

**EFFECTS OF READING MODES ON STUDENTS' ENGLISH READING
COMPREHENSION PROFICIENCY AMONG SECONDARY SCHOOL
STUDENTS IN KENYA**

BY

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LANGUAGE EDUCATION**

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DECLARATION

Declaration by Student

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

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DEDICATION

I dedicate this work to my late mum who was my guide and source of strength even in her sickness, to my loving husband and my amazing children whose love, prayers and immense support has been consistent as I burned the midnight oil and spent long hours on my studies. God bless you.

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ABSTRACT

There has been a consistent decline in students' performance in the Kenya Certificate of Secondary Education (KCSE) in the English Language, as reported in the KNEC report of 2019. The KCSE results from 2015-2019 fell short of the mean of 50% nationally, mainly attributed to poor comprehension skills among learners. The main aim of reading is comprehension; students need to internalize what is being read and analyze it. Reading involves silent and loud reading modes. The study strived to determine the effects of reading modes on students' English reading comprehension proficiency among secondary school students in Kakamega County. The research objectives were; to find out the procedures teachers use in class to teach silent and loud reading, to compare students' achievement when taught by silent and loud reading, to identify the challenges faced when teaching using silent and loud reading, and, to examine the strategies to use for effective teaching of reading comprehension. The study used the schema theory by Bartlette. It was conducted in public secondary schools in Kakamega County on form three students as they have already been exposed to form one and form two English content, hence expected to have gained comprehension proficiency, and teachers of English are the curriculum implementers. The study population was 40702 form three students and 1811 teachers of English in Kakamega County. The study sample size was 380 students and 7 teachers, calculated using the Krejcie and Morgan table for sample size calculation. Random sampling was used to select the schools and students who participated in the study. Teachers were purposively sampled; one teacher per sampled school. Qualitative and quantitative approaches were used to adopt a mixed approach paradigm, specifically the convergent mixed methods research design, to find points of divergence and convergence in the data collected qualitatively and quantitatively. Data was collected using a comprehension test for students and questionnaires for the students and teachers. The data from the questionnaires was modeled and analyzed using descriptive statistics, t-tests, and narration. The study found that learners taught using silent reading ($M=5.689$) had higher scores than those taught with loud reading ($M=4.721$). Results from the t-test indicated that silent reading resulted in higher comprehension scores compared to loud reading ($t(378) = 3.605, p = 0.000177$). The procedures teachers use in teaching comprehension include guiding the students by demonstrating expectations, providing class readers, allocating time for silent and loud reading, and giving comprehension questions. Teachers faced challenges when teaching reading comprehension: inadequate exposure to reading materials, differences in reading abilities and vocabulary, distractions, and lack of confidence due to inadequate mastery of content. Loud reading was the most commonly used strategy for teaching reading. However, a combination of silent and loud reading, technology and audio-visual materials can help improve students' reading comprehension proficiency. The study concluded that silent reading is more effective in developing students' comprehension skills than loud reading based on the results from the reading scores. Also, teachers should actively engage in both approaches to maximize the effectiveness of their instruction. This study has recommended using a combination of silent and loud reading modes, incorporating technology and audio-visual materials, and providing reading materials while teaching reading.

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ABBREVIATIONS AND ACRONYMS

BOM	– Board of Management
CSR	– Collaborative Strategy Reading
CSR	– Collaborative Strategy Reading
EFL	– English as a First language
ESL	– English as a Second Language
HOD	– Head of Department
HOS	– Head of Subject
KCSE	– Kenya Certificate of Secondary Education
KICD	– Kenya Institute of Curriculum Development
KIE	– Kenya Institute of Education
KNEC	– Kenya National Examination Council
LR	– Loud Reading
NAEP	– National Assessment of Education Programme
NCTE	– National Council of Teachers of English
NICHD	– National Institute of Child Health Development
NRP	– National Reading Panel
ORF	– Oral Reading Fluency
PASS	– Planning Attention Simultaneous and Successive Processing
RAS	– Read Aloud Strategy
ROK	– Republic of Kenya
SR	– Silent Reading
SRF	– Silent Reading Fluency
TSC	– Teachers Service Commission
UNESCO	– United Nations Educational Scientific and Cultural Organization
USA	– United States of America

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

An individual's reading ability plays a critical role in academic success. Fluent reading is the ability to accurately and automatically process written text with appropriate prosody and comprehension (Denton et al., 2011; Jaramillo-Ponton et al., 2019; Merga, 2013). For decades, scholars have emphasized the importance of oral reading for students to encourage them to read while improving their reading comprehension. Scholars have tried to find out factors that affect an individual's reading performance and behaviors, like oral or silent reading, that differentiate less proficient readers from proficient readers.

Even though good text recognition is a crucial process for students, some still struggle to derive meaning or gain knowledge from the texts despite their sufficient text recognition skills. These students experience hardships in drawing inferences, creating mental images, making predictions and connections, finding the main ideas, and summarizing information (Atieno, 2015; Nation & Waring, 2019; Piper & Zuilkowski, 2015; Wafula, 2017). Therefore, various studies highlight the underlying proficient reading skills that should be taught in high schools to help improve students' reading performances. These reading skills include vocabulary, reading comprehension, phonemic awareness, reading fluency, and reading strategies.

Accordingly, most secondary schools use oral reading to determine a student's reading proficiency. This is based on the assumption that it has strong empirical links with reading comprehension, as shown in studies that reveal a significant and robust relationship between oral reading fluency and reading comprehension (Cuevas et al.,

2014; Kim et al., 2013; Rasinski et al., 2011). However, few studies have empirically assessed the relationship between silent reading and reading comprehension based on research on fluency skills and reading comprehension. Few studies consider the effects of silent reading fluency skills and their relationship with reading comprehension. For example, Athiemoolam & Kibui (2012), in their study 'An Analysis of Kenyan Learners' Proficiency in English Based on Reading Comprehension and Vocabulary, 'findings revealed that 50% percentage of Kenyan learners encountered challenges with comprehension and vocabulary, which impacted their English language proficiency. This implied that teachers need to use teaching methods that would improve their interpretive skills relating to reading comprehension. However, the study did not bring out the reading modes used by the learners to show if they affected their comprehension.

In another study by Karanja (2015) on Effects of Reading Difficulties on Academic Performance among Students in Public Secondary Schools in Kiambu County, 'the findings from the reading test indicated that students performed below average and it was a result of reading difficulties.

The effects of reading modes on students' reading comprehension proficiency among secondary school students in Kenya have not been adequately explained. There is a need to investigate and account for this. This study therefore sought to find out the procedures and strategies teachers use to teach reading comprehension

1.2 Background of the Study

Reading, writing, speaking and listening is a basic skill in the education system and society as it is an essential building block for most subjects offered in the school curriculum. It is a fundamental skill upon which all formal education depends on.

Research shows that a child who doesn't learn basic reading skills early in their schooling career is unlikely to learn reading at all (Westwood, 2008). Westwood further argues that any child who fails to learn to read early and well might not quickly master the other literacy skills and is unlikely to perform well academically in their school work or life. This explains why the education policy sets the English language as a medium of instruction, learning, and evaluation processes in the education system of Kenya (Roy-Campell, 2014). Therefore, failure to cope with the demands of reading and writing has an extremely detrimental effect on the student's self-esteem, confidence, altitude, and curriculum delivery (Westwood, 2008). If students do not understand what they read, they will struggle to cope with the demand for reading all academic disciplines, thus leading to poor results. Matsuda & Cox (2011) posits that reading is the most important element of a child's education because it is vital to every other subject; if one falls short in reading, one will struggle with the other subjects.

Reading skills in the English language include those skills that help students to recall what they have read, comprehend it, and analyze it (Kulo & Omulando, 2014). Most of the current research on silent reading has focused on grade 4 or higher students (Deane et al., 2015; Hiebert & Daniel, 2019; Trainin et al., 2015). Baştuğ & Akyol (2012), Fives et al. (2013), and Lipka & Siegel (2012) emphasize that the main goal of reading is comprehension; reading without comprehension is pointless.

Compared to oral reading, silent reading does not receive much attention at school, even though an expert reader can read in silence with fluency and comprehension. Silent reading is 30% faster than loud reading (Schimmel & Ness, 2017). It gives the

reader independence in knowledge acquisition, a fundamental ability to possess in a knowledge-based society.

In 2000, the National Reading Panel (NRP) of the United States of America (USA), in a report on; "Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction in the USA," concluded that guided repeated oral reading facilitated fluency, comprehension, and vocabulary; this puts more emphasis on oral reading (National Reading Panel et al., 2000). Hasbrouck & Tindal (2018) agree that performances appear to have improved significantly in oral reading proficiency, which has frequently been used as proxies for silent reading comprehension; performances seem to have improved significantly over the past years.

These gains in oral reading fluency, however, were not reflected in the National Assessment of Educational Progress (NAEP) of 2015 in the United States of America (USA) and the National Centre for Education Statistics in 2017 in the USA, where many American students are failing to attain proficiency that is considered standard for silent reading proficiency (Gallagher & Dixon, 2009; McFarland et al., 2017; McKenzie & Ritter, 2015). In the USA, data from NAEP 2015 on reading shows that 63% of twelfth-grade students read below the proficient achievement level (McKenzie & Ritter, 2015). Rully (2017) states that teachers can use more than two strategies in teaching reading comprehension to English as a Second Language(ESL) students (as cited by Dwiningtyas et al., 2020). This indicates that, globally, reading comprehension is poorly performed

On the other hand, Jacob (2016) advocates for loud reading as he believes it encourages learners to read more books, stories, and poems that students frequently

ignore. By asserting that reading aloud helps develop one's vocabulary, especially for students at the primary level. Gehlot et al. (2020), when evaluating the reading habits of Indian students, concluded that loud reading is important at the primary level of education and silent reading is unavoidable at the secondary or tertiary level of education.

Regionally, a study by Olagbaju & Babalola (2020) on the Effects of Interactive Read-Aloud and Sustained Silent Reading in a Gambian Secondary school found that the interactive read-aloud strategy was more effective than sustained silent reading in improving student achievement and interest in reading. Albiladi (2019), in his research on Effective English Reading Strategies, stated that understanding the use of different reading strategies is important, so English teachers need to devote more learning time to introducing reading strategies during ESL classes. Piper & Zuilkowski (2015), in a study assessing reading fluency in Kenya, concluded that oral reading rates were more strongly related to reading comprehension than silent reading rates, even though silent reading skills are more related to achievement in the upper primary grades and beyond. Kulo & Odundo (2019), in their research on interactive reading strategies on learners' achievement in secondary schools in Kisumu, indicated that read-aloud strategies enabled learners to develop word recognition skills by verbalizing words effectively and building fluency which resulted in comprehension. From the findings by various researchers, silent reading has received limited attention. This agrees with the conclusions of the silent reading decline reported by Spichtig et al. (2016) and the oral reading increase reported by Hasbrouck & Tindal (2018), which suggests a need for the examination of silent reading practices.

The KICD English syllabus gives reading comprehension prominence in primary and secondary school teaching. A report by UNESCO (2015) cites Kenya as one of the countries where teachers fail to receive adequate curriculum support in the classroom. Some reports state that a large proportion of teachers in Kenya enter the teaching profession when inadequately prepared (Bett, 2016), and those already in the field receive unsatisfactory support as they carry out their professional roles (Gathumbi et al., 2013). Students are not well guided, yet they are expected to read the prescribed set books to prepare for their KCSE exams. Gao & Hanna (2016) pointed out that English Second Language (ESL) students need an appropriate strategy for teaching reading comprehension. According to Krashen (as cited in Sanden, 2014), silent reading improves the skills needed for comprehension. There is a need to emphasize silent reading to improve reading comprehension and find frameworks for classroom instruction from early grades to develop strong patterns of silent reading (Hayden et al., 2019). Fraumeni-McBride (2017) found that elementary-aged students in SSR programs performed as well or better in reading comprehension than students using traditional reading programs.

Against this background, this study sought to establish the effects of reading modes on English reading comprehension proficiency in Secondary Schools in Kenya and the procedures teachers use in class to teach silent and loud reading. It will help test the hypothesis on whether there is a difference in students' scores when using silent reading and loud reading.

1.3 Problem Statement

The teaching and learning of English language in Secondary schools is to do with reading of texts which helps learners in developing critical abilities like linking

content to context, interpreting information and providing correct responses to comprehension question and therefore promote better achievement in examinations. This agrees with Rosli et al., (2017) that an effective reading process and strong academic performance are defined by the ability to make sense of texts on one's own. Students are therefore introduced to reading modes in pre-primary and primary school level where they learn how to read. At secondary school, learners are expected to have acquired the skill of silent reading when reading materials such as storybooks, novels, and plays that are examinable at KCSE.

However, it has been noted that students' performance in English at KCSE has been less than expected. KNEC (2018), in its annual KCSE report, noted that poor performance in English is due to failure by the students to comprehend the text. The report recorded that the average score for English was 34.89% which is considered to be below average performance. The poor performance is attributed to teaching/learning strategies of teaching a language like English. The teaching modes of silent and loud reading are used in teaching comprehension which is an important component in learning of a language. There is paucity of research evidence on this issue.

Therefore, this study examined these teaching modes, their usage, their impact on student achievement and challenges associated with their uses.

1.4 Objectives of the Study

The objectives of this study are;

1. To find out the procedures teachers use in class to teach Silent and Loud Reading.
2. To compare students' achievement when taught by Silent and Loud Reading

3. To identify the challenges faced when teaching using silent and loud reading.
4. To examine the strategies to use for effective teaching of reading comprehension.

1.5 Research Questions

1. What procedures are used by teachers in class to teach Silent and Loud Reading?
2. What are the scores attained by learners when using silent and loud reading?
3. What are the challenges faced when teaching using silent and loud reading?
4. What strategies to use for effective teaching of reading comprehension?

1.6 Hypotheses

H₀₁: There is no difference in the reading scores obtained by students taught by silent and loud reading.

1.7 Justification of the study

From the background of the study, it has been stated that reading in English is one of the significant skills which plays an important role in the learning of a language. Researchers have examined the impact of oral and silent reading modes on reading comprehension, but the results have been equivocal (Prior et al., 2011; Prior & Welling, 2001); it remain unclear which mode leads to higher reading comprehension. The 2015-2019 KCSE results in English fell short of the mean of 100(50%) nationally (KNEC, 2019). According to the report, analyzing candidates' work revealed poor comprehension skills. Teachers were advised that to enhance learners 'language proficiency levels; they should encourage the students to read both intensively and extensively. This study came in timely as it would compare the silent and loud reading modes and recommend the best mode to improve reading skills.

In Kakamega County, students' KCSE performance in the English language has shown a downward trend in the years 2012-2019 (ROK, 2020). Consequently, several workshops have been organized at sub-county, county, and regional levels for teachers of English to help address some of the problems that affect performance in English.

The study was necessary as it would establish the best reading mode to be used in teaching English comprehension in secondary schools in Kenya. The study will help teachers identify the challenges faced in using the loud and silent mode and find out the teaching procedures and strategies for effectively teaching reading comprehension. English being a core subject, the findings will reinforce the efforts made by the ministry of education to improve the performance of English. As a medium of instruction, English plays a major role in Kenyan schools and higher learning institutions, making it a determining factor in the learners' performance in other subjects. Therefore, this justifies why the study was carried out.

1.8 Significance of the Study

In teaching language, emphasis is placed on students' reading proficiency necessary to understand written texts for academic achievement. There has been a decline in performance in English in Kenya, where several kinds of research have been done to address the problem. Since reading involves silent and loud reading, Hayden (2019) suggests a need to examine silent reading.

The study findings and recommendations will benefit learners since English is compulsory in the Kenyan Curriculum. There is a great demand for graduates who have trained in teaching English which justifies the need to equip them with the best strategies and procedures for teaching silent and loud reading. The curriculum

planners will evaluate and revise the prescribed textbooks and teachers' guidebooks, giving prominence to the best reading habits with well-stipulated procedures to benefit learners.

The school administrators will supervise the implementation of the revised curriculum to improve students' performance in English. The teachers will also benefit by finding out how they can effectively apply the appropriate strategies and procedures in teaching reading comprehension.

The students who are the direct recipients of the outcome of this research will be able to use and practice the best reading strategy to improve their comprehension proficiency in English.

1.9 The Scope of the Study

The research study was conducted in Kakamega County in public secondary schools, excluding private secondary schools because as they may not readily accessible or willing to participate in research as public schools. Obtaining data from private schools can be more challenging due to their autonomy and varying levels of autonomy. The study should have been conducted in all secondary schools in the country, however, the study sample was a representation of all public schools since the students are exposed to the same curriculum prepared by the Kenya Institute of Curriculum Development (KICD) with teachers who have been certified by the Teachers Service Commission (TSC). The students sit for a common exam, KCSE, at the end of the fourth year by the Kenya National Examination Council (KNEC). The study was carried out in selected schools in Kakamega County. The participants included Form Three students and English teachers, preferably Heads of Departments (HOD). The study found out the procedures used by teachers in class to teach silent

and loud reading, the challenges faced when teaching using silent and loud reading, and the strategies to use for effective teaching of reading comprehension. Kakamega County was considered for study as very few studies have been done specifically on the effects of reading modes on students' English reading comprehension proficiency despite the decline in performance.

1.10 The Limitations of the Study

This study had some limitations. The first limitation was the sample size for teachers, where seven schools were chosen, resulting in a sample of 7 English teachers. The teachers were purposively selected.

The sample used in the study was also drawn from public secondary schools in Kakamega County. This sample did not include students in private schools and model secondary schools. However, all students in secondary schools use the same syllabus by KICD to teach students.

1.11 Assumptions of the Study

This study worked with the assumption that the respondents provided honest feedback to the questionnaires that were developed and administered to them. To strengthen this, the respondents were assured that the feedback provided was treated with the utmost confidentiality. In that case, they were not required to provide any form of identification of the research instruments used. This implies that the responses were anonymous. The study further assumed that the respondents were willing to provide their time and share their information regarding the concepts being covered in the study. It also assumed that the sampled data represents the population.

The study also assumed a relationship between the strategies used in reading silently or loudly and the learner's ability to comprehend and understand the reading material.

The study also assumed that the data on student reading comprehension scores are normally distributed.

1.12 Theoretical perspective

There is an effect of reading modes on performance. The reading modes in this study are silent reading and loud reading. The study is approached from the theory that reading modes affect comprehension proficiency. Therefore, there is a relationship between reading modes and comprehension proficiency. The relationship is statistically established by comparing the scores of students who use silent reading and those who use loud reading on the same comprehension passage. A conclusion is then made on which reading mode would be suitable for secondary school students to enhance comprehension for better performance in examinations by including a statistical analysis.

The theory has also been held by Sajid & Kassim (2019) when studying "the effects of reading aloud strategies on text level difficulties, reading proficiency and reading comprehension, "which showed that there was a relationship between reading aloud strategies and comprehension as most of the students indicated that reading aloud strategies have helped them to improve their reading proficiency, a better understanding of higher level texts, and hence improve their reading skills. Schimmel & Ness (2017) studied" the effects of oral and silent reading on reading comprehension," The findings indicated that silent reading led to higher comprehension in the retell measure, but there was no difference in comprehension questions. Their theory shows a relationship between oral and silent reading modes and reading comprehension

1.12.1 The Schema Theory

This study was guided by the schema theory, whose proponent was F.C Bartlette in his book *Remembering* in 1932(Wagoner, 2013); he explored how people use schemas, or mental representations of the world, to organize new information. He suggested that people have different schemas for different kinds of situations and that they use these schemas to interpret new information. Bartlett argued that people do not simply passively record experiences like a camera, but instead, they actively interpret and make sense of them. This process is called "schemata," in which people use their past experiences to analyze new information. Bartlett's theory has been influential in cognitive psychology and has led to further research on how people process and remember information (Wagoner, 2013)

Schemata theory is a cognitive theory that explains how people organize and process information. The theory posits that people have mental maps, or schemata, of the world that they use to interpret and make sense of new information. Schemata can be thought of as mental shortcuts that people use to process information quickly.

Schemata theory has been used to explain various cognitive phenomena, including how people remember information and make decisions. The theory has been instrumental in explaining how people process and remembers information presented in a non-linear fashion, such as in a story or a film(Piaget, 1952). Reading comprehension is a skill that a student needs to enhance by exposing themselves to different reading materials to gain advanced knowledge, which helps them comprehend different texts hence improving their comprehension proficiency.

Armstrong & Newman (2011) emphasized the critical role of the reader's background knowledge and experience or technical know-how, known as "Schemata," in reading comprehension. It is also claimed that everyone's schema is individualized meaning or

the reader's degree of meaning (Tracey & Morrow, 2017). Schemata theory has been used to explain a number of reading comprehension phenomena, including the role of prior knowledge in understanding text, the effects of text structure on comprehension, and the importance of background knowledge in reading comprehension. A reader uses these three types of Schemata; script knowledge, knowledge of text structure, and language knowledge. The types of Schemata were used to interpret and analyze the study objectives.

a) Script Knowledge

This is knowledge of the world and how it works, including knowledge of events and their sequences. This schema helps readers understand stories by providing a framework for understanding the events that occur within them. It refers to everyday knowledge stored in memory, usually derived from repeated experiences with people, places, events, and situations (Hermosa, 2006, p. 121). It includes knowledge about procedures or methods of teaching students the procedures of reading silently or aloud to comprehend multiple texts. When students are taught to read using silent or loud reading, they use their prior knowledge (i.e., their schema) of the world to interpret the text. For example, when students read a passage about a character going to the grocery store, they use their schema of grocery stores to understand what is happening in the text. This prior knowledge helps them make meaning of the text and better comprehend what they are reading.

b) Knowledge of text structure

These aspects of text signal how the content is related (Hermosa, 2006, p. 122). It is knowledge of how texts are organized and how they work, including knowledge of genres and textual conventions. This type of schema helps readers understand the overall organization of a text and the specific conventions that are used within it.

There are two basic levels: text cohesion and general structures used to organize a message's major and minor parts within a given genre, which concerns narrative and expository texts. When students are taught reading comprehension using silent or loud reading, they use their schemata to interpret the information they receive. If they are familiar with the text structure, they are more likely to understand and remember the information.

c) Knowledge about language

It concerns knowledge of grapho-phonetic syntactic and systems of a particular language. It is knowledge of grammar rules and how words work together to form meaning. This schema helps readers understand the words and phrases that make up a text. Educators and researchers have supported the importance of knowing or understanding the context of the reading episode, both sociological and cultural aspects, as applied to reading comprehension (Wilkinson & Son, 2011). Schema theory's additional feature is that a spoken or visual text does not carry meaning. That meaning emerges through interaction among different perspectives/voices or schemata (or texts), which give substance to reading comprehension (Hermosa, 2006, p.120).

Therefore, reading comprehension is crucial in teaching and learning; it is aptly correlated with the learner's academic performance (Sircey, 2017). In English reading comprehension, teachers should first cultivate students' basic knowledge of the English language, enrich their language schema, and lay a solid foundation for later understanding and processing. The application of schema theory will change the traditional concept of English teachers and students in reading comprehension, bringing new ideas and methods of teaching English reading comprehension to different levels of students' English proficiency (Xue, 2019). In the context of reading

comprehension, schemata can be used to understand how students are taught to read both silently and aloud. When students read silently, they rely on their past experiences and knowledge to interpret the text. When students read aloud, they use their schemata to monitor their progress and ensure they understand the text.

Bartlette (1932) as cited by Wagoner (2013) claimed that there is an active organization of past reactions and experiences operating in any well-adopted response and a person's understanding and expectations or prior knowledge. This theory is used in learning a second language as it requires reading many texts in the target language. Failure to create a sufficient number of schemata when reading a text will lead to difficulty in reading comprehension and mastering another language. Schema theory views reading as an interactive process between the reader and the text. Therefore, students need to be exposed to a variety of texts for reading silently or loudly. Teachers will be able to come up with the best procedures to use in class so that the student applies schema theory by activating the schemata in their brain to construct new schemata for a clear understanding of the reading materials.

1.12.2 Linguistic Schema

It deals with language, vocabulary, and grammar knowledge (Chuming, 1990). Linguistic Schema is the basis of English reading comprehension as it helps a reader to connect the given information with the previous information; it refers to the reader's language proficiency, which enables them to decode a text. This includes knowledge of grammar and vocabulary. Without these skills, comprehension of any text would be impossible. Consequently, reading materials should match the expected linguistic schema of learners.

Linguistic schema is the basis of reading comprehension. If students have limited vocabulary, unfamiliar with English sentence structures, and do not master enough

grammatical knowledge, they will have problems comprehending what they have read. This means that teachers have to pay attention to the learners and establish the strategies to use for effective teaching of reading. This includes cultivating students' knowledge of the English language, enriching their language schema, and laying a solid foundation for later understanding, processing, and expanding the student's vocabulary. The larger the vocabulary, the easier the reading materials. In addition, teachers should cultivate in students and ensure that they master the grammar knowledge to help them understand the full text and answer questions.

1.12.3 Content Schema

The content schema entails the social environment related to reading materials and the reader's background knowledge. This includes cultural knowledge and previous experience with a field this is to do with cultural traditions and customs. Language and culture influence each other; if students are not familiar with the topic of discussion and have background knowledge, they will not comprehend the comprehension. The reader may not always possess the content schema anticipated in the text, which can lead to degrees of non-comprehension among ESL learners. To help overcome this, comprehension strategies are used to activate dormant content schema and bring in information about the world that the readers did not possess (Rumelhart, 1980).

Therefore, the teacher has to encourage the students to watch the news on the television, read newspapers, hold debate competitions and speech contests to discuss the current issues happening in the world, and also encourage them to read widely foreign classical literature to understand world history and culture.

1.12.4 Formal Schema

Formal schema refers to the background knowledge of different types of texts' formal, rhetorical, and organizational structures. Various texts have different writing styles and expressions examples are; stories, poetry, and drama, which use their unique theme structures. The formal schema is helpful to students as they can grasp the structure of various genres clearly and faster, identifying the themes and understanding the authors' intentions. Readers use their schematic representation of the text type to help comprehend the information in the text. Teachers can expose learners to different genres for them to read and comprehend accordingly.

The schema theory is relevant as it helps students build their reading knowledge framework, which they can apply in other areas. Objectives 2 and 3 require an assessment of reading comprehension and comparing the different reading modes. The scores for silent and loud reading will then be compared. The application of schema theory will change the traditional concept of teachers of English and students in reading comprehension and bring new ideas and methods of teaching English comprehension to different levels of students' English proficiency (Xue, 2019).

1.13 Conceptual Framework

A conceptual framework is a system of concepts, assumptions, expectations, beliefs, and values that guides researchers in understanding, explaining, and making predictions about a phenomenon (Creswell & Poth, 2016). It organizes and directs research by providing a structure within which to view data. Using a conceptual framework makes research more efficient by helping researchers focus on the most important aspects of a phenomenon and make predictions about what they will find. It also helps to make research findings more reliable and valid by providing a consistent and logical way to view data (Bryman, 2016).

To obtain a conceptual framework for this study, it was essential to determine the effects of reading modes on students' English reading comprehension proficiency among the Form Three students on PASS (Planning Attention Simultaneous and Successive Processing). (PASS) theory by (Das et al., 1994) has shaped our understanding of the cognitive processes involved in reading development. It has been demonstrated that individual cognitive ability largely determines the ability to read. The maintenance of attention, the processing and storing of information, and the management and directions of mental activity comprise the activities of the operational units that work together to produce cognitive functioning (Das et al., 1994). Planning involves executive functions responsible for controlling, organizing, and monitoring behavior. An example is the shifting of attention during reading to different parts of the text, which become the intervening variables and, in this case, the type of school, background knowledge and age.

Attention is the second required process for the actual development of reading skills. It ensures sufficient arousal levels, focus, and specific stimuli, such as performance in selective attention and reading comprehension tasks. In this case, comprehension proficiency is where we can determine the scores attained by learners and compare the achievements when taught with silent reading and loud reading. The other two processes, simultaneous and successive processing, are relevant when the task or behavior requires integration into whole information units. This will involve the independent variables, silent reading and loud reading.

Silent and Loud Reading are the independent variables influencing the dependent variable, Student's English reading comprehension proficiency. The outcome of the dependent variable is also influenced by intervening variables such as background knowledge, age, and type of school. To control the intervening variables, the

researcher gave the students a comprehension passage on a topic they were familiar with; thus, the experiences were familiar to the reader. The researcher also provided background information about the text, making sure the story flowed smoothly and used short sentences,

The diagram in Figure 1.1 shows the conceptualization of the study based on three variables; the independent, dependent, and intervening variables; conceptualized toward achieving students' reading comprehension proficiency.

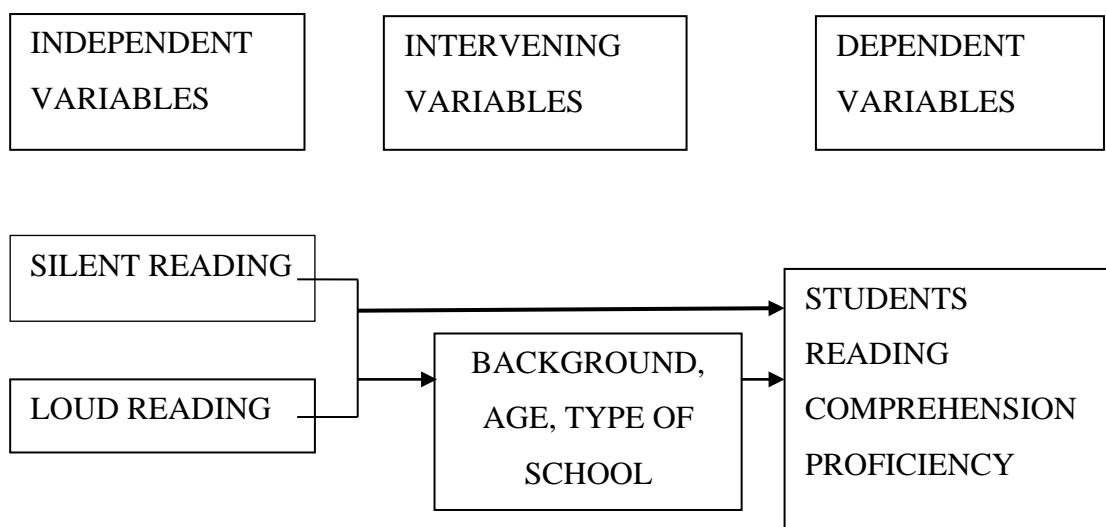


Figure 1.1 Conceptual Framework

Source: Researchers

1.14 Definition of Terms

Comprehension – A high-level cognitive process that is guided by long-term memory knowledge structures (Kalyuga, 2006).

Effect – These are the changes in the dependent variable due to the influence of one or more independent variables.

Loud reading – This is the activity of reading using a voice or the activity of pronouncing the language sounds with a loud enough voice. (Khatimah, 2020)

Proficiency – Having expertise or being very skilled or knowledgeable in a subject.
(Kalyuga, 2006)

Reading - is a complex process in which the readers' perceptual skills influence the recognition and comprehension of written symbols: decoding skills, experiences, language backgrounds, mindsets, and reasoning abilities.

Reading Comprehension – This process enables readers to actively interact with the texts in a communicative way to get meaning from the text.

Silent reading – is a quiet, no-lip movement, no whispering, understanding of reading materials read in the heart, eye speed in readings per second, enjoying the material read by heart, and being able to adjust the reading speed to the degree of difficulty contained in the reading materials (Dalman, 2017 as cited in Khatimah, 2020)

Strategy – A plan or method designed to reach a goal.

1.15 Chapter Summary

The chapter introduces the topic on the effects of reading modes on students' English reading comprehension among students in Kenya. The study is significant, particularly in equipping graduates trained in teaching English with the strategies and procedures for teaching silent and loud reading. Curriculum planners will also evaluate and revise the English curriculum by giving prominence to the best reading modes. The chapter also discusses the limitations and delimitations of the study, assumptions, theoretical framework used, and the study's conceptual framework.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this study is to find out the procedures used by teachers to teach both Silent and Loud Reading, examine the strategies to use for effective teaching of reading comprehension proficiency, identify the challenges faced when teaching silent and loud reading, and compare the differences between silent and loud reading modes in reading comprehension. This chapter presents the empirical review of the documented literature in relation to silent reading, loud reading, and reading comprehension.

2.2 Benefits of Reading on Students Comprehension Proficiency

Reading is an essential life skill and a cornerstone for success at school and throughout life; therefore, pupils who can read well can function more effectively in everyday school activities (Mohammed & Amponsah, 2018; Silavwe et al., 2019). Reading forms the basis for all subjects, and all children are expected to succeed. This expectation has not become a realization for many children as most of them cannot read with comprehension (UNESCO, 2011). The success of a language learner is influenced mainly by their reading practice. According to Richardson and Eccles (2007:34), reading positively correlates with children's school grades. It is an important language skill that every learner has to acquire to access knowledge that is not readily available ((Killfoil & Van Der Walt, 2007:163).

Reading is a process of looking at a series of written symbols and getting meaning from them (Mkandawire, 2018). Samuels and Kamil (1988: 25) define reading as a word-recognition response to the stimuli of the printed words, where "little attempt was made to explain what went on within the recesses of the mind that allowed the

human to make sense of the printed page." On the other hand, Durkin (1993) defines reading as a process that involves getting meaning from printed word symbols. Tovani (2000) notes that reading is a mental process, not getting from print but engaging the reader's mind to decode meaning.

Patel & Praveen (2008) assert that there are four types of reading: intensive reading, extensive reading, aloud reading, and silent reading. According to Grabe & Stoller (2002), the purpose of reading are; to search for simple information, reading to skim, reading to learn from text, reading to integrate information, reading to write, reading to critique texts, and reading for general comprehension. Efficient readers use reading as a means of self-awareness, as a tool for learning, personal growth and development, and as an interest (Kerr & Frese, 2017). Successful learners in education are those that can read diverse materials across subject areas with comprehension and address the problems in the written form assigned to them (Mohammed & Amponsah, 2018). In addition, Gunning (2012) argues that reading is essential for learning as it gives learners independent access to a vast world of information, fulfillment, and enjoyment.

Lyster (2007) regards reading as an important process that involves perceptive, emotional, and societal issues. It includes the mind, senses, and the community around the person reading and developing. On the other hand, Montgomery et al. (2007) think that reading looks at the involvement of society and the historical context around the person involved in the reading process. That is why Bettelheim and Zelan (2001); Mackie (2007) also observe that learners enjoy reading a text when they are involved. This happens when the teacher is proficient and reassures conversations, and the society around the learners is also involved.

Maphumulo (2010) asserts that reading is an important feature of teaching and learning in all languages, which agrees with Alsamadani (2008), who also says that reading is a skill that develops all the other languages skills and which is necessary for all learners' academic development.

2.3 The Concept of Reading Comprehension

Grellet & Francoise, (1981, p. 3) defined reading comprehension as extracting the required information from the written text as effectively as possible. Therefore, learning how to read comprehension techniques is important to reach or improve academic performance in English (Almoroto, et al., 2019).

Research on English language reading comprehension indicates that the deficiency of vocabulary development, the inefficiency in understanding context, and the lack of structural knowledge may cause problems in reading comprehension and discourse understanding problems (Grabe& Stoller, 2002).

Reading is an essential skill in education because it is a precision measure for most subjects offered in the school curriculum. If the student does not understand what they read, they will struggle to cope with the demand for reading all academic disciplines, thus leading to poor results (Piper & Mugenda, 2013). According to Ercikan et al. (2015), reading proficiency strongly correlates with mathematics and science abilities. Cimmiyotti (2013) found the above evident when he examined the relationship between reading proficiency, comprehension, and performance on tests of mathematical knowledge. Students with good reading abilities could comprehend the texts and be more likely to perform better. This agrees with Kaburi (2019); Wandera & Farr (2018) findings that the learner's proficiency in written and spoken English improves learners' performance across subjects taught and examined at various tiers of the school system. Comprehension is pivotal to reading as it occupies the central

place on the continuum where input from the print and the reader is in central balance (Sadoski, 2004).

Reading comprehension is the act of decoding messages encoded in written form. Grellet & Francoise (1981) defines reading comprehension as a process of extracting the required information from the written text as effectively as possible. Richards et al. (1986, pp 306-307) mentioned three types of comprehension. They include; literal comprehension, inferential comprehension, critical and evaluation comprehension, and focused appreciative comprehension. At the secondary level, reading comprehension focuses more on literal comprehension than higher-level comprehension, such as vital and appreciative comprehension (Subedi, 2022). Reading comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author's purpose and intentions, evaluating the context, and making judgments.

In most cases, reading comprehension in a class is done silently or loudly. According to Harmer (2008), fostering student comprehension in reading exercises and ameliorating the problems associated with reading instructions. EFL and ESL classrooms require language teachers to perform activities that develop students reading skills in school, which include offering support, providing corrective feedback, and offering pre-reading reviews or providing an overview of the text.

Reading comprehension can be seen as an interactive process between a reader and a text, leading to automaticity or reading fluency (Alyousef, 2006). Other researchers contend that reading comprehension is the fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 1989). Learners should come to school with a world of knowledge that distinctly apply to each text and situation (Butcher & Kintsch, 2003). Therefore,

learners need background knowledge because it is an important factor in creating meaning, and teachers need to help learners activate this prior knowledge before reading. That information can help the pupils connect with concepts in the text (Miller, 2002).

A primary aim in teaching reading is to get students to use their knowledge to help them comprehend reading text. According to Cunningham, (2007), there are essential steps to teach reading to develop students' comprehension. These steps include: activating or developing the students' background knowledge necessary for understanding the text; set the purpose for reading by identifying information to be searched for, the questions to be answered, and the predictions to be verified; guide students on answering of questions, summarizing, reading relevant information aloud and silently and evaluate whether they have met the purposes; and lastly, give students feedback about their comprehension performance.

Studies by Pardo (2004) (as cited by Grabe (2008) revealed that for the reader to develop comprehension skills, he or she poses questions throughout the reading process for monitoring the meaning. Their study acknowledged that reading comprehension involves a transaction between the reader and the text in which the reader brings to the text world knowledge to confirm what is read and monitor meaning so that what a reader knows is not lost. Therefore, the teacher ought to be the center in the reading process to provide a stimulating learning environment consisting of a variety of print resources and artwork (Muijs and Reynolds 2003).

In addition, reading comprehension in a classroom context requires the accomplishment of certain tasks, such as identifying and locating general ideas and specific information, while using subskills like skimming, scanning, intensive and extensive reading skills. Several fluent readers can independently work with the

reading skills by using such strategies to achieve the classroom objectives. The less privileged readers fail to attempt comprehension due to incompetence and fossilized reading habits (Mumba, 2013).

Reading fluency and comprehension are strictly related to important aspects of academic life, such as school outcomes (Álvarez Cañizo et al., 2020). Reading proficiency assists, learners improve aptitude in English (Wixson, 2017). Walker et al. (2017) described reading as a process of decoding and comprehending written texts or symbols for better performance. Several researchers, such as Baştuğ & Akyol (2012); Lipka & Siegel (2012); Reilly et al. (2014); Zeppieri & Russel (2013), emphasize that the primary goal of reading is comprehension. Reading without comprehension is pointless. Therefore, for this comprehension to be realized, the reading modes play a vital role. People may read silently or aloud. The reader should have the text's phonological, morphological, and semantic decoding in both reading modes. Comprehension is thus the main reason we learn to read, but sometimes it is not necessarily achieved even for fluent readers. Aloud and silent reading seems to reflect distinct but highly related skills (Kim et al., 2011). Silent reading tends to proceed faster than oral reading (Krieber et al., 2017; McCallum et al., 2004). In adults, silent reading has been almost twice as fast as oral reading (Ciuffo et al., 2017). However, in 2000, the NRP and NICHD concluded that guided, repeated loud reading facilitated fluency, comprehension, and vocabulary compared to silent reading. This conclusion shifted the pendulum to an almost exclusive emphasis on aloud reading that went beyond the primary levels to high school and was enhanced with guided reading and repeated oral reading.

According to DiSalle & Rasinski (2017), 90% of comprehension problems are due to a deficiency in oral fluency. Thus, students with poor reading fluency in their early

academic life will likely have issues in later academic stages. Lee & Yoon (2017) observed that during reading aloud, proficiency was built due to phonological awareness, word recognition skills, and oral reading fluency. Moreover, reading aloud helps develop one's vocabulary, especially for primary-level students (Kindle, 2017). However, van den Boer et al. (2014) indicate that proficient readers prefer silent reading as the primary mode. Therefore, reading proficiency is necessary for students to understand written tests for academic achievement. The findings of the silent reading decline reported by Spichtig et al. (2016) and the oral reading decrease reported by Hasbrouck and Tindal (2018) suggest a need for the examination of silent reading practices (Hayden et al., 2019).

Miñoza & Montero (2019), in their study on reading comprehension levels among intermediate students, concluded that teachers give prime importance to assessment as an initial step for teaching reading because there exists a gender gap as regards the level of comprehension in silent reading. Hence, teachers need to emphasize experience as an essential resource for effectively teaching regular and at-risk students reading. The findings' implication was that age influences silent reading comprehension, and as students age and mature, they can acquire specific skills.

A study on interactive reading strategies on learners' achievement in reading skills in secondary schools in Kisumu found that read aloud strategy enabled learners to develop word recognition abilities by verbalizing words effectively and building fluency, resulting in comprehension (Kulo & Odundo, 2019). However, Gehlot et al. (2020), in a study on the reading habits of Indian students, found that LR is important at the primary level and SR is unavoidable in secondary or tertiary levels of education. Olagbaju & Babalola (2020) further suggest in their study on the effects of interactive reading-aloud and silent reading strategies in Gambian Secondary School

that both the interactive Read-aloud and Sustained silent reading instructions have great potential to improve both achievement and interest in reading comprehension among secondary school students.

Kemalogu-er (2019), while studying the effects of teachers' reading aloud versus students' silent reading, found no significant difference between teachers' reading aloud and students' silent reading in surface-level and deep-level comprehension. The study found that students' silent reading can be preferred over teachers' read-aloud in EFL classes when reading informational texts. Dwiningtyas et al. (2020) stated that teachers could use more than one strategy in teaching reading comprehension to ESL students.

Therefore, teacher knowledge and experience can positively or negatively influence students' reading performance and achievement in regular classroom situations as argued by (Carlisle et al., 2009). However, no empirical evidence can be found on these effects in previous studies as Scheerens (2010) suggests the possible moderation effects of teacher qualification and experience. To add on that, research shows that most teachers focused on assessing the reading comprehension level of their students and not on teaching them how to comprehend better (Gill, 2008). Gill (2008) repeatedly demonstrated that learners are not taught how to comprehend text and that educators felt unprepared to teach reading skills and strategies. Cekiso (2012) suggests that English language teachers should provide students with reading strategy instructions that help them to become strategic readers. This study strives to examine the strategies used in teaching and learning comprehension using silent and loud reading.

2.4 Strategies for Teaching Comprehension Proficiency

Alexander & Judy (1988) define strategies as goal directed procedures that are plainfully or intentionally evoked that aid in the regulation, execution or evaluation of task. On the other hand, Adler (2012) defines comprehension strategies as plans and sets of steps that good readers use to make sense of a text. Strategies form the foundation for improving text comprehension. Research has shown that improving the reader's strategy skills lead to substantial reading comprehension benefits (Kendeou et. al., 2003). Strategies such as making connections, inferring, summarising, monitoring comprehension, visualizing, questioning, synthesizing information and predictions enable readers to understand a text.

Harida (2017) pointed out that English Second Language (ESL) students need appropriate strategies in teaching reading comprehension. In addition, Rully (2017), in his book; *Strategies in Teaching Reading*, also stated that teachers could use more than two strategies in teaching reading comprehension to ESL students (as cited by Dwiningtyas et al., 2020).

Successful readers use distinct types of strategies for successful comprehension (Pressley, 2006). The readers who use more strategies score high in reading comprehension tasks (Anderson, 1991). For better performance, knowing different strategies does not mean performing well; a reader who knows how to use different strategies can perform better.

As described by Karasakaloğlu (2012), reading comprehension strategies are activities that allow students to control their reading. Oczkus (2018) called one of the strategies Reciprocal teaching, in which students are asked to apply strategies such as questioning, classifying, summarizing, and predicting. Collaborative strategy reading (CSR) is another strategy that applies reciprocal teaching and cooperative learning

targeting learners with disabilities and second language students (Rahman, 2015). It employs four comprehension strategies; brainstorming and predicting, monitoring understanding, identifying main ideas, generating questions, and reviewing key ideas. Prior et al. (2011) and Wilkinson & Son (2011) encouraged using both Silent and Loud Reading activities in instruction to facilitate comprehension. The study compares these two strategies (Loud and silent reading) on how they facilitate comprehension among students.

Strategies for teaching comprehension include; brainstorming, reading aloud, asking specific questions, encouraging the use of the dictionary, re-reading to check comprehension, and evaluating comprehension in particular tasks. Teachers commonly use strategies such as summarizing or asking questions to assess reading comprehension, but they are rarely taught how to improve it (Hollenbeck & Kalchman, 2013).

Before reading, the teacher may motivate students through activities that may increase their interest (book tasks, dramatic readings, or displays of art related to text), making the text relevant to students. Secondly, the teacher may activate students' background knowledge as this is important to the content of the text by discussing what they already know about the topic and text organization. Additionally, the teacher may establish the purpose of reading, identify and discuss difficult words, phrases, and concepts in the text, preview the text (by surveying the title, illustrations, and unusual text structures) for more predictions about its content, think, task, and write about the topic of the text and lastly, remind the students to use comprehension strategies as they read and monitor their understanding.

2.4.1 Reading Aloud Strategy

Reading aloud strategy is a purposeful and precise method where teachers model reading during the instructional process. Bolos (2012) concurred with the effectiveness of the Read Aloud Strategy (RAS) in encouraging students to read to improve their reading ability with complex texts. Alshehri (2014) agreed that the reading-aloud strategy develops students' interest in the learning material, increasing their desire to be lifelong readers.

According to Wright (2010), reading aloud is a session during which a teacher, parent, or other proficient reader reads while voicing the text or book to one or more students (p-197). He adds that the teacher models how to read with fluency, accuracy, and expression during loud reading. When teachers read aloud, they demonstrate the connection between oral and written language. After the loud reading, it is necessary to test the students' understanding by asking comprehensive questions.

Longman Dictionary of Language Teaching and Applied Linguistics (2013) defines loud reading as an act of saying a written text aloud (Richards & Schmidt, 2013). Bhattarai (1995, p.114) describes loud reading as vocalizing printed symbols into audible speech sounds. It is a useful and effective activity in the second Language (L2) teaching in junior grades since it will help young learners' associate printed and vocal symbols. Both reading aloud and silent reading are fundamental for developing reading comprehension skills.

Teachers model fluent reading and word recognition (Lee & Yoon, 2017). In support of this, Welch & Glennie (2016) observed that while reading aloud class activities, learners are provided with an opportunity to be involved in the reading as the story unfolds. As they read aloud, learners join the discussion for adequate comprehension. Therefore, adopting a read-aloud and silent reading strategy will build word

recognition skills and fluency, thus providing proficiency in English. However, Laborda (2007) stresses that overdoing the practice of getting language learners to read aloud around the class is dreary, demotivating, and useless unless it is done to help inadequate readers read in groups or to round off the work of a text. Atjonen (2014) expresses the same sentiments that the oral reading practice in English classes is time-consuming and ineffective.

According to DiSalle & Rasinski (2017), 90% of comprehension problems are due to a deficiency in oral fluency. Students who have poor reading fluency in their early stage of academic life will likely have problems in later academic stages. For this reason, it is essential, according to Rasinski (2014), to build and develop literacy skills in the early learning stage. This agrees with E. H. Hiebert & Reutzel (2010), who stated that during the acquisition of reading, children start with oral reading before transitioning to silent reading.

Hasbrouck & Tindal (2017) concluded that the aloud reading proficiency tasks frequently used as proxies for silent reading comprehension performances appear to improve significantly over the past 25 years. Olagbaju (2020), in his research on the effects of interactive read-aloud and sustained silent reading strategies in a Gambian secondary school, concluded that interactive read-aloud and sustained silent reading instructional strategies have great potential to improve both achievement and interest in reading comprehension. The implication is that students should be allowed to participate in classroom and oral and silent reading approaches for maximum results. Hasbrouck & Tindal (2017) reported an increase in oral reading, suggesting a need to examine silent reading practices (Hayden et al., 2019).

Hardach (2020) made the following conclusions on the value of reading aloud for comprehension. To begin with, people consistently remember words and texts better

if they read silently. This memory-boosting effect of reading aloud is particularly strong in children but also works for older people 60 to 70 years of age. Secondly, reading aloud can make certain memory problems more obvious and help detect such issues early on. Thirdly, reading aloud, for many people, brings joy, comfort, and a sense of belonging. Lastly, as much as reading aloud is useful in teaching sound-script association at the primary school level, it is also useful for secondary-level students. It is essential for phonological development and semantics, and used as a motivating tool to encourage introverted students for oral performance. In a study by Rasinski et al. (2014) noted that the benefits of oral reading fluency extended beyond the primary grades, and it was equally important in the academic achievement of middle and secondary students' reading performance

Other benefits of loud reading include; helps reading by reinforcing graphonic phonemic responses, aids in the acquisition of prosodic features of English and help develop writing skills by using it as oral proofreading. Additionally, it is a technique for autonomous learning as it may help some anxious students to feel more able to speak. It promotes better group discussion by introducing the reading of the text as a social activity. It helps students to experience and understand stories and concepts through different inflections and phrasing and also connects cognitive and emotional knowledge as it promotes holistic thinking by connecting the specific with the global.

A loud reading strategy can actively involve students in developing knowledge, increasing comprehension skills, and fostering critical thinking (Alsharif, 2014). It allows the teacher to verbally read the text aloud to the learners during the instruction process. Morris & Gaffney (2011); Sajid & Kassim (2019) found that the loud reading strategy actively engaged the students in the instructional process and those students in the instructional process and those students in the loud reading group performed

significantly better than those in the silent group showing that the reading aloud strategy had been more helpful compared to silent reading. Al-Mansour, (2011); Sajid & Kassim (2019) found that in a classroom where teachers read aloud to their students, they develop a strong interest in reading and get a better feel of the language and its structure.

Amer (1997) came up with some features of the loud reading strategy as follows: selection of the text to be made by the teacher based on the student's interest, pre-reading of the text to highlight keywords to understand the text by the teacher, relating the text to the student's prior knowledge, reading without interruption first class, the teacher to read the text more than once to help the students comprehend, during the second reading, the teacher can pause the re-reading to explain, give questions to assess the student's comprehension and corrective feedback should be provided. Reflective discussions about the text should take place after the lesson followed with the assessment of the student's understanding of the new words.

2.4.2 Silent reading strategy

It is the primary reading mode for proficient readers according to Boer et al. (2014) and, it is a skill that all readers need. According to Dalman (2017), silent reading is a quiet no-lip movement, no head movement, no whispering, understanding of reading materials, and adjusting the reading speed to the degree of difficulty contained in the reading material (as cited by Khatimah, 2020).

Silent reading is an act of receiving the message expressed in the script. According to Richards et al. (1999, p.306), silent reading is perceiving a written text to understand its context. The value of silent reading lies in cultivating one's own reading skills for pleasure and knowledge enhancement. It provides opportunities for students to practice a variety of reading skills and promotes reading stamina proficiency. An

underlying assumption of silent reading is that students learn to read by reading constantly. Bamford & Day (2004) argues that it is not uncommon for some teachers to allow their students to spend significant amounts of classroom time reading silently for up to 30 minutes a day plus additional 15 minutes of writing personal reflections on what was read. This agrees with the NCTE (2019) that highlights the importance of silent reading stating that it allows students to build motivation because they can choose books they want to read during silent reading. Hasbrouk (2006) argues that the silent reading strategy for students who are still struggling with basic reading skills is deceitful or a waste of experience for teachers because little or no reading is taking place in class. That is why Mork (1972) posits that teachers' use of silent reading allows students to assess their skills independently and build self-confidence at all levels of education.

A report by the National Institute of Child Health Development NICHD (2000) concluded that it was not clear from the evidence available whether silent reading helped improve reading proficiency. "Although hundreds of studies have shown that the best readers read silently to themselves more frequently than poor readers," the report concluded that "those studies cannot distinguish whether independent silent reading improves reading skills or that good readers simply prefer to read silently to themselves more than do poor readers." The report recommended that if silent reading is used as a classroom technique to develop reading skills and fluency, it should be combined with other reading instructions, such as guided oral reading.

However, according to Krashen, silent reading improves the skills needed for comprehension (as cited by Sanden, 2014). The study showed that elementary-aged students in silent reading programs performed as well as or better in reading comprehension measures than students in reading programs. One of the benefits of

silent reading is increasing the students' proficiency. Cohen (2018), in his study on how students structure their silent reading when situated in enquiry-based pedagogy? Suggested that a functional model of silent reading is possible in the high school classroom. A silent reading session might include a set time frame and day for reading. Teachers must consistently make silent reading sessions because of their curricular demands. In addition, teachers should read along with students to model good reading habits. According to International Literacy Association (2017), students should be allowed to read and keep a classroom library stocked with books where they can identify with the characters. Silent reading helps readers concentrate on understanding (Hiebert et al., 2012; Taguchi et al., 2016).

While evaluating the reading habits of Indian students in primary to high schools, Gehlot et al. (2019) concluded that loud reading is essential at the primary level of education and silent reading is inevitable at the secondary and tertiary levels of education. Silent reading makes the subconscious mind more active though there looms a danger of being distracted by the external world in the form of physical barriers (Gehlot et al., 2020). He further argues that reading silently opens the inner consciousness of talking loudly, while loud reading helps a child to focus on the reading script and keeps the outer world silent. That is why Reutzell and Juth (2014) adds that engaged silent reading should involve students reading independently silently, and achieving accurate reading for a given period of time.

To teach reading effectively, teachers should teach and make students use reading strategies and choose the right one to understand the text. This is in agreement with Manan et al. (2016) that teachers do not adequately accentuate reading comprehension strategies during English Second Language reading instruction.

Hence, this study aims to examine the strategy/strategies that teachers apply in their teaching using the silent and loud reading modes.

2.5 Relationship between Oral and Silent Reading and Readers' Comprehension

According to Reed & Lynn (2016), Scholars in Europe and the United States believed that reading orally gave too much attention to an oral rendition of text, and too little attention to actually focusing on the meaning of the passage. They further added that many educators felt that reading instruction was more about successful pronunciation and speech rather than connecting emotionally and cognitively with what was being read. Reading scholars, such as Edmund Huey (1908), argued that oral reading was a task of importance only in schools, and silent reading predominated throughout the society (as cited by Reed & Meyer, 2007). He further added that the focus was on constructing meaning from text, and silent reading should be the method of teaching comprehension to the students. In their series of instructional reading books, Buswell and Wheeler (1923) also noted that reading instruction in schools where oral reading was the form of instruction used very few reading materials, which was a major contrast to settings outside of school (as cited by Barry, 2007). Hence, silent reading began to replace oral reading as the preferred mode of reading for instruction. In oral recitation reading activities, only one student read at a time, while the remaining students served as an audience for the reader and were often considered to be off-task and not engaged in reading instructions. In addition, LaBerge & Samuels (1974) noted that reading volume in the oral reading model was necessarily limited, and by eliminating the need to read one text with the goal of expressiveness, silent reading facilitated the reading of many texts for meaning and learning, and became the preferred method of reading instruction. Reading aloud was used primarily as a method of checking students' word recognition after silent reading as stated by

Hollingsworth (1996). This change in the use of oral reading, from reading for fluent expression that conveyed meaning to reading for checking for word recognition, became the genesis of oral reading as stated by Samuels (1997) Furthermore, he added that this approach to reading assessment was integrated into the basal reading programs that assumed the preeminent position in elementary reading instruction from the early 1950s to the present.

Schimmel & Ness (2017) conducted a study that examined the effects of reading modes (oral and silent) and text genre (narrative and expository) on fourth graders' reading comprehension; results revealed that silent reading was stronger for narrative passages retell measures, but there was a difference for comprehension questions. The expository passages revealed no difference between the reading modes that are Silent and Loud Reading. Text comprehension was consistently stronger than expository texts in both silent and oral reading. Once mastered, silent reading is typically viewed as the most effective method of reading comprehension (Schimmel & Ness, 2017).

Hiebert & Daniel (2018) argued that a reading program heavy on oral reading with an emphasis on speed would likely lead to the level of meaningful silent reading required for full participation in the workplace and communities of the global digital age. Studies attempting to elucidate the relationship between silent and oral reading generally compare students' performance on comprehension questions after they have read a passage using the two methods to compare the performance of the two groups of students on the same passage, with half completing the task orally and the other half silently (Piper & Zuilkowski, 2015). The study by Piper & Zuilkowski (2015) on second-grade children in Kenya found that oral reading had a higher correlation with reading comprehension than silent reading. The study recommended that oral fluency be used to test comprehension in Kenya.

Among fifth graders in Turkey, Yildirim and Ates (2012) found that silent fluency was a better predictor of reading comprehension than oral reading fluency. Findings of a relatively strong correlation between oral reading fluency (ORF) and comprehension on silent reading assessment (Yildirim & Ates, 2012). These findings have led to an emphasis on improving ORF rates during the elementary years (Kamil et al., 2008).

In a study conducted by Spear-Swerling (2006) on children's reading comprehension and oral fluency in easy text, oral reading fluency (ORF) related significantly to their reading comprehension. Oral language comprehension accounted for most of the variance in reading comprehension. According to a study that focused on the relationship between oral reading and the comprehension performance of second-year students at Shandong Normal University-China, results revealed a significant correlation between everyday oral reading practice and reading comprehension performance in late-teen and early-twenty English as a Foreign Language (EFL)/English as a Second language (ESL) university students. Most groups showed that oral reading practice positively influenced reading comprehension performance.

There are various instances where some teachers allow their students to spend large portions of classroom time for silent reading, up to 30 minutes a day, and even add an extra 15 minutes for the students to write personal reflections on what they were reading (Cuevas et al., 2014; Kim et al., 2013). Sustained silent reading is a form of free voluntary reading or school-based recreational studying where students read silently during a scheduled time. Despite the underlying assumption of silent reading that students improve their reading skills by reading constantly, some studies show that sustained silent reading is a bad strategy for students struggling with basic

reading skills. For such students, silent reading can be time-wasting or deceitful for teachers because minimal reading occurs in the classroom.

In most learning institutions where students learn English as a second language (ESL), textual reading is required in the classroom. Teachers usually have two options: to allow students to engage in silent reading or read aloud (Kim et al., 2013). Fostering students' comprehension in reading exercises and addressing the challenges encountered in ESL and EFL classrooms requires instructors to encourage activities that develop students' reading skills in and out of the school. These activities include providing a text overview, offering corrective feedback, or performing a pre-reading review. When teachers provide corrective feedback in the classroom, students benefit significantly from the learning process.

Sustained silent reading and read-aloud are classroom activities that help improve students' reading abilities. The read-aloud strategy is considered a conventional method used over the years to improve students' reading skills across different education levels with huge success (Nation & Waring, 2019; Piper & Zuilkowski, 2015). It is a transactional process that requires engagement between the text and the reader or the learning material. The reader must interact with the text through oral reading to find meaning from the text, which promotes active and conscious reading. Most scholars describe oral reading as a teaching technique where a teacher reads text aloud to the students in the classroom as they incorporate non-verbal cues to create a fluent reading experience.

Kim et al. (2013) claim that the read-aloud strategy can be applied to actively involve students in the classroom, increase their comprehension skills, and promote critical thinking. Oral reading enables students to develop essential language skills for recognizing and understanding new vocabulary as they read the course material.

Moreover, read-aloud helps teachers emphasize pronunciation and punctuation while reading the text to the students during the instruction process.

According to a study by Denton et al. (2011), who carried out a study on grade 6 to grade 8 students (junior high school), the findings showed that the read-aloud strategy is more helpful for poor readers than silent reading. Oral reading actively engaged the students in the classroom, and students in the read-aloud group performed significantly better than those in the silent reading group. Further, various oral reading techniques have potential advantages that encourage oral proofreading, conversational fluency, and pronunciation practice. Still, some researchers claim that the read-aloud strategy is a way of wasting class time.

In a study carried out by Cuevas et al. (2014) on 10th-grade students (secondary students) with the treatment group reading silently and the control group reading loudly, silent reading groups showed greater improvements in reading ability, vocabulary, and reading comprehension. The silent reading group also performed better at the course test's end than the control group (Cuevas et al., 2014).

Although oral reading is the best strategy to teach word recognition and pronunciation in second language learning situations, silent reading is more effective in reading comprehension. The silent reading strategy is the only way to train students to read independently (Atieno, 2015; Wafula, 2017). The authors argue that reading is generally a solitary activity best performed in silence and without interruption for better concentration. Furthermore, studies on first language learning show that people usually understand texts better through silent reading. Still, Atieno (2015) and Wafula (2017) argue that when teachers use the silent reading strategy in the classroom, it gives the students a chance to examine their skills independently and boost their self-

confidence at all education levels. It is for these reasons that the study would like to look at the effect on the reading modes on comprehension proficiency.

2.6 Procedures for Teaching Reading

2.6.1 Procedures for Teaching Silent Reading

Silent reading is a period of uninterrupted quiet reading. For this period to be effective, both teachers and students must follow certain procedures as suggested by Tabbi & Wutz (1997): to begin with, the teachers should select appropriate material, including short stories, newspaper cuttings, novels, and magazines, to give students as reading materials. The selected reading materials should be informative and educational. Secondly, they should read alongside their students as this will demonstrate reading as a valued activity, a lifelong endeavor, and important to every discipline and content area. Thirdly, the time for silent reading should be well spelled out so that learners are prepared for the lesson, and also, teachers should not use the silent reading time to plan for a lesson or any other activity. Fourthly, the silent reading lesson is not intended to create additional work for teachers, as grading and evaluation will not be part of silent reading time. In addition, the selection of reading materials should be made outside silent reading time and students should be encouraged to read for their pleasure and utilize the library time if that is where the lesson has been scheduled. If a student is unprepared for silent reading, the student will obtain extra materials from the teacher to save time. Lastly, students are expected to read silently, remain awake and seated, and follow the teacher's instructions when they may be expected to answer some questions.

Bamford & Day (2002) on the other hand came up with procedures for teaching silent reading, which included: The text should be easy, cover various reading topics, learners have a right to choose what to read and read as much as possible since the

purpose of reading is for pleasure. In addition, teachers play the role of a guider and also role models. In this study, we examine the strategies that the teacher will employ in ensuring the lesson is learner centered as they are able to choose the best strategies to use when using the reading modes.

2.6.2 Procedures for Teaching Loud Reading

A variety of procedures have been proposed for teaching loud reading, including the use of audio recordings, games, and role-play. According to a study by Gabrielatos (2002), audio recordings can be used to model loud reading, allowing students to hear the intonation, volume, and rhythm of the reading. Games and activities can also be used to engage students in the process and reinforce the techniques of loud reading. Finally, role-play provides an opportunity for students to practice loud reading with other students.

In addition to these procedures, research suggests that students should be taught the basic techniques of loud reading. According to a study by Gabrielatos (2002), these techniques include using appropriate intonation, speaking at an appropriate volume, and using phrasing and pauses. The study also suggests that teachers should provide feedback to students and guide them in their practice.

The various procedures for teaching loud reading appear to be effective in the classroom. Jahandar et al. (2012) found that students who used audio recordings to model loud reading showed significant improvement in their reading skills. Bannister (2020) similarly found that students who were taught the techniques of loud reading and given feedback on their performance showed significant improvement in their reading skills.

Another procedure is the use of repeated reading and choral reading (Khasawneh & Fallatah, 2022). Repeated reading involves having students read the same passage

multiple times. It help students become familiar with the text, increase their fluency, and improve their comprehension. Repeated readings are an effective way for students to become more familiar and comfortable with a text. By having students read the same passage multiple times, it helps to increase their fluency and accuracy (Khasawneh & Fallatah, 2022). In addition, repeated readings can help to improve comprehension and confidence in reading. By having students read the same passage multiple times, they become more familiar with the text, which can lead to better understanding. In addition, teachers can use choral reading, in which students read aloud in unison. This helps to improve fluency and accuracy of the text (McCauley & McCauley, 1992). Choral reading can be used to create a sense of community among students while they are reading aloud. By having students read in unison, it helps to create a sense of unity and support as they are all reading together. In addition, it helps to keep students on track and focused on the text. By having all students read the same text at the same time, it provides a model for correct pronunciation and expression (Khasawneh & Fallatah, 2022).

In conclusion, loud reading is an important reading skill in the classroom. A variety of procedures can be used to effectively teach loud reading, including the use of audio recordings, games, role-play, teaching the basic techniques of loud reading, choral and repeated reading. Teachers should also provide feedback in form of assessment to students to guide them in their practice. By implementing these procedures, teachers can help their students improve their reading skills.

2.7 Challenges for Teaching Reading Comprehension Proficiency

It is the responsibility of the teacher to develop reading habits in his/her learners in order to help them enhance target language efficiency (Neymam, 2002).According to Solikhah (2018), the main challenge to teaching reading comprehension proficiency is

the lack of knowledge and background in teaching reading comprehension among English teachers. This lack of knowledge and experience makes English teachers rely on patterned teaching models, which often ignore comprehension. The government provides various trainings equipping English teachers with new techniques and methods, but implementing these new methods in the classroom remains to be seen. The last challenge is that students' habits and attitudes in reading often impede comprehension.

The major challenges in teaching reading comprehension skills to students are the lack of effective teaching methodologies and the selection of teaching materials. Most of the time, teachers rely on full-fledged textbooks, which are inappropriate for the student's level of understanding. In addition, the students are not motivated to read, and the teachers do not have an adequate background or knowledge to teach reading effectively. As a result, the teaching methods employed in the classroom are often ineffective and do not lead to the desired outcomes (Solikhah, 2018).

Reading comprehension is a complex process that requires the use of various skills. Teachers must identify the skills required for successful reading comprehension and provide instruction and practice in these areas. According to Rosenshine (2012), many teachers face challenges in teaching reading comprehension. Some of the issues that they face include inadequate time whereby teachers are often under pressure to cover a lot of content in their classrooms. This can make it challenging to dedicate time to teaching reading comprehension skills. Another challenge is to do with limited resources where teachers may not have the resources they need to teach reading comprehension effectively. For example, they may not have enough books for their students, or they may not have the right type of software. These reading materials can be gotten from the nearby resource centers. Inadequate knowledge is another

challenge whereby many teachers do not receive adequate training in how to teach reading comprehension. Crouch & Gove,(2011) while commending on Kenyan teachers highlighted that teachers who were new in the field of teaching were not afforded with orientation programmes since it was predicted that they proficient in teaching as they teach in Kenyan schools . As a result, they may not be aware of the different strategies that can be used to help students understand the text. In addition to that, students' diversity is another challenge because students vary in their ability levels, interests, and background knowledge. This can make it difficult for teachers to find appropriate materials for all students. Lastly, inadequate assessment is also a challenge in teaching comprehension since teachers need to be able to assess students' reading comprehension skills to determine which areas need improvement. However, many assessment tools are not adequately designed to measure student understanding (Rosenshine, 2012).

Wallace (2001:8), and Li-Juan in Apsari (2015:224) talks of that three common challenges encountered by the teacher in teaching reading comprehension. Vocabulary oriented teaching is one of them whereby Li-Juan (2007) in Apsari (2015:224) explains that teachers' presentation mainly focuses on vocabulary and this leads to the teachers having no idea about the complexity of the reading process. Secondly, Li-Juan, 2007 adds that teachers seldom get down to learn their students' needs, analyze them and apply the teaching method accordingly. Instead, they rigidly follow the natural arrangement of texts and exercises in the course books with the help of their perceptual experiences and exploit the text just for its own sake, but not as a tool to teach students to read effectively. Another challenge is inadequate theoretical knowledge of EFL whereby Wallace (2001:8) explains that it can affect the reading comprehension if the teachers have little idea about how to plan a lesson

regularly and systematically. What the teachers often do in most cases is to just sitting on the desk, going through (as cited by Dini (2020).

Despite these challenges, teachers must find ways to teach reading comprehension in their classrooms effectively. Using various strategies and resources, they can help their students develop the skills they need to be successful readers.

2.8 Review of Related Studies

Atieno (2015) conducted a study to assess the reading skills development in public high schools in Emuhaya District. The study's primary objectives were to describe decoding, fluency, and comprehension strategies used by teachers in teaching reading skills to learners and determine the effectiveness of the strategies in teaching reading skills. The study used a descriptive survey design. The study was carried out in 10 schools out of the 29 schools in the district. A total of 50 Form four students were sampled, 5 from each school and 10 teachers out of the 53 teachers in the district. The total population of students was 1017 Form four students. The study reported the frequencies of the responses from the teachers and students. On strategies used in teaching comprehension skills, for the loud reading strategy, 90% of the teachers used student read aloud and then carried out the tasks, and 10% used it sometimes. On the silent reading strategy, 40% of the teachers always used this strategy, 20% used it sometimes, and 40% never used it. On the strategy where the teacher reads aloud and gives tasks, 30% of the teachers said they used it always, 20% sometimes, and 50% never. The study found that students preferred a mixed approach to the reading strategies as none of the reading strategies was most preferred by the students; 36% always liked silent reading, 32% always liked loud reading, and 32% preferred both Silent and Loud Reading. The study found that read-aloud was the strategy that was mostly used in classes; however, the challenge of lack of textbooks affected student

exposure to reading materials. The sample size used in the study was small and thus non-representative of the population. Also, the descriptive study design cannot be used to make inferences about the population. The study did not show to what extent reading strategies affect comprehension in students. This study used a wider population as it used 30% of the students in each selected school. The study will use inferential statistical tests to compare the students' scores. This study also adopted the mixed approach study design, which uses both qualitative and quantitative methods.

Another study was carried out by Piper & Zuilkowski (2015) on Assessing reading fluency in Kenya: Oral or silent assessment? The study was carried out on second-grade students. The study uses data from Kenya's Primary Math and Reading Initiative (PRIMR). The data was explicitly drawn from zones in Bungoma and Machakos counties. The study elucidated the relationship between silent and oral reading by comparing students' performance on comprehension questions after they had read a passage using the two methods and then compared the performance of the two groups of students on the same passage, with half completing the task orally and the other half silently. The study used regression analysis and t-tests to report the results. The study found that oral reading rate was more predictive of reading comprehension and is useful in measuring reading comprehension. The study was applied to class two students (second graders); thus, the findings cannot be applied to higher grades. The current study was carried out in a higher grade that is high school level.

Olagbaju & Babalola (2020) conducted a study on; Effects of Interactive Read-Aloud and Sustained Silent Reading Strategies on Achievement and Interest in Reading in Gambian Secondary Schools. The study was carried out in Gambia among Grade 11 students in two regions out of the 6 regions in Gambia. They then purposively

selected six senior high schools (three from each region) to participate in the study and randomly assigned them to the treatment groups. The total sample size of the study was 30. The study employed the pretest, posttest, control group, and quasi-experimental research design. The data was analyzed using inferential statistics, specifically, ANCOVA, Estimated Marginal mean, and Bonferroni post hoc analysis. The study found that the interactive read-aloud strategy was more effective than sustained silent reading in improving student achievement and interest in reading. Integrating the two strategies together will aid in eradicating poor performance in English. The study's main limitation was the sample size; the sample size used was small, making the generalizability of the results to the whole population a problem. The study also looked at achievement in reading as a whole; the current study looked at reading comprehension specifically. The current study also used a larger sample size for generalizability.

Denton et al. (2011) carried out a study on; *The Relations among Oral and Silent Reading Fluency and Comprehension in Middle School: Implications for Identification and Instruction of Students with Reading Difficulties*. The study was carried out in the United States on students between grades 6 and 8 in the southwestern USA. A sample size of 1,421 students was drawn from seven schools, 3 in an urban setting and 4 in a suburban setting. The study used different measures to measure Silent and Loud Reading fluency. The study used correlation to analyze the results of the scores. The study found Oral Reading Fluency to be highly correlated to comprehension. The study, however, only focused on students with reading difficulties; thus, it is not generalizable to all students. They only evaluated the students in 6th to 8th grade, which is the middle school level. The current study was done on students at the high school level of learning.

2.9 Chapter Summary

Chapter two presents the empirical review of the documented literature on reading comprehension, silent reading, and loud reading. The chapter addressed the gaps that the current study addressed. The chapter discussed reading and its importance, and the concept of reading comprehension. The chapter further reviewed literature on strategies for teaching comprehension proficiency specifically the silent and loud reading strategies. The procedures and challenges faced in teaching reading comprehension were also reviewed. From the reviewed related studies, the gaps in the empirical studies that were to be addressed by the current studies were identified. The gaps included; there were no studies in Kenya that looked at comprehension proficiency when using silent and loud reading in secondary school students, problem with the sample sizes in these studies was another gap identified. It was thus necessary to carry out the study with generalizable sample and also that the study be done on Secondary School students to compare the effects of the reading modes on students' reading comprehension proficiency.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The study aims to find out the procedures teachers use to teach both silent and loud reading; to compare the scores attained by learners taught by Silent and Loud Reading; to identify the challenges faced when teaching using silent and loud reading; and to examine the strategies to use for effective teaching of reading comprehension. This chapter discusses the research paradigm and design that is drawn from the objectives of the study. The chapter also discusses the study site, sample, sampling procedures, reliability and validity and the data analysis plan.

3.2 Research Methodology

The study adopted a mixed method approach that focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that using quantitative and qualitative approaches in combination provides a better understanding of research problems and questions than either approach on its own (Cohen et al. 2018). On the other hand, Creswell et al. (2006) suggest that mixed method approach typifies research undertaken by one or more researchers, which combines various elements of both quantitative and qualitative approaches (e.g. with regard to perspectives ,data collection and data analysis) to research, together with the nature of the inferences made from the research, the purposes of which are to give a richer and more reliable understanding which is broader and deeper of a phenomenon than a single approach would yield. The mixed method approach leads to a full understanding of the phenomena under study which in this study is reading modes. It looks at many approaches to collecting and analyzing data. This approach is used to study various topics, including social, psychological,

and educational phenomena. The mixed methods approach has several advantages over other research designs, including the ability to triangulate data, increase validity and reliability, and provide a complete picture of the phenomenon under study (Leavy, 2022). A growing body of research indicates that mixed methods studies, which utilize both qualitative and quantitative data collection and analysis techniques, can offer a more comprehensive understanding of a phenomenon than studies that use only one method (Creswell, 2018). Silent and loud reading modes will be compared using the scores gotten quantitatively and the strategies and procedures will be analyzed qualitatively to measure students' reading proficiency.

The objectives of this study point to a mixed methods approach because it aims to collect both quantitative and qualitative data in order to gain a full understanding of the phenomenon under study. Specifically, quantitative data was collected to examine the scores attained by learners taught by Silent and Loud Reading, to compare students' achievement when taught by Silent and Loud Reading, and to identify the strategies to use for effective teaching of reading comprehension. Qualitative data was collected to find out the procedures teachers use to teach both silent and loud reading, to identify the strategies to use for effective teaching of reading comprehension, and to identify the challenges faced when teaching using silent and loud reading. Mixed methods research hence was used by combining the both qualitative and quantitative approaches to draw conclusions from the data.

3.3 Research Design

The study adopted the convergent mixed methods design. Convergent mixed methods, as defined by Leavy (2022), is an approach to research that combines quantitative and qualitative methods in order to create a more comprehensive understanding of a research study. This approach enables researchers to think across disciplines and draw

on multiple sources of information in order to answer research questions. The quantitative and qualitative components of this approach are viewed as complementary, meaning that they are meant to be used together in order to create a more complete understanding of the research topic. The primary goal of convergent mixed methods is to synthesize different perspectives and data from multiple sources. This involves combining different types of data and analyzing them in an integrated way. This type of approach also requires researchers to identify points of convergence and divergence between the data collected from each method (Creswell & Creswell, 2019).

Convergent mixed method was used in this study to synthesize different perspectives and data from multiple sources. The qualitative component of the study involved questionnaires to both students and teachers to understand their teaching strategies for silent and loud reading. The quantitative component of the study involved collecting and analyzing data related to the scores attained by learners tested by silent and loud reading. This data was then be used to compare students' achievement when taught by the two methods. By analyzing the results of both the qualitative and quantitative components in an integrated way, the researcher was able to identify points of convergence and divergence between the data collected from each method and also examines the strategies to use for effective teaching of reading comprehension.

3.4 Study Site

The study was conducted in Kakamega County, Kenya. Kakamega County is located in the Western part of Kenya. It borders Vihiga County to the South, Siaya County to the West, Nandi and Uasin Gishu Counties to the East, and Bungoma and Trans Nzoia Counties to the North. It has an area of 3,033.8 km². Kakamega County has 13 sub-counties; Butere, Kakamega South, Likuyani, Mumias East, Mumias West,

Navakholo, Kakamega Central, Kakamega East, Kwhisero, Matungu, Matete, Lugari, and Kakamega North. The sub-counties are divided into 60 county assembly wards and 83 locations (Kenya National Bureau of Statistics, 2019).

Kakamega County is a cosmopolitan area that encompasses people from different communities. Kakamega County has a high literacy rate, which makes it an ideal location to study the effects of reading modes on comprehension proficiency among secondary school students (Kenya National Bureau of Statistics, 2019). The English language registered dismal performance in KCSE in Kakamega County, Kenya, in 2012-2019, according to (KNEC, 2019) report. There was a negative deviation of 0.007-0.01 in KCSE. Poor comprehension skills came out as one of the causes of the poor performance. The report further indicated that, nationally, the overall performance in the English Language for five years fell short of the ideal mean of 50%. This had not changed in Kakamega County, where students' KCSE performance in English showed a downward trend. In the years 2012, 2019 negative deviations of 0.0011, 0.007, 0.0097, 0.1067, 0.3693, 0.2, and 0.01 were recorded, respectively (ROK, 2019, ROK, 2020) Secondly, Kakamega County is a home to many secondary schools, which provides a large pool of potential participants for the study. There are different types of schools in the county; National schools, Extra county schools, County schools, and Sub-county schools with different types of learners with different capabilities. The county provided a population of students who represent students in Kenya. The schools gave comprehensive and varied data to make conclusions in comparing students' comprehension when using silent and loud reading.

3.5 Target Population

According to Creswell (2019) population refers to the total number of individuals belonging to a certain group. It is a "dynamic entity" that is constantly changing and evolving. A target population is a group of elements from which conclusions are drawn (Liamputtong, 2020).

The study population is all secondary school students and teachers in Kakamega County. The target population is secondary school students in Form Three and English Teachers in public secondary schools in Kakamega County. Kakamega County was chosen as it has high literacy levels and all types of schools at the county level which includes: National, Extra County, County, and Sub-County schools. The schools are also of various kinds like; boys or girls boarding schools, mixed day and boarding schools, and boys' or girls' day schools.

3.6 Sample and Sampling Procedures

Liamputtong (2020) states that sampling is the method of choosing unit components (people, organizations) out of a population of the interest group to reasonably generalize the findings back to the population from which they were selected by studying the sample. Sampling is an important tool in research because it allows researchers to make inferences about the population as a whole, even when the population is large and difficult to study in its entirety. It also helps to reduce the amount of data that is collected, which can save considerable time and resources (Liamputtong, 2020). The sampling frame, sample size, and sample selection, as well as how the sample size is calculated, are all defined in the sampling design.

According to Krejcie and Morgan (1970), sample size for a random sample can be calculated using the formula:

$$s = \frac{\chi^2 NP(1 - P)}{d^2(N - 1) + \chi^2 P(1 - P)}$$

Where:

s = required sample size

χ is the chi-square value at 1 degree of freedom (3.841)

N is the population size

P is the population proportion (assumed to be 0.5, so this value provides the maximum sample size).

d is the desired accuracy usually assumed to be 0.05.

The sample size calculated is then selected to represent the population. From the formula, Krejcie and Morgan (1970) provided the sample size table where for each population size (N) a sample size (S) was provided as shown in Table 3.1 below.

Table 3.1: Sample Size Determination Table.

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	26	140	103	340	181	1000	276	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is Population Size
"S" is Sample Size.

According to the data from the Kakamega County Education Office (2022), there are a total of 40,702 Form Three students in public schools. From the Krejcie and Morgan (1970) table, the required random sample size to represent the population of 40,702 is 380 students. The study thus used a sample size of 380 students. Schools to participate in the study were stratified according to the categories of National, Extra-County and Sub-County selected from the public secondary schools in Kakamega County. Random sampling was done using a random number generation in Excel to select the schools that participated in the study. The schools were sampled from the first random number of each category.

In 2022, Kakamega County had 448 schools with 2 National schools, 26 Extra-County, 40 County schools, 364 Sub-County schools, 14 Private schools and 2 Special Needs schools. A total of 7 schools were sampled with 1 National school, 1

Extra-County school, 1 County school, and 4 Sub –County schools. The schools had different types of students with varying academic abilities hence, it was a representation of students in Kakamega County.

In the sampled schools, students in Form Three were considered as they have been exposed to Form One and Form Two English content, which is about 50% of the secondary curriculum. Form Three English students were also preferred because they have to pursue English up to the KCSE level; hence their attitudes towards the subject have stabilized as English is a core subject. Also, according to KIE (2002), Form Three students are expected to have gained English Comprehension Proficiency in preparation for the Form Four class, which is an examination class (KCSE). A total of 380 Form Three students from seven schools and seven teachers were sampled. School A had a total sample of 116 students; School B had 72 students; School C had 32 students; School D had 56 students; School E had 40 students; School F had 36 students; and School G had 28 students as shown in Table 4.1.

In the sampled schools that had more than one stream, in schools A, B and D, two streams were randomly selected by the researcher to participate in the study. One stream was assigned to read the comprehension passage silently and the other stream was assigned to read the comprehension passage loudly. Randomization of the streams to participate in the study was done by selecting randomly from an urn with names of the stream. In schools with just one stream, the researcher randomly assigned the students to two groups; the silent and loud reading group. Here randomization was done by students picking a paper the indicated either S (for silent reading) or L (for loud reading).

Teachers of English were sampled since they are curriculum implementers and have one-on-one interactions with their learners. The researcher purposively selected a

teacher of English from each school that was sampled. In this type of sampling, the items for the sample are selected deliberately by the researcher. The choice concerning the items remains essential, ensuring that the sample is representative of the entire population.

Table 3.2: Sampling Frame

School	Type	Selected Sample	Loud Reading	Silent Reading	No. of Teachers
A	National	116	58	58	1
B	Sub-County	72	36	36	1
C	Sub-County	32	16	16	1
D	Extra-County	56	28	28	1
E	County	40	20	20	1
F	Sub-County	36	18	18	1
H	Sub-County	28	14	14	1
		380	190	190	7

3.7 Data Collection Instruments

Data is anything provided or acknowledged as a fact on which a research conclusion is based (Mohajan, 2018). Primary data was gathered using a comprehension test and questionnaires. A questionnaire containing semi-structured questions with both open-ended and closed-ended questions was used to obtain primary data from the teachers and students.

3.7.1 Student's Comprehension Test

The students were given a comprehension passage and tested on their understanding of the passage. The comprehension passage was adopted from the *Reader's Digest* published on January 2004. The passage was on food and nutrition which is a topic that is familiar to Form Three students that is in line with the Schema Theory. The theory explains the role of prior knowledge in understanding a text. Prior knowledge

helps readers make meaning of the text and better comprehend what they are reading (Hermosa, 2006). The questions on the passage were clear and straight forward and tested the student's understanding of the passage.

The questions were:

1. Give the passage you have read a suitable title?
2. What benefits does the writer give of eating the right food at the right time?
3. Explain the effects of eating carbohydrates as brought out in the passage
4. In what two forms can anti-oxidants be consumed?
5. What is the attitude of the author towards calcium as a weight-cutting measure?
6. According to the passage how can you use up excess fat?
7. "And do you desire to relieve yourself of some baggage?" What baggage is the writer referring to?

The students were divided into two groups and given a comprehension test which they were required to read. One group read silently and the other group read loudly. The two groups; silent and loud reading were both given the same comprehension passage and the same comprehension passage questions. The researcher with the aid of the subject teacher conducted the reading test concurrently. The two groups were placed in separate classes so that they could carry out their reading independently with no group affecting the other.

The researcher and the subject teacher guided the students to read the comprehension passage; students in the loud reading group read the passage loudly, while the students in the silent reading group read the passage silently. After reading the passage, the students were asked to go through the questions in two minutes. Then the

students re-read the passage silently or loudly based on their reading group. After reading, the students returned the comprehension passage to the researcher or the teacher and then answered the comprehension passage in 15 minutes. The scores of students from the loud reading group and silent reading group were determined and compared and the differences in students' scores analyzed. This was done in line with objective 2 to compare the scores attained by learners taught by silent and loud reading

3.7.2 Students' Questionnaire

After doing the comprehension test, the students proceeded to the second part of the questionnaire, where they gave their responses to the questions. The student's questionnaire had open and closed opinion questions. The questionnaire asked the students to state their age, gender, whether they enjoyed reading the passage, the level of difficulty of the questions, the reading strategy used in class to read set books and their overall performance in English. The students were then asked to give answers based on their level of agreement with the following statements: I enjoy reading comprehension passages loudly, I enjoy reading comprehension passages silently, Our teacher encourages us to read comprehension passages loudly, Our teacher encourages us to read comprehension passages silently, During lessons we read comprehensions passages loudly, During lessons we read comprehension passages silently, and Comprehensions help me perform better in English (See Appendix I). The responses from the questionnaire were used to describe the strategies used by students to read and those used in class by teachers to teach reading comprehension which is in line with objective 5; to examine the strategies to use for effective teaching of reading comprehension.

3.7.3 Teachers' Questionnaire

Teachers of English were also given a questionnaire where they gave responses to both open-ended and closed-ended questions on the strategies they use in class, the challenges faced when using silent and loud reading, and their recommendations to KICD on the teaching of loud and silent reading for English comprehension proficiency. The questionnaire was divided into two sections, covering demographic variables and questions on the reading strategies used in class.

The first part of the questionnaire asked the teachers whether they were TSC employees, their academic qualifications, and their position in the English department. These were the first three questions in the questionnaire. For the second part; the fourth question asked the teachers which reading strategies they often use in teaching reading comprehension. The fifth question asked the teachers to rate the Form Three student's performance in comprehension proficiency. The sixth question asked the teachers if they had any reading programs for silent and loud reading and how they were conducted. The seventh question asked for at least three ways that teachers can help students improve their reading comprehension proficiency. The eighth question asked for at least five strategies that can be used in teaching reading comprehension proficiency. The ninth question asked for procedures and steps that can be used in teaching silent and loud reading comprehensions. The tenth question asked if the teachers encountered any challenges in teaching reading comprehension proficiency. The eleventh question asked the teachers to rate their learner's proficiency when using silent and loud reading. The twelfth question asked for suggestions that teachers can give to KICD on the teaching of silent and loud reading comprehensions in schools (See Appendix II).

The responses from teachers were used to find out the procedures used in class to teach silent and loud reading, to identify the challenges faced when using the strategies to teach loud and silent reading and to examine the strategies to use for effective teaching of reading comprehension. These were in line with objective 1, objective 4 and objective 5 respectively.

3.8 Pilot Testing

The researcher did pilot testing for the research instrument in what is referred to as a test-retest method. The pilot study on the comprehension test and student questionnaire was done on 30 students, with 15 students in the loud reading group and 15 in the silent reading group. The pilot test on the teacher's questionnaire was done from the school that was selected for the pilot testing on the teacher of English. The school was randomly chosen from the study area. The school, therefore, did not participate in the main study.

From the pilot study, the researcher was able to; familiarize with the tools that were to be used in the study, identify questions that were not clear, or uncomfortable to the respondent, or those that were not flowing. The pilot exercise for the student comprehension test also enabled the researcher to determine the time to allocate for reading and answering the comprehension questions. From the student and teacher's questionnaire, the researcher learnt that the students and teachers found some difficulties in completing some items in the questionnaires that were unclear. Questions that were unclear were restructured for clarity, and difficult questions in the comprehension were also restructured or replaced with the help of experts.

3.9 Validity of the Research Instrument

According to Kombo and Tromp (2006), validity is the most central consideration in instrument development and refers to the degree to which the instrument measures

what it claims to measure. The study used content validity. According to Taber (2018), content validity is the ability of the items in the instrument to present the content of a given construct. The content validity of this study was tested by piloting and the student questionnaire items and comprehension test were found to be reliable thus. The responses from the pilot study were used to restructure the students and teachers questionnaire to ensure content validity of the research instruments.

3.10 Reliability of the Research Instruments

The accuracy of the data analysis and the level to which the studies can be repeated is defined as reliability (Noble et al., 2019). According to Taber (2018), reliability refers to the consistency with which a measuring instrument produces a specific result, where the findings are built test, show a high percentage of identical outcomes, and are free of bias. The piloting exercise for the student comprehension test was done then repeated after seven days, and the information obtained was used to calculate the reliability values For the student questionnaire on strategies used in teaching and reading strategies used by students and in class, the Cronbach alpha score was used to validate the instrument's reliability for all statements that were structured on a Likert scale. Cronbach's alpha is calculated in light of the number of items and the average interim correlation, ranging from 0 for a completely unreliable test to 1 for a completely reliable test (Noble et al., 2019). A number of academic scholars suggest an alpha statistic of 0.7 or higher is considered excellent and acceptable, and a value of 0.6 is considered good and acceptable (Taber, 2018). It enables data collection to achieve the study's particular objectives. Therefore, as indicated by various researchers, a Cronbach alpha of 0.6 was considered minimal in this study. The instrument is reliable if the scores from the different times are highly correlated (Bryman, 2012). A correlation coefficient of 0.9 and above is considered excellent,

between 0.7 and 0.9 is considered good, between 0.4 and 0.6 is considered moderate, and below 0.3 is considered low.

The Cronbach statistic was used to test the student questionnaire items that tested on Silent and Loud Reading teaching and reading techniques. For the loud reading items, I enjoy reading comprehension passages loudly (L1); our teacher encourages us to read comprehension passages loudly (L2), and During lessons, we read comprehension passages loudly (L3); the Cronbach alpha statistic was 0.703, which is excellent and acceptable. For the silent reading items, I enjoy reading comprehension passages silently (S1); our teacher encourages us to read comprehension passages silently (S2), and during lessons, we read comprehension passages silently (S3); the Cronbach alpha statistic was 0.732, which is excellent and acceptable.

Table 3.3: Representation of alpha values

Variable	Cronbach Alpha Statistic
Loud Reading (L1, L2, L3)	.703
Silent Reading (S1, S2, S3)	.732

Source: Field data 2022

Test-retest reliability for the student's reading comprehension test questionnaire was calculated using the correlation statistic between the two scores. The comprehension test was first administered to the Form Three students in the school that participated in the pilot study and responses scored. After one week the same comprehension test was re-administered to the same students and their second responses scored.

The sample size for the test re-test was 30, with 15 students in the loud reading group and 15 students in the silent reading group. Test-retest reliability for the student's reading comprehension questionnaire was calculated using the correlation statistic between the two scores. The mean score for the first test was 3.63 ($S = 2.042$), and the mean score for the re-test was 3.83 ($S = 2.167$). The difference between the two

means was 0.2. The paired samples correlations showed a strong positive relationship between first and re-test scores ($r = 0.967$). This shows that a student who scored highly on the first test is most likely to have scored highly on the re-test, and those who scored low on the first test are likely to have scored low on the re-test. The paired samples t-test showed that the two scores were not significantly different ($p=0.6$). Thus, the comprehension test is reliable.

3.11 Data Collection Procedures

The researcher first obtained a recommendation letter from Moi University to conduct the study. After obtaining a recommendation letter from Moi University, the researcher acquired a research permit from NACOSTI. The researcher also designed a schedule for data collection, then, proceeded to pilot the instrument before proceeding with the main data collection. The data collection instruments were discussed with two supervisors. Their contributions and suggestions were used where ambiguous questions were clarified and omitted questions added.

The researcher pre-visited the sampled schools a week before the data collection in order to obtain permission to conduct the study in the schools from the school Principals. The researcher then agreed with the school principal on a time and day to conduct the study. The pre-visit also enabled the researcher to pre-determine the possible sample size from the school and thus prepare the research instruments adequately. The researcher and the research assistant then visited the schools at the agreed time and day. Data collection was done in two weeks' time.

3.12 Data Analysis Plan

According to Mishra et al. (2019), data analysis involves sorting and organizing raw data to obtain important statistics. The primary data obtained from the questionnaires was counterchecked for consistency. Quantitative measurements were used, and they

involved inferential statistics through the application of inductive reasoning, as advocated by (Creswell & Creswell, 2018). The data obtained from the teachers' open-ended questions were analyzed qualitatively through narration and descriptive statistics to compare the different strategies that the teachers were using to teach comprehension using silent and loud reading modes. The students' questionnaire on reading comprehension provided scores that were analyzed using descriptive statistics and inferential statistics. An independent samples t-test for two population means was used to compare the scores of Silent and Loud Reading groups. By comparing the two means of silent and loud reading enabled the researcher to determine if Silent and Loud Reading results for students was the same or different. Data analysis was analyzed and presented as per the objectives for systematically presenting the results.

Table 3.4: Data Analysis Plan

Objective	Independent Variable	Scale	Data Collection Tool	Type of analysis
To find out the procedures teachers use in class to teach Silent and Loud Reading.	Silent and Loud Reading	Ordinal and Nominal scale.	Questionnaire for students and teachers.	Narration
To determine the scores attained by learners taught by Silent and Loud Reading	Silent and Loud Reading	Ratio Scale	Comprehension test for the students	Descriptive Statistics
To compare student achievement when taught by Silent and Loud Reading.	Silent and Loud Reading	Ratio Scale	Comprehension test for the students	Inferential statistics (Independent-Samples T-test for comparison of two means)
To identify the challenges faced when teaching using silent and loud reading.	Silent and Loud Reading	Nominal	Teacher's Questionnaire	Narration
To examine the strategies to use for effective teaching of reading comprehension	Silent and Loud Reading	Nominal and Ordinal scale	Questionnaire to students and teachers.	Descriptive Statistics and narration

3.13 Ethical Consideration

According to Boit and Wanyama (2013), researchers whose respondents are people or animals must consider the conduct of their research, give attention to the conduct of their research, and give attention to the ethical issues associated with carrying out their research. Therefore, the researcher considers that participation in research is voluntary and assured the respondents of the confidentiality of the information given. The data collected was only used for study purposes. The researcher made use of an

introduction letter obtained from Moi University and complied with the university's research ethics protocols (See Appendix III).

The researcher also respected the hierarchy of leadership when visiting schools. The school administrators gave consent on behalf of the students. Before any participation, the researcher took time to explain to the respondents the importance of the study and thus requested the respondents to participate in the study by giving information relevant to the study. The researcher developed a rapport with the participants to establish a good working relationship with them. The researcher assured the respondents that their comments were used for the study's purposes only, that their names were kept private, and that no information was disclosed to any party. To ensure adherence to the plagiarism rules, the researcher checked the document for plagiarism of content through a plagiarism checker and then the researcher paraphrased and edited areas where there was plagiarism in the document.

3.14 Chapter Summary

This chapter outlines the methodology and research design of the study. The study adopted a mixed approach, specifically the convergent mixed method design with both quantitative and qualitative data. Random sampling was used to select schools to participate in the study. Tools of data collection were tests, and questionnaires. Tests and questionnaires were administered to students and teachers. Data analysis was done through narration, descriptive statistics, and analytic statistics.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, INTERPRETATION, AND
DISCUSSION

4.1 Introduction

The chapter discusses the findings and analyzes the collected data to draw meaning from it. The chapter presents the results from the data collected in the study, the interpretation of the results, and the discussion of the findings objectively. The data analysis was done through narration for the qualitative data from the open-ended questions, descriptive statistics to summarize the quantitative data, and descriptive statistics to test the hypothesis. The purpose of this study was to find out the procedures used by teachers to teach both silent and loud reading, to identify the challenges faced when using silent and loud reading, examine the strategies to use for effective teaching of reading comprehension proficiency, and compare the differences between Silent and Loud Reading modes in reading comprehension. The findings are discussed objectively in the following sections.

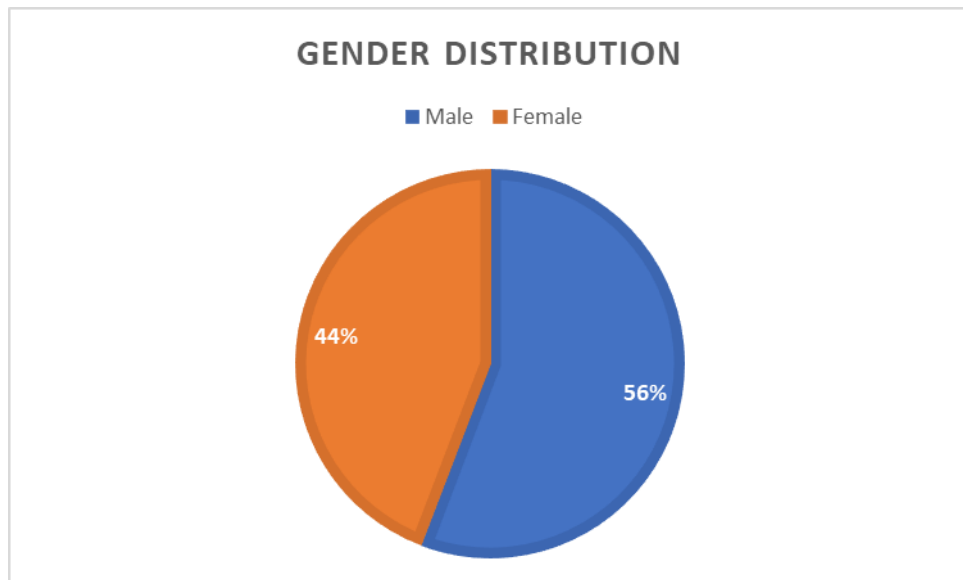
4.2 Demographic Information of the Study Participants.

The sample used in the study was drawn from students and teachers in Kakamega County. 190 students took the silent reading test, and 190 students took the comprehension test using loud reading. All the students were given questionnaires on reading and teaching practices. The teachers were also given questionnaires on methods used to teach reading, procedures of teaching reading and the challenges faced when teaching reading.

Table 4.1: Table Showing the Participants in the Study

School	No of Students	No. of Teachers
A	116	1
B	72	1
C	32	1
D	56	1
E	40	1
F	36	1
H	28	1
	380	7

4.2.1 Demographic Information of Students

**Figure 4.1: Pie Chart of Student Gender Distribution**

From Figure 4.1 above, of the 380 students who participated in the study, 212 (56%) were male, and 158 (44%) were female. The distribution shows that both genders were represented in the study. There were more male students compared to female students in the study.

4.2.2 Demographic Information of Teachers.

Questions one to three in the questionnaire sought information on the teacher's employment terms. Question one (a) asked whether the teachers were TSC

employees. Teachers A, C, D, E, and F reported that they are TSC employees, while teachers B and G were B.O.M teachers. Teachers (71%) were employed by TSC, as shown in Figure 4.2 below.



Figure 4.2: Pie chart showing whether the Teacher was a TSC or BOM Employee

Teachers were asked whether they are TSC employees to determine the number of teachers employed by the TSC and to assess the percentage of teachers employed by the TSC compared to B.O.M teachers. TSC is thus the major employer of teachers and effectively provides educational services in the County. It helps us understand teacher employment trends in the region. For example, if there is a trend of schools with a higher proportion of TSC-employed teachers having better reading proficiency scores, this could indicate that support programs for teachers are effective.

Question 1 (b) asked the teachers to state their gender. Teachers, A, B, D and F were female and teachers C, E and G were male teachers. The results are shown in Figure 4.3 below.

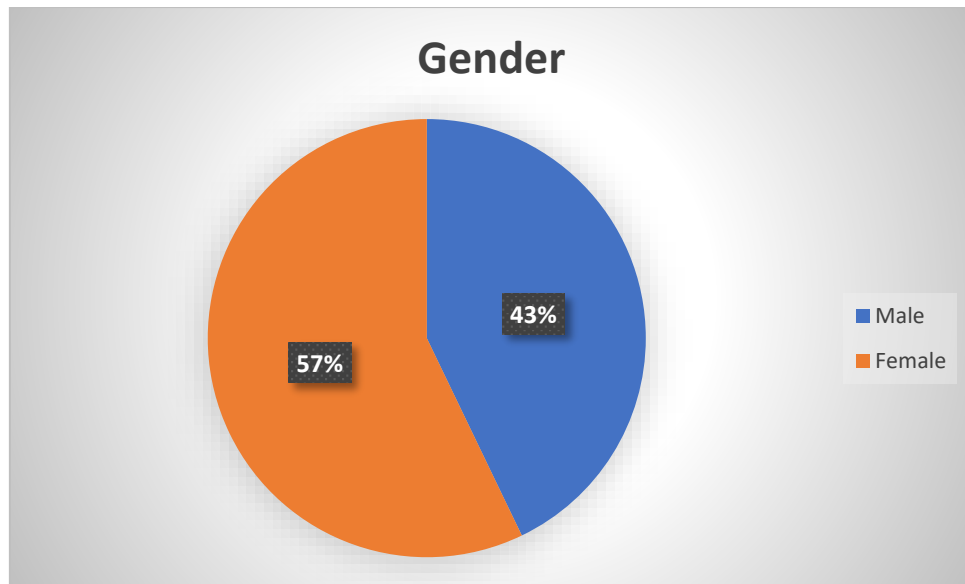


Figure 4.3: Pie chart showing the Gender Distribution of Teachers.

The findings on the gender distribution of teachers to gain a better understanding of the diversity of our teaching staff and to ensure we had an equal representation of male and female teachers. There were 4 (57%) female teachers and 3(43%) male teachers showing that there is gender representation of teachers. Thus, there is diversity and inclusivity in the teaching profession and also no gender bias in the sample.

Question 2 asked about their highest academic qualifications, Teacher A and F had a master's degree, and Teachers B, C, D, E, and G all had Bachelor's Degrees. The responses are presented in Figure 4.4 below.

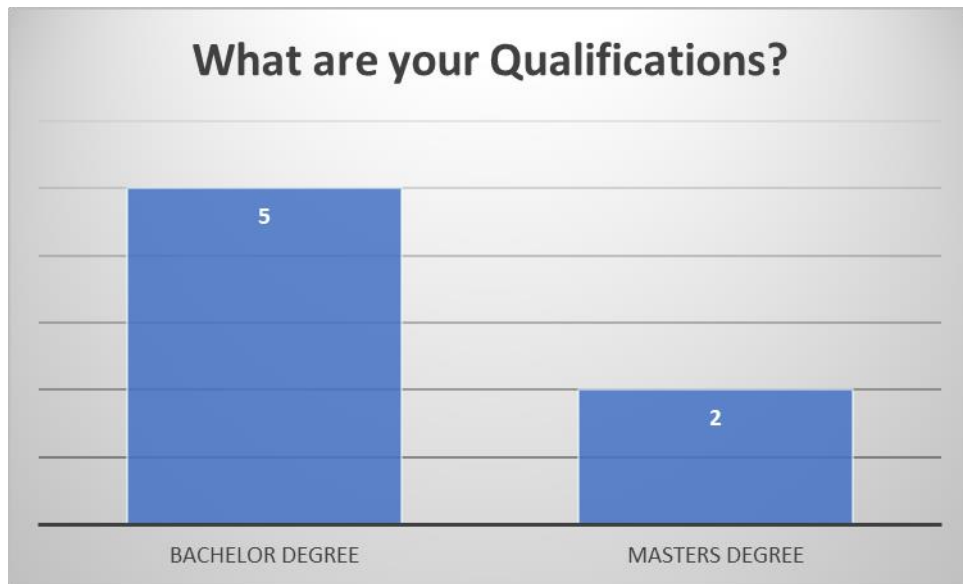


Figure 4.4: Bar Chart Showing Teachers' Qualifications

The results showed that of the seven teachers surveyed, two held a master's degree, and five held a bachelor's degree. This indicated that all seven teachers had the capability to teach the form three class as the minimum qualification was Diploma in education. Knowing the qualifications of the teachers also helps us to ensure that they are providing the best educational experience possible to the students. By ensuring that the participating teachers are qualified and have a good understanding of the subject matter shows that the intervening variables are under control.

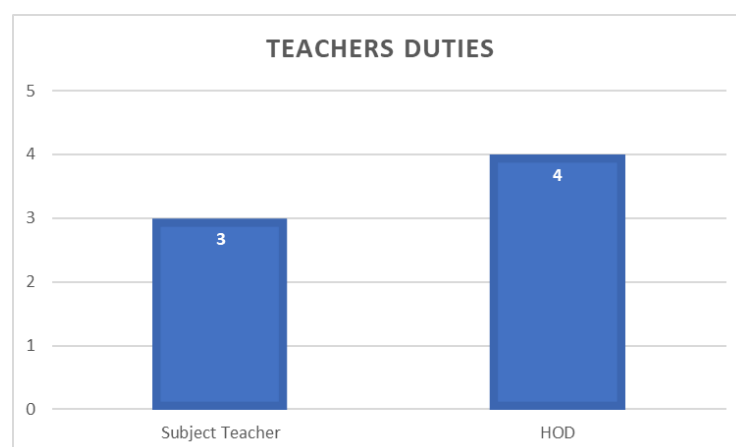


Figure 4.5: Bar Chart Showing Teachers' Duties in the Department

Question 3 sought to determine if the teachers held any English department positions. As shown in Figure 4.5, 3 teachers were Subject Teachers and 4 were Head of Department. Teachers C, D, E, and F reported that they were Heads of Department while Teachers A, B, and G were Subject Teachers

4.3 Procedures used by Teachers in Teaching Silent and Loud Reading

In this section, we will discuss findings on objective ONE: to find out the procedures teachers use in class to teach SR and LR. To find out procedures used by teachers, the teachers were asked to indicate whether there was a reading program for teaching SR and LR in their schools. They were also asked to explain how these reading programs are conducted. In addition, they were also asked to state the procedures they use to teach SR and LR. The results were as follows.

4.3.1 Qualitative data on the procedures used in teaching SR and LR.

Part 1 asked whether there was a reading program for Silent and Loud Reading, and part 2 sought to find out how these reading programs are conducted. The responses were:

***Teacher A:** “Silent and Loud Reading. Silent reading is conducted in class when reading set books during the reading hour. Loud reading is conducted when reading comprehension passages in class and set books.”*

***Teacher B:** “Loud reading. This is done by giving comprehension questions to the students to discuss in their groups after reading the passage aloud”*

***Teacher C:** “Loud reading. This is conducted in peer-to-peer groups, in class, supervised by the teacher, and when doing cloze tests where they read aloud then close the books and discuss the content”*

***Teacher D:** “Silent reading. This is conducted when students read set books and newspapers in the library.”*

***Teacher E:** “Silent and Loud reading programs. Silent reading is conducted during library lessons, while loud reading is used in class when reading set books.”*

Teacher G: *“Loud reading. It is conducted in class when reading comprehension passages and set books while loud reading is used during individualized studies’*

The findings from this study suggest that there are various approaches teachers employ in class when conducting silent and loud reading in class. Most of the teachers surveyed stated that they had reading programs for both Silent and Loud Reading, with SR being taught in class when reading set books during the reading hour and LR being conducted when reading comprehension passages in class or set books. LR is also conducted in peer-to-peer groups, in-class supervised by the teacher, and when doing cloze tests. Silent reading is conducted during library lessons, while loud reading is used in class when reading set books and comprehension passages. So, different approaches are used in conducting silent and loud reading.

Question nine asked the teachers to give procedures/steps to teach Silent and Loud Reading. The responses were:

Teacher A: *“For silent reading, the steps include; an introduction, teaching the importance of silent reading, an activity, demonstrating the expectation when reading, and then asking learners to re-read the passage. For loud reading, the steps are an introduction/explanation stating where loud reading is needed; an activity where a student reads loudly; identification of errors, correction of errors, and lastly, the students to re-read the passage.”*

Teacher B: *“For silent reading, the teacher should ensure that: there is no pointing of words, ensuring that the students do not move their heads or lip-read. For loud reading, the teacher should ensure that; there is no sub-vocalization and that the students observe verbal cues in reading comprehension, e.g., intonation and pauses.”*

Teacher D: *“For silent reading, using short passages/ poems, providing class readers, allocating time for silent reading, and guiding students on silent reading skills. For Loud reading: the teacher reads first as students listen, teacher and student reading, student reading in groups, and student reading while the rest listen and drill.”*

Teacher F: *“For silent reading, providing students with a text that is at their reading level, giving students time to read the text silently,*

asking comprehension questions about the text, encouraging students to take notes or highlight important information as they read, encouraging students to reread sections of the text that they found challenging and summarize the main points of the text. For loud reading, ask students to read the text aloud, encourage them to use expressions and intonation while reading and ask comprehension questions about the text, take notes or highlight important information as they read, and ask questions about the passage.”

The findings on the procedures used to teach silent and loud reading indicate that teacher engagement is essential for successful SR and LR. The teacher guides the students in both SR and LR by stating clearly the objectives, providing class readers, and allocating time for SR and SL sessions. The students should be encouraged to take notes, highlight important information, reread challenging sections, and use expressions and correct intonation when reading aloud. LR can be done in class using class readers or in peer groups.

Silent reading requires time for the SL session; the students read the passage avoiding lip reading, and the teachers ask the question and discuss with the students to ensure that they comprehend what they have read. Lastly, the teacher should ensure that there is no pointing of words with a finger, sub-vocalization, or lip-reading during SR. these are the procedures that the teachers use in conducting silent and loud reading modes.

4.3.2 Discussion on Procedures used in Teaching SR and LR

This study indicates that SR and LR are important approaches to teaching reading. They each have unique benefits and can be used in various contexts to support students in learning and improve their comprehension proficiency. SR allows the student to focus on the text and comprehend it independently. At the same time, LR can help students understand the text better, practice speaking and pronunciation, and learn from each other. When teaching SR and LR, the teacher needs to be engaged and guide the students. This could include demonstrating expectations, providing

class readers, allocating time for SR and LR sessions, and providing comprehension questions to ensure students understand what they read. Additionally, the teacher should help the students with vocalization, pauses, and intonations when teaching LR and ensure that there is no pointing of words, sub-vocalization, or lip-reading during SR.

In support of the findings on the procedures of SR and LR, Harmer (2007) and Hadfield (2008) found that fostering student comprehension in reading exercises ameliorates the problems associated with reading instructions. EFL and ESL classrooms require language teachers to perform activities that develop students reading skills in the classroom, which include offering support, providing corrective feedback, and offering pre-reading reviews or overviews of the text.

The study found that LR was conducted in class and during group or peer-to-peer discussions. This is in contrast with SR conducted in the library or class during some designated time. Hardach (2020) found that reading aloud is useful in teaching sound-script association at the primary school level; it is also useful for secondary-level students and is essential for phonological development and semantics and used as a motivating tool to encourage introverted students in oral performance.

4.3.3 Students' General Performance in English

The students were asked about their performance in English. They were required to select whether their performance in English was; Below Average (D), Average (C), Above average (B), and Excellent (A). The outcomes were as shown in the bar graph in Figure 4.6 below.

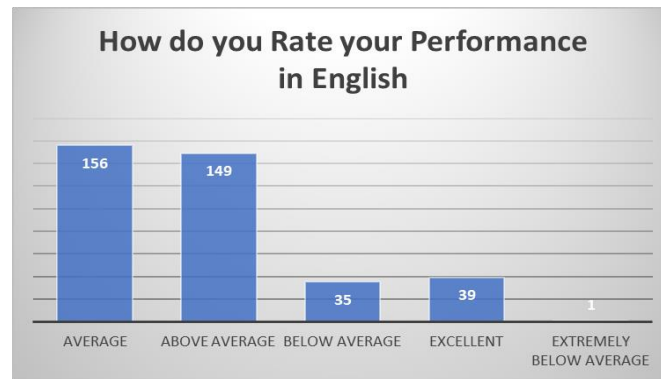


Figure 4.6: Bar graph Showing Student Performance

From Figure 4.6 above, one student reported that they performed extremely below average, 35 students reported that it was below average, 156 students reported average performance, 149 students reported that their performance was above average, and 39 students reported that their performance was excellent performance. From the responses, it showed that most students performed averagely (C), followed by above average (B). This indicates that generally, most of the students had mastered the English content and English being a core subject, the teachers had helped them understand as to why their performance in the subject was important.

Teachers were also asked to rate the overall performance of their students in English as either excellent, above average, average, below average, or extremely below average. Their responses were as follows; Teacher A and D indicated that the student's performance in reading comprehension was Above average, while Teachers B, C, E, F, and G stated that their performance was average. The overall performance of the students in English, as rated by their teachers, was found to be mostly average. The teachers' responses implied that they understood the challenges the learners were having in reading comprehension since they were the ones teaching and assessing them.

4.3.4 Student Opinion on the Comprehension Test and Questions

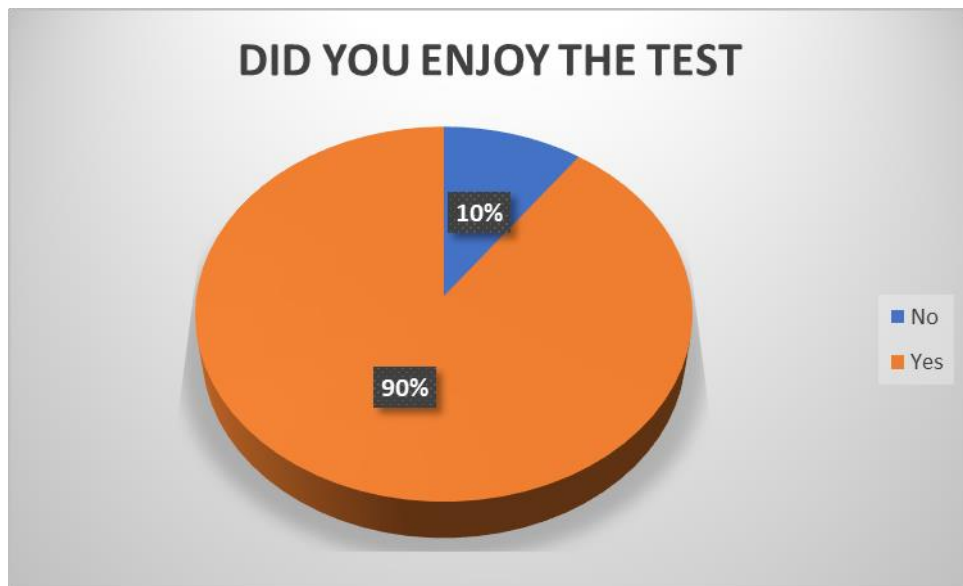


Figure 4.7: Pie Chart Showing whether the Student Enjoyed the Passage or not

The students were required to give their opinion on whether they enjoyed reading the comprehension passage. The pie chart in Figure 4.7 above indicates the students' response. Out of the 380 students, 38 (10%) reported that they did not enjoy the passage, while 342 (90%) enjoyed reading the passage, as shown in the pie chart. From the responses, it indicated students' reading comprehension proficiency was above average and hence, the study was to find out the reading modes that they were using, procedures and strategies used.

Table 4.2: Frequency Table of Student Opinion on the Comprehension Questions.

Response	Frequency	Percent
Very Easy	24	6%
Easy	268	71%
Difficult	82	22%
Very Difficult	6	2%
Total	380	100.0

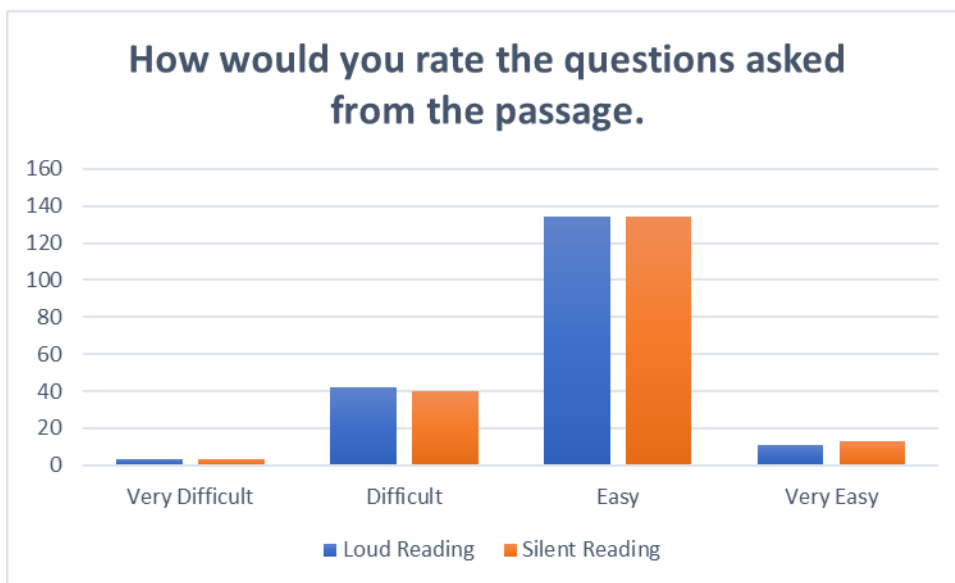


Figure 4.8: Bar Graph Showing Student Opinion on the Comprehension Questions

The study also required the participants to give their opinion on the difficulty or easiness of the questions on the comprehension passage, whether it was very easy, easy, difficult, or very difficult. As shown in Table 4.2, Most of the students, 268 (71%), found the questions to be easy, 24 (6%) found the questions to be very easy, 82 (22%) found the questions to be difficult, and 6 (2%) students found the questions to be very difficult. Comparing the responses to the difficulty of questions asked in the passage, it was found that both groups. Comparing the responses to the difficulty

of questions asked in the passage, it was found that both groups had the same responses, as the frequencies for each response are almost the same.

4.4 Scores attained by Learners using SR and LR

In this section, we will discuss the findings of objective two: To determine the scores attained by learners taught by Silent and Loud Reading. The scores from the comprehension test given to the students are presented in the following sections.

4.4.1 Findings from the Students' Scores.

Table 4.3: Scores attained using SR and LR.

Schools	Type	Loud reading	Silent reading	Deviations (Silent-Loud)	Mean Score
A	National	6.672	7.333	0.661	7.000
B	Sub-County	5.111	5.444	0.333	5.278
C	Sub-County	5.000	5.625	0.625	5.313
D	Extra-County	3.607	4.643	1.036	4.125
E	County	2.600	4.850	2.250	3.725
F	Sub-County	3.722	5.632	1.909	4.703
H	Sub-County	1.857	3.071	1.214	2.464
Mean Score		4.721	5.689	0.968	5.205

Scores attained using SR and LR.

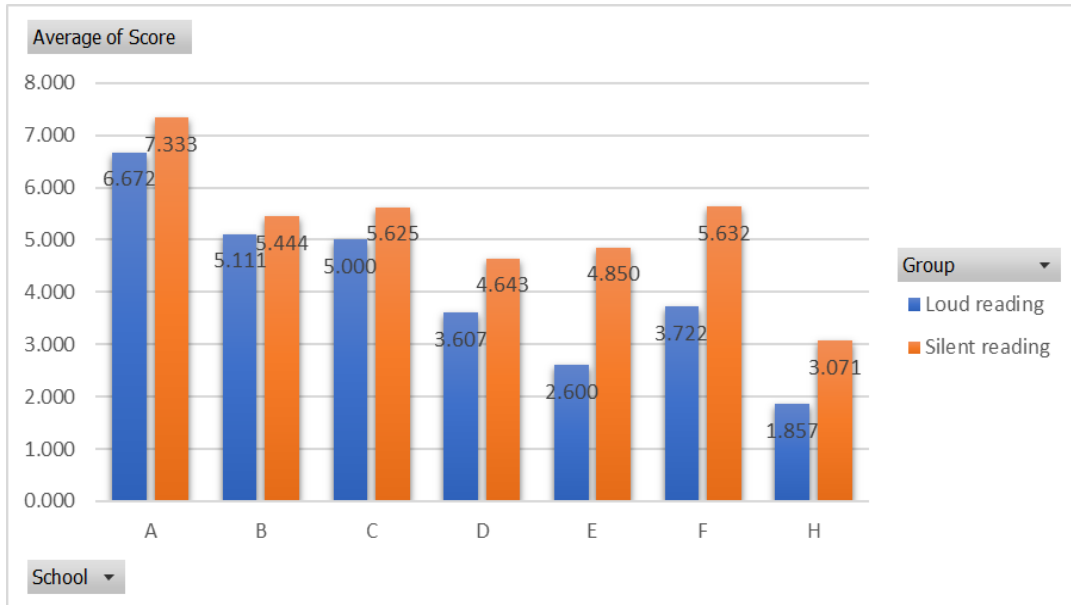


Figure 4.9: Bar Graph Showing Scores by School

As shown in Table 4.3 and Figure 4.9, the National School (A) recorded the highest mean score from the comprehension test with a mean score of 7.000, followed by C (Sub-County) with a mean of 5.278, then B (Sub-County) with a mean of 5.278, then F (Sub-County) with a mean of 4.703, then D (Extra-County) with a mean of 4.125, then E (County) with a mean of 3.725 and lastly H (Sub-County) with a mean of 2.464. Comparing the deviations (loud - silent), the lowest deviation in scores was from School B, which was a Sub-County School with a deviation of 0.333, followed by School C (Sub-County) with a deviation of 0.625, followed closely by School A (National School) with 0.661, followed by School D (Extra-County) with a deviation of 1.036, then School H (Sub-County) with a deviation of 1.214. The largest deviations recorded were School F (Sub-County), with a positive deviation of 1.909, and School E (County), with a negative deviation of 2.250.

The comprehension test was marked out of 15 marks. School A had an overall mean score of 7.000, with the loud reading group having an average score of 6.672 and the silent reading group having an average of 7.333. School B had an overall mean of

5.278, with the loud reading group having an average score of 5.111 and the silent reading group having an average of 5.444. School C had an overall mean of 5.313, with the loud reading group having an average score of 5.000 and the silent reading group having an average of 5.625. School D had an overall mean of 4.125, with the LR group having an average score of 3.607 and the SR group having an average of 4.643. School E had an overall mean of 3.725, with the LR group having an average score of 2.600 and the SR group having an average of 4.850. School F had an overall mean of 3.722, with the LR group having an average score of 3.722 and the SR group having an average of 5.632. School H had an overall mean of 2.464, with the LR group having an average score of 1.857 and the SR group having an average of 3.071. For all the schools, the silent reading group performed better than the loud reading group. The average mean score for all scores was 5.205, with the LR group having an average of 4.721 and silent reading having an average of 5.689. The overall mean for the SR group is greater than for the LR group.

From the bar graph in Figure 4.8, Silent reading has the highest average score for the comprehension test in all the schools compared to loud reading.

4.4.2 Discussion on Scores attained by Learners using SR and LR

The findings indicate that learners taught with silent reading tend to attain higher scores in comprehension tests than those taught with loud reading. This suggests that silent reading may more effectively develop students' comprehension skills than loud reading. Furthermore, this means that teachers should consider using silent reading approaches for teaching reading activities to help their students reach higher levels of comprehension. This may also encourage students to become more engaged and motivated in their reading activities, leading to improved academic performance.

Thus, the study findings agree with Cuevas et al. (2014), who studied 10th-grade students and found that silent reading groups showed greater improvements in reading ability, vocabulary, and reading comprehension. The silent reading group also performed better in the test than the loud reading group.

This study's findings support that silent reading is more effective in developing students' comprehension skills than loud reading. Therefore, silent reading is an effective and beneficial method for teaching reading.

4.5 Comparison of Scores attained by Students when using SR and LR.

In this section, we will discuss the findings of objective 3: to compare the scores attained by learners taught by Silent and Loud Reading. The student scores in the two groups, silent and LR, were analyzed and compared using the independent samples t-test. This was done to derive a conclusion on the research hypotheses that there is no significant difference between the scores attained by learners taught by SR and LR, and there is no significant difference in achievement when students are taught using SR and Loud LR. The results are presented and discussed in the following sections.

4.5.1 Assumptions for the T-test

4.5.1.1 Normality test

To conduct a t-test for independent samples, both independent samples' should follow a normal distribution. Variables that are not normally distributed can distort the test's significance. Razali & Wah, 2011 states that inferential statistics and conclusions may not be reliable or valid when normality is violated. The data should be approximately normally distributed.

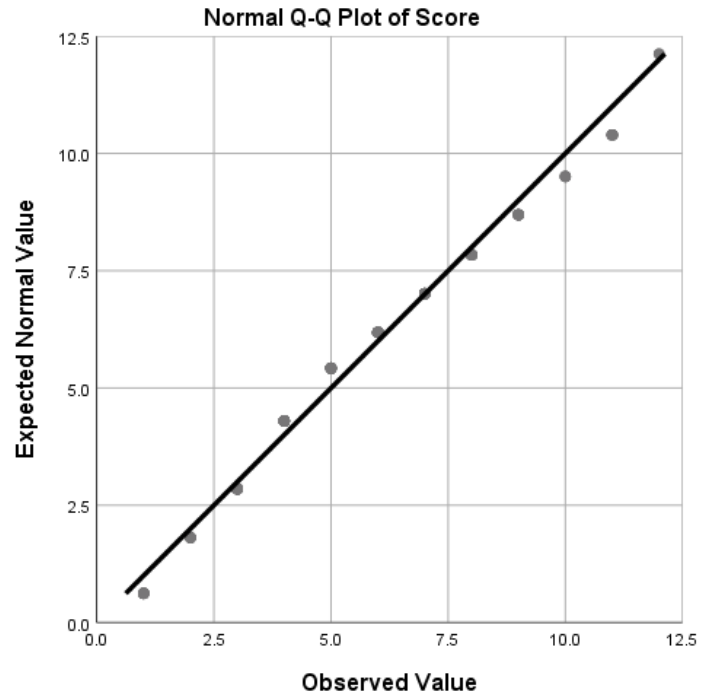


Figure 4.10: Normal Q-Q Plot; Loud Reading Scores.

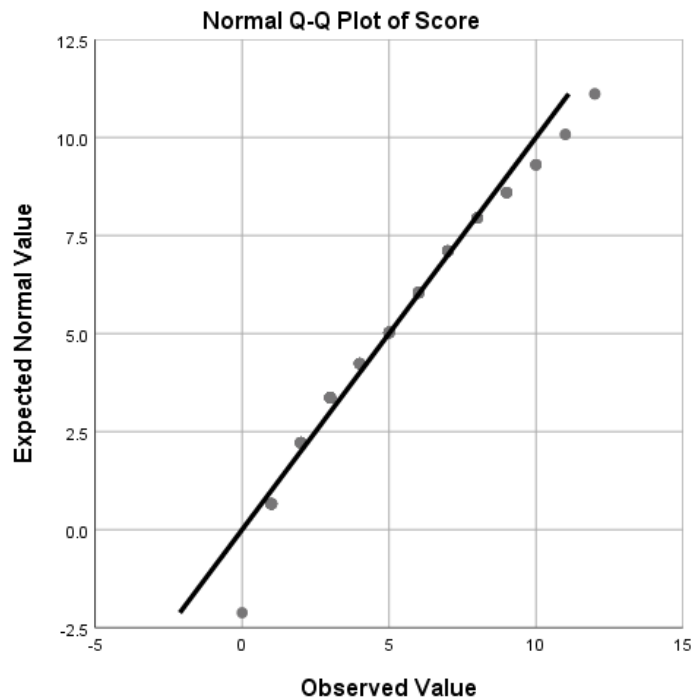


Figure 4.11: Normal Q-Q Plot; Silent Reading Scores

To test for the normality of the data, the Normal Q-Q plots for both groups were plotted. The normality assumption is met for the LR group as the points in the Q-Q

plot follow a linear trend, as shown in Figure 4.10. SR is approximately normally distributed as most of the points follow the linear direction, as shown in Figure 4.11. The assumption of normality was thus met for both groups.

4.5.1.2 Test for Homogeneity of Variance

Levene's test for homogeneity of data was used to test whether the variances of the two groups were equal. The resulting F-statistic was 4.607, with a significance of 0.033. Thus, the two variances are not equal, as the p-value (0.05) is statistically significant. Hence, the t-test will assume that the variances are not equal.

4.5.2 T-test Analysis Results

Table 4.4: Independent samples T-test Results (Assuming variances are not equal)

Group	N	Mean	Variance	Mean diff (SR-LR)	t-stat	Df	Two-tail p-value	One-tail p-value
Silent	190	5.689	6.955	0.968	3.605	378	0.000354	0.000177
Loud	190	4.721	6.752					

The sample size for each group was 190. The mean for the SR scores is 5.689, with a variance of 6.955. The mean for the LR scores is 4.721, with a variance of 6.752. The mean for the SR scores is greater than that of LR. Results from the t-test in Table 4.4 show that there was a significant difference in the scores attained by students who used silent reading ($M = 5.689$, $SD = 2.637$) and those who used loud reading ($M = 4.721$, $SD = 2.599$), $t(378) = 3.605$, $p\text{-value} = 0.000354$. The p-value of 0.000354 is less than the 0.05 level of significance and thus significant. The one-tail p-value is also significant ($t(378) = 3.605$, $p\text{-value} = 0.000177$); therefore, we can conclude that SR scores had a significantly greater mean than LR scores.

H_{01} : There is no difference in the reading scores obtained by students taught by silent reading and loud reading.

The null hypothesis is rejected as the test p-value is significant; thus, there is a significant difference in the scores when using Silent and Loud Reading.

The null hypothesis is rejected as the one-tailed test p-value is significant ($p = 0.000117$), and since the difference is positive (0.968), SR results in higher student achievement. We thus conclude that there is a significant difference in achievement when taught by SR and LR, with silent reading resulting in higher achievements than loud reading.

4.5.3 Discussion on Comparison of Scores attained by Students when using SR and LR

From the hypothesis analysis, the study found a difference in students' scores and achievement when using SR and LR. Silent reading results in higher achievement compared to loud reading. SR is thus more effective in helping learners understand and retain information than LR.

The study's findings agree with the findings of Gehlot et al. (2020), who concluded that loud reading is essential at the primary level of education and silent reading is inevitable at the secondary and tertiary levels of education. Silent reading makes the subconscious mind more active though the danger of being distracted by the external world in the form of physical barriers looms. He further argued that reading silently opens the inner consciousness of talking loudly, while loud reading helps a child to focus on the reading script and keeps the outer world silent. Also, Kasim Yildirim & Seyit Ates (2012) found that silent fluency was a better predictor of reading comprehension than oral reading fluency among fifth grades in Turkey.

This study's findings align with previous research, which has established that silent reading is more effective for student learning than loud reading (Schimmel & Ness, 2017; Yildirim & Ates, 2012). This could be because silent reading allows students to

process information more deeply and focus more on the content of the reading material.

4.6 Challenges Faced in Teaching Reading Comprehension Proficiency.

In this section, we will discuss the findings of objective 4: To identify the challenges faced when teaching using silent and loud reading. To identify these challenges, the teachers were asked to indicate whether they encountered challenges in teaching reading comprehension and to state these challenges. They were also asked to give ways in which reading comprehension proficiency can be improved in students.

4.6.1 Findings on Challenges Faced in Teaching Reading Comprehension Proficiency

Question ten asked the teachers whether they encountered any challenges in teaching reading comprehension proficiency. Part (b) of the question required them to give reasons for their answers. All the teachers responded that they encounter challenges in teaching reading comprehension proficiency.

***Teacher A:** “Students get distracted by things happening around them and lose concentration, Students do not answer questions according to what they have read; there is difference in reading abilities among the students.”*

***Teacher B:** “There are fast and slow readers, some students are unable to understand vocabulary questions.”*

***Teacher D:** “Students lack confidence in their reading, lack of initiative from students to read on their own in order to improve their reading skills.”*

***Teacher E:** “Lack of exposure to reading materials at home and school, inadequate reading materials at school.”*

***Teacher G:** “Inadequate reading materials in the library; designated reading times may not be enough.”*

These findings indicate that there are several challenges that teachers face when teaching reading comprehension proficiency. A lack of exposure to reading materials

at home and in the school environment can make it difficult for students to improve their reading skills. Additionally, students may have difficulty understanding and answering questions related to the text due to differences in reading abilities and vocabulary. Furthermore, students may easily become distracted or lack confidence in their reading, making it difficult for teachers to engage them with the materials. Also, inadequate reading materials in the library and limited designated reading times can limit a student's ability to increase their reading proficiency. Taken together, these challenges demonstrate the need for teachers to be creative in how they approach teaching reading comprehension proficiency.

Question seven sought to find ways of improving reading comprehension proficiency in students. The teachers' responses were:

Teacher A: *“By encouraging them to read novels, and magazines, rewarding good readers, and using teaching aids like audio-visual tapes, charts, and audio tapes.”*

Teacher B: *“By exposing them to more passages and ensuring that they practice both Silent and Loud Reading, they should be conversant with the comprehension skills, i.e. Settings, themes, inferences, conclusions, etc.”*

Teacher C: *“Providing adequate texts besides set books, providing enough reading materials, and using electronic media for reading.”*

Teacher D: *“Through the frequent reading of comprehensions, exposure to wide reading materials, having reading competitions among students, and using technology to enhance reading among the students.”*

Teacher E: *“Encourage students to read more often and help them to identify and practice strategies for improving comprehension such as re-reading, summarizing, or asking questions. Encourage students to discuss what they have read with others.”*

Teacher F: *“Having library lessons at least twice a week and asking them to keep tabs on the books they read, testing their reading proficiency, and creating time for silent and loud reading.”*

Teacher G: "Provide opportunities for students to practice reading comprehension through activities such as reading aloud, listening to audio books, or taking turns reading with a partner."

These findings show that teachers have a range of strategies to improve their students' reading comprehension proficiency. This includes; providing adequate texts and reading materials, exposing students to a variety of passages, using technology and audio-visual materials to enhance reading, encouraging students to read more often, testing their reading proficiency, and providing opportunities for students to practice reading comprehension through different activities like turn-taking, listening to audios among others. These strategies are important for helping students develop their reading skills and improve their reading comprehension proficiency. By implementing these strategies, teachers can ensure that their students are equipped with the necessary skills to become proficient readers.

4.6.2 Discussion on the Challenges Faced in Teaching Reading Comprehension Proficiency

These findings suggest that teaching reading comprehension proficiency requires teachers to be creative and proactive to meet the various challenges that students may face. Teachers face several challenges when teaching reading comprehension proficiency, such as; inadequate exposure to reading materials, differences in reading abilities and vocabulary, distractions, and lack of confidence due to inadequate mastery of content. To overcome these challenges, teachers need to provide students with adequate reading materials gotten from resource centers or donations, expose them to various passages, use technology and audio-visual materials, encourage them to read more, test their reading proficiency, and provide opportunities for practice. Implementing these strategies can help students develop their reading skills and become proficient readers.

Rosenshine (2012) also found that teachers may face difficulties teaching reading comprehension due to a lack of time, resources, or knowledge. Additionally, students' diversity can make it hard to find appropriate materials for all students, and inadequate assessment can make it difficult to identify areas that need improvement. Solikhah (2018), found that the main challenge to teaching reading comprehension proficiency is the lack of knowledge and background in teaching reading comprehension among English teachers. This lack of knowledge and experience makes English teachers rely on patterned teaching models, which often ignore comprehension also the students are not motivated to read. These findings however, do not agree with the study's findings on the teachers' responses to the challenges they face while teaching reading comprehension.

4.7 Teachers' and Students' Perception on Strategies to use for Effective Teaching of Reading Comprehension

In this section, we will discuss the findings of objective 5: to examine the strategies to use for effective teaching of reading comprehension. The conclusions were drawn from findings from both the students' and teacher's questionnaires

4.7.1 Students Responses on Strategies used in Teaching and Reading using SR and LR

To examine the strategies for teaching reading comprehension, the study first sought to find the strategies used in class to teach reading and those used by students to read on their own time. On a scale of 1-5, where 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree, the respondents were asked to indicate the extent to which they agree or disagree on whether they agree with the statements.

Table 4.5: Students' Perception on Teaching and Reading using Silent and Loud Reading.

STATEMENT	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)	Mean
I enjoy reading comprehension passage loudly.	71 (18.68%)	99 (26.05%)	29 (7.63%)	100 (26.32%)	81 (21.32%)	2.94
I enjoy reading comprehension passage silently.	225 (59.21%)	94 (24.74%)	16 (4.21%)	30 (7.89%)	15 (3.95%)	4.27
Our teacher encourages us to read comprehension passages loudly.	76 (20.00%)	85 (22.37%)	90 (23.68%)	57 (15.00%)	72 (18.95%)	3.09
Our teacher encourages us to read comprehension passages silently.	135 (35.53%)	99 (26.05%)	59 (15.53%)	51 (13.42%)	36 (7.47%)	3.65
During lessons, we read comprehension passages loudly.	169 (44.47%)	123 (32.37%)	31 (8.16%)	32 (8.42%)	25 (6.58%)	4.00
During lessons, we read comprehension passages silently.	53 (13.95%)	72 (18.95%)	57 (15.00%)	100 (26.32%)	98 (25.79%)	2.69
Comprehensions help me perform better in English.	257 (67.63%)	84 (22.11%)	16 (4.21%)	6 (1.58%)	17 (4.47%)	4.47

Findings from Table 4.5 show that the students do not have strong opinions towards reading comprehension passages using loud reading. The mean response is 2.94, which falls on Undecided on the Likert scale. The outcome of the responses was; Disagree, 100 (26.32%), Agree 99 (26.05%), Strongly Disagree, 81 (21.32%), Strongly Agree 71 (18.68%), and lastly, Undecided, 29 (7.63%), as shown in Table 4.5. On whether they enjoy reading comprehension passages silently, the responses were; Strongly Agree, 225 (59.21%), Agree 94 (24.74%), Disagree 30 (7.89%), Undecided 16 (4.21%), and lastly Strongly Disagree 15 (3.95%). Most students enjoy reading comprehension passages silently. The mean of the responses is 4.27. On the Likert scale, this average value falls under 'Agree.' The findings indicate that there was an agreement among the respondents that they enjoy reading comprehension passages silently. The students, therefore, prefer reading silently compared to loud reading.

The study also sought to find the reading strategies encouraged by teachers. The responses on whether their teachers encouraged them to read loudly were: Undecided, 90 (23.68%), Agree 85 (22.37%), Strongly Agree, 76 (20%), Strongly Disagree, 72 (18.95%), and lastly Disagree 57 (15.00%). The study thus found that teachers do not strongly encourage or discourage learners from using loud reading as the percentages are somewhat evenly distributed on all the responses, and the highest percentage is undecided. The mean of the responses is 3.09, which falls on Undecided on the Likert scale. On whether teachers encouraged students to read comprehension passages silently, the responses were; Strongly Agree, 135 (35.53%), Agree 99 (26.05%), Undecided 59 (15.53%), Disagree 51 (13.42%), and lastly Strongly Disagree 36 (7.47%). The mean of the responses was 3.65, which falls under Agree on the Likert scale.

These findings clearly show that teachers encourage students to read comprehension passages silently. This, therefore, indicates an agreement among the respondents that they are encouraged to read comprehension passages silently by their teachers. In comparing the two means, SR has a greater average value than LR, indicating that students are encouraged to read comprehension passages silently by their teachers compared to loud reading. When it comes to LR, teachers do not clearly tell the students the mode to use and that is why they are undecided as to whether teachers encourage them to read loudly.

On the reading strategy used in class, most of the students, 169 (44.47%), strongly agreed that they read comprehension passages loudly during lessons, followed by Agree 123 (32.37%), followed Disagree and Undecided with a frequency of 32 (8.42%) Disagree 31 (8.16%), and lastly Strongly Disagree 25 (6.58%) as shown in Table 4.5. The mean of the responses is 4.00, which indicates they agree with the

statement. Thus, LR is mainly used in class when reading comprehension passages. On silent reading, disagree had the highest frequency of 100 (26.32%), then Strongly disagree 98 (25.79%), then Agree 72 (18.95%), followed by Undecided 57 (15%), and lastly, Strongly Agree with a frequency of 53 (13.95%). The mean response is 2.69; thus, the responses were, on average neutral on whether silent reading is used during lessons.

The average value for loud reading is greater than that of silent reading, indicating that loud reading is mostly used in lessons compared to silent reading. Therefore, the reading strategy that is mostly used in class is the loud reading strategy. Loud reading is used more in reading comprehension passages, set books, and storybooks in class than silent reading.

The students also reported that comprehension helps them perform better in English whereby the findings were as follows; Strongly Agree, 199 (66.78%), Agree 71 (23.83%), Undecided 13 (4.36%), Strongly Disagree 11 (3.69%) and Disagree 4 (1.34%). The findings from the students suggest that most students strongly agree that comprehension helps them perform better in English.

This indicates that most students understood the importance of having a good understanding of the material to do well on tests and exams. It also suggests that the majority of students have a good degree of comprehension proficiency. The small percentage of undecided students strongly disagreed or disagreed, which may indicate some students not having a strong or enough grasp of the material to help them improve their performance.

4.7.2 Teachers' Responses on Strategies used in Teaching and Reading using SR and LR.

Question four sought to find which reading strategy was used in teaching reading comprehension. As shown in Figure 4.12, three teachers, Teachers B, C, D, and F (57%), stated that they used loud reading in teaching reading comprehension, and Teachers A, E, and G (43%) indicated that they used both loud and silent reading. All the teachers reported using loud reading in teaching reading comprehension, while three teachers reported also using silent reading. These responses were interpreted to mean that loud reading is mostly used in teaching reading comprehension.

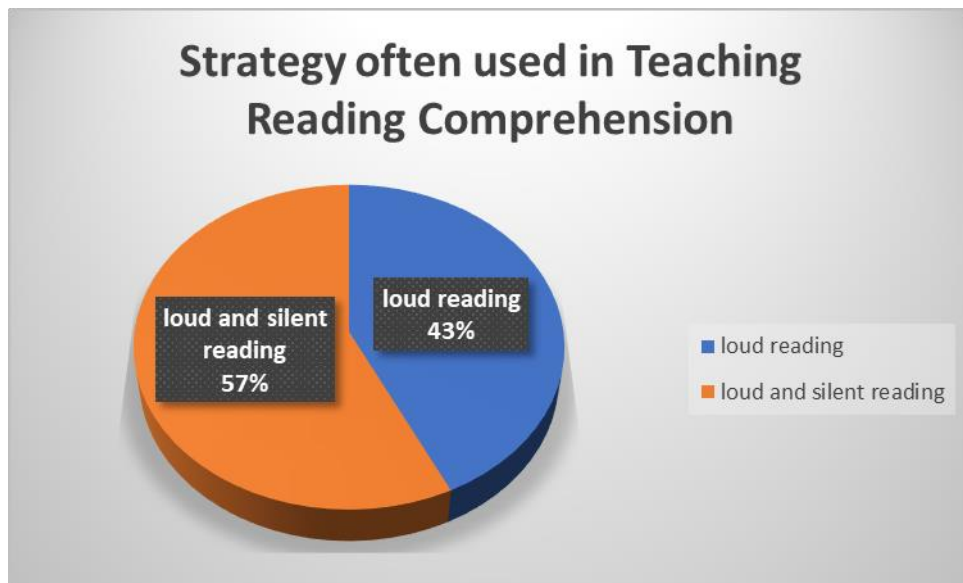


Figure 4.12: Pie chart showing the Reading Strategy Often used in Teaching Reading

Question eight asked the teachers to give strategies that can be used in teaching reading comprehension to students. The responses were;

Teacher A: "Reading class readers, testing questions on class readers and set texts, and teaching the reading skills to the learners."

Teacher B: *“Use of prior knowledge, predicting, identifying the main idea and summarization, questioning, and making inferences.”*

Teacher C: *“Use a variety of comprehension materials, peer groups that the teacher supervises, reference materials like the dictionary, competition in spelling, and learn new vocabulary.”*

Teacher D: *“By using Skimming before reading, focused discussion of the main themes before reading.”*

Teacher E: *“By organizing for library lessons at least twice a week coming up with well-guided activities at each reading stage.”*

Teacher F: *“Drawing a program to help them in reading, library lessons, creating time for both silent and loud reading, encouraging students to ask questions, and encouraging them to ask their own questions about the text as they read.”*

Teacher G: *“Testing their reading proficiency, pre-teach vocabulary before students read a text, providing them with a list of difficult or unfamiliar words and their definitions, modeling comprehension strategies, and demonstrating to students how to use comprehension strategies such as skimming, scanning, and identifying main ideas, give students time to read: Allow students sufficient time to read the text before asking them questions.”*

The strategies used by the teachers to teach reading comprehension are varied and comprehensive, ranging from using prior knowledge and predicting to testing proficiency, pre-teaching vocabulary, providing reference materials, and organizing library lessons. These strategies incorporate both silent and loud reading and support the development of a range of reading skills. For example, the use of library lessons can help to develop silent reading skills, while the use of competition in spelling can help to develop loud reading skills. Furthermore, the use of focused discussion of main themes before reading can help to build comprehension skills, as well as the use of pre-teaching vocabulary and providing students with a list of difficult or unfamiliar words and their definitions. In addition, the use of questioning and making inferences, as well as giving students time to read, can also help to support comprehension. To sum it up, these strategies can help to ensure that students are well-equipped to improve their reading comprehension skills.

Question eleven required the teachers to rate the students' reading proficiency when using SR and LR. Teachers A, B, E, and H indicated that the students have high proficiency in SR and LR. Teacher C indicated being undecided on both SR and LR proficiency. On the other hand, the students had neither high nor low reading comprehension proficiency when using SR nor LR. Teacher D indicated that the students had high proficiency in silent reading and were undecided about their LR comprehension proficiency. Teacher H indicated that the students had high SR proficiency and low LR proficiency.

The findings suggest that four teachers believed the students had high proficiency in both SR and LR, while one teacher reported that the students had high proficiency in SR but was undecided on students' proficiency in LR. One teacher also noted that the students had a low proficiency in LR but a high proficiency in SR. From these responses, we can conclude that students attain higher comprehension proficiency when using silent reading than loud reading. This indicates that silent reading is a better strategy for attaining high reading proficiency taking into account the individual differences.

4.7.3 Discussion on Strategies to use for Effective Teaching of Reading Comprehension

The study found that most students enjoyed reading silently, and the teachers encouraged them to read silently. LR was prominently used in class. When students discussed with their peers, SR was preferred, and teachers encouraged them to read using SR when reading for themselves. The findings further indicate that loud reading is the most commonly used strategy for teaching reading comprehension. While this is certainly an effective way to engage students and ensure that they are actively involved in the reading process, it is important to remember that other strategies can

be used to enhance comprehension. For example, providing students with a list of unfamiliar words and their definitions can help to improve their vocabulary. In contrast, pre-teaching vocabulary can help to ensure that students are familiar with the content before they begin to read.

Additionally, providing students with reference materials, such as a dictionary or encyclopedia, can help them better understand their reading material. Finally, encouraging students to make predictions, ask questions, and make inferences can help to improve their comprehension skills. Generally, the strategies for effective teaching of reading comprehension involve a combination of both SR and LR, as well as engaging in activities that help them to build their comprehension proficiency. By utilizing various strategies, teachers can ensure that their students are well-equipped to comprehend the materials they are reading and understand and retain what they have read.

Atieno (2015), in a study to assess the reading skills development in public high schools in Emuhaya District, found that students preferred a mixed approach to the reading strategies as none of the reading strategies was most preferred by the students. 36% always liked silent reading, 32% always liked loud reading, and 32% chose both SR and LR. The study found that read-aloud was the strategy that was mostly used in classes. This concurs with the findings in the study that LR is primarily used in classes. Al-Mansour, (2011); Sajid & Kassim (2019) also found that in the classroom where teachers read aloud to their students, they tend to develop a strong interest in reading and get a better feel of the language and its structure. This explains why teachers in class mainly use loud reading.

However, in this study, students preferred silent reading, and teachers also encouraged them to read silently when reading for themselves. This agrees with

Gehlot et al. (2020) that silent reading is inevitable at the secondary and tertiary levels of education Kim et al. (2013) claim that the read-aloud strategy can be applied to actively involve students in the classroom, increase their comprehension skills, and promote critical thinking. Oral reading enables students to develop essential language skills for recognizing and understanding new vocabulary as they read the course materials. Moreover, read-aloud helps teachers emphasize pronunciation and punctuation while reading the text to the students during the instruction process.

The findings from this study suggest that both SR and LR are effective strategies for teaching reading comprehension in the classroom. While LR is a popular strategy for teaching, it is important to incorporate SR to allow students to read for themselves and further develop their comprehension skills. Additionally, providing students with resources such as a dictionary or encyclopedia can help to improve their understanding of the material they are reading. Finally, engaging the students in activities such as providing them with a list of unfamiliar words and asking them to make predictions and inferences can help improve their comprehension. By utilizing various strategies, teachers can ensure that their students are well-equipped to comprehend their reading materials. Therefore, the strategies that were found to be useful to students were the using of both loud and silent reading in conducting reading comprehension.

4.8 Chapter Summary

The chapter presented the results of the data collected for the study. It presented the analysis of the data collected from the comprehension test and questionnaire given to the students and the questionnaire given to the teachers. The study investigated the effects of reading modes on students' English reading comprehension proficiency among secondary school students in Kenya.

The study's results revealed that students enjoy silent reading more than loud reading when reading for themselves. While loud reading is mainly used in class while reading comprehension tests and set books, silent reading is used during designated reading times and library lessons. The scores on reading comprehension when using silent reading and loud reading were significantly different, with students' silent reading scores in reading comprehension proficiency. The study further highlighted that loud reading could be done in class using class readers or in peer groups and the teachers should help the students with vocalization, pauses, and intonations. Meanwhile, silent reading requires that time be allocated for the reading session, and the students should read without lip-reading the passage, and the questions asked and discussed will ensure that the students comprehend what they have read. The challenges teachers face include inadequate exposure to reading materials, different reading abilities amongst the students and students being distracted during the reading process.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS.

5.1 Introduction

This chapter discusses the summary of the study, and it is divided into four sections. The first section gives an overview of the research findings. The second and third sections present the conclusion and recommendations based on data analysis done in chapter four. The fifth section presents suggestions for further research. The study aimed to determine the effects of reading modes on students' English reading comprehension reading proficiency among Form Three secondary school students in Kenya. The research questions were: What procedures do teachers use to teach SR and LR? What scores do students attain when using Silent and Loud Reading? What are the challenges faced when teaching using SR and LR? What strategies would be used for effective teaching of reading comprehension?

5.2 Summary

5.2.1 Procedures used to teach SR and LR.

The findings from this study suggest that there are various approaches to teaching silent and loud reading in the classroom. The analysis on the procedures used to teach SR and LR showed that teacher engagement is essential for successful SR and LR. The teacher should guide the students by stating clearly the objectives, providing class readers, and allocating time for SR and LR sessions. During SR, the students should be encouraged to take notes, highlight important information, reread challenging sections, and use expressions and correct intonation when reading aloud. For LR, the teacher should ensure that there is no pointing of words with a finger, sub-vocalization, or lip-reading during SR. LR can be done in class using class readers or in peer groups. The teacher should help the students with vocalization, pauses, and

intonations. The findings of this study show that there are various approaches to teaching SR and LR, and that teacher engagement is essential in order to effectively teach these skills.

5.2.2 Scores Attained by Learners during SR and LR

The findings from the study indicated that learners taught with silent reading attained higher scores in comprehension tests than those taught with loud reading. The highest average score in all the schools was for the silent reading group, with a mean score of 5.689 compared to 4.721 for the loud reading group. The National School (A) recorded the highest mean score from the comprehension test with a mean score of 7.000, followed by Sub-County Schools B and C with mean scores of 5.278 and 5.313 respectively. The Extra-County School (D) had a mean score of 4.125, the County School (E) had a mean of 3.725, the Sub-County School (F) had a mean of 4.703, and the Sub-County School (H) had a mean score of 2.464. Furthermore, the lowest deviation in scores was from School B, which was a Sub-County School with a deviation of 0.333, followed by School C (Sub-County) with a deviation of 0.625, followed closely by School A (National School) with 0.661, followed by School D (Extra-County) with a deviation of 1.036, then School H (Sub-County) with a deviation of 1.214.

These findings show that silent reading may effectively develop students' comprehension skills than loud reading. This means that teachers should consider using silent reading approaches for teaching reading activities to help their students reach higher levels of comprehension. This may also lead to improved academic performance and encourage students to become more engaged and motivated in their reading activities. Therefore, silent reading is an effective and beneficial mode when conducted using appropriate strategies and procedures.

5.2.3 Comparison of Scores Attained by Learners Taught by Silent and Loud Reading

The objective three was to compare the scores attained by learners taught by Silent and Loud Reading. The sample size for each group was 190. The results from the independent samples t-test showed that there was a significant difference in the scores attained by students who used silent reading ($M = 5.689$, $SD = 2.637$) and those who used loud reading ($M = 4.721$, $SD = 2.599$), $t(378) = 3.605$, $p\text{-value} = 0.000354$. The one-tail p-value was also significant ($t(378) = 3.605$, $p\text{-value} = 0.000177$); therefore, we can conclude that SR scores had a significantly greater mean than LR scores. The null hypothesis that there is not difference in the reading scores obtained by students taught by silent reading and loud reading was rejected. The one-tailed test p-value was significant ($p = 0.000117$). Thus, it was concluded that there is a significant difference on the scores attained when using silent and loud reading and that silent reading results were found to be significantly higher scores compared to loud reading.

The study's findings points out that silent reading is more effective for student in reading comprehension than loud reading. This could be because silent reading allows students to process information more deeply and focus more on the content of the reading material hence enhancing comprehension proficiency.

5.2.4 Challenges Faced when Teaching Reading Comprehension

This research sought to identify the challenges faced when teaching reading comprehension proficiency. The results indicated that all teachers encountered challenges when teaching reading comprehension proficiency. The challenges included inadequate exposure to reading materials, differences in reading abilities, distractions, and lack of confidence due to inadequate mastery of content. To overcome these challenges, teachers need to expose students with adequate reading

materials, expose them to various passages, use technology and audio-visual materials, encourage them to read more, test their reading proficiency, and provide opportunities for practice.

Thus, the research highlights the importance of providing students with the resources and support they need to become proficient readers. By implementing strategies such as providing adequate texts and reading materials, exposing students to a variety of passages, using technology and audio-visual materials, encouraging students to read more, testing their reading proficiency, and providing opportunities for practice, teachers can ensure that their students are equipped with the necessary skills to become proficient readers.

5.2.5 Teachers' and Students' Perception on Strategies to use for Effective Teaching of Reading Comprehension

This study sought to examine the strategies to use for effective teaching of reading comprehension. From the students' responses, it was found that most students preferred to read comprehension passages silently and that their teachers encouraged them to read silently. Loud reading was predominantly used in class when reading comprehension passages, set books, and storybooks. The students also reported that comprehension helps them perform better in English. The teachers also provided strategies to use in teaching reading comprehension; these strategies incorporated both silent and loud reading and supported the development of a range of reading skills. Additionally, the teachers rated the students' reading proficiency when using SR and LR, and found that the students had higher proficiency in SR than LR. The findings suggest that both SR and LR are effective strategies for teaching reading comprehension in the classroom. To ensure that students are well-equipped to comprehend their reading materials, teachers need to use a combination of both SR

and LR, as well as engaging in activities that help them to build their comprehension proficiency. Loud reading serves certain useful purposes in reading comprehension of texts. Pronunciation and intonation are corrected during loud reading.

5.3 Conclusions

This study has provided evidence that silent reading is more effective in developing students' comprehension skills than loud reading based on the results from the reading scores. Both silent reading and loud reading strategies can potentially improve reading proficiency among secondary school students. However, silent reading is the best strategy to use as it will help eradicate the problem of decline in performance in the English language and equip the students with the requisite strategies needed for reading comprehension proficiency leading to better performance KCSE.

There are various approaches to teaching silent reading (SR) and loud reading (LR) in the classroom. The key findings regarding the procedures used to teach SR and LR emphasize the importance of teacher engagement in effectively teaching these skills. Teachers should clearly state the objectives of SR and LR, provide class readers, and allocate dedicated time for SR and LR sessions. During SR, students should be encouraged to actively engage by taking notes, highlighting important information, rereading challenging sections, and using expressions and correct intonation when reading aloud. For LR, it is crucial for the teacher to discourage pointing of words with a finger, sub-vocalization, or lip-reading. This guidance is only possible during loud reading.

On the scores attained when using SR and LR the study found that silent reading results in higher scores compared to loud reading. Thus, silent reading may be more effective in developing students' comprehension skills compared to loud reading. These results were consistent across various schools, with the silent reading group

consistently achieving higher mean scores compared to the loud reading group. The study findings highlight the potential of silent reading to improve students' comprehension abilities, which can lead to enhanced academic performance and increased student engagement in reading activities. Thus, incorporating silent reading approaches into teaching practices can be a beneficial method for fostering reading proficiency among students.

The comparison of scores attained by learners taught through silent reading (SR) and loud reading (LR) revealed a significant difference. Students who used SR achieved significantly higher mean scores compared to those who used LR. These findings indicate that silent reading yields greater results in terms of comprehension skills development. By allowing students to process information more deeply and focus on the content without the distractions of sound, silent reading appears to facilitate better comprehension outcomes. Consequently, teachers should consider incorporating silent reading strategies into their teaching practices to promote higher levels of comprehension among students.

On the strategies for effective teaching of reading comprehension the study found that through various strategies, teachers can ensure that their students are well-equipped to comprehend the materials they are reading and can understand and retain what they have read.

5.4 Recommendations

Based on the findings of this study, there are several recommendations that teachers and educators can use to help their students improve their reading comprehension skills.

1. Teachers should be actively engaged in the guiding the students when conducting both loud and silent reading. This includes demonstrating

expectations, providing class readers, allocating time for SR and LR sessions, and providing comprehension questions to ensure students understand what they read. Additionally, the teacher should help the students with vocalization, pauses, and intonations when teaching LR and ensure that there is no pointing of words, sub-vocalization, or lip-reading during SR. By providing students with the guidance and support they need, teachers can foster an environment where students can develop their reading comprehension skills.

2. Teachers should incorporate silent reading approaches into teaching practices as it is a beneficial method for fostering reading proficiency among students. By allowing students to process information more deeply and focus on the content without the distractions of sound, silent reading appears to facilitate better comprehension outcomes. Therefore, teachers should consider utilizing silent reading strategies in their teaching practices to promote higher levels of comprehension among their students.
3. Teachers should also provide students with adequate reading materials and expose them to various passages. Additionally, they should test their reading proficiency and provide practice opportunities. These activities will help students develop their reading skills and become proficient readers.
4. Teachers should be creative and proactive in meeting the various challenges that students may face while trying to comprehend the material. They should be willing to offer support and guidance to their students to ensure that they are well-equipped to comprehend the materials they are reading.
5. Teachers should allocate dedicated time for silent reading (SR) and loud reading (LR) sessions in the classroom. During SR, students should be encouraged to actively engage with the text by taking notes, highlighting

important information, rereading challenging sections, and using expressions and correct intonation when reading aloud.

6. This study, therefore points to the importance of SR and LR in teaching reading comprehension and the need for teachers to be actively engaged in both approaches as they play a vital role in guiding the students
7. Furthermore, it suggests that teachers should use silent reading approaches when teaching reading activities to help students reach higher levels of comprehension and academic performance

5.5 Suggestions for Further Research

The study suggests the following areas for further research:

1. For comparative purposes, a similar analysis can be conducted in other counties that may not have similar conditions to Kakamega County like a lower literacy rate compared to Kakamega County.
2. A longitudinal research can be done to investigate the impact of different reading modes, such as silent or loud reading, on students' reading comprehension proficiency in different categories of schools.
3. Additionally, future research could examine the impact of silent and loud reading on other aspects of reading such as fluency in reading.

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APPENDICES

Appendix I: Reading Comprehension Test and Questionnaire for Students

Section A: Reading Comprehension Test

Read the comprehension passage below and answer the questions that follow:

You may think that expecting food to change your life is too much to ask. But have you considered that eating the right food at the right time will increase energy, help you manage weight, and ward off major illnesses?

Researchers have found that eating a meal with plenty of protein leaves you feeling more satisfied for longer when compared to a meal loaded with low-quality carbohydrates. Your body takes longer to digest protein, leading to a gradual increase in blood sugar. The high protein breakfast will therefore carry you through the morning and, more importantly, through your tea-break. Many high carbohydrate meals are absorbed quickly and send blood sugar on a roller coaster ride, taking your appetite with it and depleting your energy.

Many foods contain antioxidants, but fruits and vegetables may be the richest source. Behaving like chemical warriors, antioxidants neutralize molecules known as free radicals before they damage arteries and body cells. This protects you from heart diseases, high blood pressure, cancer and diabetes. You can now see why antioxidant foods should be consumed in generous portions

Actually, forget pills – antioxidants work best when consumed in foods. In fact, nutritionists recommend that we eat five portions of fruit and vegetables a day. It's less daunting than it sounds: a portion equals a piece of fruit, three tablespoons of cooked vegetables or a glass of fresh juice. And do you desire to relieve yourself of some baggage?

Calcium is the latest weight-loss star to appear on the scene. Scientists stumbled on its magic by accident. From a study that measured the blood pressure of obese people, it was discovered that those who took one large tub of yoghurt a day in their diet lost an average of eleven pounds of body fat in one year, even though they did not eat less.

A follow-up study found that people on a high calcium diet lost weight and fat than did people on a low – calcium diet - and again, both consumed the same number of calories. Researchers believe calcium encourages fat cells to stop "getting fatter" instead, the cells burn extra fat without you having to go anywhere near a gymnasium.

It probably sounds strange to say that you can eat more in order to lose weight. Obviously, the question you should ask immediately is, "Eat more of what?" We are talking about foods rich in fibre. They have what is referred to as low- energy density, that translates to few calories relative to weight. This means that you can down a mountain without fear of calories overload.

Fibre also aids weight loss because it's filling. Most high-fibre foods take a lot of chewing, triggering your body's fullness sensors. Moreover, you absorb the food more slowly so you feel full longer.

Will the wonders of food ever cease? Not if researchers in nutrition keep their pace. Let them keep the good news flowing- such as the fact that we don't have to starve ourselves to lose weight and keep diseases at bay.

(Adapted from *Reader's Digest*, January 2004)

READING COMPREHENSION QUESTIONS.

Answer the following questions from the passage you just read

1. Give the passage you have read a suitable title? (1 mark)

2. What benefits does the writer give of eating the right food at the right time? (3 marks)
 - i).....
 - ii).....
 - iii).....

3. Explain the effects of eating carbohydrates as brought out in the passage (4 marks)

4. In what two forms can anti-oxidants be consumed? (2 marks)

5. What is the attitude of the author towards calcium as a weight-cutting measure (2 marks)

6. According to the passage how can you use up excess fat (2 marks)

7. And do you desire to relieve yourself of some baggage?" What **baggage** is the writer referring to?

(1marks)

Section B: Questionnaire on Strategies Used in Class and when Reading.

Please respond by writing briefly or tick (✓) against the response that best describes your response.

1.
 - a) Did you enjoy reading the passage?
 - Yes
 - No
 - b) Give three reasons for your answer in 1(a).
 - i
.....
 - ii
.....
 - iii
.....
2. How would you rate the questions asked from the passage?
 - Very easy
 - Easy
 - Difficult
 - Very Difficult
3. Which reading strategy do you mostly use when reading comprehension passages, setbooks, and storybooks in class.
 - Loud
 - Silent
 - None
4. How do you rate your performance in English
 - Excellent (A)
 - Above Average(B)
 - Average (C)

- Below Average (D)
- Extremely below average (E)

5.

Instructions: Each of the following statements expresses your opinion about reading comprehension. You are given alternative responses depending on the extent of agreement with the feeling in each statement. The alternatives are: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Please tick that alternative that best describes the opinion.

STATEMENT	SA	A	U	D	SD
I enjoy reading comprehension passages loudly.					
I enjoy reading comprehension passages silently.					
Our teacher encourages us to read comprehension passages loudly.					
Our teacher encourages us to read comprehension passages silently.					
During lessons we read comprehensions passages loudly.					
During lessons we read comprehension passages silently.					
Comprehensions help me perform better in English					

Appendix II: Questionnaire for English Teachers

The information is meant for research purposes and will not be disclosed to anyone.

Thank you for your participation and cooperation.

1. Are you a TSC employee?
 - Yes
 - No, Specify
2. What academic qualifications do you hold?
 - Masters
 - Bachelors
 - Diploma
 - Other, Specify
3. Do you hold any official position as a teacher of English?
 - HOD
 - Subject Head (HOS)
 - Subject Teacher

Part II

4. Which reading strategy do you often use in teaching reading comprehension?
 - Silent reading
 - Loud Reading
 - Others (Specify).....
5. How would you rate the Form Three student's performance in comprehension proficiency?
 - Excellent
 - Above average
 - Average

- Below average
- Extremely below average
- 6. Do you have a reading program for;
 - a. Silent Reading
 - Yes
 - No
 - b. Loud Reading
 - Yes
 - No

How are they conducted?

.....

.....

.....

.....

.....

7. Give at least three ways we can help students improve their reading comprehension proficiency.

- i
- ii
- iii
- iv

8. Give atleast five strategies that can be used in teaching reading comprehension proficiency to students.

9. What procedures/steps that can effectively be used in teaching;

a. Silent Reading

i

ii

iii

iv

v

vi

b. Loud Reading

i

ii

iii

iv

v

vi

10. Do you encounter any challenges in teaching reading comprehension proficiency?

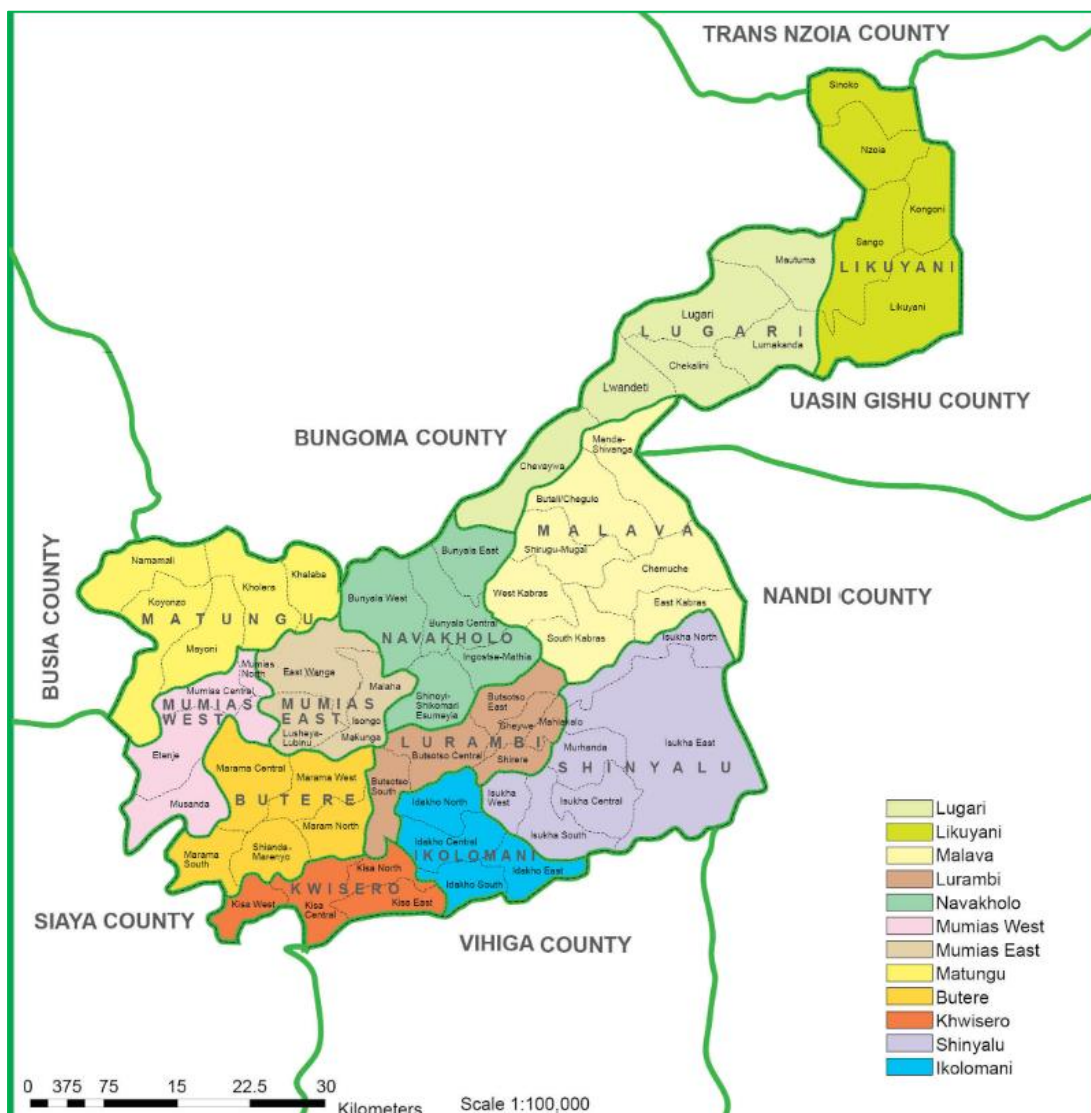
Yes

No

Give reasons for your answer above

11. How would you rate the students' reading comprehension proficiency when using;
- a. Silent Reading
 - Very low
 - Low
 - Undecided
 - High
 - Extremely high
 - b. Loud Reading
 - Very low
 - Low
 - Undecided
 - High
 - Extremely high

Appendix IV: Kakamega County



Appendix V: Plagiarism Certificate

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Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader Date: 08/06/2023