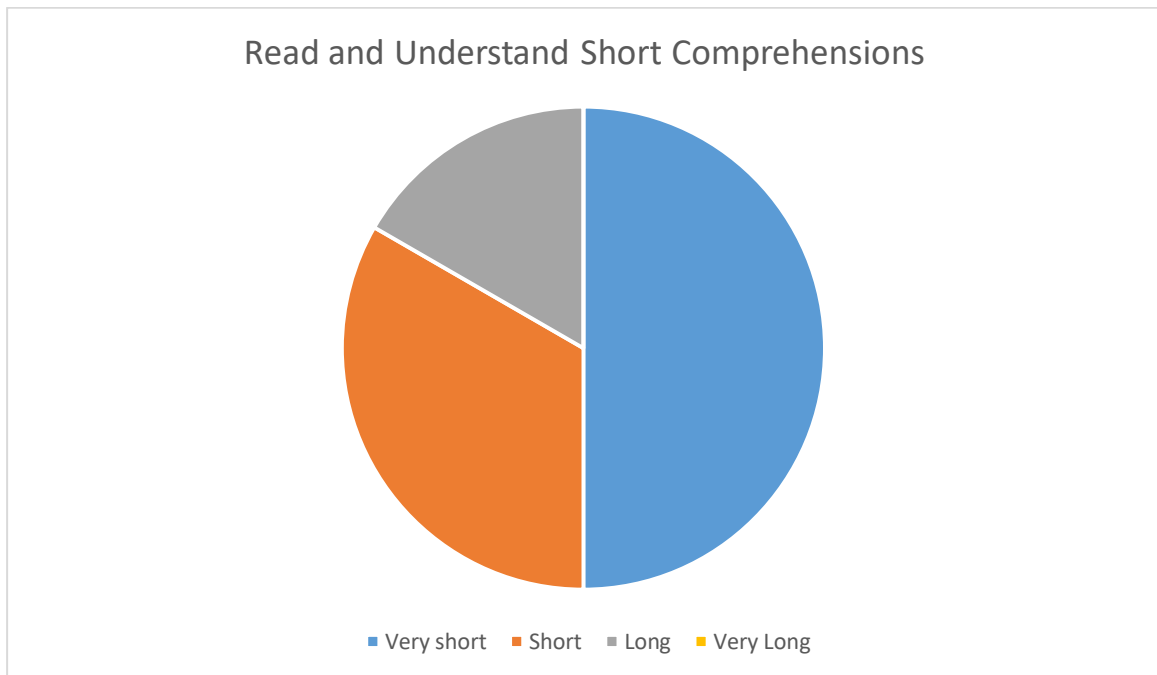
Figure 4.17: Can Pick Out Words that Start with Particular Letters

4.4 Most Effective Methods of teaching reading

4.4.1 Reading and understanding short comprehensions

The findings showed that 50% of the respondents said that the pupils were only able to read and understand very short comprehensions while 33% could read and understand very short comprehensions. Through these experiences 17% were able to read and understand long comprehensions, while none could read very long comprehensions. The figure below shows the research findings.

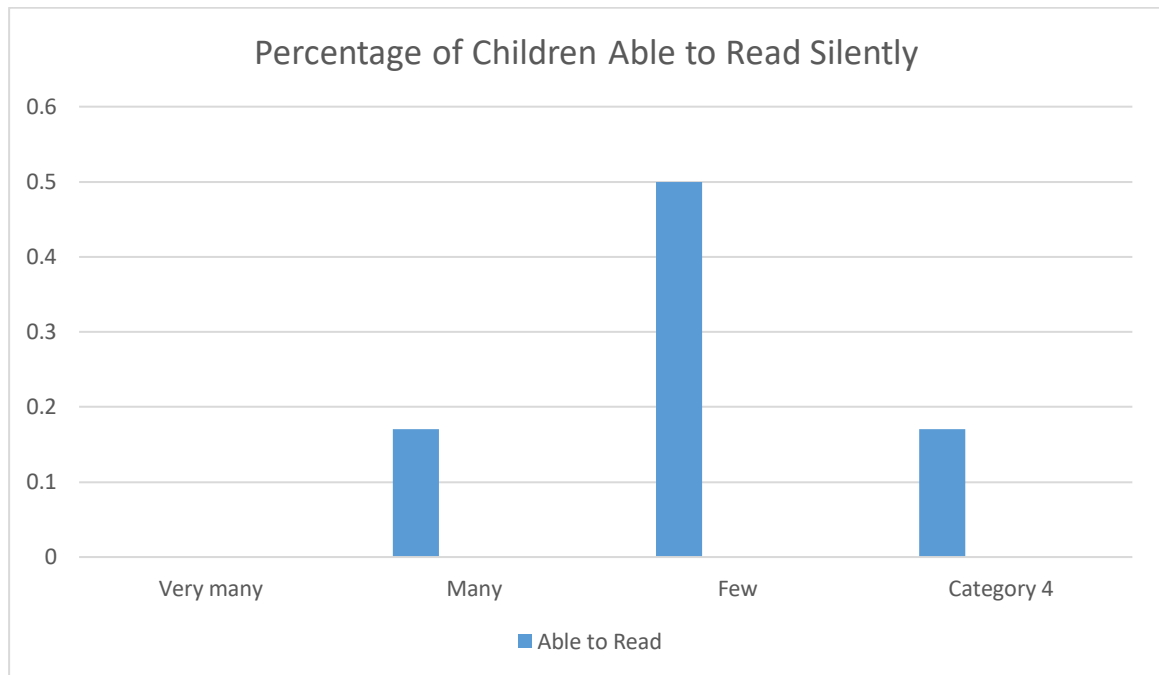
Figure 4.18: Reading and Understanding Short Comprehensions



4.4.2 Ability to Read Silently and Answer Questions

Using a four point likert scale, the teachers participating in the study were asked to rate the ability of the pupils to read silently and answer questions. 50% of the respondents said Few, 33% said many and the remaining 17% said none.

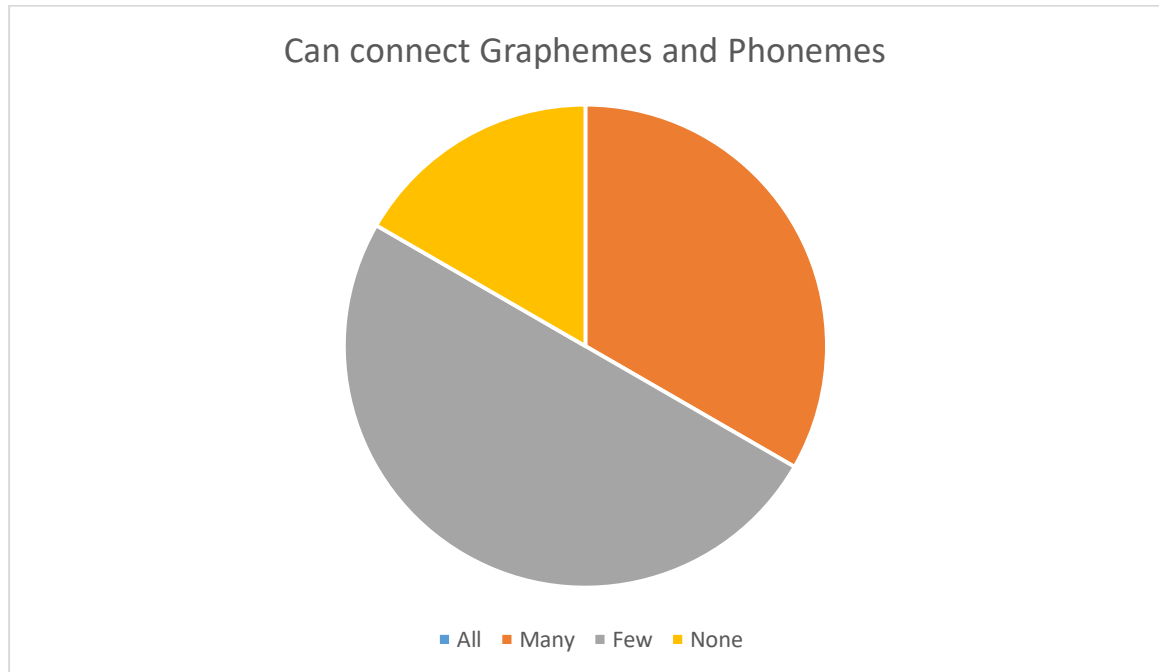
Figure 4.19: Ability to Read Silently and Answer Questions



4.4.3 Ability to Connect Graphemes and Phonemes

The researcher sought to find out the ability of the pupils to connect graphemes and phonemes. The teachers were asked to rate this ability given a scale with All, Many, Few and None. 50% of the respondents indicated few pupils were able to connect graphemes and phonemes while 33% indicated many were able to, while 17% indicated none. This is shown in the figure below.

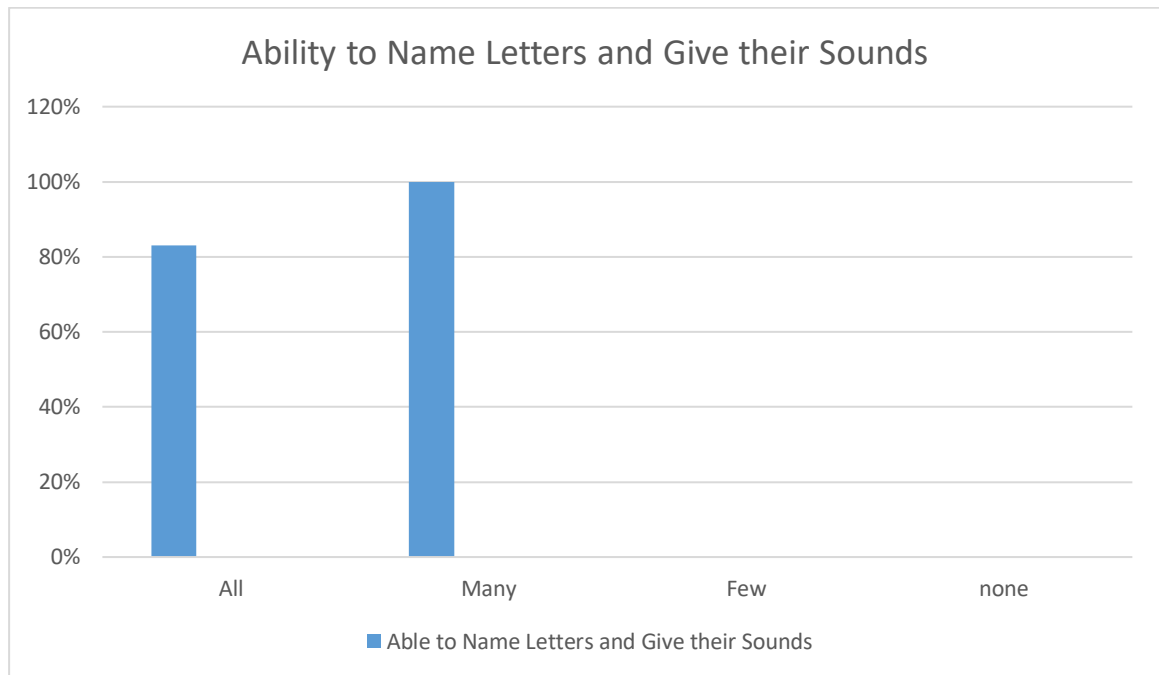
Fig 20: Ability to connect Graphemes and Phonemes



4.4.4 Ability to Name Letters and Give their Sounds

The respondents were asked to rate the ability of the pupils to name letters and give their sounds. 83% said that all the pupils were able to name letters and give their sounds while 17% said many. This is shown in the figure below.

Figure 4.21: Ability to Name Letters and Give their Sounds



4.4.5 Ability to Separate and Read Words

The pupils were assessed to find out their ability to separate words eg ‘Caravan’ to read ‘car’ and ‘van’. From the findings, 50% reported that All of the students were able to while, 33% reported that Many were able to, as 17% indicated Few were able to. This is illustrated in the graph below.

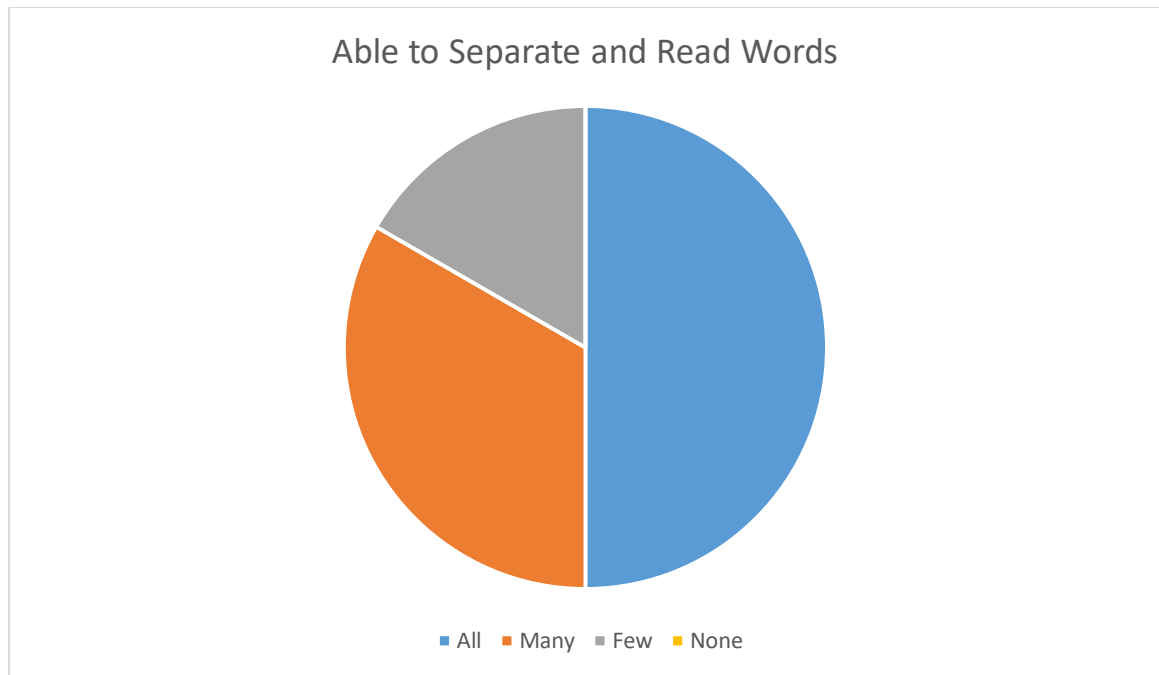
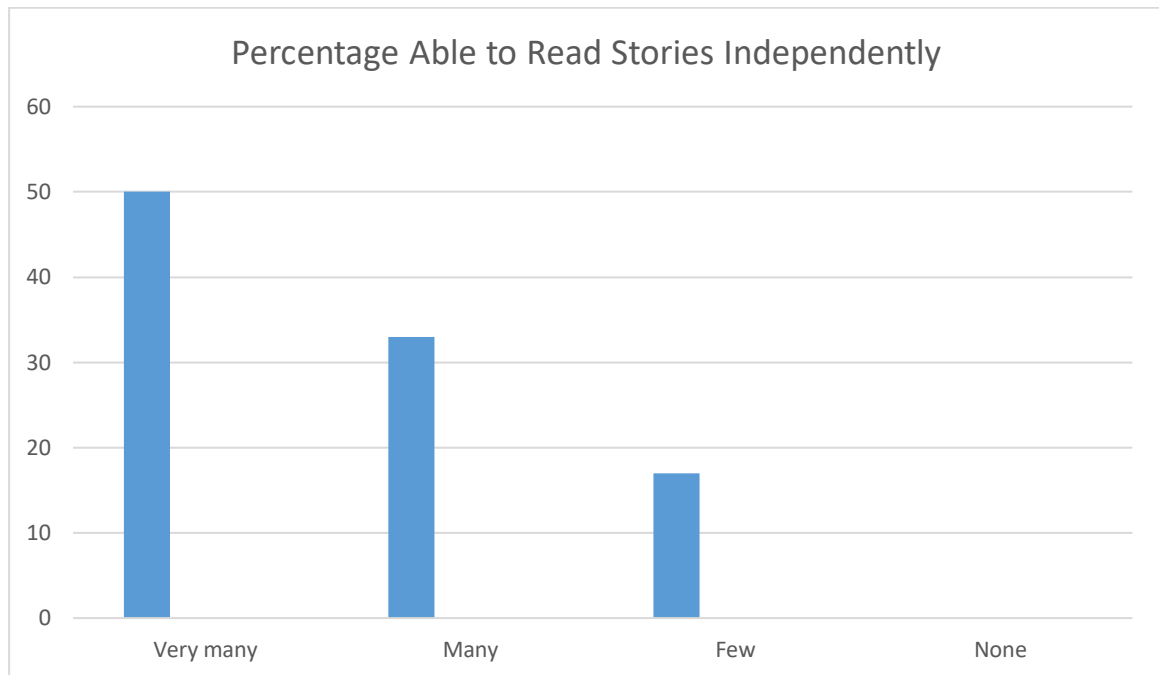


Figure 4.22: Ability to Separate and Read Words

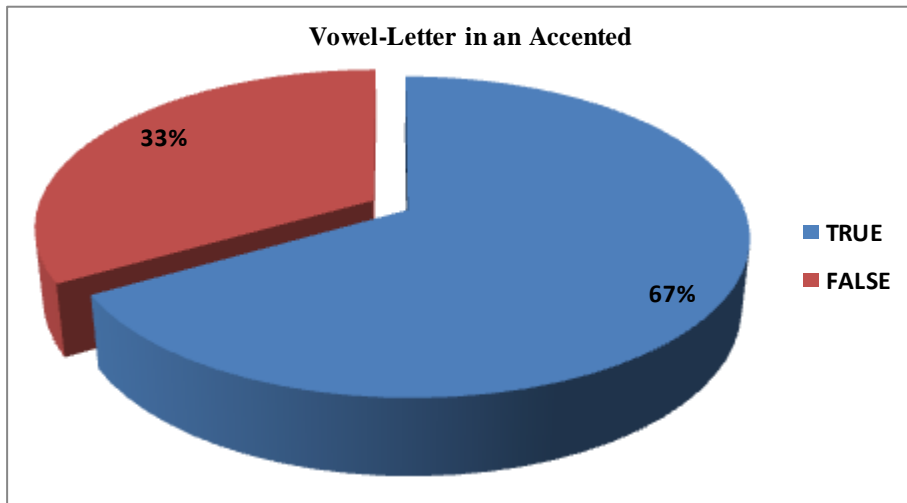
4.4.6 Ability to Read Stories Independently

The respondents were asked to rate the ability of the pupils to read stories independently. 50% of the respondents said that Very many students were able to read independently while 33% said many pupils were able to read independently. 17% indicated that Few were able to read independently. The figure below presents the findings.

Figure 4.23: Ability to Read Stories Independently**Determination of the most effective method of teaching reading****4.5.1 One vowel-letter in an accented syllable has its short sound such as City, Lady**

The research findings showed that 67% of the respondents said true while the remaining 33% said False. The figure below shows the findings.

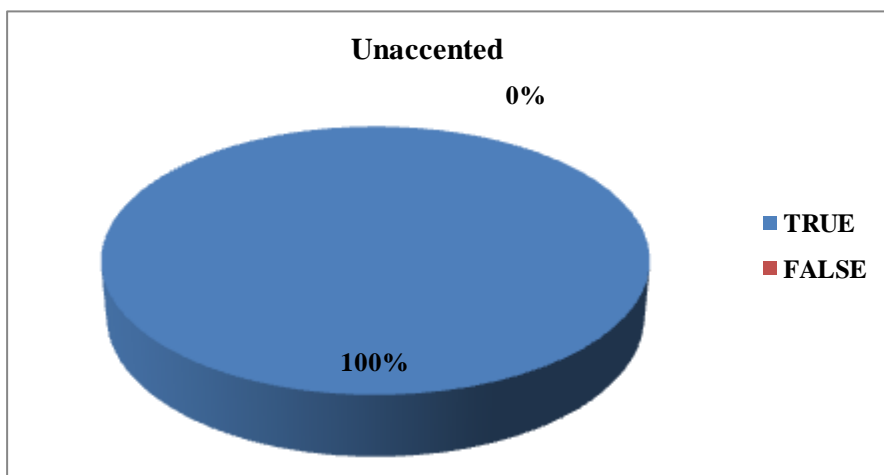
Figure 4.24: One vowel-letter in an accented syllable



4.5.2 When -tion is the final syllable in a word, it is unaccented eg Station

The research findings showed that 100% of the respondents said that it was True when -tion is the final syllable in a word, it is unaccented. This is illustrated in the figure below.

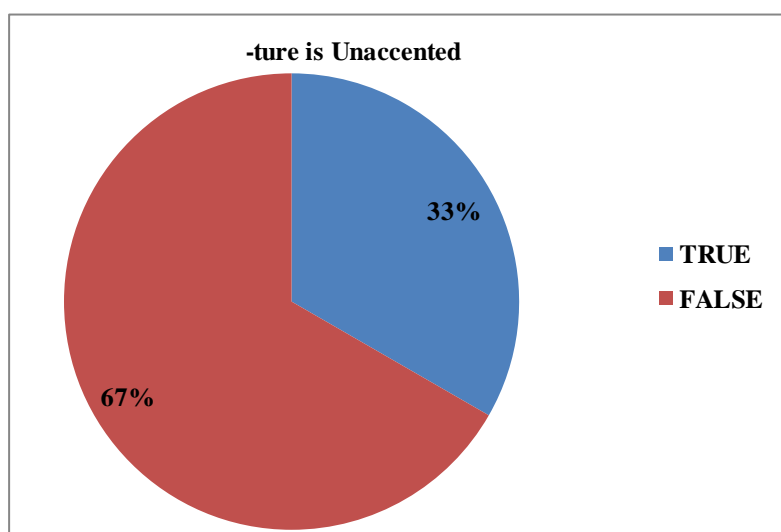
Figure 4.25 When -tion is the final syllable in a word, it is unaccented eg Station



4.5.3 When –ture is the final syllable in a word, it is unaccented eg picture.

In response to this question, 67% of the respondents said the statement was False while the remaining 33% said the statement was True. The figure below shows the findings.

Figure 4.26: **When –ture is the final syllable in a word, it is unaccented eg picture**



4.6 Discussion

The findings showed that 67% of the respondents said that the pupils were only able to read and understand short comprehensions while 33% could only read and understand very short comprehensions. These findings show that the level of comprehension by the primary pupils in Trans-Nzoia West sub-county is not good enough.

Using a four point likert scale, the teachers participating in the study were asked to rate the ability of the pupils to read silently and answer questions. 33% of the respondents said Very many, 33% said many and the remaining 33% said few. There was no pupil

who was not able to read silently and answer questions. This is a worrying statistic because it is expected that pupils at this level should be able to read silently and answer questions. This is an area of concern that needs to be addressed by the education stakeholders in the sub-county.

The respondents were asked to rate the ability of the pupils to read stories independently. 67% of the respondents said that Very many students were able to read independently while 33% said many pupils were not able to read independently.

Using a likert scale with Very many, Many, Few and None, class two teachers were asked to rate the ability of the pupils to attack words they had never seen before. 67% of the respondents indicated none of the students had the ability while the remaining 33% of the respondents said that few of the pupils had the ability.

67% of the respondents rated the ability of the class two pupils to identify numbers at a glance as average while 33% rate it as slow. There were no respondents who rated the ability of the pupils as either very slow or slow.

The respondents were also asked to rate the ability of the pupils to recognize words at a glance. 67% rated the ability as quite fast and 33% rated it as fast. No respondent rated the ability as either Very fast or sluggish.

The teachers were asked to rate the ability of the pupils to read non-words. 100% of the teachers said that many of the pupils had the ability to read non-words.

The researcher sought to find out the ability of the pupils to connect graphemes and phonemes. The teachers were asked to rate this ability given a scale with All, Many, Few and None. 67% of the respondents indicated few pupils were able to connect graphemes and phonemes while 33% indicated many were able to.

The respondents were asked to rate the ability of the pupils to name letters and give their sounds. 67% said that all the pupils were able to name letters and give their sounds while 33% said many.

67% of the respondents indicated that few pupils were able to blend phoneme while 33% indicated many were able.

The research findings showed that 67% of the respondents said true while the remaining 33% said False.

The research findings showed that 100% of the respondents said that it was True when - tion is the final syllable in a word, it is unaccented. In response to this question, 67% of the respondents said the statement was False while the remaining 33% said the statement was true.

The researcher sought to find out the number of words the pupils could recognize automatically at one time. Majority of the respondents, 67%, indicated they were able to respond to 4-6 words while 33% indicated they could recognize between 6-10 words automatically at a time.

The researcher sought to find out the ability of the pupils to recognize similar looking words such as 'their' and 'they'. Sixty-seven percent of the respondents indicated that many of the pupils were able to recognize them while 33% indicated that few were able to recognize such words.

The teachers were asked to assess the ability of the pupils to recognize taught words presented randomly. They were then required to estimate the ability by saying if Very many, Many, And Few or None of the pupils could recognize the words. All the teachers

(100%) said that many of the students were not able to recognize taught words presented randomly.

The researcher sought to find out the ability of the pupils to recognize Words from different colors. The teachers were asked to observe the pupils and indicate if All, Many, Few or None were able to recognize learnt words from different colors. All the teachers (100%) indicated that all the pupils were able to recognize the words in different colors.

The researcher sought to find out if the pupils were able to pick out words with particular letters and the findings show that 63% indicated many were able to pick out while 33% indicated All were able to pick out and 7% indicated that none were able to pick out.

The pupils were assessed to find out their ability to separate words eg 'Caravan' to read 'car' and 'van'. The teachers made observations and recorded the approximations of the number of learners' ability. The options provided included: All, Many, Few or None. From the findings, 33% reported that Many of the students were able to while the majority, 67% reported that Few were able to.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter will look at the summary of the findings, conclusions of the research and finally recommendations. The responses were based on the four objectives of the study which sought to determine the factors influencing reading abilities of lower primary school pupils. The study surveyed teaching methods using phonic and sight methods in reading skills in English language in Lower primary and their effect on pupil performance. A comparison was done on which method was effective.

5.2 Summary of Findings

The researcher sampled 8 teachers and 60 pupils from three schools in Trans-Nzoia West Sub-county. For the teachers, 8 questionnaires were distributed and 6 were returned. This represented 75% response rate. For the pupils, sixty were selected to participate in the study. The teachers were asked to observe and collect data on these sixty pupils. Fifty-six pupils were able to participate in the study representing 93% response rate.

The researcher sought to know the gender distribution of the respondents. The six teachers who were selected to participate in the study, 4 of them were female while two were male representing 67% and 33% respectively. Of the fifty-six pupils who participated in the study, 55% were male and the remaining 45% were female. For the pupils, this showed that there is parity in the gender distribution of the study population. This is an important factor as it shows that the findings of the study can be used to make inferences about the population without worrying if the results would be different if the focus was on particular gender.

The researcher sought to know the age of the teachers who participated in the study. The findings showed that three of the teachers were aged between 26-35 years that is 50%, while two teachers were between 36-45 years, is 33% and one was above 46 years representing 17%. This finding shows that the majority of the teachers (83%) teaching in lower primary in Trans-Nzoia West Sub-County in this study, are below 35 years of age, hence relatively young.

The level of professional qualification attained by the teachers was important because the researcher thought it an important factor that could influence/affect the content delivery by the teachers. The majority (3) were found to have Degree qualifications, while two had Diploma qualifications, with one having a Certificate. These findings are close to what would be normally expected in general in Kenya.

Six teachers participated in the study and from the findings, 2 teachers had taught in lower primary school for a period of between 0-5 years while the remaining four teachers had lower primary teaching experience of between 6-10 years. From these findings, it is safe to say that the teachers had enough experience teaching lower primary and so they are well knowledgeable about the study questions and therefore can provide feedback that is trustworthy. This also consistent with Boyd et al., (2008) cited previously.

Objective 1: To analyze phonic methods used in teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub-County.

-children who can read aloud

From the findings, it can be shown that a great number of children are not able to read aloud. This means that most children complete Early Years Education (EYE) and join lower primary without sufficient reading abilities.

-major reason why children can read aloud

The respondents were probed further to get an understanding into why the pupils are/are not able to read out Aloud. Practice, Interest, and inadequate materials were the reasons given as -the factors that affect the capability of the pupils to read out aloud.

-word attack

Only 33% of learners showed the confidence to attack words that are not familiar. This means most of them are lacking sounds alphabetically because it is expected that using sounds, they should be able to vocalize new words.

-can read non-words

On the ability to read non-words, 50% said they could read. This means their interpretive skills are higher. In this case, non-words could include pictures, drawings, paintings and charts. This was unexpected but on reflection, it confirmed that learners also learn through nonverbal.

-phenome blending

A whole 50% of respondents said only a few learners can blend phenomes. As stated previously, phenome blending involves the smallest units of speech that change meaning in a language. These units are based sometimes on pronunciation such as hit/hid. Where almost half are unable to blend them means there is also a change in sounds.

Objective 2: to explore forms of sight methods used in teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub-County

-ability to identify numbers at a glance

The ability to identify numbers at a glance considers the process of conversion of numbers to words. In this study, learners are general slow with only 33% being average. This goes to explain the apparent dichotomy that is created between number-work and language. Yet the two must complement each other.

-ability to recognize words at a glance

The ability to recognize words at a glance evokes memory. A majority of learners were either fast or quite fast. There were no cases of learners captured as very fast. Yet 33% were reported as sluggish. This should raise a concern for educators as most of the examinations are tested in a written language.

-number of words recognized automatically at a time

A majority of learners (67%) could recognize between 4-6 words while the rest were able to recognize 6-10 words. This means only 33% could read coherently. This would definitely affect comprehension.

-ability to recognize similar looking words

Those learners able to recognize similar-looking words were a good number (83%). A few (17%) could not. This means retention rate is evident in learners.

-can recognize taught words presented randomly

On ability to recognize taught words presented randomly, almost all learners were able to. This means their recollection and retention power was enhanced, an aspect for comprehension.

-recognize learnt words from different colors

On ability to recognize learnt words from different colors, the responses were also positive and high with 83% saying all learners could recognize and the remaining 17% saying many could recognize. It should be noted that under Piaget's psychological development theory, learners at this stage acquire more from seeing.

-can pick out words that start with particular letters

On whether learners could pick out words that start with particular letters, a majority (83%) said many (66%) and all (17%) could. Only 17% said few. This also meant they had developed the aspect of retention that is necessary in reading.

Objective 3: To determine differences, if any, based on choice of teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub-County

Overall, there were differences evident in the two methods (phonic and sight) as revealed by the findings. It was clear that as much as phonic methods were relevant, the superior approach was the sight methods and this was based on developmental psychology as espoused by Jean Piaget.

Objective 4: To determine the most effective method of teaching reading on pupil acquisition in lower primary classes of Trans Nzoia West Sub-County

This study looked at two methods that can be used to teach reading in lower primary classes. Both phonic and sight methods were explored. Five aspects of phonic methods and seven aspects of sight methods were explored. The outcomes showed that sight methods were more attuned to the expectations of teaching reading though there were aspects of phonic methods were also observed. Because of the benefits realized in both, a careful blending (Eclectic) that had more of sight and less of phonic could go a long way in enhancing reading acquisition.

5.3 Conclusion

The study concludes that teaching methods in reading skills in English language in Lower primary school need to be reviewed. The majority of the pupils in lower primary school in Trans-Nzoia west sub-county have below par English reading skills. The majority of the pupils were found not to be able to read out loud and this was attributed to lack of practice and lack of materials. There is also a problem with comprehension skills of the pupils. The pupils had problems comprehending long and very long comprehensions. The majority of the pupils were also found to have problems reading and understanding stories independently. Overall, the reading abilities of the pupils in Trans-Nzoia sub-county were found to be below par. Factors like lack of materials and practice were found to influence how the students perform in reading skills tests. The Teachers also play an important role on how students perform in reading skills. A good percent of the teachers were themselves found not to be able to perform to expectations in the phonic methods tests and generally had problems with pronunciation and diction of words. This is an important factor that could be influencing how the pupils perform in the reading skills tests.

5.4 Recommendations

In line with the study findings, this study recommends that children need to be given enough practice and training materials so that they can have enough exposure to improve their English reading skills. Also, the study recommends that teachers should go through refresher trainings, workshops and seminars where they are trained on teaching English reading skills. Such trainings should be able to improve the teachers' skills in English reading which in turn will have a trickledown effect to the pupils. Finally, the study recommends that teachers should be encouraged to form communities of professional practice to ensure that the teachers have/improve on their teaching of English reading skills and in turn be able to deliver content to the pupils much better.

5.5 Recommendations for Further Study

The aim of the study was to investigate the influence of methods in teaching reading using phonic and sight methods on pupil acquisition of English language in Lower primary classes of Trans Nzoia West Sub county. The study found that dynamism of their teaching methods play a vital role on pupil performance. However, the study could not establish how teacher qualifications and also availability of student training materials influences the reading abilities of lower primary pupils. The researcher therefore recommends further studies to be done assessing the role of teacher qualifications and availability of learning materials on acquisition of English reading abilities of lower primary pupils.

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APPENDICES

Appendix I: Introduction letter from School of Education



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: EDU/PG/EDH/1022/09

DATE: 9th July, 2019

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF KIRUI COLLINS
KOECH – EDU/PG/EDH/1022/09**

The above named is a 2nd year M.Ed student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media, School of Education.

It is a requirement of his M.Ed Studies that he conducts research and produces a thesis. His research is entitled:

“Influence of Methods in Teaching Reading on Pupil Acquisition in Lower Primary Classes of Trans-Nzoia West Sub County.”

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

MOI UNIVERSITY
SCHOOL OF EDUCATION

Prof. J. K. Chang'ach

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION



APPENDIX II: Questionnaire for Class Two Teachers

Dear Respondent,

I am a student undertaking a master of philosophy degree in Early Child hood Development and Education; Department of curriculum instruction and educational media at Moi University, Eldoret. In order to complete this program, I am required to research, write and present a project on ‘Influence of teaching reading methods using phonic and sight methods and their effect on pupil performance in English language among children in lower public primary schools in Trans – Nzoia west County’. This research is purely for academic purposes and the information you will supply was held in strict confidentiality. Do not include your name anywhere in this questionnaire.

Yours Faithfully,

Kirui Collins Koech

SECTION A**Tick (/) where applicable**

Sex male () female ().

What is your age?

Below 25 (), 26 – 35 (), 36 – 45 () above 46 ().

What is your highest professional qualification?

Certificate (), Diploma (), Degree (), Masters ().

How long have you taught in lower primary?

0-5 yrs (), 6- 10yrs (), 11-15 yrs() above 16yrs()

SECTION B PHONIC METHOD

1. How many children can be able to read aloud?

All (), Majority(), Half() Less than half ()

2. What major reason do you give for the answer in (1) above?

Practice (), Interest(), Inadequate materials(), Inborn characteristics()

3. Can children read and understand short comprehensions?

Very short (), short(), long(), very long()

4. How many children roughly are able to read silently and answer questions?

Very many (), many(), few(), none()

5. How many children roughly are able to read stories independently?

Very many (), many(), few(), none()

6. What number are able to attack words they have never seen before?

- Very many (), many(), few(), none()
7. Can identify numbers at a glance at which rate?
Very slow (), quite slow(), slow(), average,()
8. Can recognize words at a glance
Very fast (), fast(), quite fast(), sluggish()
9. Can read non-words?
All, (), many(), few(), none()
10. Ability to connect graphemes and phonemes?
All, (), many(), few(), none()
11. .Ability to name letters and give their sounds?
All, (), many(), few(), none()
12. Phoneme blending eg /s/,/a/,/t/
All,(),many(),few(),none()
13. Phoneme deletion eg what word would be left if the /k/ sound was taken away from cat?
14. Word to word matching. Do per and pipe begin with the same sound?
15. Sound isolation: What is the first sound in Rose?
16. Phoneme counting: How many sounds do you hear in meat that is missing in eat?
17. Odd-one-out: what word starts with a different sound. Bag, nine, beach, bike?
18. Sound to sound matching: Is there a /k/ in bike?
19. Can identify silent letters eg kneel, which is silent?
20. In most two-syllable words, the first syllable is accented which among the two is accented?

21. One vowel-letter in an accented syllable has its short sound.eg City, Lady?
True (), false()
22. When -tion is the final syllable in a word, it is unaccented eg Station?
True (), false()
23. When -ture is the final syllable in a word, it is unaccented eg picture.
True(), false()
24. In a word of more than one syllable, the letter 'v' usually goes with the preceding vowel to form a syllable.eg Cover;
True(), false()
25. When a word has only one vowel letter, the vowel sound is likely to be short eg hid kind;
True(), false()
26. When there is one 'e' in a word that ends in a consonant, the 'e' usually has a short sound eg leg; True(),false()
27. When the last syllable is the 'r' is unaccented;
True(), false()
28. The letter 'g' often has a sound similar to that of 'j' in jump when it precedes the letter 'I' or 'e' eg engine, give;
True(), false()
29. When a word ends in -ck, it has the same sound as in look, eg brick.
True(), false()
30. When 'c' and 'h' are next to each other they make only one sound.
True(), false()

SECTION C: SIGHT METHOD

1. Number of words they can recognize automatically at a time.

4-6(), More than 6-10()

2. Can recognize similar looking words such as 'their' and 'they'.

Many(), few(), very few(), none()

3. Can recognize taught words presented randomly.

Many(), few(), very few(), none()

4. Can recognize learnt words from different colors.

All(),many(),few(),none()

5. Can pick out words that start with particular letters

All(), many(), few(), none()

6. Can separate and read words eg 'Caravan' to read 'car' and 'van'.

All(), many(), few(), none()

12 What major challenges are experienced by children in lower primary during reading lessons?

-Transfer of reading from L1 to L2 ()

-Phonological problems ()

-Articulate disorders ()

-Physical disorders ()

-Others(specify).....

14. What are the major cause of the challenges stated in (13)above?

15. What measures can you propose take to curb some of these challenges?

APPENDIX II: PUPILS OBSERVATION CHECKLIST

FIRST HUNDRED WORDS (Wk One): Teaching notes

This checklist should be used to note a student's progress in learning a sight vocabulary. That is, the words which a Student can read quickly and confidently. If the student is unsure, guesses or needs time to sound out a word, it is best to consider that The reading of that word requires More practice. Put a small tick next to all the words The student knows. Leave unknown Words without a mark.

Record Sheet

Name-----DOB/Age----- Class-----

Completed by -----On-----

1. in was is I he it a the that to and of are for you had so have said as
2. .not they with one we on his at him all but old be up do can me came
my new
3. get she here has her will an no or now did by if go down just out your
into our
4. went then well there were big call back been come from only first off
over must make more made much
5. look little some like night then their when this two see about could before
other which what where who want

PUPILS OBSERVATION CHECKLIST

SECOND HUNDRED WORDS (Wk Two)

Teaching notes.

This checklist should be used to note a student's progress in learning a sight vocabulary. That is, the words which a Student can read quickly and Confidently. If the student is unsure, guesses or needs time to sound out a word, it is best to consider that The reading of that word requires More practice. Put a small tick next to all the words The student knows. Leave unknown Words without a mark.

Record Sheet

Name-----DOB/Age----- Class-----

-

Completed by -----On-----

1. ask home an house any yes every run round every got sat good soon give
boy dog play girl day
2. tree too time three take hard Mr. head father mother men room red man
us last jump bird long four
3. .under year would thing school after again know always away sit blue say
black saw best don't bad read put
4. left bring let green live next open never own once gave may find fly
many fell ran tell than eat

5. stop help sing going how fast walk five keep found wish think why these
work write should another woman because

PUPIL OBSERVATION CHECKLIST

FIRST HUNDRED WORDS (Wk One)

Teaching notes

This checklist should be used to note a student's progress in learning a sight vocabulary. That is, the words which a Student can read quickly and Confidently. If the student is unsure, guesses or needs time to sound out a word, it is best to consider that The reading of that word requires More practice. Put a small tick next to all the words The student knows. Leave unknown Words without a mark.

Record Sheet

Name-----**DOB/Age**----- **Class**-----

Completed by -----**On**-----

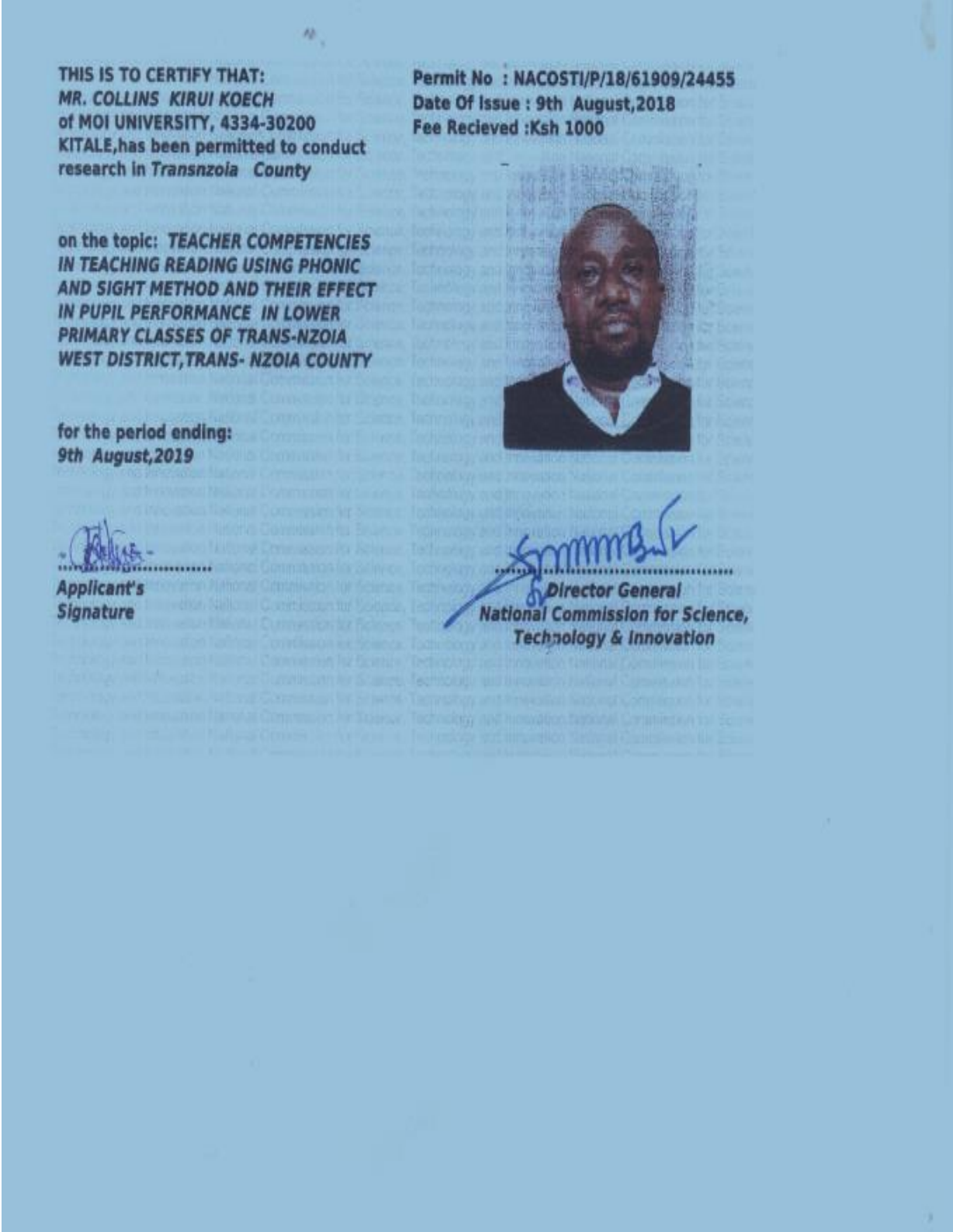
APPENDIX III: CLASSROOM OBSERVATION CHECKLIST

The classrooms observation checklist provided below was used to capture important elements during reading lesson presentation. The tool has been designed to reflect the degree to which a given characteristic is exhibited. To indicate the observable condition, put a (/)to correspond to the cell representing the existing state of affairs.

Parameter	Characteristic	Excellent	V. Good	Good	Average	WEAK
Teachers	Mastery Of Content					
	Delivery skills					
	Teaching preparation					
	Motivation					
Learners	Participation					
	Makes predictions about the reading					
	Confirms or refutes past predictions					
	Reads fluently					
	Uses context of the sentence to determine the meaning of a word					
	Is able to summarize the					

	reading in his or her own words					
Teaching method	Phonic					
	Sight					
	Eclectic					

APPENDIX V: Authority Permit NACOSTI



**THIS IS TO CERTIFY THAT:
MR. COLLINS KIRUI KOECH
of MOI UNIVERSITY, 4334-30200
KITALE, has been permitted to conduct
research in Transzoia County**

**Permit No : NACOSTI/P/18/61909/24455
Date Of Issue : 9th August,2018
Fee Recieved :Ksh 1000**

**on the topic: TEACHER COMPETENCIES
IN TEACHING READING USING PHONIC
AND SIGHT METHOD AND THEIR EFFECT
IN PUPIL PERFORMANCE IN LOWER
PRIMARY CLASSES OF TRANS-NZOIA
WEST DISTRICT,TRANS- NZOIA COUNTY**



**for the period ending:
9th August,2019**


.....
**Applicant's
Signature**


.....
**Director General
National Commission for Science,
Technology & Innovation**

APPENDIX VI: Map of Trans-Nzoia County

