INFLUENCE OF PHONICS INSTRUCTIONAL METHOD ON LEARNER ACQUISITION OF ENGLISH LANGUAGE READING SKILLS IN TUITION CENTRES IN PRE-PRIMARY INSTITUTIONS IN DAGORETTI NORTH, NAIROBI COUNTY.

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTERS OF EDUCATION IN EARLY CHILDHOOD EDUCATION IN THE DEPARTMENT OF EDUCATIONAL COMMUNICATION, TECHNOLOGY AND PEDAGOGICAL STUDIES.

UNIVERSITY OF NAIROBI

JANUARY, 2023

DECLARATION

I declare that this thesis report is my original work and has not been submitted to any University for academic grading.

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DEDICATION

I dedicate this thesis to Early Years Education teachers and pre-primary learners in Dagoretti North, Nairobi County.

ACKNOWLEDGEMENT

I thank the Almighty God for helping me carry out this research successfully.

I wholeheartedly express gratitude to my supervisors Dr. Kazungu and Dr. Origa whose patience, insight and guidance steered me throughout the study period. I am greatly indebted to Prof. Paul Odundo, DR. Lilian Ganira, Prof. Jane Gatumu, Dr. Boniface Ngaruiya and Madam Joan for supporting me all through by offering intellectual guidance and office services without which I would not have made it this far.

Secondly, my utmost gratitude to the Tuition Centre administrators, teachers, parents and pre-primary learners in Dagoretti North sub-county for granting me the permission to carry out the study in the selected institutions and for willingly participating in the study. Special thanks to National Commission for Science, Technology and Innovation for mandating me to conduct the study. My appreciation to Tr. Doris and Tr. Joy for assisting in data collection and management processes.

I am deeply indebted to my husband, parents, other family members and friends for the financial, moral and emotional support throughout the study period. Thank you for allowing me to use the family resources and for the encouraging, motivational and inspirational talks. They did a great deal in helping me to hold on to the very end.

God bless you all.

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ACRONYMS

ApA	Analogy Phonics Approach
APA	Analytic phonics Approach
ECE	Early Childhood Education
ECLS	Early Childhood Literacy Skills
ELR	English Language Reading
ELRS	English Language Reading Skills
EPA	Embedded Phonics Approach
ESL	English as a Second Language
GPA	Grapheme-Phoneme Awareness
KICD	Kenya Institute of Curriculum Development
MoE	Ministry of Education
NRP	National Reading Panel
PIM	Phonics Instructional Method
PP	Pre-Primary
PP1	Pre-Primary One
PP2	Pre-Primary Two
SPA	Synthetic Phonics Approach

ABSTRACT

Phonic Instructional Method enhances proficiency in English language reading skills by adopting approaches which anchor phonemic awareness, fluency in text reading and reading comprehension. When synthetic, analytic, analogy and embedded teaching approaches are efficiently adopted in class instruction, learners become linguistically advantaged to acquire ELRS. However, ineffective adoption of PIM disadvantage learners by impeding understanding due to reading difficulties such as substitution or addition. The study assessed the extent to which adoption of PIM influence learner acquisition of ELRS in tuition centres in Pre-primary, Dagoretti North. The study emphasized on acquisition of ELRS by examining synthetic, analytic, analogy and embedded teaching approaches as sub-components of PIM and adopted Social-Constructivist theory by Vygotsky (1978), emphasizing on social interaction, and scaffolding at ZPD for enhanced achievement. Adopting a quasi-experimental research design, the study sampled 40 learners and 15 teachers using purposive sampling. Data was collected using questionnaire for teachers, pre-test and post-test for learners with 12 weeks intervention between tests and lesson observation schedule. Data was analyzed using inferential statistics. Particularly, T-test to establish the differences in mean between test scores and level of significance of PIM approaches in influencing acquisition of ELRS. The study determined a positive relationship between PIM and learner acquisition of ELRS, particularly when analytic and analogy approaches were used. However discussion on synthetic and embedded generated T-values of -1.815 (df=36 & p=0.078) and -0.479 (df=36 & p=0.635),which suggests up to 95% chance that synthetic and embedded phonic approaches were not significantly associated with improved acquisition of ELRS. Teacher Reponses and lesson observation indicated that learners may benefit more when a complementary approach to integrate different strategies during teaching is adopted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Effective implementation of Phonics Instructional Method (PIM) in teaching English language tends to improve learner competency in English Language Reading Skills (ELRS) focusing on grapheme-phoneme correspondence combined to form words as asserted by Paris (2019). Adoption of PIM smoothens learner mastery of mother tongue in language instruction drawing from experiences acquired at home to integrate concepts learnt in class which may accelerate effective communication and acquisition of ELRS. Anchored on this realization, Paris (2019) emphasized the significance of PIM as an effective instructional approach in teaching reading aloud for improved competence in ELRS. This study experimented with Phonics Approach in Teaching Reading for seventh graders in East Lombok, Indonesia. Adopting effective use of PIM in pre-primary (PP) leads to learner acquisition of reading skills such as word recognition and fluency for enhanced learning.

Adoption of PIM raise learner competence in sound pronunciation and word formation which boost ELRS for better understanding of concepts especially when anchored on synthetic phonic approach (SPA) which details sounds internalization and word formation, lead to accelerated mastery of reading skills. In this regard, Wyse and Goswami (2008) emphasized adoption of SPA as a contextualized systematic instruction which raises development of ELRS for accelerated learning. Wyse and Goswami's (2008) study, conducted in England, looked into Synthetic Phonics and Teaching of Reading which increased learner capacity to read new words. Shanahan (2018) noted that SPA develops ELRS by reinforcing phonemes and graphemes without relying on images.

In contrast, Bowers (2020) conducted a research in England on; Reconsidering the evidence that systematic phonics is more effective than alternative methods of reading instruction and emphasized that despite PIM being in use since 19th C, there is no evidence of Synthetic Phonic Approach (SPA) being more effective in teaching ELRS in PP contexts since other methods equally enhance acquisition and achievement. From this perspective, teachers need an approach that promote acquisition of ELRS by raising encoding and decoding abilities which in turn enhance reading comprehension. Effective use of PIM is key to teaching literacy skills such as read and write which detail strategies to decode words as English has different ways of making the same sound from different grapheme combinations. In support of Bower's findings, Cronje (2021) did a research on New Approaches and Strategies for Teaching African Children Initial Reading by testing the ability of grade 2 African children to read in South Africa and found out that only about 20% of learners could read, a drop of 60% from a research she did in 1990 whereby 80% of African grade 2 learners could read.

Findings obtained by Cronje (2021) are also confirmed by Progress in International Reading Literacy Study (PIRLS) which found out that in 2016 about 80% of grade 4 learners lacked basic reading skills, projecting a reading crisis in South Africa. These two agree that pedagogic reasons, the approaches to initial reading in use are not suitable for the African children or languages and the grade 1 lesson plan used for teaching English as a second language confuses learners, most are unable to read. Cronje (2021) particularly points out that PIM approach to initial reading is unsuitable for African children while advocating for the syllabic approach as he states that there is no reliable empirical evidence that PIM offers majority of beginners the best route to becoming skilled readers.

However, Glazzard and Stones (2020) state that no single method of teaching ELRS is superior to another although research suggests that a systematic approach to phonics produces gains in word reading and spelling. Glazzard and Stones (2020) states that effective adoption of SPA emphasizes on grapheme-phoneme awareness (GPA) which creates leaner awareness on letter-sounds. However, there is no evidence that SPA is the most effective approach for supporting reading development. In this regard, SPA should be enriched by blending it with other PIM approaches such as analytic approach, analogy approach and embedded approach to ensure that learners develop competency in grapheme-phoneme awareness and encoding-decoding skills for mastery of ELRS.

Learner acquisition of ELRS tends to improve when teachers use PIM to teach whole words and text analysis because PIM is diversified into four teaching approaches (Drew, 2021). For mastery of content, concepts may be integrated by ensuring that PIM instruction inculcates basic reading skills to be mastered such as dissociation skills. On the contrary, failure to use PIM leads to learners lagging and failing to develop the appropriate reading skills in correspondence to their level of study because systematic synthetic, analytic, analogy and embedded approaches provide a wholesome approach to learning. According to Jaluo (2019) accelerated adoption of PIM tends to improve teacher diversification abilities which strengthen learner competency in mastering ELRS for sustained attainment. More still, use of PIM tends to boost learner reading skills through analytic phonic approach (APA) which teaches whole word reading, dissociation of words and encoding skills for improved mastery of concepts that eventually enhance comprehension. However, Jaluo (2019) conducted his study in Kericho Rehabilitation School and used class one learners whereas this study was conducted in Nairobi County among PP learners.

As opined by Nadiera and Yamat (2019), use of PIM is effective in teaching ELRS in PP provided that instruction is presented systematically and the method blended with other teaching methods to enhance reading. Based on this, PP teachers may need to design activities that incorporate APA such as sight words, syllable formation and decoding skills to leverage understanding of concepts. Failure to use PIM leads to low self-esteem when tackling reading problems, poor sound-symbol recognition and low grasping of vocabulary which result in low achievement as cited by National Institute for Literacy, 2017; Huo & Wang, 2017; Mozes & Liando, 2020. Effectiveness of PIM in PP requires integration of teaching methods and structuring of activities to enhance acquisition of ELRS and address inadequacy in PP.

Adoption of PIM in teaching ELRS tends to improve learner competency in phonemic awareness, spelling, word recognition and fluency in text reading for accelerated achievement in ELRS. Implementation of PIM focuses on teaching of rhyme segment; a cluster of tri-graph pronounced together, identification of sound pattern and sound blending skills (Huo & Wang, 2017). Further Analogy Phonic Approach (ApA) boosts learner understanding of concepts and may lead to the acquisition of ELRS taught through ApA as a component of PIM which effectually lead to competency in reading skills and mastery of concepts. With practice and consistency of instruction, as determined by Huo and Wang (2017), phonemic awareness and phonic decoding support learner understanding of the overall meaning of words while reading boosts development of ELRS and decoding of words as learners read progressively from phonology-graphology to grammar and syntax.

Nonetheless, this method has been relegated to the background as a result of teachers' passion for the traditional method of teaching reading skills despite its numerous advantages in enhancing learner's reading skills competence. In the view of Double, McGrane, Stiff & Hopefenbeck, 2019; Lawes, Bourne, Crossfield & Petering, 2019; Paris, 2019 and Phajane, 2014, the negligence of the use of PIM leads to a pile up of gaps in the acquisition and development of reading skills such as lack of phonemic awareness, enhanced fluency and sustained vocabulary usage which consequently affect reading in subsequent levels of study. However, Dessemontet and Audrin (2019) indicated that analogy phonics instruction may not be fully effective in teaching decoding skills to learners with intellectual disability as rhyme segments contain irregularly placed consonant sounds which may take time to understand and apply in forming new words and this may undermine acquisition of ELRS and mastery of concepts learnt in class.

As asserted by Senol (2021), in order to support learner's readiness for reading and writing skills in PP, both classroom environment and activities play a significant role in attracting and sustaining learner attention for better mastery of concepts. Senol's (2021) study focused on classroom environment and practices, used a case study and was on learner's readiness for reading and writing whereas this study focused on ELRS and used quasi-experimental design. Similarly, Senol (2021) stated that adoption of PIM improve learner competency and acquisition of reading skills given that PIM encompasses use of embedded phonic approach (EPA) which focuses on learning through implicit reading to gain understanding on how to interpret explicit and implicit meanings for better acquisition of concepts learnt. In addition, EPA engage learner in text reading and analysis which ensure competence in word recognition and pronunciation enhanced learning achievement.

Based on this perspective, reading gaps identified during preschool can effectively be addressed by adopting appropriate teaching method. In addition, acquisition of early childhood literacy skills (ECLS) is a predictor of academic success in elementary education hence by working to close the reading gap early, it will help ensure that learners have a chance of reaching full potential for ELRS achievement as noted by Wood (2019). However, as opposed to SPA which teaches grapheme-phoneme awareness first and then encoding and decoding skills for enhanced word reading, EPA as posited by Graaf, Bosman, Hasselan and VIerhoeven (2009) is limited to identification of "teachable moments" due to implicit approach and sound-spelling correspondences inferred from reading whole words and dissecting phonic elements which may impair acquisition of ELRS as learners have no advanced skills to decode implicit instruction.

Effective adoption and structured implementation of SPA tends to accelerate learner competency in encoding, decoding and sound blending skills for improved mastery of ELRS. More still, SPA anchored in the teaching of graphemes and corresponding phonemes blended into syllables and combined into words may raise learner attainment of ELRS such as improved phonemic awareness, enhanced vocabulary and word recognition which further influence learner scores in ELRS. Putri and Hateem (2020) emphasized on SPA as an efficient instructional method in teaching reading aloud for increased competence in ELRS hence higher acquisition of content mastery. In addition, adopting effective use of SPA in PP teaching of ELRS leads to accelerated achievement in spelling and word recognition which raise reading comprehension skills. On the contrary, Inyang (2014) posits that teaching in PP requires a strong foundation to anchor ELRS for enhanced mastery of content as SPA enhances coding-decoding abilities by reinforcing phonemes.

In cases where SPA is not structurally adopted, teaching result in increased illiteracy at higher grades which affect learner scores in ELRS (Sitthistikul, 2014). According to Tri, Fauzat and Hikmal (2016), effective use of SPA is key to teaching learners how to read and write by providing strategies to decode words given that English has different ways of making the same sound from different grapheme combinations. SPA focuses on explicit instruction and blending to form words, making it the most structured approach of PIM. As reflected by Jamaludin, Alias, Khir, DeWitt and Kenayathula, 2015; Joanne, Matthew, and Kathleen, 2017 and National Reading Panel (NRP) (2021), PIM can be easier to teach grapheme-phoneme correspondence using synthetic approach but its effectiveness can be undermined by blending problems which tend to lower learner acquisition of ELRS.

Learner acquisition of ELRS tends to accelerate when APA which enhance ELRS through the teaching of whole words, dissociation and encoding is well adopted as cited by NRP (2021). As an effective sub-component of PIM in teaching whole word reading, APA helps to develop skills in decoding of words into syllables and sounds which are essential in understanding phonemes and graphemes as the components of constructing or deconstructing new words. In support, Drew (2021) establishes that using APA involve the analyzing of sounds in words, by reading a whole word and then dissociating the sounds. **Example: rat = r/a/t.** Deconstructing words helps in learner understanding of individual units and how they combine into syllables and then words for enhanced vocabulary internalization and word recognition in reading. Structured adoption of APA teaches phonemes as part of words rather than decontextualized sounds and emphasizes on decoding rather than encoding which is central to developing ELRS for learner enhanced mastery of phonic concepts.

As an alphabetic system, APA detail that some spellings have inconsistent grapheme-phoneme connections, example: “aisle” and “caught” and adoption of unstructured use of APA in teaching has negatively impacted ELRS, as established by Watson, McGeown and Johnson (2017) who conducted a study on long-term effects of synthetic versus analytic phonics teaching on the reading ability of 10-year-old boys and girls. Watson, McGeown and Johnson (2017) findings indicated that use of SPA produces superior results in word reading but creates gaps in spelling and reading comprehension when compared to APA. implementation and use of APA promotes competency in ELRS as teaching how to read during early grades is critical in promoting ELRS; school outcome and achievement in different subjects depend on learner’s ability to read. Further, reading skills acquired later depend on early learning, learners may struggle to acquire advanced skills usually absorbed through reading as established by Mwoma (2017). Additionally, Mwoma (2017) emhasises that APA contextualizes sounds dissociation by teaching from whole to parts.

Teaching ELRS through rhyme segment, word spelling pattern and consolidating sound-syllable in PP is more likely to be efficient in increasing learner capacity to master concepts for accelerated competency in ELRS. In instances where Analogy Phonic Approach (ApA) is inappropriately utilized, learner tends to score low in word recognition and pronunciation which negatively influence comprehension, adversely impairing acquisition and mastery of concepts, (Marn, 2016). As noted by Marn (2016), ApA is efficient in teaching whole word reading then introducing similarly structured words, ***Example*****:** ring – bring – thing; Light – might – right **and** Book - cook- look – took. Learners using ApA learn unfamiliar words by alluding to known words and then blending the known rhyme with the new word for improved mastery of ELRS (Pennington, 2019).

Parker (2021) noted that adoption of unstructured ApA by teachers tends to yield low scores in ELRS, use of ApA as a complementary approach that happens by chance greatly undermine acquisition of text analysis and word recognition skills for sustained comprehension. Teachers assume that SPA sufficiently caters for graph-phonological needs of learners as established by Marn (2016). Poor planning for instruction that incorporate use of ApA has led to leaners having limited vocabulary and lacking in blending skills hence cannot analyze similar sound patterns to develop ELRS (Parker, 2021). Based on this perspective, holding to traditional dominant approaches such as syllabic approach at the expense of effective ones such as PIM disadvantages learners, ELRS deficits are implicated causes of persistent reading difficulties. If unchecked, poor mastery of the ELRS is likely to result in reading difficulties, (Evans, 2013).

Effective implementation in teaching ELRS adopts structured use of EPA which details teaching by embedding instruction in text reading. Further, use of EPA for accelerated mastery of ELRS involves learning implicitly by discovery and text analysis which tend to enhance learner competency. Use of EPA assumes that learners will develop a self-sustaining, naturally unique reading style that integrates use of contextual graph-phonics cues without possibly dissociating words like SPA, Daud and Salamah (2016). In instances where EPA is appropriately adopted, leaner tends to acquire text reading and analysis skills for mastery. On the other hand, EPA strategy has been disputed in teaching learners as it requires abstract mental capabilities which may not be developed until higher grades. However, Strauber, Sorcar, Howlett and Goldman (2020) indicated that using EPA supported by picture is effective in sight word instruction; supporting EPA as a classroom instruction method that helps develop vocabulary and meanings of word through texts.

On the same vein, EPA is effective in developing learner ELRS and competency in reading, text analysis and comprehension demands complex language stimulated cognitive skills which have been systematically developed and taught to learners. Maddox and Feng (2013) noted that developing ELRS early places learners at a linguistic advantage and alleviates frustrations at later grades. NRP (2021) substantiated that incorporating EPA enable learners to exploit full potential in developing the five components of ELRS, which are; phonemic awareness, vocabulary, word recognition, text analysis and comprehension hence for improved acquisition of ELRS, EPA should be incorporated in instruction. As established by Olugbeko (2016), learners can competently develop ELRS if teachers are retrained in use of PIM for effective implementation of literacy programs which would in turn accelerate the mastery of concepts taught and skills impacted for enhanced ELRS.

Teaching at PP level using PIM may lead to enhanced achievement in ELRS. Central to education system is language policy which dictates language to be used for instruction at different levels. The language policy approved in Kenya states that a child's first language to be used for instruction in lower primary and English taught as a subject. Significance of local languages in education cannot be under estimated as they are imitable benefactors to social, political and economic development of any country and beneficial across all levels of education (Awuor, 2019; Mutea, 2020). In this regard, teaching ELRS at PP level using PIM is easier for learners to understand since mother tongue is the language of instruction and concepts are presented in a familiar language. However, this study will be conducted in Dagoretti North sub-county, a cosmopolitan area. Also tuition centres enroll learners from different Nationalities and mother tongue may not be used for instruction.

1.2 Statement of the Problem

Teaching methods used in PP to enhance learner reading skills should promote phonemic awareness and fluency for enhanced learner acquisition of ELRS. When reading strategies are appropriately selected and employed, learner develops proficiency in reading skills from early years anchoring subsequent learning grades. In realizing improved scores in ELRS, government of Kenya supports reading and literacy programs such as Tusome Literacy Program and through KICD, recommends strategies that promote ELRS. PP teachers have adopted PIM in teaching ELRS as reading is one of the basic skills learners should master during the first school years to be able to assimilate new knowledge and skills in future. However, the continued registering of low reading skills in grade 2 and above raise concern on how PIM is implemented. Reading difficulties like pronunciation, substitution, addition and omission may be compounded by teaching strategy adopted. The study focused on employing PIM to improve ELRS.

Adoption of PIM in teaching ELRS tend to build competence in word formation and pronunciation for enhanced learning achievement. Effective implementation of SPA in coding-decoding and grapheme- phoneme correspondences create awareness and raise learner ability to appropriately acquire ELRS. In cases where SPA is not well adopted, learner tends to score low on sound blending and word formation skills reducing ability to read and encode words. The study attempted to assess how SPA influence ELRS among PP learners. In addition, teaching ELRS in PP is likely to improve by using Analytic Phonic Approach (APA), implemented by teaching whole words and dissociation to gain encoding skills. The focus was to address how APA influence ELRS among PP learners.

Use of Analogy phonic Approach (ApA) in teaching ELRS tend to raise learner competence in learning rhyme segment, identifying sound pattern and consolidating sound-syllable to form new words. When teacher inappropriately adopts ApA, learner scores tend to be low in identification of rhyme segments and sound patterns minimizing mastery of requisite reading skills for better comprehension. Based on this perspective, the study explored how APA influence ELRS among PP learners in Dagoretti North. Adoption of EPA in teaching ELRS is more likely to result in enhanced implicit reading, discovery learning and improved text reading-analysis which sustain better acquisition in reading and comprehension. In eliminating difficulties such as substitution, omission and addition of sounds for enhanced acquisition of ELRS, the teacher should embrace the use of EPA and plan for activities that enhance incidental learning. The study attempted to establish the influence of EPA on ELRS among PP learners in Dagoretti North. In summation, implementation of PIM using synthetic, analytic, analogy and embedded may raise competence in word formation and recognition for better score.

1.3 Purpose of the Study

The purpose of this study was to assess Influence of Phonics Instructional Method on learner acquisition of English language reading skills in Pre-primary, Dagoretti North: Nairobi County.

1.4 Research Objectives

The study was guided by the following specific objectives. To:

i. Assess how adoption of synthetic phonics approach influence learner acquisition of English language reading skills among pre-primary learners in Dagoretti North, Nairobi County.

ii. Examine how adoption of analytic phonics approach influence learner acquisition of English language reading skills among pre-primary learners in Dagoretti North, Nairobi County.

iii. Explore how adoption of analogy phonics approach influence learner acquisition of English language reading skills among pre-primary learners in Dagoretti North, Nairobi County.

iv. Establish how adoption of embedded phonics approach influence learner acquisition of English language reading skills among pre-primary learners in Dagoretti North, Nairobi County.

1.5 Research Hypotheses

The study sought to test the following null hypothesis formulated from the study objectives:

i. There is no significant relationship between adoption of synthetic phonic approach and learner acquisition of English language reading skills.

ii. There is no significant relationship between adoption of analytic phonic approach and learner acquisition of English language reading skills.

iii. There is no significant relationship between adoption of analogy phonic approach and learner acquisition of English language reading skills.

iv. There is no significant relationship between adoption of embedded phonic approach and learner acquisition of English language reading skills.

1.6 Significance of the Study

Significance of the study was drawn from the following parameters: practice, policy and sustained research. The teacher is likely to benefit from in-depth understanding of PIM as a strategy for boosting ELRS for comprehension, therefore adopt it in collaboration with other teaching strategies to scaffold learner achievement in ELRS. Further, the Kenya Institute of Curriculum Development (KICD) through the Ministry of Education may benefit from the findings to guide English language reading skills policy and instructional approaches for sustained achievement.

In addition, findings may expose knowledge gaps on other variables affecting PIM implementation, requiring further research as well as enrich teaching of ELRS. The rationale was to generate findings that would inform pedagogical teaching-learning of ELRS, further research on teaching approaches and policy intervention formulation.

1.7 Delimitations of the Study

The study was delimited to Dagoretti North Sub-County, tuition centers and homeschools within Kilimani and Kileleshwa wards. Tuition centers were preferred for this study because they are educational institutions which offer alternative learner placement options away from traditional classroom environment by organizing and offering small group classes (of about 4-5 learners) in addition to one-on one tutoring which might be impossible in a formal school instituition. Tuition centres also extend to homeschooling which offer educational services to learners at home. This creates a conducive environment for learners who opt out of formal schooling.

The choice of location was informed by the number of tuition centres and homeschools found within this locality. There were 19 registered tuition centres, which made the population enough for a study to be carried out. The study was also delimited to teachers and learners of PP school drawn from tuition centers and homeschools using purposive sampling. Learner reading skills such as phonemic awareness, spelling, vocabulary, fluency in text reading and comprehension were operationalized using synthetic, analytic, analogy and embedded teaching approaches drawn from phonic instructional method.

1.8 Limitations of the Study

Cultural diversity tends to limit teacher ability to implement phonic instructional method in English language reading and comprehension which in turn weakens learner competence in mastery of English language. Learners find it hard to comprehend implicit meanings if instruction is presented using EPA only, this was remedied by the use of visuals like flash cards as well as combining different phonics instructional method teaching strategies.

More still, analogy phonic approach assumes that learners understand the relationship between rhyme segments, sound addition and expected pronunciation drawn from prior experiences. Ideally, most learners cram the spelling pattern of similar words which tend to undermine the acquisition and mastery of spelling, blending and word formation; the teacher discouraged rote learning through active participation.

1.9 Assumptions of the Study

The study assumed that: sampled tuition centres and homeschools would be able to represent the entire population hence findings would be generalized to areas with similar characteristics. Additionally, it was also assumed that the information provided by

respondents was true and credible for use in making conclusions. Lastly, the study assumed that learners in tuition centres and homeschools bore the similar characteristics as those in early years formal school systems.

1.10 Definition of Key Terms

The following are definitions of key terms used in the study:

Analogy phonics approach: Analogy phonics approach strategy employs use of whole word reading with already known words assisting learners to decipher rhyme segment, spelling patterns and blending for accelerated learning.

Analytic phonics approach: was used to unpack sounds in words by reading whole words and embracing blending for ease of understanding.

Blending of sounds: Synthetic phonic approach consolidates sound blending to form words using prompted grapheme-phoneme awareness for decoding which accelerate syllable mastery, recognition and text analysis skills.

Comprehension: understanding of texts was used to boost cognitive activities engaged through reading hence mastery of ELRS using phonic instructional method.

Embedded phonics approach: Embedded phonic approach was used to teach phonics skills by incorporating instruction in text reading and incidental learning which develop a style that integrates the use of contextual and graphs-phonics cues.

Homeschools: educating learners at home instead of formal educational facilities like schools based on individual preference, age or medical conditions of the child.

Identifying sound patterns: is a reading skill associated with analogy phonics involving combination of sounds based on similarities of phonograms and word families.

Implicit reading approach: comprehension is a skill influenced by ability to understand implicit meanings drawn from explicit content for enhanced analyzing and evaluating texts.

Grapheme-phonemic awareness: involves mastering letter-sound correspondences as basic elements for blending, word formation and recognition.

Pre-Primary: academic learning grades of PP1 and PP2, before learning begins in Primary level.

Phonics instructional method: A strategy that enhances ELRS by building vocabulary and fluency, divided into synthetic, analytic, analogy and embedded approaches.

Text reading analysis: involves understanding language symbols and pictures present in texts to gain information aided by written, visual and spoken cues.

Tuition centres: private educational institutions which offer tutoring in various subjects and preparation for specific tests and examinations.

Learning rhyme segment: rhyme segment creates phonological awareness as initial reading develop sight perception focusing on harmonizing eye-print movement.

Synthetic phonic approach: synthetic phonic approach teaches coding and decoding abilities reinforcing language codes for comprehension.

Vocabulary: is based on learning and using new words in context whilst drawing the meaning from usage for improved achievement.

Whole word reading - teaches reading by sight and relies upon memorization via repeat-exposure to print paired with image or audio for enhanced mastery of concept.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section delved into evolution of Phonic Instructional Method and review of related literature organized into objectives which formed the themes and sub-themes. Further, the section presented theoretical basis of Phonics Instructional Method and its approaches to teaching as well as perceived conceptual framework. The chapter also provides summary of literature guided by components of the independent variable in relation to expected outcomes of the dependent variable.

2.2 Evolution of Phonic Instructional Method (PIM)

According to Jaluo (2019), use of PIM during teaching employs English language codes called graphemes and phonemes. Additionally, spoken English uses phonemes which denote sounds whereas written language uses graphemes which denotes letters representing visual marks in the writing systems. Cothran (2014) opined that there was a time when there was no phonetic alphabet and written language evolved from pictures which represented ideas like the Egyptian hieroglyphics and also observed that, the invention of a set of symbols that represent sounds (alphabet) revolutionized teaching of languages.

The Greeks and Romans were first to teach students using the PIM with an account of how the letters and sounds should be taught in 9th C. From Greece, PIM spread to England and United States of America, advanced by Benjamin Franklin and Noah Webster in 1978 bid to reform English spelling by ironing out some irregularities. In the 1800s, Mann

challenged the dominant phonetic method of reading in USA in which letters and sounds were learned before words to an approach in which words were learned first, in 2000, the NRP concurred that PIM is effective in teaching ELRS. Today, most instructional methods reflect an acknowledgement that early training in letter-sound correspondences and basic patterns of English spelling are essential to developing reading skills. In Kenya, English is taught as a subject and a second language, unlike vernacular, it is non-phonetic and requires more than sounding words, (Wairimu, Kang'ethe & Runo, 2014).

2.3 Phonic Instructional Method and Learner Acquisition of ELRS

Effective implementation of PIM as a teaching strategy tends to accelerate competencies in sound recognition which is critical for acquisition of English language reading skills (ELRS) and comprehension as noted by Paris (2019). Further, when PIM is structurally adopted, incorporating sound dissociation, coding and grapheme-phoneme instruction activities, improved learner blending skills is recorded which substantially enhance sight word recognition, pronunciation and comprehension. However, as opined by Cronje (2021), in instances where phonic instructional method is unsuitably used, learners tend to score low in sound recognition, blending and word formation which in turn affect learner comprehension skills. Premised on this realization, Tolbert, Tyler, Lewis and Haskill (2003) asserted that PIM emphasizes the teaching of sounds and letters of the alphabet for blending into syllables to construct words that help to build up vocabulary. This enhance fluency and comprehension for improved learning acquisition also noting that when learners are not well grounded in ELRS instruction and given practice activities from an early age, gaps maybe created that compromise their ability to read and comprehend at subsequent grades.

Teaching using PIM maybe used to enhance reading capabilities such as understanding of implicit meanings of words used in a text, discovery/incidental learning and text analysis for sustained learning of reading skills in English language. Further, teacher perception on learner achievement of ELRS and competencies in addition to the teacher's sense of self-efficacy when using PIM in PP teaching may undermine the acquisition and mastery of ELRS in learners as opined by Lawes, Bourne, Crossfield and Pattering (2019), who conducted a study aimed at examining the extent to which teachers in rural Jamaica perceived reader competencies, social and cultural influences and a teacher's sense of efficacy to be impacting learner performance in reading comprehension and text fluency at grade four level.

Using a modification of the Ohio State Teacher Efficacy Scale and Theoretical Orientation to reading Profile Index, Lawes et al. (2019) established that a very high teacher perception exists that reader's competence influence reading comprehension of learners and that reading comprehension is equally impacted upon by self-efficacy and social cultural conditions. This conclusion is based on existence of high teacher perception on learner capability to gain competence in ELRS such as spelling and fluency in whole texts and comprehension is influenced by teacher self-efficacy and PIM implementation strategy. However, Lawes, Bourne, Crossfield and Pattering's (2019) study was based on grade four level, presumed that learners had already established some level of reading competencies and was conducted in Jamaica whereas my research will focus on the process of developing the reading competencies from beginner levels of PP1 and PP2, learners' comprehension of what they are reading and will be conducted in Dagoretti North sub-county, Nairobi county in Kenya.

In Glazzard and Stones' (2020) view, learning to read is an unnatural act that maybe improved when instruction is presented systematically from the specific to general, underpinning that PIM caters for this aspect of learning through SPA which teaches internalization of sounds word formation and EPA which implicitly presents information, encouraging discovery in a structured environment. Adoption of PIM as a teaching strategy anchors learner on requisite skills that enhance competency in English language reading skills such as coding, decoding and grapheme-phoneme awareness presented using SPA. In addition, decoding, which teaches learners how to break down words into constituent sounds encourages mastery of content and the blending process. In cases where SPA is not structurally implemented, learners tend to score low in ELRS in pronunciation of di-and tri-graphs acquired through learning of rhyme spelling patterns (Phajane, 2014).

As noted by Phajane (2014), SPA is a way of decoding written letters and spoken sounds which assist learners in recognizing whole words. Phajane's (2014) study used a qualitative approach, purposive sampling and teacher population drawn sample size and was conducted in South Africa whereas this study employed purposive sampling, qualitative and quantitative data was obtained, was carried out in Kenya and used teachers, learners and administrators as sampled out. Anchored on this realization, teaching PP learners focus on SPA where phonemes are taught in correspondence to their graphemes and concepts built systematically from sounds to whole words for improved text analysis and comprehension. Phajane (2014) also cites that in using PIM, the goal is to make learners understand that there is a systematic and predictable relationship between letters and sounds for enhanced understanding of sound patterns and rhyme segments that improve ability to spell words; enhancing word recognition skills.

In line with Phajane (2014), Nadiera and Yamat (2019), adequate utilization and adoption of analytic phonic approach (APA) blended with structured SPA through classroom activities which center around grapheme-phoneme internalization result in enhanced acquisition and mastery of concepts taught to improve on ELRS. However, Yamat (2019) also noted that in cases where teaching approaches are not well blended to support learning of a concept, learners tend to score lower in whole word recognition, reading and text analysis techniques. In congruence with these findings, Mozes and Liando (2020) emphasized the importance of PIM on teaching whole word first, dissociation and encoding skills which is effective in teaching vocabulary and new words as learners find it easy to pronounce words correctly and remember the letter-sound correspondence after learning rhyme segments and sound patterns effectively raising competence in ELRS and comprehension. Conducted in Asia, Mozes and Liando's (2020) study focused on teaching English vocabulary to learners, used playgroup and taught using single-letter sounds whereas this study focused on both PP1 and PP2 classes.

In instances where PIM is neglected, Olugbeko (2016) states that basic Literacy programs have been given priority by many developing countries, yet the number of illiterates in these countries keep increasing due to the ineffectiveness of adopted teaching strategies. Using PIM is more effective when synthetic, analytic, analogy and embedded approaches are synchronized hence Olugbeko recommended the retraining of teachers in the use of PIM during teaching for effective implementation of basic literacy programs. Accordingly, Pennington (2019) observed that in PIM, the alphabet letters are used as codes to represent English phonemes which are 44, principally and systematically combined to form words and then sentences.

2.4 Synthetic Phonic Approach (SPA) and Learner Acquisition of ELRS.

Effective adoption and implementation of SPA entails a way of teaching English language reading skills (ELRS) that stresses the acquisition of letter-sound correspondences and their use to read and spell words. In instances where SPA is inappropriately adopted, learner acquisition of ELRS like sound blending and spelling tends to be compromised (Double et al., 2019). The study conducted in England by Double, McGrane, Stiff and Hopefenbeck (2019) noted that SPA is appropriate in enhancing mastery of letter-sound correspondences which lead to encoding and decoding skills that improve competency in word recognition, and comprehension abilities. The study also established that when using SPA, reading difficulties may be detected and addressed early, increasing the likelihood of success in acquisition of ELRS for improved achievement in text analysis and comprehension. Double, McGrane. Stiff and Hopefenbeck (2019) study was conducted using 6-year-olds based on whether they pass-pass, fail-pass or fail-fail a test at the end of the program.

Further, using SPA in teaching allows teachers to vary instruction under three dimensions which are; coding and decoding abilities, GPA and sound blending skills which if structurally used improve scores in word formation and pronunciation, enhancing ELRS competencies as noted by Glazzard and Stones (2020). However, preparation of activities that ensure comprehensive coverage SPA dimensions require teacher self-efficacy and instructional competence which might undermine achievement in overall scores in ELRS tests. According to Inyang (2014), use of SPA as a tool for improving the ELRS reveal that learners are eager to learn in collaborative and engaging environment as offered by SPA. Teachers find SPA easy to use given its structural organization of sound-texts which boost competency during teaching ELRS since SPA as encourages learner participation.

2.4.1 Coding-decoding Abilities

Efficiency in teaching ELRS at PP level of study may be boosted by using coding and decoding skills to enhance learner abilities in text reading fluency for better mastery of content. As a sub-component of SPA, coding teaches learners the sounds, pronunciation and symbol representation as well as the letter-sound formation which helps learner conceptualization of visual associations which enhance understanding and comprehension. In addition, decoding enables learner application of letter-sound relationships such as sound patterns for proper pronunciation of words, (Joane, Matthew & Kathleen, 2017). According to Joane, Matthew and Kathleen (2017), SPA has dramatic impact on the accuracy of reading aloud as learner synthesis process ensures improved comprehension. On the other hand, Wyse and Goswami (2008) recommended SPA use in teaching learners since contextualized SPA is effective in teaching and impacting ELRS for enhanced mastery of content.

Sitthistikul (2014) in Theoretical Review of phonics instruction for struggling/beginning readers of English reinstated that learning to read is a complex task for children and beginners because they must learn to coordinate many cognitive processes to read accurately and fluently including recognizing of words, constructing the meaning of sentences and text and retaining the information read in memory. An essential part of the process involves learning the alphabetic system, including the letter-sound correspondences, spelling patterns and learning how to apply this knowledge in reading. NRP (2021) and Sitthistikul (2014) concluded that synthetic instruction can be applied to make use of sound-symbol, vocabulary and meaning to decode and comprehend texts.

In agreement with Sitthistikul (2014), Tri, Fauzati and Hikmal (2016) conducted a research on the Effectiveness of Using Phonics Instruction and Storybooks in English Reading Classes to improve learner Participation. Anchored on three aspects: learner‘s reception to the phonics model, learner’s participation in classroom activities and investigation of instructional methods which attract learners to actively participate and contribute in learning activities they established that learners were receptive to phonics teaching method, participated actively when visuals like sound sheets, flashcards, games board or storybooks were used but lack of teacher skill in delivering this model efficiently and limited collection of English storybooks in schools hampered achievements.

2.4.2 Grapheme-phoneme Awareness (GPA)

Grapheme-phoneme awareness is a component of SPA which segments instruction into manageable bits for learners by teaching letters of the alphabet and their corresponding sounds and how they are combined to form syllables for effective acquisition of ELRS. If effectively adopted, grapheme-phoneme teaching results in adequate basic grounding for learner achievement in subsequent English language instructions, (Jamaludin et al., 2015). However, when teachers fail to adopt grapheme-phoneme strategy in teaching PP learners, achievement tend to be low in identification of syllable patterns and word formation processes. According to Jamaludin et al. (2015), study on the effectiveness of SPA in the development of early reading skills among struggling young ESL readers, use of SPA is effective in grounding learners’ reading skills from an early age and failure to use SPA led to poor reading skills at higher grades of learning. More still, learners are at a linguistic advantage of developing early reading skills like word reading, proper spelling and comprehension as a result of improved learner participation and mastery of concepts.

In contrast to the above findings, Cronje (2021) did a research on New Approaches and Strategies for Teaching African Children Initial Reading by testing the ability of grade 2 African children to read in South Africa and found out that only about 20% of learners could read, a drop of 60% from a research she did in 1990 whereby 80% of African grade 2 learners could read. These findings are also confirmed by Progress in International Reading Literacy Study (PIRLS) which found out that in 2016 about 80% of grade 4 learners do not have basic reading skills, projecting a reading crisis in South Africa. These two research agree that pedagogic reasons and approaches to initial reading in use are not suitable for the African children or languages. Also, the grade 1 lesson plan used for teaching ESL confuses learners with written English so that most cannot learn how to read. Cronje (2021) particularly points out that the phonics approach to initial reading is unsuitable for African children while advocating the syllabic approach.

2.4.3 Blending of Sounds

As noted by Tri, Fauzati and Hikmal (2016), adoption of SPA involves teaching using blending of sounds which follows learner conceptualization and understanding of grapheme-phoneme relationships. Sound blending is effective in synchronizing learner establishment of relationships between sounds to form syllables for improved skills in word formation. In contrast, when sound blending is ineffectively adopted, achievement in word formation, pronunciation and reading tend to be highly compromised. In addition, Tri et al. (2016) established that instruction including sound blending can be enhanced using storybooks to improve learner participation.

New approaches and strategies for teaching initial reading enhance learner ability to read, pedagogic reasons like teaching strategies and methods may be reviewed to enhance learner maximization of opportunities presented during learning. Cronje (2021) particularly points out that the phonics approach to initial reading is unsuitable for learners at PP given that it introduces a set of new graphemes and phonemes which might contradict the learner's mother tongue instruction compromising achievement and mastery of content, he advocated for the syllabic approach. According to NRP (2021), there are numerous approaches to teach phonics viewed through either a systematic sequence or incidental learning. The NRP concluded that SPA, in particular the blending of sound technique produces significant benefits for learners in kindergarten through 6^{th} grade and for learners having difficulty learning to read. However, whereas preschoolers and grade 1 learners register improved ability to read, spell and comprehend texts, older learners receiving SPA instruction are better able to decode, spell and read texts orally.

2.5 Analytic Phonic Approach and Learner Acquisition of ELRS

Drew (2021) emphasised that efficiency in teaching ELRS in PP can be enhanced by adoption and implementation of Analytic Phonics Approach (APA) which is diversified into three different teaching approaches that ensure acquisition and development of ELRS. The use of APA refers to a teaching style that starts at the word level not at the sound level hence learners start by reading whole words and then dissociation to constituent sounds for improved understanding. Adoption of APA does not teach the blending of sounds as it is the case in SPA, rather, learners identify a common sound in a set of words that each contain that sound. Example: bat, bed, and beg then practice reading them as whole words not parts. APA is often taught with Storybooks and worksheet for accuracy and efficiency.

According to Drew (2021), APA is effective in teaching spelling and comprehension as it helps in development of associative-decoding skills essential in understanding phonemes-graphemes components used in constructing or deconstructing words. The deconstructing helps a learner to understand individual units and how they combine into syllables and then helps in understanding of phonemes as part of words rather than decontextualized sounds and emphasizes on decoding rather than encoding as central to developing ELRS Whenever compromised during the teaching process, learner tends to score low in ELRS hence competency in word recognition is undermined. As noted by Watson, McGeown and Johnston (2017), a comparison between effectiveness of SPA and APA revealed APA is centrally effective in teaching spelling instruction and is organized into three areas, namely: whole word reading, dissociation of words and consolidating sound-syllables.

2.5.1 Whole Word Reading

Adoption of APA entails engaging activities that actively help learner participation in learning hence raising abilities in both whole word reading and encoding, effectively improving test score achievement and mastery of content. According to Watson, McGeown and Johnston (2017), instructional management that incorporate APA instructions tend to improve learner understanding of syllable formation and combination to form words by reading from whole to parts. In cases where unstructured APA is adopted, learners tend to score low in encoding, word recognition and dissociation which in turn affect learner comprehension skills. Again, Watson et al. (2017) emphasized that English spelling system has an opaque orthography, some spellings have inconsistent grapheme-phoneme connections, like: “aisle”, “crown” and “caught.” This makes teaching forces teaching of words with regular versus irregular spelling-sound correspondences independently.

Whole word reading as a teaching style draws from the understanding that learners are active participants in creating knowledge hence are curious to learn and discover new words as noted by Cicerchia and Freeman (2019), whole word approach teaches learners to read by sight and relies upon memorization via repeated exposure to the written form of a word paired with an image or an audio. In addition, new words learnt maybe meaningfully combined to form sentences after learner attainment of comprehension skills for improved achievement in word recognition skills. However, instructional competence tend to impede ELRS acquisition if adoption and effective implementation of whole word reading skills is compromised, consequently leading to low achievement in word recognition, dissociation and encoding skills as learners tend to lag behind in classroom attainment or participation in structured activities that require implicit skills learnt via APA

A study conducted by Kang'ethe and Runo (2014) revealed that teachers prefer to use PIM in preschool to teach ELRS but neglect whole word reading technique with only 20% of the sampled teachers using it to teach. This negligence has a far reaching negative outcome in word reading, text fluency and comprehension. In support of the significance of whole word reading to acquisition of ELRS, Fauzi and Basikin (2020) observed that learner ability to read and write is enhanced when a teacher adopts whole word reading as a teaching technique. The study was conducted in Indonesia with 5-6 year old children and assessed both reading and writing skills whereas this study will analyze PP learners using quasi-experimental and will be done in Kenya. However, Zammit (2019) notes that whole word reading may not be efficient if teachers do not emphasize the decoding of word meaning and if learners cannot contextualize knowledge after scaffolding is withdrawn.

2.5.2 Dissociation of Words

English language teaching process maybe highly enriched by adopting dissociation as a teaching strategy derived from APA as a component of PIM given that dissociation enables a learner to break down whole word into constituent sound by first breaking it to syllables which are the building blocks of word formation. More still, dissociation helps build learner capacity and competency in understanding letter-sound relationships and symbol formation, systematically contributing to enhanced comprehension skills acquired through mastery of concepts (Drew, 2021) . In the view of Drew (2021), dissociation further details the process of analyzing words by separating individual components into syllables-sounds in that, learning activities and classroom instruction presents whole words for reading and breaking into sounds for mastery of ELRS and improved competency in word recognition.

Perea, Marcet, Martinez and Gomez (2016) conducted a study on the dissociation of word/non-word repetition effects in lexical decision and observed that dissociation of words in to constituent syllables involves a process of sight word-recognition-reading-deconstructing-reconstructing-reading-deducing meaning-using correctly in context. This structural adoption of dissociation of words as a teaching technique stemming from APA may lead to enhanced achievement in ELRS. The study underpinned that, to examine the process underlying word recognition, researchers employ a number of different techniques, all of which are tied to lexical decision tasks. Carreiras, Riba and Munte (2009), in a study about syllabic congruence and word frequency effects on brain activation noted that cognitive processes recognizing multisyllabic words are reflected in different activation patterns, concluding that sight words, when increased in frequency of interaction may hasten learner mastery of ELRS.

2.5.3 Encoding Reading Skills

Use of APA in teaching anchors learner requisite skills to enhance competency in sound blending, word reading and dissociation which are critical in improving ELRS in PP. In addition to the process of using letter/sound knowledge to write in the view of Burke, Linde and Clayton (2021). Encoding teaches sounds and corresponding symbols combining into syllables joined into words. Decoding entails learning of sounds as language codes and blending them to form words which if effectively adopted may lead to improved scores in learner acquisition of ELRS. Mwoma (2017) emphasized that advanced skills acquired in later grades depend on early learning, failure to which learners struggle with comprehension skills. The study was conducted in Narok in public schools and focused on children's ability to read based on gender and grade 3. Structural adoption of APA may be greatly enhanced by availability of s reading materials and conducive environment. Quality instruction and learner engagement in activities such as read aloud, audio-visuals and writing activities should be a priority for effective development of APA.

Terry (2022) adds that in order for learners to develop improved reading and spelling skills they need to learn how to decode and encode using the grapheme-phoneme codes, in that in order to read, one has to decode (sound out) words and in order to spell, one has to encode. Further, encoding and decoding combine the components of auditory and visual processing, here phonemic awareness and phonics come together in the process of reading. In support of encoding and particularly ApA, Wyse (2022) emphasized that SPA in failing learners in England and other approaches should be explored if learners are to develop ELRS. This evidence points out to a system of teaching that holistically enhance acquisition of ELRS in which the encoding technique could be a critical element in.

2.6 Analogy Phonic Approach and Learner Acquisition of ELRS

Instructional efficiency in teaching ELRS is likely to be improved by using Analogy Phonic Approach (ApA) as it raises learner achievement in text analysis. Implementation of ApA involves three areas of consideration which when effectively organized to guide learning, may be able to yield improved achievement (Parker, 2021). To raise learner competence in ELRS, ApA employs use of rhyme segment, sound pattern and consolidating sound-syllables. When language teachers fail to plan and use ApA, achievement tend to be low in identification of rhyme segment and sound pattern which influence acquisition and use of vocabulary in context. In instances where ApA is inappropriately utilized, learners tend to score low in identifying rhyme segments, word formation and sound pattern analysis leading to low acquisition of ELRS. Parker (2021) notes that ApA is linked to learner acquisition of and teacher competence. In a study on why synthetic reading instruction, Parker (2021) noted that words consist of individual phonemes which blend when a word is pronounced to sound out as a single unit for a word.

In addition, ApA is a teaching style that greatly draws from digraphs or tri-graphs and helps construct as many words as possible from a single sound leading to increased word count and vocabulary acquisition in context. In instances where ApA is inappropriately utilized, learners tend to score low in identification and reading of rhyme segments, word formation sequences and sound pattern analysis which lead to low achievement in ELRS. As noted by Parker (2021), analogy phonic approach has a significant positive relationship between learner achievement and teacher competence and self-efficacy. During the study, when prompted to decode by analogy, 83% of a novel one-syllable-words, results show feasibility of improving ELRS by systematic and strategic analogy-based phonics.

2.6.1 Learning Rhyme Segment

Analogy phonics approach may be effectively organized and structured to address learner mastery of rhyme segments incorporated in ELR activities for enhanced understanding and recognition of new words. According to a study by Grofcikova and Macajova (2021), rhyme segments is a basic skill associated with phonological awareness given that preceding preparation and initial reading are associated with development of sight perception focusing on mutual harmonizing of the eye movement with print. Learners use digraphs or tri-graphs by mastering the sounds pronounced as a unit and change the first or last sound to make a different word. In support, Evans (2013) opined that analogy based spelling strategies in PP significantly improved letter-sound knowledge, phonemic awareness, and decoding skills which increased learner competency and comprehension in ELRS.

Wyse and Goswami (2008) added that children's early rhyme awareness has implications on pre-readers when they begin to take instructions as they perform rhyme tasks much more readily. Rhyme and analogy has been adopted as an integral part of the national literacy strategy a move which seems to be influenced by the debate that: a) rhyme awareness is related to reading ability, b) rhyme awareness affects reading achievement, c) rhyme awareness leads to the development of phonemic awareness. Additionally, Goswami (2015) in a study on rhymes, phonemes and learning to read established that learning rhyme on the onset of teaching how to read helps learners learn how to represent speech by alphabetical codes consequently developing phonological processing skills which lead to enhanced mastery of ELRS.

2.6.2 Identifying Sound Pattern

On the same vein, identifying sound patterns in the view of Marn (2016) is a reading skill associated with ApA and involves combining sounds based on similarities hence teaching of rhymes and related word families. Further, identifying sound patterns is necessary in teaching systematic spelling, word recognition, formation and reading for improved understanding of concepts and mastery of comprehension skills. Use of analogy phonic approach has been successful given that readers find it easy to divide word rhymes than individual letters and sounds. Phonographs and word family patterns help to easily read a new word that follows a similar pattern which leads to the development of ELRS with accuracy and fluency as established by Marn (2016). In congruence, Mozes and Liando (2020) affirmed that analogy phonic approach is effective in enhancing PP learners' vocabulary, development of ELRS and introduction of a letter with its corresponding phonic sound made it easy for learners to pronounce words correctly.

2.6.3 Consolidating sound syllable

Consolidating sound syllable is a phonic teaching technique aligned to ApA. If structurally adopted, it might enhance phonological awareness, which is a critically early literacy skill which helps learners recognize and work with the sounds of spoken language. In developing phonological awareness, consolidating sound syllable teaching technique help learners to develop the following skills: recognizing which words in a set of words start with the same sound, isolating and saying the first or last sound in a word, blending separate sounds to form a word and breaking a word into its separate sounds. Once a learner sufficiently masters this technique, consolidating is taught as a reverse and helps improve ELRS, (Fletcher, 2018).

2.7 Embedded Phonics Approach (EPA) and Learner Acquisition of ELRS

Teaching ELRS can effectively adopt EPA that teaches reading experiences by involving implicit rather than explicit instruction and emerges as needs arise (Strauber & Goldman, 2020). When effectively applied, EPA helps learner decoding of unfamiliar words by applying knowledge of the structure of the English language as it relies on repeated exposure for enhanced mastery of concepts. According to Strauber and Goldman (2020), effective adoption of EPA in teaching ELRS tends to increase the frequency of sight words which translate to learner active participation that valuably raise scores and achievement in text analysis and implicit understanding. Additionally, although words embedded in pictures show no advantage over text alone, EPA may be effective if instruction is well orchestrated to present combination of a picture and phonics as acquisition is higher on immediate and later tests scores.

Particularly, Konza (2006) established that adoption of implicit learning and text analysis increase learner capacity to acquire ELRS for sustained mastery of vocabulary. In instances where EPA is structurally implemented, achievement in comprehension and text analysis skills is accelerated in that activities are planned and presented in the learner environment for discovery and assimilation. However, when not adopted, Konza (2006) emphasized that EPA may not result in improved ELRS owing to its abstract way of presenting instruction hence learner achievement tend to be compromised. Teachers need to be trained on how to use EPA during class instruction to enable them to deliver effectively since improved achievement is influenced by teacher efficacy and confidence in handling areas of concern.

2.7.1 Implicit Reading Approach

Learner achievement in ELRS may effectively adopt implicit reading involving learner interaction with intended instruction in context such that the teacher embeds phonics instruction in learner activities, (Shea & Ceprano, 2017). Effective utilization of implicit learning as a sub-component of EPA in teaching ELRS create awareness and raise learner ability to appropriately acquire text analysis and comprehension skills. In addition, if implicit learning is inappropriately structured, learner tends to miss-out on critical reading skills that decrease learner capacity to internalize texts for meaningful application of knowledge attained. In the view of Shea and Ceprano (2017), comprehension is a high order reading skill influenced by ability to understand implicit meanings drawn from explicitly expressed content for enhanced grasping, analyzing and evaluation of texts, grasping of implicit meanings during reading tend to boost ELRS and reduce linguistic problems.

2.7.2 Text Reading Analysis

Effective adoption of EPA tends to raise learner acquisition and competency in ELRS through development of text analysis skills. However, in instances where instruction is not structurally presented using EPA, discovery or incidental learning is compromised hence achievement in comprehension of texts and new word reading is negatively affected. As noted by Allen (2017), text analysis refers to a methodology that involves understanding language, symbols and/or pictures present in texts to gain information aided by written, visual and spoken cues. Text analysis is a sub-component of EPA that involves reading a text word by word deciphering the message by means of comprehension. As noted by Tri, Fauziati and Hikmal (2016), efficiency in teaching ELRS encourages active participation

and contribution supporting implicit approach in classroom situation so that learners encounter words and derive their meanings in context. On the same vein, EPA greatly enhance text understanding and analysis for learners who have had prior exposure to print, those who have had letters pointed out to them, became familiar with the letters, punctuation and noted how print moves along a page, such are primed to take advantage of implicit phonics instruction with minimal guidance, see the relationship between words and context for enhanced acquisition and mastery of concepts.

2.7.3 Incidental Learning Activities

Adoption and utilization of EPA also includes use of incidental learning which according to Hulstijn (2013), is the acquisition of a word or expression without the conscious intention to commit the element to memory such as "picking up" an unknown word when listening or reading a text. Hulstijn (2013) conducted a study on Incidental Learning in Second Language Acquisition and found out that it enhances learning of ELRS. When well organized, incidental learning involves the incorporation of phonics instruction in learning activities such that learner acquire ELRS through discovery learning. Whenever teaching in PP neglects use of incidental instruction learning, learner acquisition of comprehension skills tend to be low as instructional elements are overlooked, hindering learner development of requisite skills for enhanced ELRS. Abudu (2017) in a research on Improving the English Reading Ability of Primary Four Pupils in Bimbila noted that ELRS are compromised because of lack of exposure to reading materials alongside poor knowledge of letter-sound causing difficulties like wrong pronunciation, skipping and omitting letters.

Spencer and Wagner (2018) established that utilizing EPA implicit discovery strategy has yielded efficiency in text analysis method. Teacher competence in appropriately demystifying EPA helps learner familiarize with print and exposure to reading leads to cumulative competence in recognition and comprehension hence high order reading skills. More still, EPA enhance critical reading skills such as guided incidental discovery in ELRS that tend to raise achievement in overall understanding of texts. However, Spencer and Wagner (2018) confirmed that reading difficulties have dire consequences on academic achievement, communication skills and competence in ELRS but can be addressed by using EPA which effectively helps in acquisition of reading and comprehension skills boosting scores through exposure to reading materials that support understanding and comprehension.

2.8 Theoretical Framework

The study adopted Socio-Constructivist Theory by Lev Vygotsky (1978) which states that children develop knowledge and view of the world based on personal experiences as active participants who construct knowledge in a socio-cultural environment. Social-Constructivist Theory emphasizes development of competency skills through social interaction in a culturally sensitive environment. Integrative learning as postulated by social constructivist theory is anchored on appropriate learning activities for learner to achieve effective scores while providing socio-constructivist orientation through interaction that support learning for accelerated sound, word and text analysis for ease of comprehension.

Drawing from Social-Constructivist Theory by Vygotsky, one-on-one instructional strategy with mechanism for interaction in a social environment tend to build competence in learner ability to recognize and decipher sounds for acquisition of comprehension skills. Use of PIM is highly interactive as it offers endless opportunities for learners to engage in group activities that effectively enhance acquisition of ELRS. If appropriately utilized, PIM may be used to develop and optimize learner potential at each zone of proximal development by scaffolding: which are basic tenets to Socio-Constructivist approach. To achieve and record positive results in developing learner ELRS, learner support is critical as it ensures competence in content mastery given that social-constructivist approach recognizes different elements within the environment which enhance or inhibit cognitive development but also appreciates concerted efforts for development.

2.9 Conceptual Framework

The conceptual framework in Figure 2.1 shows possible outcomes of selected aspects of PIM on PP language reading skills. When appropriately used, SPA enhances learners coding and decoding abilities**,** grapheme-phoneme awareness and sound blending. In cases where APA is well utilized, learners gain whole word reading skills, dissociation of words and encoding skills. Appropriate adoption of analogy phonic approach leads to enhanced understanding of rhyme segment, identifying sound pattern and blending skills whereas the use of EPA leads to improved implicit reading, text analysis and incidental/discovery learning. These reading skills lead to development of ELRS in PP such as improved phonemic awareness and spelling, enhanced vocabulary and word recognition, fluency in text reading and enhanced comprehension skills. However, intervening variables such as teacher skills and experience on teaching using PIM, teacher attitude and amount of time a

learner is exposed to phonics instruction may positively or negatively influence the expected outcome when PMI is used.

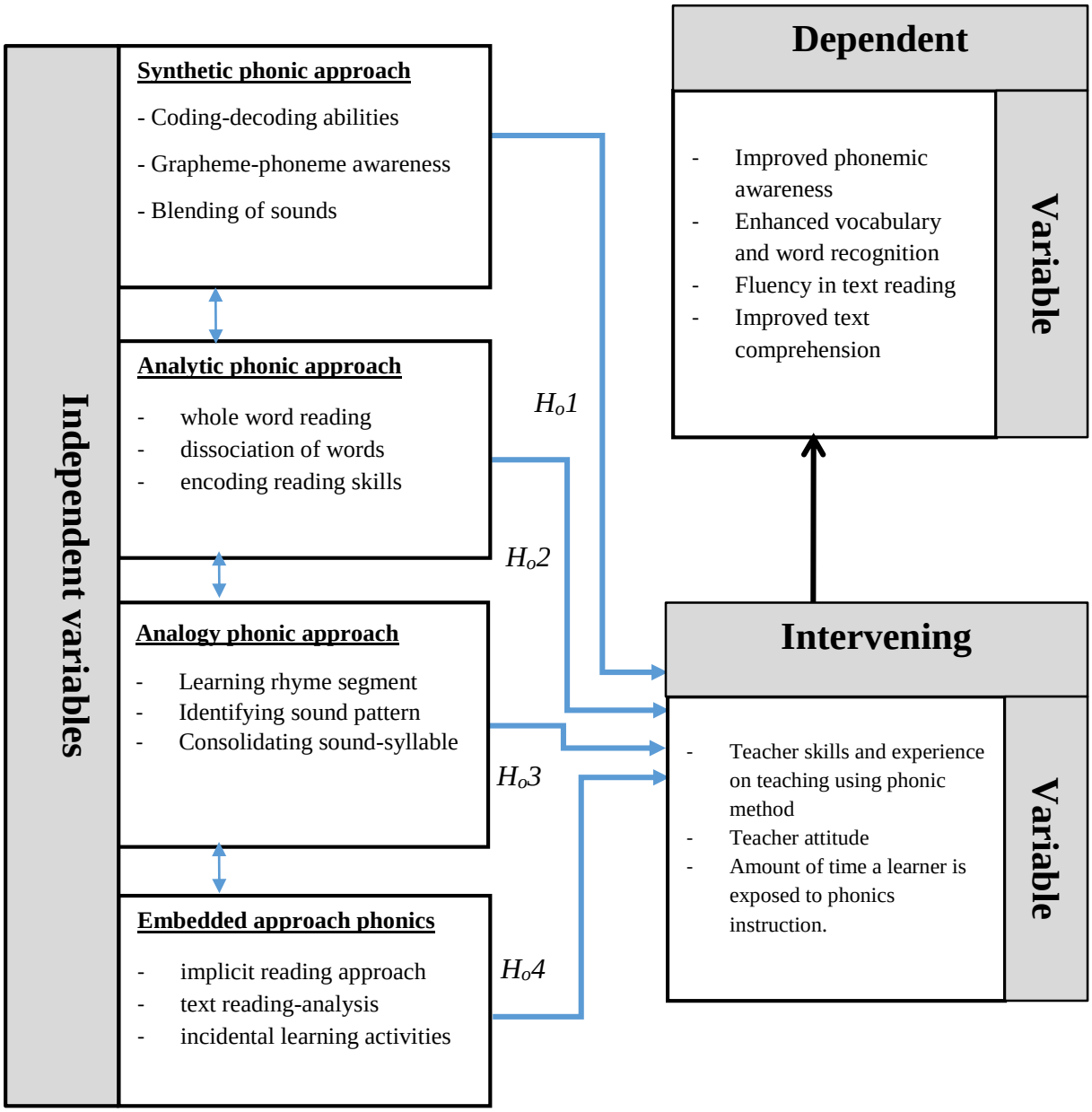

Figure 2.1: Perceived Conceptual Framework

2.10. Summary of Reviewed Literature and Study Gaps

Table 2.1: Matrix Summarizing Reviewed Literature on Knowledge Gaps and Focus of the Study.

Author	Study	Methodology	Findings of the Study	Knowledge gap	My Study Focus
Senol (2021)	Readiness for reading and writing in preschool period: Teachers viewpoint on classroom environment and practices.	Case study – descriptive design using purposive sampling.	Classroom environment and activities play a significant role in supporting learner's reading and writing skills.	Teaching approaches that enhance reading and writing skills.	Adoption of PIM on learner achievement in ELRS.
Watson, McGeown & Johnston (2012)	Long-term effects of synthetic versus analytic phonics teaching on the reading and spelling ability of 10-year-old boys and girls.	Comparison between SPA and APA.	SPA improved performance in word reading, spelling and word comprehension as compared to APA.	The two groups were of different gender, individual learner characteristics may have influenced results.	All approaches affiliated to PIM. (SPA, APA, ApA and EPA).
Cronje (2021)	New approaches and strategies for teaching African children initial reading	Literature review and analysis from 1990 through 2016 to the present. (Done in south Africa).	The approaches to initial reading are not suitable for African children and African languages and the grade 1 lesson plan used for teaching ESL confuses children with written English.	Initial learning of reading skills do not begin at grade 1, learners at grade 4 are presumed to have been taught advanced literacy skills.	Pre-primary 1 and 2 learners as beginners of learning ELRS. The study will be done in Kenya, Nairobi county.
Mwoma (2017)	Children's reading ability in early primary schooling: Challenges for a Kenyan rural community	Mixed method research approach involving concurrent qualitative and quantitative data	Boys performed slightly better in both English and Kiswahili than girls in reading.	Done in Kenyan public school in rural Narok. Used grade 3 learners	Conducted in Nairobi county. Will use tuition centres and homeschools PP1 and 2 learners
Jaluo (2019)	Assessment of phonics instructional method in English language reading readiness of children in class one at Kericho rehabilitation school, Kenya.	Case study research design which utilized a quasi-experimental research design.	Children's performance in English language reading readiness can be improved when the teachers use phonics instructional method.	The specific PIM approaches used during the teaching process.	Quasi-experimental design utilizing pre-post and post-test.

CHAPTER -THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three focused on methodology which detailed research design, target population, sample size and sampling technique, research instruments reliability and validity of research instruments, data collection and analysis procedure and concluded with ethical consideations during reseach.

3.2 Research Design

Research design refers to the strategy a study integrates the different components in a coherent and logical way thereby ensuring effective address of study problem by constituting the blue print for the collection, measurement and analysis of data (De Vaus 2001; William 2006). This study adopted quasi-experimental design specifically non-equivalent, pre-post, post-test control group design to determine effect. According to Abraham and MacDonald (2011), quasi-experimental design uses random assignment method that helps determine and estimate the causal-impact relationship of an intervention by actively controlling the elements of the independent variable. The study focused on cause-effect relationship between PIM and achievement in ELRS, whereby PIM as the independent variable was used to teach learners during a twelve week intervention and achievement in ELRS, which is the dependent variable, was measured thereafter. In addition the study adopted quasi-experimental non-equivalent groups design given that differences in achievement in ELRS was observed between PP1 and PP2 learners.

Similarly, pre-test post-test branch of quasi-experimental was used to capture both initial learner performance in ELRS and after the intervention as it was presumed that PIM influence achievement in ELRS. Quasi-experimental pre-test and post-test design was a suitable design as it is applicable in natural setting of already existing environment as the teacher and learner participants are already intact groups existing with the target population hence no modification required. Randomization, which is a characteristic of quasi-experimental research design, was used to place learners in either control or experimental group. The two groups served to mitigate the design's weakness of being prone to individual biasness due to manipulation of variables and the non-random assignment of subjects, (Thomas, Cook, Zhu, Klein & Starkey 2020). In obtaining data under quasi-experimental design, the study was able to adopt mixed method approach to collect both qualitative and quantitative information for analysis. Based on this, the study better maximized on triangulation method using questionnaire for teachers, pre-post, post-test and observation schedule for learners to determine the influence of PIM on learner achievement in ELRS.

3.3 Target Population

Target population is the specific, conceptually bound group of potential participants to whom the researcher may have access and represents the nature of the population of interest (Bridier & Casteel, 2021). The target population for this study was PP1, PP2 learners and PP English teachers in tuition centres and homeschools in Dagoretti North sub-county. Tuition centres and homeschools were seleted because they were composed of small group classes consisting of 4-5 learners, and offered individualized tutoring within a learner modified educational environment.

Accessible IEBC records show that Dagoretti North sub-county has five wards namely: Kilimani, Kileleswa, Gatina, Kawangware and Kabiro (IEBC, 2018). Records from the Sub-County Education office show that three of the five wards had tuition centres and corresponding homeschools registered with the education office. Within the tuition centres and homeschools, the study targeted all PP1 and PP2 learners as well as the respective PP teachers. Extant literature shows that at the time of the study, Dagoretti North Sub-County had 19 registered tuitions centres with corresponding 68 homeschools within the three wards (County Director of Education, 2020). In addition, the total number of PP learners registered in the targeted centres were 112, while that of teachers was 45 as shown in table 3.1; (County Government of Nairobi, 2020). Data from the other two wards (Gatina and Kawangware) was not available and as such, the study assumed that tuition centres and homeschools were only located in the three mentioned wards.

Table 3.1: Target Population

Wards	**Number of Tuition Centeres**	**Home Schools**	**PP1 Learners**	**PP2 Learners**	**PP teachers**
Kilimani	10	36	20	22	22
Kileleshwa	6	24	18	32	21
Gatina	0	0	0	0	0
Kawangware	0	0	0	0	0
Kabiro	3	8	12	8	2
TOTAL	19	68	50	62	45

Source: County Government of Nairobi, Ministry of education, (2020).

3.4 Sampling Procedure and Sample Size

Sample size is the whole set of individuals who have been selected to represent the target population because they meet the sampling criteria, Oribhabour and Anyanwu (2019). The study employed a mix of convenient and purposive sampling methods in selecting the participants. Convinient sampling was used to select the two wards from the five, based on ease of reach. Equally, 4 tuition centres and 9 homeschools were conveniently selected based on the PP teacher availability and consent to the research process. Purposive sampling method was used to select 15 and 25 PP leaners from the tuition centres and homeshools respectively, as well as 15 PP teachers. According to Palinkas, Horwitz and Hoagwood (2011), purposive sampling is a procedure used for identification and selection of information-rich cases related to the phenomenon of interest.

Table 3.2: Sample Size

Sampling units	Population Size	Sample size	Method of determination
Wards	5	2	Convenient
Tuition centres	19	4	Convenient
Home schools	68	9	Convenient
PP1 & PP2 Learners	112	40	Fisher's formula
PP Teachers	45	15	Fisher's formula

Out of 112 PP1 and PP2 learners, 40 were involved in the study using Fisher's formula for sample size determination from finite populations. Similarly, 15 teachers were sampled using the formula below;

$$n_i = \frac{p(1-p)}{\left[\left(\frac{a}{Z}\right)^2 + p(1-p)/N_i\right]}$$

Where: ni is the sample size, Ni is the population, p is the estimated population variance, which by default is 0.5. In addition, α is the error margin, which by default stands at 0.05, while Z is the confidence level, defaulted at 95%. Notably, 95% confidence level is equivalent to 1.96 on the normal distribution curve.

3.5 Research Instruments

The following research instruments were used to gather data for the study.

3.5.1 Questionnaire for teachers

According to Sathiyaseelan (2015), questionnaires can be used to gather data concerning knowledge, attitudes, opinions and facts, additionally, questionnaires can be open-ended which allow participants to give spontaneous opinions or closed-ended which allow participants to select answer from among several choices. In this study, questionnaire for teachers were applied to source data on teacher background attributes including age, gender and years of experience. Secondly, the questionnaires sourced data on the implementation and use of PIM in PP in enhancing learner achievement in ELRS. A Likert scale, calibrated as “strongly agree”, “agree”, “disagree” and “strongly disagree” was used to capture teacher perception on the use of PIM.

3.5.2 Pre-test and Post-test for Learners

According to Stratton (2019), a pre-test and post-test design have the advantage of having directionality, meaning there is testing of a dependent variable before and after an intervention administered with an independent variable. After the pre-test had been administered, learners were taught using synthetic, analytic, analogy and embedded approaches which are sub-components of PIM. The teaching intervention took 12 weeks

and then a post-test was administered to source data on learner achievement before and after teaching using PIM. Fifteen sampled teachers were inducted into PIM use before study commenced through training to ensure that they were capable of administering PIM appropriately. Pre-test and post-test were based on guided activities drawn from PIM approaches spirally structured to enhance capacity in ELRS and comprehension skills**.**

3.5.3 Observation Schedule for Learners

Observation is used to gather information using body senses and allows investigation and documentation of everyday behavior of the people being observed. It is suitable to explore, understand and document activities as they occur, (Paradis, O'Brien and Athina, 2015). Observation was used to record classroom teacher-learner interaction, inclusion and participation during PIM activities as to establish the influence of PIM on learner achievement in ELRS.

3.6 Reliability of the Research Instruments

Reliability refers to the ability of an instrument to produce credible and consistent data captured repeatedly, from the same participants, under the same conditions (Kubai, 2021). As noted by Heale and Twycross (2015), the inconsistency of data captured using a particular tool, between any two periods, signals the manifestation of random error arising during data collection or inaccuracy of the data gathering tool. The reliability of the questionnaires was tested using test-retest reliability. Pre-test and Post-test examinations were tested by the use of split-half reliability which is a measure of consistency between two halves of a construct measure (Heale & Twycross, 2015) and internal consistency reliability, which is a measure of consistency between different items of the same construct and uses Cronbach's alpha coefficient (Cronbach, 1951). Learners were divided into two

groups and the observation calculated using an alpha coefficient by Cronbach, *a=kr/(1+(k-1) r)*. Cronbach's alpha increases as inter-correlations among test items increase. A reliability test to assess the credibility of pre-test and post-test was performed. The result of the Cronbach Alpha is presented in table 3.1:

Table 3.1: **Cronbach's Alpha on Reliability Tests:**

Cronbach's Alpha	N of Items
.675	8

Analysis produced a Cronbach's value of 0.675, indicating a high level of reliability. The data was regarded dependable and lacked redundancy given that the value was greater than 6 and less than 9.

3.7 Validity of the Research Instruments

Kubai (2021) defines validity as the extent to which a measure adequately represents the underlying skills, knowledge or attributes the researcher is investigating. The pre-tests and post-tests were validated by proofing that their function was representing that which the researcher intended to measure by using Criterion-related validity which establishes the degree of correspondence between a test measure and one or more external referents by correlation (Mohajan, 2017). Content and face validity were used to measure the quality of questionnaires in capturing formulation of questions, simplicity and clarity of language in addition to scrutiny by supervisors. Lastly, inter-rater criterion was used to measure validity of observation schedule.

3.8 Data Collection Procedure

Induction debriefing sessions were held to help respondents understand scope of the study by explaining key concepts, hypothesized casual relationships, expectations and purpose. In gathering data, researcher distributed to respondents Pre-test and Post-test examinations respectively with a teaching intervention in-between using PIM strategies. Questionnaire for teachers were also distributed and responses obtained using open-ended and closed-ended questions. The researcher additionally filled-in an observation schedule based on learner behavior and responses observed during the teaching-learning process. More still, the results and information gathered was entered as raw data for analysis.

3.9 Data Analysis Procedure

Data gathered was processed, analyzed and interpreted to generate blended findings using descriptive statistics which summarizes data using frequency distribution and percentages for demographic data and inferential statistics, specifically T-TEST for all objectives to test if there was statistically significant difference between pre-tests and post-tests results. This helped determine whether PIM was significant in improving ELRS in learners.

3.10 Ethical Considerations

The researcher obtained an authorizing letter from university, Department of Educational Communication, Technology and Pedagogical Studies, then NACOSTI and Nairobi County Office of ECE. Thereafter, the researcher sought consent from selected Tuition Centre administrators and parents of individual learner participants through school administration in full knowledge that targeted participants had the right to decide on participation or not. To ensure confidentiality, codes were assigned to questionnaires and test papers whereas participants were advised to neither use individual nor school names.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents, interprets and discusses data based on descriptive and inferential analysis according to study objectives and corresponding hypotheses in the following order: response rate, demographic profile of respondents and thematic areas: Synthetic, Analytic, Analogy and Embedded phonic approaches influence on ELRS in Pre-Primary.

4.2 Response Rate

The percentage of participants who respond as a fraction of the sample study is known as the response rate. The study engaged 55 (100%) respondents; 15 teachers and 40 learners but 3 (5.5%) learners did not sit for the post-test since two learners transferred to different countries whereas one opted out of homeschooling. Response rate was 95.5%, considered credible to draw findings for and conclusions. 15 teachers were issued with questionnaires, 40 learners were treated to a pre-test, out which 37 were treated to post-test and subjected to observation. The study established response rate of participants as shown in Table 4.1:

Table 4.1: Response Rate for Schools, Learners and Teachers

Tuition Centre Code:	Learner Frequency	Percent (%)
001	12	32.4
002	10	27.0
003	6	11.2
004	9	21.8
Total	37	92.4
Tuition Centre Code	**Teacher Frequency**	**Percentage**
001	5	33.3
002	4	26.7
003	3	20.0
004	3	20.0
Total	15	100.0

The study adopted 4 tuition centres and corresponding homeschools to which learners were affiliated to. The learning institutions responded to the study hence 100% response rate for tuition centres and homeschools. Out of the 4 (100%) tuition centres, school code 001 had 12 learners, 8 (21.6%) from tuition centre and 4 (10.8%) from homeschool accounting for 32.4% response rate, school code 002 had 10 learners, accounting for 26.7% of the total response rate in which 7 (18.7%) were from tuition centre and 3 (8.0%) drawn from homeschools. In addition, school code 003 had a response rate contribution of 6 (11.2%) all drawn from homechool because three learners did not make it to the completion of the study whereas school code 004 accounted for 9 (21.8%) all drawn from homechools. This yielded a total response rate of 37 (92.5%) learners, 15 (37.5%) from tuition centres and 23 (55.0%) learners which was considered sufficient data for analysis.

Further, Table 4.1 presents demographic data for teachers. The total number of teachers was 15 (100%), all responded to and returned the issued questionnaires. School code 001 had 5 (33.3%) teachers selected to represent the tuition centre and homeschools' population of teachers, 002 had 4 (26.7%) teachers drawn from it whereas 003 and 004 had 3 (20.0%) teachers each drawn from tuition centres and homeschools. The findings indicate 100% response rate for teachers hence obtained data was considered credible to generate findings.

4.3 Demographic Data of Respondents

Demographic data of respondents presents the analysis of participant characteristics to determine representation of target population variables which enabled generalization of findings to the target population. Respondents were grouped in to various categories to capture the unique individual characteristics for both teachers and pre-primary learners detailed as follows:

4.3.1 Demographic Data for Teachers

Table 4.2 present teacher individual variables and characteristics that influenced the analysis of findings.

Table 4.2: Demographic Data for Teachers

Variables	Indicators	No. of Teachers	Percent
Institution (Code)	001	5	33.3
	002	4	26.7
	003	3	20.0
	004	3	20.0
Institttion Type	Homeschool	10	66.7
	Tuition Centre	5	33.3
Gender	Female	15	100.0
Academic Qualification	Degree	7	46.7
	Diploma	5	33.3
	Certificate	3	20.0
	Total	15	100.0
Experience (in years)	3 to 4 years	11	73.3
	5 to 6 years	4	26.7
	Total	15	100.0
Teaching Grade	PP1	12	80.0
	PP2	15	100.0

Analysis of findings in Table 4.2 indicate that there were 15 (100%) teachers in total who participated in the study, sampled from 4 different tuition centres. Out of the 15 (100%) teachers, 5 (33.3%) were from 001 and 4 (26.7%) teachers were from 002. Consequently, 3 (20.0%) teachers were drawn from 003 and 004 respectively. This selection was based on proportion of population size of tuition centers and number of homeschools attached to these institutions. In addition, 5 (33.3%) teachers were from tuition centres while 10 (66.7%) teachers were handling homeschool learners. Difference in the sampled population of teachers was due to 1:2 ratio between tuition centers and homeschools within the target population. Based on gender, all 15 (100%) teachers were female, indicating that tuition centres and homeschools preferred female teachers for PP level of study.

Administrators also noted that male teachers did not apply to teach at this level and clients preferred female teachers. Data also indicate that all 15 (100%) teachers were certified as professional qualification critically enhance delivery of instruction and class management. Degree was the highest academic level achieved by 7 (4 6.7%) teachers. In addition, 5 (33.3%) had diploma qualification whereas 3 (20.0%) teachers had certificate qualification and all qualifications were in education. Findings in Table 4.2 also indicate that majority of the teachers 11 (73.3%) of the teachers had been working for 3-4 years whereas 4 (26.7%) teachers had been working for 5-6 years. Lastly, based on teaching grade, 12 (80%) teachers had learners in PP1 and all 15 (100%) teachers had PP2 learners, indicating that teachers teaching PP can handle both grades depending on learner population and client required specifications given that class sizes are small (1-4 learners).

4.3.2 Demographic Data for Learners

Learners adopted for the study were aggregated into different categories based on various characteristics which contributed to generating of data as presented in Table 4.3:

Table 4.3: Demographic Data for Learners

	Indicator	**Frequency N=37**	**Percent 100%**
Gender	Girls	22	59.5
	Boys	15	40.5
Grade	PP1	18	48.6
	PP2	19	51.4
	Total	**37**	**100.0**
School code	001	12	32.4
	002	10	27.0
	003	6	11.2
	004	9	21.8

Findings in Table 4.3 indicate that total population for girls in the 4 tuition centres and constituent homeschools was 22 which accounted for 59.5% of the total learner population.

The table also indicates that the total population for boys was 15, hence boys accounted for 40.5% of total learner population. This balance of gender in ratio 1.5:1 was achieved as a result of learner distribution across tuition centres and homeschools.

Further, learners were aggregated according to level of learning given that PP level of study constitutes of two grades: PPI and PP2. Findings were analyzed as follows: PP1 level of study had 18 (48.6%) learners drawn from different tuition centres and homeschools whereas PP2 level of study had 19 (51.4%), with a total population of 37. The frequency and percentage representation indicate a balanced approach to selection of learner participants which highly contributed to the success of assessing influence of PIM on learner achievement in ELRS.

In addition, when learner population was aggregated by tuition center and homeschool, 12 (32.4%) learners were affiliated to tuition centres 001, tuition centre 002 and 003 had 10 and 6 learners, accounting for 26.7% and of 6 (11.2%) of the total response rate respectively. In addition, tuition centre 004 accounted for 9 (21.8%) learners.

4.4 Synthetic Phonic Approach (SPA) and Learner Achievement in ELRS

The study sought to investigate the influence of different sub-components of SPA on learning outcomes in ELRS among PP learners. The research hypothesis “There is no significant relationship between adoption of synthetic phonic approach and learner achievement in English language reading skills” was assessed to ascertain level of significance in pre-test and post-test scores.

4.4.1 Coding-Decoding Abilities and Learner Achievement in ELRS

Coding-decoding abilities facilitate the learning of alphabet sounds for effective development of ELRS in PP for enhanced mastery of phonemic awareness and spelling skills. The study sought to find out whether coding-decoding strategy used during teaching-learning process influenced learner achievement in ELRS. To achieve this, a 4-level-Likert; (strongly agree, agree, disagree and strongly disagree) scale was used to disaggregate teacher competence in adopting coding-decoding strategy during instruction to enhance learning abilities in sounding, reading and writing. However, the participants only responded on strongly agree and agree as the preferred parameters. Table 4.4 show the findings of adopting coding decoding abilities for accelerated learning.

Table 4.4: Coding and Decoding Abilities

Indicators	Strongly Agree		Agree	
	Freq.	**Percent.**	**Freq.**	**Percent.**
Joining dots to write letters and sounds	13	86.7%	2	13.3%
Writing letters and their corresponding sounds	13	86. 7%	2	13.3%
Tracing letters and sounds	13	86.7%	2	13.3%
Joining letter-sound toys from a-z	13	86.7%	2	13.3%
Accomplishing letter-sound spelling activities	11	73.3%	4	26.7%
Using letter-sound writing frames appropriately	12	80.00%	3	20.0%

Table 4.4 present results on coding decoding abilities acquired by learners through a structured instructional environment. Out of 15 (100%) teachers, 13 (86.7%) confirmed that adoption of coding decoding strategy for learning how to join dots in writing letters and sounds to build competencies in reading skills was preferred. However, 2 (13.3%) teachers generally agreed with use of coding-decoding to stimulate reading for effective

comprehension. In addition, 13 (86.7%) teachers strongly agreed that coding and decoding abilities enhance learner achievement in tracing letter-sound which promote phonemic awareness, hand-eye coordination and fine motor skills for gripping. Similarly, 2 (13.3%) teachers generally agreed with use of coding and decoding abilities to improve learner achievement in tracing letter-sounds as an activity that promote acquisition of ELRS. The teachers who agreed were of the view that coding-decoding strategy is just but one approach of enhancing competence in display of reading skills. In one unique instance, a teacher noted that; inappropriate instructional structuring of coding-decoding approach compromises achievement in reading skills. In support of this approach, NRP (2021) confirmed that adoption of SPA affiliated teaching strategies like coding-decoding, if appropriately structured tend to improve learner attainment in ELRS.

Further, findings in Table 4.4 revealed that coding decoding abilities may be appropriately adopted to enhance achievement in ELRS as 13 (86.3%) teachers strongly agreed that writing letter-sound correspondences is a skill likely to be improved using this strategy. In support, 2 (13.3%) teachers agreed that coding-decoding abilities enhance learner understanding of letter-sound correspondences and noted that if structurally adopted, learner could record high scores in ELRS. Similar findings indicated that 13 (86.3%) teachers strongly agreed that coding and decoding abilities were preferred in teaching as they create a better opportunity for learning by engaging learner with phonemic activities while 2 (13.3%) generally agreed that joining letter sound toys from a-z is a coding decoding affiliated learning activity that may enhance achievement in ELRS. Those who agreed noted that learner ability to read is anchored on mastery of alphabet sounds and activities should be adopted to support learning in PP level.

Similar findings were noted based on the observation schedule where by the researcher noted increased learner participation in activities taught using coding-decoding strategy. However, based on the intervention, the pre-test mean score for the coding-decoding abilities was 8.65 (SD=2.163) while the associated post-test mean score was 8.97 (SD=1.97), indicating that the mean score of the post-test results was slightly higher. This showed that teachers used coding-decoding strategy which enables learners to understand, recognize, read and write alphabet sounds.

The findings indicate that coding-decoding abilities is effective in enhancing identification of sounds in print, pronunciation and grapheme-phoneme correspondences and are supported by Sitthistikul (2014) and NRP (2021), who stated that an essential part of acquiring ELRS involves learning the alphabetic system, including the letter-sound correspondences, spelling patterns and learning how to apply this knowledge in reading. Moreover, 11 (73.3%) teachers indicated that learners perform better when coding and decoding skills are used to teach letter-sound spelling. The teachers strongly agreed that teaching of spelling begins at PP1 with learners only writing single sound spellings at first. Supporting this view, 4 (26.7%) teachers also agreed that learner ability to do spelling, both verbal and written is anchored on the ability to code or decode words. In line with these findings, 12 (80.0%) teachers noted that using letter-sound writing frames may enhance learner skills in ELRS. Agreeing with this perception, 3 (20.0%) added that at 4-6 years, it is critical to ground learners in the alphabet sounds to bridge future skills that might affect their ability to read. In one instance, a teacher said that:

001-00B: *'Teachers should take time when teaching coding and decoding of letter-sounds, if learners do not master this skill early, reading difficulties like omission, repetition, substitution or addition arise and compromise higher reading skills like comprehension'*.

However, in a deviation from these findings, the pre-post and post-test results indicated a higher; 8.65 (SD=2.163) and 8.97 (SD=1.97) achievement after the intervention but still learners improved on word recognition, reading and spelling which cumulatively enhance mastery of ELRS. Additionally, a paired sample correlation for coding-decoding abilities produced the following results as indicated in Table 4.5:

Table 4.5: Paired Sample Correlation for Coding-Decoding Abilities

		N	Correlation	Sig.
Pair 1	Coding-Decoding Abilities (Pre-test-Post-test)	37	.368	.025

A Pearson correlation results generated r=.368 (p=0.025) for coding-decoding abilities indicating that the pre-test and post-test total score had a statistically moderate strong and linearly related relationship, therefore reliable in enhancing ELRS. Supporting these findings is Shanahan (2018) who observed that SPA develops learner coding-decoding abilities by reinforcing language codes for enhanced reading without having to rely on images. Particularly, adoption of coding-decoding activities emphasize on sounds blended into syllables and combined to words for mastery of vocabulary enhancing comprehension.

4.4.2 Grapheme-phoneme Awareness (GPA) and Learner Achievement in ELRS

Grapheme-phoneme awareness is a sub-component of SPA that enhance learner ability to identify grapheme codes and corresponding phoneme codes in book print, pronunciation of letter-sound correspondences and identification of graphological presentations in

flashcards and other written materials. The study sought to assess whether GPA strategy used during teaching-learning process influence learner achievement in ELRS. Table 4.6 present findings obtained from teacher questionnaire on adoption of GPA for enhanced achievement in ELRS.

Table 4.6: Grapheme-phoneme Awareness

	Strongly Agree		Agree	
Indicators	**Freq.**	**Percent.**	**Freq.**	**Percent.**
Identify graphemes in book print	1	6.7%	14	93.3%
Listen and identify the sound a teacher says out aloud	3	20.0%	12	80.0%
Read aloud grapheme-phoneme correspondences	3	20.0%	12	80.0%
Identify letter-sound written in flashcards	3	20.0%	12	80.0%
Singing the a, b, c, d alphabet song correctly	2	13.3%	13	86.7%
Read displayed sounds and identify their corresponding pictures	2	13.3%	13	86.7%

Table 4.6 presents findings on GPA skills acquired by learner when used as a teaching strategy during classroom instruction. Out of the 15 teachers, 14 (93.3%) teachers strongly agreed that GPA help realize learner potential in identifying graphemes in book print whereas 1 (6.7%) teachers agreed that GPA help realize learner potential in identifying graphemes in book print. The findings imply that teachers used GPA strategy and planned for activities that included print activities. Further, 12 (80.0%) teachers strongly agreed that GPA is used to enhance listening skills as learner is able to decipher sounds when teacher reads aloud. In addition, 3 (20.0%) teachers agreed that GPA was used to teach listening and decoding skills. Teachers said that GPA creates a strong foundation from the onset of teaching reading.

Analysis from the observation schedule recorded improved learner participation and test scores when GPA was adopted during ELR instruction. These findings concur with Jamaludin, Alias, Khir, DeWitt and Kenayathula (2015) study findings which advocated for SPA particularly GPA's effectiveness in grounding learner reading skills, ability to read aloud, understand grapheme-phoneme correspondences and singing alphabet song coherently for enhanced mastery and retention of ELRS. Similarly, 3 (20.0%) teachers strongly agreed that GPA helped in building learner confidence in reading aloud grapheme-phoneme correspondences and 12 (80.0%) teachers agreed and supported that GPA, if structurally adopted, may lead to improved results in test scores for ELRS. Moreover, 3 (20.0%) teachers strongly agreed that GPA teaches learner how to identify letter-sound written in flashcards despite 12 (80.0%) agreeing that learners develop improved skills in sound identification especially when visuals like flashcards and charts are used.

Further revelation based on observation schedule indicated that learner participation in class activities improves understanding, recognition and retention of PIM concepts taught using GPA for enhanced mastery of phonemic awareness. According to data derived from descriptive statistics, GPA had a pre-test mean of 6.16 and a standard deviation of 1.849 while the associated post-test mean scores were a mean of 6.49 and SD=1.660 respectively. This difference in mean indicate that the intervention had a positive influence on learner achievement in ELRS when GPA strategy was used in class teaching and instruction. Noting the improvement in learner achievement in ELRS when GPA was used during teaching, a teacher indicated that:

001-00D: *'A systematic approach to teaching may be used to boost achievement in PP level of study if teachers are supported in dismantling the syllabus into manageable units, given in-service tutoring to enhance capacity and learning resources provided to enrich the teaching strategy adopted.'*

In addition, 2 (13.3%) teachers indicated that GPA was preferred in teaching the alphabet sound through singing and rhymes by strongly agreeing whereas 13 (86.7%) teachers agreed that GPA highly improved learner ability to sing the alphabet song correctly, respondents indicated that teaching ELRS proceeds in phases with the most critical ones including GPA, without which achievement in later grades would be compromised. Correlation significance indicated a Pearson correlation results of r=.155 (p=0.361), projecting a linear relationship between GPA and ELRS as indicated in Table 4.7:

Table 4.7: Paired Samples Correlations for GPA

		N	Correlation	Sig.
Pair 2	Grapheme-Phoneme Awareness (Pre-test-Post-test)	37	.155	.361

Similarly, Glazzard and Stones (2020) state that no single method is superior although research suggests that systematic approach to phonics benefits word reading and spelling. Effective adoption of systematic phonics instruction emphasizes on GPA which creates leaner awareness on sounds supporting spelling of words with closely linked sounds. Additionally, Cronje (2021) observed that pedagogic reasons, approaches to initial reading and lesson plans should be synchronized if learners are to fully develop and master ELRS.

4.4.3 Blending of Sounds and learner achievement in ELRS

Blending of sounds help to familiarize learner with alphabetical letter-sounds (Aa - Zz) by engaging in matching activities that help in understanding correspondences and relationships. Blending of sounds enhances acquisition of ELRS by promoting retention for improved attainment in phonemic awareness and whole word reading. The study sought to find out whether blending of sounds as a teaching strategy used during teaching-learning process influences learner achievement of ELRS. To achieve this, a 4-level-Likert scale was used to disaggregate teacher competence in adopting sound blending strategy during instruction. However, participants preferred strongly agree and agree parameters as presented on Table 4.8:

Table 4.8: Learner Blending of Sound Abilities

	Strongly Agree		Agree		Disagree	
Indicators	**Freq.**	**Percent.**	**Freq.**	**Percent.**	**Freq.**	**Percent.**
Reading sounds a-z	14	93.3%	1	6.7%		
Matching graphemes to corresponding phonemes	14	93.3%	1	6.7%		
Matching sounds to appropriate picture cards	14	93.3%	1	6.7%		
Combining sounds into syllables	10	66.7%	5	33.3%		
Reading diagraphs	10	66.7%	5	33.3%		
Identifying syllables in three-letter word	9	60.0%	5	33.3%	1	6.7%

Findings in Table 4.8 present results on blending of sounds and associated skills acquired by learner when it is structurally adopted during class instruction. Out of 15 teachers, 14 (93.3%) and 1 (6.7%) strongly agreed and agreed respectively that blending of sounds support reading and mastery of sounds a-z which are taught at the initial stages of PP level of study and refined over the two years taken to complete this level. Similarly, 14 (93.3%)

teachers strongly agreed and 1 (6.7%) agreed that blending of sounds raise achievement in matching activities that promote understanding and retention of grapheme- phoneme and picture-sound correspondences respectively. These findings project a positive relationship between blending of sound strategy and achievement in ELRS same as findings obtained using the observation schedule which presented an active learning environment as learners participated in group activities that enhanced mastery of ELRS. However, findings obtained using pre-test-post-test Pearson correlation (r=.344, p=.037) show non-significant relationship between sound blending and attainment in ELRS phonemic awareness.

Further, findings in Table 4.8 show that 10 (66.7%) teachers strongly agreed and 5 (33.3%) agreed respectively that sound blending abilities teach learners how to combine sounds into syllables and supported digraphs reading. These findings suggest that adoption of blending of sounds strategy for anchoring learner acquisition of ELRS was structurally adopted. Finally, Table 4.8 show that 5 (33.3%) and 9 (60.0%) teachers acknowledged that sound blending abilities helped to improve learner identification of syllables in three-letter words respectively. Despite these findings, 1 (6.7%), disagreed that blending of sound was a technique that could be used to enhance reading at PP level, noting that learning how to read is multi-faceted and requires keen organization. Buttressing the findings are teacher reports on sound blending abilities which are consistent with research findings as a teacher noted that:

004-00A *'sound blending abilities does not only enhance learner mastery of letter-sounds and syllables but also guide and empower learners to develop phonemic awareness, spelling techniques and whole word reading, essential for mastering ELRS.*

The teacher's sentiments are echoed by Tri, Fauzati and Hikmal (2016) study which emphasized that instruction including sound blending can be enhanced using storybooks to improve learner participation and repeated exposure to print which enhances comprehension skills. Similarly, descriptive statistics in Table 4.9 show that:

Table 4.9: Descriptive Statistics for Blending of Sounds

		Pre-test		**Post-test**	
	N	Mean	Std. Dev.	Mean	Std. Dev.
Blending of sounds	37	6.05	1.855	6.59	1.691

The mean scores of the post-test results are slightly higher than the pre-test scores when teacher uses blending of sounds technique which denotes a positive effect on learner reading skills. The pre-test mean score for the blending of sounds is 6.05 (SD=1.85) while the associated post-test mean score is 6.59 (SD=1.69). These findings establish a weak but positive relationship between blending of sounds and learner achievement in ELRS. In relation to this, teachers expressed lack of teaching-reading support materials which would avail practice activities and this was reflected in both the pre-test and post-test scores where by learners performed dismally in this section. At sub-component level, each parameter of SPA indicates a difference between the pre-test scores and the post-test scores. The post-test score recorded were slightly higher than the pre-test scores giving an impression of a positive influence of SPA in ELRS achievement. However, a paired sample test in Table 4.10 revealed that:

Table 4.10: Paired Samples Test for SPA

		T	DF	Sig. (2-Tailed)
PAIR 1	Coding-decoding abilities (Pre-test-Post-test)	-.845	36	.404
PAIR 2	Grapheme-phoneme awareness (Pre-test-Post-test)	-.863	36	.394
PAIR 3	Blending of sounds (Pre-test-Post-test)	-1.615	36	.115
PAIR 4	Total Score of synthetic approaches (Pre-test-Post-test)	-1.815	36	.078

The analysis for the pair of total scores generated a T-value of -1.815 (df=36 & p=0.078), which suggests up to 95% chance that synthetic phonic approach was not significantly associated with increased leaning outcome in English reading skills. Even though the post-test results were higher than those of pre-tests, the analysis of means indicate that the difference is not statistically significant. These findings are in line with data recorded based on learner observation which showed that using GPA require strong foundation in letter-sound correspondences before syllable formation. Teacher questionnaires and verbal engagement with teachers also revealed that activities designed using SPA require time and practice if learners are to significantly benefit. The three elements of synthetic phonics approach enhance learner mastery of ELRS, specifically phonemic awareness, spelling and word reading though at a non-significant level. In contrast, Joane, Matthew and Kathleen (2017) stated that SPA has dramatic impact on the accuracy of reading aloud as learner synthesis process ensures improved comprehension. On the other hand, Wyse and Goswami (2008) recommended SPA use in teaching learners since contextualized SPA is effective in teaching and impacting ELRS for enhanced mastery of content.

4.5 Analytic Phonic Approach (APA) and Learner Achievement ELRS

The research sought to investigate influence of different sub-components of APA on learning outcomes in ELRS among preschool learners. Adopting APA facilitates three key skills, whole word reading, dissociation of words and encoding sound-syllable skills that

promote learner achievement in ELRS. The study hypothesis “There is no significant relationship between adoption of analytic phonic approach and learner achievement in English language reading skills" was assessed using the paired sample T-test, to ascertain the level of statistical significance in the pre-test and post-test mean scores. Analysis of data was anchored on teacher questionnaires and the findings were as analyzed as shown:

4.5.1 Whole Word Reading and Learner Achievement in ELRS

Whole word reading enhances mastery of ELRS when learners improve their ability to identify and read two-letter words, three-letter words or words with silent sounds. Whole word reading enable learners to master word recognition skills, vocabulary build-up and text reading skills which relevantly enhance ELRS. The study sought to find out how whole word reading approach was utilized to promote attainment in word recognition, reading, vocabulary and spelling for enhanced comprehension using a 4-level Likert scale to capture teacher responses of whole word reading strategy as indiated in Table 4.11.

Table 4.11: Using APA Improves Learner’s Skills in Whole Word Reading

Indicators	Strongly Agree		Agree		Disagree	
	Freq.	**Percent.**	**Freq.**	**Percent.**	**Freq.**	**Percent.**
Able to read all the letters and their corresponding sounds.	12	80.0%	3	20.0%		
Ability to combine letters into syllables	9	60.0%	5	33.3%	1	6.70%
Can identify two-letter words from a list	14	93.3%	1	6.7%		
Able to read two-letter words	13	86.7%	2	13.3%		
Able to identify three-letter words from a list	12	80.0%	3	20.0%		
Can read three-letter words	12	80.0%	3	20.0%		

Table 4.11 present results illustrating how whole word reading influence acquisition of ELRS through its six components. Out of 15 (100%) teachers, 12 (80.0%) teachers strongly agreed that whole word reading enhance learner achievement in reading letter and corresponding sounds as a basic skill which enables learner to read sight words effectively, however, 3 (20.0%) teachers agreed that whole word reading strategy not only enhance learner capacity in recognizing and reading letter-sounds, but also adds to learner vocabulary as these sounds are later joined to form words. In addition, 9 (60.0%) teachers strongly agreed that whole word reading strategy help to develop learner capacity to combine letters into syllables. Despite this, 5 (33.3%) teachers agreed and 1 (6.7%) disagreed that whole word reading strategy help develop learner capacity to combine letters into syllables.

These findings are in line with pre-post and post-test descriptive data that revealed whole word reading has a positive effect on learner reading skills since the mean score of the post-test results were higher than the pre-test scores having a mean score and a standard deviation of 5.24 (SD=1.18) for the pre-test and 5.51 (SD=0.989) for associated post-test. These descriptive findings were supported by findings drawn from observation schedule which observed that whole word reading provides a viable route into enhancing text analysis and spelling skills as learners gain enhanced word recognition skills. Similar results were observed by Cicerchia and Freeman (2019) who noted that whole word approach teaches learners to read by sight and relies upon memorization via repeated exposure to the written form of a word paired with an image or an audio. In addition, new words learnt maybe meaningfully combined to form sentences after learner attainment of

comprehension skills for improved achievement in word recognition skills. On one unique instant, a teacher noted that:

001-00D: *Whole word reading may help boost ELRS achievement but starting with it especially at PP1 level might take longer to achieve any significant results as it presents learners with two concepts at the same time: first, the reading of words and second, understanding the component syllables forming the individual words. This is unlike SPA whereby each sub-component present a single concept. Example: Grapheme-phoneme awareness only teaches phonemic awareness.*

Further, whole word reading anchors learner ability to identify two-letter words from a list as noted by 14 (93.3%) teachers who strongly agreed and 1(6.7%) teacher who agreed that adopting class instruction that incorporate whole word reading strategy places learner at a linguistic advantage to attain prerequisite skills for developing reading skills. Moreover, 13 (6.7%) teachers strongly agreed and 2 (13.3%) teachers agreed that whole word reading approach enhance mastery of key ELRS and concepts. On the same vein, a paired sample correlation analysis generated a Pearson correlation results of r=.151 (p=0.373) for Whole Word Reading strategy, The results thus indicated that the mean scores attained for both pre-test and post-test total score had a statistically and moderately strong and linearly related relationship. Therefore reliable in enhancing leaner reading skills in English language, particularly text fluency and comprehension.

Similarly, whole word reading technique does not only ensure that learner develop a holistic approach to reading, but also provides a linguistic advantage of developing social skills through group work activities that enhance learner ability to identify three letter words jumbled up in a list as noted by 12 (80%) teachers who strongly agreed and 3

(20.0%) teachers who agreed that when whole word learning technique is used, learner ability to identify and read three-letter words is improved respectively for both sub-component 5 and 6. In justifying learner scores in whole word reading activities, Watson, McGeown and Johnston (2017) emphasized that English spelling system has an opaque orthography, some spellings have inconsistent grapheme-phoneme connections, like: “aisle”, “crown” and “caught.” This makes teaching hard, forcing word teaching with regular-irregular spelling-sound correspondences independently. The irregularities in word pronunciation may compromise achievement in ELRS as leaner struggle with both reading and comprehension.

4.5.2 Dissociation of Words and Learner Achievement in ELRS

Dissociation of words is an APA strategy that teaches learner how to dismantle whole word into constituent sounds by first breaking it into syllables which are the building blocks of word formation. It also helps build learner capacity and competency in understanding letter-sound relationships and symbol formation, systematically contributing to enhanced comprehension skills acquired through mastery of concepts. The study sought to establish whether teachers engaged learners in word dissociation activities in class instruction and the effect on accelerated achievement of ELRS as analyzed in Table 4.12.

Table 4.12: Integrating APA Improves Learner Dissociation Skills

Indicators	Strongly Agree		Agree		Disagree	
	Freq.	**Percent.**	**Freq.**	**Percent.**	**Freq.**	**Percent.**
Able to recognize whole words	13	86.7%	2	13.3%		
Ability to read whole words	12	80.0%	3	20.0%		
Can identify syllables forming a word	7	46.7%	8	53.3%		
Is able to dissociate whole words into constituent syllables	5	33.3%	7	46.7%	3	20.0%
Can differentiate digraphs from tri-graphs	7	46.7%	8	53.3%		
Ability to combine sounds into syllables and syllables into words.	8	53.3%	4	26.7%	3	20.0%

Findings in Table 4.12 are presented based on a 4-level Likert scale but teachers, when responding to the questionnaires preferred strongly agree, agree and disagree parameters. Dissociation of words as a strategy affiliated to APA revealed the following findings: out of the 15 (100%) teachers, 13 (86.7%) teachers strongly agreed that dissociation of words enhances learner ability to recognize whole words citing that for learner to dissociate a word to its components, they need to sight, recognize and read it, a skill that valuably enhances ELRS, particularly text reading and fluency. In support, 2 (13.3%) teachers agreed that dissociation of words enhances learner ability to recognize whole words, adding that this technique places learners at an advantage in subsequent grades. Similarly, 12 (80.0%) teachers strongly agreed that learner acquires competency in reading whole words when dissociation is used, valuably supporting this finding are 3 (20.0%) teachers who agreed that vital to learning ELRS in the component of dissociation in enhancing whole word reading.

To anchor this finding, descriptive statistics revealed post-test results were slightly higher that the pre-test scores: 4.97 (SD=2.19) and 5.68 (SD=2.028) respectively which translated to a weak significant relationship between the intervention provided using APA and learner achievement in ELRS. A deviation from these findings was stipulated by Drew (2021) who established that dissociation details the process of analyzing whole words by separating individual components into syllables and then sounds in that, learning activities and instruction presents whole words for reading and dismantling into sounds.

Further analysis of dissociation technique in Table 4.12 revealed that, 7 (46.7%) teachers strongly agreed whereas 8 (53.3%) teachers generally agreed that using dissociation technique in classroom instruction promote learner understanding of syllable identification as the building components of words. In addition, 5 (33.3%) teachers strongly agreed and 7 (46.7%) teachers agreed whereas 3 (20.0%) teachers disagreed that dissociation strategy help learners adopt a skill on syllable identification by breaking words into syllables and then sounds. Similarly**,** paired sample correlation generated r=.498 (p=0.002) indicating a statistically moderate relationship, suggesting reliability in enhancing leaner reading skills. However, findings from observation recorded low learner participation in activities related to dissociation technique as learners had not yet mastered the formation of syllables.

Capturing the positive influence of word dissociation technique is teacher responses on learner ability to differentiate digraphs and trigraphs as 7 (46.7%) teachers strongly agreed whereas 8 (53.3%) teachers agreed on visual discrimination of digraphs and trigraphs. More still, 8 (53.3%) teachers strongly agreed that dissociation of words enhances learner ability to combine sounds into syllables and syllables into words, 4 (26.6%) teachers agreed that dissociation of words enhances learner ability to combine sounds into words which

indicated that learners had higher scores in APA when dissociation was adopted. Despite these findings, 3 (20%) teachers disagreed with dissociation technique's ability to enhance learner syllable formation skills. Similarly findings were by Perea, Marcet, Martinez and Gomez (2016) observed who dissociation involves a process of word recognition, reading, deconstructing, reconstructing deducing meaning, and using words correctly in context. Carreiras, Riba and Munte (2009), noted that cognitive processes recognizing multi-syllabic words are reflected in different activation patterns, concluding that sight words, when increased in frequency of interaction may hasten learner mastery of ELRS.

4.5.3 Encoding Reading Skills and learner achievement in ELRS

Use of Encoding Reading Skills anchor learner requisite skills, enhancing competency in grapheme-phoneme correspondences, peer teaching during group discussions, classroom teaching, spelling, using syllable phonetics, using words in sentences and representing words in picture correspondences as parameters for ensuring attainment of phonemic awareness, vocabulary, and text fluency for sustained comprehension. Aggregated teacher response on adoption of encoding skills achieved findings as reflected in Table 4.13.

Table 4.13: Use of APA Enhance Encoding Reading Skills

	Strongly Agree		Agree		Disagree	
Indicators	**Freq.**	**Percent.**	**Freq.**	**Percent.**	**Freq.**	**Percent.**
Listening to a teacher saying out the graphemes and the phonemes	13	86.7%	2	13.3%		
Able to understand and repeat sounds said by peers	4	26.6%	3	20.0%	8	53.3%
Ability to take spelling for three-letter words	12	80.0%	3	20.0%		
Spell words using syllable phonetics	8	53.3%	7	46.7%		
Identify and underline specific words in sentences	4	26.7%	11	73.3%		
Representing words using picture drawing.	14	93.3%	1	6.7%		

Table 4.13 describe achievement results based on encoding reading skills recorded by teachers in responding to questionnaire and based on teaching experience provided by the intervention. Out of the 15 (100%) teachers, 13 (86.6%) teachers strongly agreed that using encoding reading skills enhance verbal-listening skills as teacher pronounces graphemes and phonemes while learners listen or model. This exercise help build learner internalization of sounds for better achievement in ELRS. In addition, 2 (13.3%) teachers agreed and supported that learner is capable of doing letter-sound related activities when teacher helps in learning how to pronounce.

In a close relation, 4 (26.7%) teachers strongly agreed and 3 (20.0%) teachers agreed that encoding reading skills help learner achieve competency when peers pronounce, the teachers cited that peer learning leads to enhanced achievement in ELRS. In contrast 8 (53.3%) teachers disagreed that PP learners can achieve much when peers pronounce sounds for them. The teachers who disagreed said noted that encoding reading technique require basic knowledge first, learner should be competent in grapheme-phoneme code to be able to encode for meaningful constructions. In a deviation from the teachers who disagreed, descriptive statistics revealed that mean scores of post-test (8.11, SD=1.997) results are higher than pre-test scores (7.73, SD=1.83) for encoding reading skills indicating a positive effect on learner reading skills as a teacher noted that:

002-00C: '*Peers may help during sound pronunciation practice but not for new sounds. Teachers have to pronounce and model first because it is hard to relearn a concept when fist attempts led to acquisition of the wrong concept'.*

Further analysis revealed that encoding reading skills is critical in developing spelling skills in PP learners as 12 (80%) teachers strongly agreed and 3 (20%) teachers agreed that encoding reading abilities improve learner ability to do spelling activities on two and three-letter words respectively. Additionally, 8 (53.3%) teachers strongly agreed that learner acquires the ability to spell words using phonetic syllables for effective achievement of ELRS. In support of encoding reading strategy efficiency, 7 (46.7%) teachers agreed that leaners gain phonetics skills. In addition, analysis generated a Pearson correlation results of r=.402 (p=.014) and r=.494 (p=0.002) for the encoding reading skills. The results thus indicated that pre-test and post-test total score had a statistically moderate relationship hence significant improvement can be recorded when encoding reading strategy is consistently used. This results are in corroboration with Linde and Clayton (2021) who observed that using letter/sound knowledge to write helps to teach sounds and corresponding symbols and the principles of syllable formation.

Finally, Table 4.13 indicate that encoding reading technique enhance learner reading abilities as 4 (26.7%) teachers strongly agreed and 11 (73.3%) teachers agreed that learner is able to underline specific words in sentences when encoding reading strategy is used. Furthermore, majority 14 (93.3%) of teachers strongly agreed on the efficiency of encoding reading skills on learner achievement in symbolic presentation of words while only 1 (6.7%) teacher agreed that this strategy may effectively help learner understand and represent words using pictures or art. However, findings from observation schedule depicted a low margin difference between learner participation before and after the intervention which indicates that teachers have to plan for lessons in advance inclusive of learner-engaging activities. In corroboration with these findings, Mwoma (2017)

emphasized that advanced skills acquired in later grades depend on early learning, failure to which learner struggles with comprehension skills. Structural adoption of APA may be greatly enhanced by the availability of support reading materials and conducive environment. For competency in ELRS, quality methods of instruction and learner engagement in activities such as read aloud, audio-visuals and writing activities should be a priority for development of APA.

In conclusion, a Paired Samples Test for APA generated the following results as shown in Table 4.14:

Table 4.14: Paired Samples Test for APA

		T	df	sig.(2-tailed)
pair 1	whole word reading (pre-test & post-test)	-1.152	36	.257
pair 2	dissociation of words (pre-test & post-test)	-2.017	36	.051
pair 3	encoding reading skills (pre-test & post-test)	-1.096	36	.280
pair 4	total score of analytic phonic approach (pre-test & post-test)	-2.394	36	.022

The analysis for the pair of total scores generated a T-value of -2.394 (df=36 & p=0.022), which suggests up to 95% chance that analytic phonic approach was significantly associated with increased leaning outcome in English reading skills. The post-test results are higher than those of pre-tests, which indicate that the cumulative effect of the teaching approach is statistically significant. Similarly, Nadiera and Yamat (2019) observed that APA is effective in teaching ELRS in PP provided that instruction is presented systematically and the method blended with other teaching methods to enhance reading. Based on this, PP teachers may need to design activities that incorporate APA such as sight words, syllable formation and decoding skills to leverage understanding of concepts. In departure from the above finding, the learners scored low marks in the pre-test for

dissociation technique but recorded an improvement after the intervention. These findings were supported by views conveyed by National institute for literacy (2017); Huo and Wang, (2017); Mozes and Liado (2020) who opined that failure to use PIM, particularly APA leads to low self-esteem when tackling reading problems, poor sound-symbol recognition and low grasping of vocabulary which result in low achievement hence effectiveness of PIM in PP requires integration of teaching methods and structuring activities to enhance acquisition of ELRS and address inadequacy in PP.

4.6. Analogy Phonics Approach (ApA) and Learner Achievement in ELRS

The study sought to investigate influence of different parameters of ApA on learning outcomes in ELRS among PP learners. Teaching using ApA is viewed as a successful approach to enhancing learner competencies in understanding rhyme, sound pattern and consolidation of sound syllables for better achievement in ELRS. Premised on the study hypothesis: "There is no significant relationship between adoption of analogy phonic approach and learner achievement in English language reading skills." Teacher questionnaires were used to anchor findings supported by paired T-test to ascertain the level of statistical significance in the pre-test and post-test mean scores. Apportioned by sub-components of ApA, the findings were as analyzed as follows:

4.6.1 Learning Rhyme Segment and Learner Achievement in ELRS

Learning rhyme segment is a component of ApA which engages learner in activities that enhance identification and reading digraphs or trigraphs, recognize, understand and use rhyme segments to form more words and dissociate words in to syllables to single out rhymes. Structural adoption of rhyme segment learning enhances learner mastery of word recognition, text reading and vocabulary build-up. A 4-level Likert scale was used to

aggregated teacher responses but only three parameters were preferred: (disagree, agree and strongly agree). Results derived from teacher questionnaires were as revealed in Table 15.

Table 4.15: Integrating ApA Improves Learning Rhyme Segment

Indicators	Strongly disagree		Agree		Disagree	
	Freq.	**Percent.**	**Freq.**	**Percent.**	**Freq.**	**Percent.**
Able to identify di-graphs	12	80.0%	2	13.3%	1	6.7%
Recognizing and reading tri-graphs	10	66. 7%	4	26.7%	1	6.7%
Reading words with di-graphs and tri-graphs correctly	7	46. 7	7	46.70%	1	6.7%
Ability to identify rhyming words	8	53.3%	4	26.7%	3	20.0%
Underlining the rhyme segments in words	4	26.7%	7	46.7%	4	26.70%
Dissociating and forming words using given rhyme segments	6	60.0%	9	40.0%		

Findings presented in Table 4.15 denote that out of the 15 (100%) teachers, 12 (80.0%) teachers strongly agreed that when adoption of rhyme segment is prioritized and planned for, learner ability to identify diagraphs is greatly developed. Supporting this view, 2 (13.3%) teachers agreed that teaching using rhyme segment technique uniquely empower learner by enabling the acquisition of the ability to identify digraphs. However, 1 (6.7%) teachers disagreed that rhyme segment promote development of digraph identification citing that this is not the most basic skill that learner should be taught using because it requires complementary techniques for it to be effective.

In line with these findings, 10 (66.7%) teachers and 4 (26.7%) teachers strongly agreed and agreed that rhyme segment strategy help develop learner ability to recognize and read tri-graphs respectively. In contrast, 1 (6.7%) teacher disagreed that rhyme segment strategy help develop learner ability to recognize and read tri-graphs. In support of these findings,

a descriptive statistical analysis revealed a positive relationship between learning rhyme segment and learner reading skills as pre-test mean score was 4.22 (SD=2.48) while post-test mean was 4.81 (SD=2.42). These findings are in congruence with observation schedule which revealed improved learner participation in classroom activities after rhyme segments technique was used to teach the reading of words. In connection to these findings, a teacher urged that:

004-00B *"These sub-components of teaching have been made easier to use because of the categorization which has grouped activities into small units that can be managed within a set unit of time and results assessed in real time." She expressed her ability to organize activities around the teaching components and agreed that if incorporated within the syllabus, the teaching of ELRS may lead to improved scores.*

Further findings exposed that 7 (46.7%) teachers strongly agreed and a similar number, 7 (46.7%) teachers, agreed that using rhyme segment in teaching PP learners enhance ability to read digraphs and trigraphs, indicating that once a learner acquires conceptualization skill, it becomes easier to understand and read two or three letter words. However, 1 (6.7%) teacher disagreed that rhyme segment enhance word reading abilities given that it cannot be used as the first step to teaching learning by stating that: (**004-003**) "*its secondary role in enhancing teaching skills has to be well organized and carefully planned for, a thing that teachers ignore."*

Additionally, 8 (53.3%) teachers strongly agreed that rhyme segment technique affect learner attainment of rhyming words identification while 4 (26.6%) teachers agreed that rhyme segment technique affect learner attainment of rhyming words identification. Despite these findings, 3 (20%) teachers disagreed that rhyme segment technique affect

learner attainment of rhyming words identification. This variation in response was due to different strategies used to teach learners how to identify rhyming words like singing, poetry, nursery rhymes or reading. Teachers interpreted concepts differently hence adopted diverse strategies to enhance ELRS. These findings are in line with a study conducted by Grofcikova and Macajova (2021) who observed that rhyme segment technique is a basic skill associated with phonological awareness given that preceding preparation and initial reading are associated with development of sight perception focusing on mutual harmonizing of eye movement with print. Learners use digraphs or tri-graphs by mastering sounds pronounced as a unit and change the first or last sound to make a different word. In support, Evans (2013) opined that analogy based spelling strategies in PP significantly improved letter-sound knowledge, phonemic awareness, and decoding skills which increased learner competency and comprehension.

Lastly, analysis of paired sample correlation revealed that: 4 (26.7%) teachers strongly agreed and 7 (46.7%) teachers agreed that when effectively adopted, rhyme segment might enhance learner ability to identify rhyme segment in words. Additionally, dissociation and word formation becomes easier when class instruction adopts rhyme segment teaching technique. Despite these findings, 4 (26.7%) teachers disagreed that adopting rhyme segment technique when teaching how to read enables learner development of the ability to underline thyme segment in words, the teachers cited that learners cram sound pattern which makes application of the skill in similar concepts hard. On the contrary, learners are able to develop high-order reading skills like comprehension and application through conceptualization and application as noted by 6 (40.0%) teachers. This response was supported by 9 (60.0%) teachers who agreed learning rhyme technique's ability to improve

learner attainment in ELRS is commendable. in corroboration with these findings, statistical analysis generated a Pearson correlation results of r=.394 (p=0.016) which implies a moderately strong relationship between ELRS achievement and teaching-learning process using learning rhyme segment. The findings agree with data analyzed using learner observation schedule which revealed that teaching rhyme segment poses challenge especially for PP1 leaners who have not yet developed skills in sound blending. The skill requires ability to read three or more sounds for rhyme segment to be identified.

4.6.2 Identifying Sound Pattern and learner achievement in ELRS

Identifying sound pattern entails learner ability to dissociate words to constituent syllables, identify syllable units and active participation in group activities to enhance mastery of phonemic awareness, principles of sound combination to form syllables and word formation which if incorporated into class pedagogy enhance mastery of ELRS. Results were anchored on questionnaire calibrated into a 4-level Likert scale in which strongly agree, agree and disagree were the most preferred choices as elaborated in Table 4.16:

Table 4.16: Strengthens Learner Ability to Identify Sound Patterns

Indicators	Strongly Agree		Agree		Disagree	
	Freq.	Percent.	Freq.	Percent.	Freq.	Percent.
Reading whole words in shown on flashcards	12	80.0%	3	20.0%		
Can read three word sentences	11	73.3%	4	26.7%		
Dissociating words into constituent syllables	3	20.0%	9	60.0%	3	20.0%
May identify sounds forming syllables units	3	20.0%	11	73.3%	1	6.7%
Participating in sound identification group work directed activities	9	60.0%	6	40.0%		
Answering questions on sound blends	8	53.3%	7	46.7%		

Sound pattern is created by establishment of relationship between sounds, syllables, words or phrases which help to create a web of interrelated word use to improve learner competency. Table 4.16 present results on sound pattern identification technique acquired by learner through a structured instructional environment. Out of the 15 (100.0%) teachers, 12 (80.0%) teachers strongly agreed that adoption of sound identification approach enhance learner achievement when reading words displayed on a flashcard. Also, 3 (20.0%) teachers affirmed that adoption of sound identification approach for reading whole words displayed on a flashcard is an effective way of enhancing reading skills among PP learners.

Similarly, 11 (73.3%) teachers strongly agreed that use of sound pattern identification technique enhance learner mastery of English grapheme-phoneme codes which enhances ability to read three word sentences. In this regard, 4 (26.7%) teachers agreed that sound pattern can enhance reading not just for three word sentences but also for age appropriate texts. In support of these findings, descriptive statistical analysis of identifying sound pattern indicated that pre-test mean score was 4.54 (SD=2.47) and 5.30 (SD=2.06) for post-test indicating a positive effect on ELRS. Although the relationship between ELRS achievement and sound pattern identification is positive, the weak relationship might be as a result of relegating ApA to the background or teachers' lack of knowledge on how to incorporate sound-pattern activities during teaching. A teacher noted that:

003-00A: *Teaching how to read is structural in nature but classroom dynamics like learner early exposure to electronic and print media as well as conditions like autism and hyperactivity may interfere with average learning rate. "My PP2 grade is composed of a hyperactive learner and two autistic ones, their speed and capabilities are different, I have to struggle*

to balance their needs which slows teaching down and the syllabus has to be covered" she stated.

Further findings revealed that identifying sound pattern technique enhance learner ability to dissociate words into constituent syllables as noted by 3 (20.0%) teachers who strongly agreed in addition to 9 (60.0%) teachers who generally agreed that use of sound pattern identification may be used to support learner in mastery and application of sounds into learning situations. In disagreement of the efficiency of sound pattern identification, 3 (20.0%) teachers noted that learners need more than just identifying a string of sounds as a classroom activity. The teachers who disagreed also noted that if teachers do not vary classroom instruction, learning becomes monotonous and boring, which might encourage rote learning and memorization.

Observation by 3 (20.0%) teachers who strongly agreed to the efficiency of sound pattern identification was supported by 11 (73.3%) teachers who also agreed that if effectively adopted, sound pattern identification technique may lead to learner acquisition of the ability to identify sounds forming syllables. However, 1 (6.7%) teacher disagreed that sound pattern is an effective element that can enhance development of ELRS noting that a teaching strategy should be sufficient enough to develop basic elements like spelling, word recognition and phonemic awareness. These finding are supported by a statistical analysis of paired correlations which produced a Pearson correlation of r=.510 (p=0.001) and its corresponding significance. The results thus indicated that the pre-test and post-test total score had a statistically moderate and linear relationship, Similar findings were observed by Marn (2016) who cited that identifying sound pattern involves combining sounds based on similarities hence teaching of rhymes and related word families which is necessary in

teaching systematic spelling, word formation and reading for understanding of concepts and mastery of comprehension skills.

Lastly, ApA may enhance ELRS in PP level when structurally adopted by teachers to enhance classroom instruction. As noted by 9 (60.0%) teachers and 6 (40.0%) teachers who strongly agreed and agreed respectively, leaners who engaged in group work activities for sound identification were at an advantage of sound awareness which is a critical building block to ELRS success. Additionally, answering questions on sound blends may be used as a measure of understanding, bearing this in mind, 8 (53.3%) teachers strongly agreed that class instruction should adopt sound pattern identification to enhance identification of sounds and participation in class reading. In support of this view, 7 (46.7%) teachers agreed that once learners master grapheme codes, sound identification can then be used to teach corresponding sounds. These findings in the study are in tandem with observation schedule which revealed that, learners participated in sound identification activities which resulted in higher achievement in the pre-post examination. In congruence, Mozes and Liado (2020) affirmed that ApA, particularly identifying sound pattern technique, is effective in enhancing PP learner vocabulary, development of ELRS and introduction of a letter with its corresponding phonic sound made it easy for learners to pronounce words correctly.

4.6.3 Consolidating Sound-Syllable and learner achievement in ELRS

Learner achievement in ELRS may be enhanced when ApA is effectively adopted in teaching, this may also be enhanced if teachers embrace use of consolidating sound syllable as a teaching strategy. Sound consolidation in PP level entails activities such as identifying grapheme-phoneme correspondences, letter-sound matching activities, writing and combining sounds to form syllables. The study sought to establish the influence of

consolidating sound syllable by determining whether teachers adopted it during teaching and to what extent did the implementation using the intervention promote mastery of sound-syllable consolidation. Majorly, analysis of data on consolidating sound syllables was anchored on teacher questionnaire and findings validated using descriptive and T-test statistical inference. The analysis of findings was as analyzed as indicated in Table 4.17:

Table 4.17: Use of APA Enhance Ability to Consolidate Sound-Syllables

	Strongly Agree		Agree	
Indicators	**Freq.**	**Percent.**	**Freq.**	**Percent.**
Identifying graphemes and their corresponding sounds	15	100.0%		
Matching sounds to letters	15	100.0%		
Writing sounds a-z	15	100.0%		
Combining sounds to form words	14	93.3%	1	6.7%
Reading words displayed on a chart	14	93.3%	1	6.7%
Naming pictures	14	93.3%	1	6.7%

Results in Table 4.17 portray that all 15 (100.0%) teachers strongly agreed that consolidating sound syllables is a key strategy in teaching at PP level as it enhances these three key abilities: identifying graphemes and their corresponding sounds, matching sounds to letters and writing sounds a-z respectively hence developing learner linguistic abilities which enhance mastery of word formation through syllable combinations. Teachers cited that once learners are competent enough in letter-sound activities, syllable formation is usually the succeeding step, at this point, learners are taught how to combine sounds to form syllables and then words. Descriptive and paired correlation results supported these findings as follows:

Table 4.18: Descriptive statistics for Consolidating Sound-Syllable

		Pre-test		Post-test	
	N	Mean	Std. Dev.	Mean	Std. Dev.
Consolidating Sound-Syllable	37	3.41	1.040	3.68	.884

Paired Sample Correlations for Consolidating Sound-Syllable

	N	Correlation	Sig.
Consolidating sound syllable (Pre-test & Post-test)	37	.147	.385

The descriptive statistics table show that the mean scores of the post test results are higher that the pre-test scores indicating a positive effect on learner reading skills. The pre-test mean score for consolidating sound syllables 3.41 (SD=1.04) while the associated post-test mean scores are 3.68 (SD=0.884). In addition, paired samples correlations for consolidating sound-syllable generated a Pearson correlation results of r=.147 (p=.385). The results indicated that the pretest and post-test total score had a statistically moderate strong and linearly related relationship with achievement in ELRS. Additional analysis based on the observation schedule indicated that learners are highly motivated to participate in learning activities when learners know what is expected of them and also the process, a skill enhanced by the use of consolidating sound syllable technique.

Additionally, Table 4.18 revealed that the efficiency of sound-syllable consolidation technique was supported by 14 (93.3%) teachers who strongly agreed that as a sub-component of ApA and a teaching technique, it may lead to enhanced key skills such as combining sounds to form words, reading words displayed on a chart and naming pictures which anchor reading skills through PP and later grades. However, 1 (6.7%) teacher in each sub-component felt that consolidating sound syllable technique was effective but could be enhanced to boost acquisition of ELRS when structurally adopted and blended with other techniques that promote comprehension skills. In congruence with these findings is analysis drawn from observation schedule whereby learners showed interest in learning using dissociation technique. Similarly, Fletcher (2018) emphasized that in

developing phonological awareness, consolidating sound syllable teaching technique help learners to develop the following skills: recognizing which word within a set of words start with a different sound, isolating and saying the first or last sound in a word, blending separate sounds to form a word and dismantling words into component sounds. Once learners mastered these technique, consolidating was taught as a reverse and helped improve ELRS.

Conclusively, ApA was found to have a statistically significant influence on ELRS as analyzed below:

Table 4.19: Paired Sample T-test for ApA

		T	df	Sig. (2-tailed)
Pair 1	Learning rhyme segment (Pre-test & post-test)	-1.338	36	.189
Pair 2	Identifying sound pattern (Pre-test & post-test)	-2.021	36	.051
Pair 3	Consolidating sound syllable (Pre-test & Post-test)	-1.303	36	.201
Pair 4	Total score for Analogy phonic approach (Pre-test & Post-test)	-2.854	36	.007

The analysis for the pair of total scores generated a T-value of -2.854 (df=36 & p=0.007), which suggests up to 95% chance that analogy phonic approach was significantly associated with increased leaning outcome in English reading skills. The post-test results are higher than those of pre-test, indicating a significant difference in mean scores. These findings are in agreement with teacher expressed perception in which she indicated that:

002-00C *"Analogy Phonics Approach has sub-components that enrich classroom instruction because in teaching how to learn rhyme segments, a teacher can use: poems, songs, nursery rhymes, read a louds or sing along. Identifying sound patterns can include activities like jumping, clapping or stamping which emphasize on intonation and stress*

of a syllable. Enjoyable class activities motivate learning and improve concentration for improved mastery of ELRS."

Supporting these findings is Parker (2021) who observed that teachers should explore other methods of teaching to enrich the teaching process because holding to the dormant approaches at the expense of effective ones such as PIM disadvantage learners, ELRS deficits are implicated causes of persistent reading difficulties. If unchecked, poor mastery of ELRS is likely to result in reading difficulties. Teachers assume that SPA sufficiently caters for graph-phonological needs of learners as established by Marn (2016). Poor planning for instruction that incorporate use of ApA has led to leaners having limited vocabulary and lacking in blending skills hence cannot analyze similar sound patterns to develop ELRS.

4.7. Embedded Phonic Approach (EPA) and Learner Achievement ELRS

Teaching at PP level require a blend of teaching approaches to enhance learner grasping and mastery of concepts, included in approaches that may be used to enhance acquisition of ELRS at this level is EPA. The study sought to investigate influence of different parameters of EPA on learning outcomes in ELRS among PP learners. Questionnaires anchored findings supported by a paired sample T-test done to provide evidence of influence of EPA on ELRS. The study hypothesis "There is no significant relationship between adoption of embedded phonic approach and learner achievement in English language reading skills" was assessed to ascertain the level of statistical significance in the pre-test and post-test mean scores. The findings were presented as follows:

4.7.1 Implicit Reading Approach and Learner Achievement in ELRS

Implicit reading approach is a sub-component of EPA which entails critical approach to learning in order to understand specific information by outlining and understanding how identified elements in a text integrate as a single unit. The components of implicit reading approach are: reading and comprehending texts, vocabulary building, meaning of words drawn from context and answering passage questions which tend to improve attainment in ELRS when effectively adopted. The components of implicit reading approach are descriptively, inferentially and statistically analyzed. Teacher responses were indicated using a 4-level Likert scale. However, only three parameters: agree, strongly agree and disagree were preferred as analyzed in Table 4.20.

Table 4.20: Using EPA Enhances Implicit Learning

	Strongly Agree		Agree		Disagree	
Indicators	**Freq.**	**Percent.**	**Freq.**	**Percent.**	**Freq.**	**Percent.**
Able to identify and pick age appropriate storybook from a library	11	73.3%	4	26.70%		
Can read a PP storybook and understand	9	60.0%	5	33.3%	1	6.7%
May point out familiar words used in a text	8	53.3%	7	46.7%		
Is able to identify key words used in a passage	5	33.3%	9	60.0%	1	6.7%
Ability to correct-guess meaning of words from texts	4	26.7%	6	40.0%	5	33.3%
Is able to confirm answers from a reading passage	10	66.7%	5	33.3%		

Results in Table 4.20 show teacher responses on how implicit learning was viewed to be influencing learner achievement in construction of knowledge as an active participant in a culturally stimulating and a socially guided environment for enhanced achievement in ELRS. Results indicate 11 (73.3%) teachers strongly agreed that when implicit learning

approach is structurally adopted, learner tends to develop better skills in identifying and picking age appropriate storybook from the library during a reading lesson. In support, 4 (26.7%) teachers agreed that teaching using implicit learning technique improve learner confidence and capability to identify and pick age appropriate storybooks from the library during a reading lesson. This indicate a positive relationship between implicit learning, structured library lessons and attainment in ELRS, especially fluency in text reading.

Additional findings from Table 4.20 show that 9 (60.0%) teachers strongly agreed and 5 (33.3%) teachers generally agreed that implicit learning approach help develop learner capacity to read and understand age appropriate books even when supported by teachers. Contrary to this finding, 1 (6.7%) teacher disagree by noting that teacher adoption of implicit instruction enhance learner capacity to read and understand age appropriate books. As cited by teachers, implicit learning has the teacher as a facilitator to guide learning activities whereas the learner construct knowledge in a social-constructivist environment for development of cognitive, social and linguistic skills. In addition, 8 (53.3%) teachers strongly agreed that during a reading lesson, learners may point out familiar words used within the story and even build a discussion about the meaning of the word in context, a similar view was expressed by 7 (46.6%) teachers who agreed that when teachers effectively adopt implicit learning approach, learner scores in ELRS tend to improve. Particularly, learners develop critical and analytical skills which relevantly enhance achievement during a storybook reading lesson.

The findings concur with pre-test mean score which was 5.46 with a standard deviation of 2.38 whereas the post-test mean score was 6.05 with a standard deviation of 2.380. This indicated that the intervention provided after the pre-test using implicit reading approach

positively influenced achievement in ELRS particularly learner ability to pick age appropriate storybook during a library lesson, reading and understanding texts and the use of already known words in context. These findings agree with findings obtained from the observation schedule which indicates that at PP level, learner require guided and well planned activities for effectiveness of instruction using implicit reading approach. In tandem with these findings, Olugbeko (2016) proposed the retraining of teachers in using the component approaches of PIM for effective delivery during teaching-learning process if improved scores in ELRS are to be recorded. In support, Bowers (2020) averred that different methods of teaching should be explored to enhance learner mastery of concepts given that PIM, particularly implicit reading approach may not explore all the components of phonemic awareness, fluency in text reading of contextualizing meanings of words.

Overall, findings based on the same sub-components of implicit learning indicated that 9 (60.0%) and 5 (33.3%) teachers strongly agreed and agreed that implicit strategy improve learner skills in identification of words used in a passage respectively. The teachers who agreed noted that implicit technique adds to learner broadening of cognitive skills such as memory and retention, valuably enhancing improved achievement in ELRS. In contrary 1 (6.7%) teacher disagreed that implicit strategy improved learner skills in identification of words used in a passage by narrating that**:**

003-00B: *'at PP level, implicit activities are not intense enough to enhance learning, having the learners construct knowledge in a controlled environment with limited experiences does not in any way reflect a constructivist approach to learning, it is actually a break from class routine and boredom which should be embraced.'*

Similarly, 6 (40.0 %) and 4 (26.7%) confirmed by agreeing and strongly agreeing respectively that implicitly presented information challenge cognitive abilities of learners who therefore develop critical thinking and linguistic abilities such as text fluency and comprehension. These findings were disputed by 5 (33.3%) teachers who disagreed that implicit learning strategy is effective in promoting leaner ability to correct-guess meaning of words from texts. Finally, implicit learning approach help in learner development of text analysis skills which help them to read, understand and answer questions from a passage as affirmed by 5 (33.3%) and 10 (66.7%) teachers who agreed and strongly agreed respectively. Further correlation analysis of implicit phonic approach revealed that a Pearson correlation result of +r=.553 (p=0.000) was achieved which denotes a positive correlation between the pre-test and the post-test scores.

These findings evidenced that when implicit phonic approach is structurally and consistently adopted in PP teaching, learner achievement tend to significantly improve as opined by Shea and Ceprano (2017) who stated that implicit reading approach enhanced comprehension which is a high order reading skill. Influenced by ability to understand implicit meanings drawn from explicitly expressed content for enhanced grasping, analyzing and evaluation of texts which boost ELRS and minimize linguistic problems encountered during reading.

However, the Pearson calculation indicate a moderate correlation between pre-post and post-test scores which translates to poor implementation of the intervention or lack of teacher capability to deliver using implicit reading approach. This finding agree with teacher comments on the use of EPA which was a new component that required more training and in service programs if better results were to be recorded. In agreement with

findings drawn from observation schedule report, learners across 001, 002 and 004 scored poorly in implicit instruction whereas learners at 003, learners scored better marks as the school used the American based curriculum system which emphasizes on teaching using EPA and APA before using SPA and ApA.

4.7.2 Text Reading Analysis and Learner Achievement in ELRS

Text reading analysis is a teaching-reading technique based on EPA which is anchored on learner ability to participate in classroom reading and listening activities based on age appropriateness, answering comprehension questions, ability to retell a story read in class and role playing to imitate characters involved in a storybook, if structurally adopted, learner develops text analytical skills that enhance achievement in ELRS. According to Allen (2017) text analysis refers to a methodology that involves understanding language, symbols and/or pictures present in texts to gain information aided by written, visual and spoken cues. The study sought to establish the effectiveness of text reading analysis in enhancing achievement in ELRS for sustained attainment in texts and comprehension. Based on teacher responses, findings analyzed in Table 4.21 revealed that:

Table 4.21: Integrating EPA Improve Text Reading Analysis Skills

	Strongly Agree		Agree		Disagree	
INDICATORS	**Freq.**	**Percent.**	**Freq.**	**Percent.**	**Freq.**	**Percent.**
Participates in classroom reading and listening activities	13	86.70%	2	13.30%		
Can read age appropriate text when asked to	11	73.3%	4	26.7%		
Answers questions asked from passages	13	86.70%	2	13.30%		
Asks questions drawn from a text	9	60.00%	4	26.70%	2	13.30%
Able to retell a story read in class	12	80.00%	3	20.00%		
Can role plays to imitate characters involved in a storybook	13	86.70%	2	13.30%		

Table 4.21 indicate that the 15 (100%) teachers positively identified text reading analysis as a teaching technique that if appropriately adopted, may promote mastery of concepts which raise learner awareness on the components needed for mastering ELRS. Aggregated by proportion of level of agreement, 13 (86.7%) teachers strongly agreed while 2 (13.3%) teachers agreed that text reading analysis improve learner participation in classroom reading and listening activities which valuably raise test scores in ELR learning related activities. in agreement with the efficiency of text analysis technique, 11 (73.3%) teachers strongly agreed that learners are able to read age appropriate texts and passages in class situation with confidence and accuracy if appropriately adopted to suit learner requirements, 4 (26.7%) teachers agreed that despite the fact that text reading analysis require time to master the skill, learners perform better when given age appropriate texts and passages if it is adopted in teaching at PP level of study. As indicated in sub-component three, 13 (86.7%) teachers strongly agreed while 2 (13.3%) teachers agreed that learners were able to correctly answer questions drawn from reading texts and passages given that the material provided is age appropriate and learner has basic reading skills like word recognition and dissociation skills.

The observation schedule findings draw a congruence to improved learner achievement when text analysis technique is used in class instruction and delivery. Also descriptive statistics on pre-post and post-test score for text-reading analysis were 5.46 (SD=2.38) and 8.38 (SD=2.53) respectively, indicating a positive effect on learner reading skills. In support of a positive relationship between text reading analysis and the achievement of ELRS Tri, Fauziati and Hikmal (2016) noted that this technique involves reading a text word by word, deciphering the message by means of comprehension. Efficiency in

teaching ELRS using text-reading analysis encourages active participation and contribution support in classroom situation so that learner encounters words and derive meanings from context.

Further findings obtained from Table 4.21 indicate that 9 (60.0%) teachers strongly agreed that text analysis strategy encourage verbal abilities as it stimulates learner curiosity by engaging in brainstorming activities. similarly, 4 (26.7%) teachers agreed that learners are capable of developing ELRS through adoption of text reading analysis which engage learner in asking contextual questions. However, 2 (13.3%) teachers disagreed that text analysis technique can be used to develop learner ability to ask questions drawn from the story, citing that learners are not able to even read three pages of a short storybook, particularly, learners in PP1 have to be read to which makes them listeners and only respondents to teacher exaggerated cues of communication. On the same vein, 12 (80.0%) teachers strongly agreed and 2 (20.0%) teachers agreed that the adoption of text analysis skills develop learner ability to retell a story read during a class or library lesson. This skill if further developed by engaging learner in news-telling, drama clubs and verbal enhancement activities for better attainment of ELRS.

Finally, Table 4.21 establih that 13 (86.7%) teachers strongly agreed to the fact that text analysis skills hasten mastery and practice of role playing to imitate characters involved in storybooks. this is because, repeated exposure to storybooks, audio-clips or passages tend to raise learner ability to comprehend texts. Supporting this finding, 2 (13.3%) teachers agreed that learners are better placed to engage in role play when confident of the storyline which is enhanced by teachers appropriately adopting text reading analysis. Similarly, correlation analysis generated a Pearson correlation results of r=.357 (p=0.030), indicating

that the pretest and posttest total score had a statistically moderate and linearly related relationship. These findings agree with findings obtained from the observation schedule during the study period in which learners participated in classroom organized activities such as pre-reading skills, reading skills and post-reading skills. The key findings also revealed that response reading, writing and answering questions drawn from a story enhances learner ELRS while developing other capabilities like speech fluency, confidence and self-esteem, presentation skills and comprehension of read texts. Tri, Fauziati and Hikmal (2016) findings agree that these study findings are founded as they noted that efficiency in teaching ELRS encourages active participation and contribution supporting implicit approach in classroom situation so that learners encounter words and derive their meanings in context.

4.7.3 Incidental Learning Activities and Learner Achievement in ELRS

Incidental learning activities encourage learners to generate information from the immediate environment through guided group-work activities, identification of familiar words used in language activities, remembering and applying prior knowledge to solve present challenges in reading tasks, identifying new words for vocabulary build-up and using vocabulary list in both spoken and written contexts of learning ELRS. Findings were anchored and analyzed based on teacher questionnaire responses as indicated in Table 4.22.

Table 4.22: Use of EPA Provides Opportunities for Incidental Learning

Indicators	Strongly Agree		Agree		Disagree	
	Freq.	Percent.	Freq.	Percent.	Freq.	Percent.
Participates in group work activities	14	93.30%	1	6.70%		
is able to identify familiar words used in language activities	13	86.70%	2	13.30%		
Remembers already learnt concepts in class	12	80.00%	3	20.00%		
can apply prior knowledge to solve present challenging tasks	9	60.00%	5	33.30%	1	6.7%
is able to identify new words when reading	10	66.70%	5	33.30%		
Learner can apply new words in both spoken and written contexts of learning English Language	8	53.30%	6	40.00%	1	6.7%

Table 4.22 present findings on knowledge acquisition based on incidental learning incidental learning which happens within the school, home and neighborhood as learning environments. Out of the 15 (100%) teachers, 14 (93.3%) teachers strongly agreed that incidental learning promotes learner ability to work in group activities while 1 (6.7%) teacher agreed that incidental activities can be synchronized to promote group work activities for improved mastery of text reading and comprehension. In agreement with learner improved achievement when incidental learning was used, 13 (86.7%) teachers noted that structured adoption of incidental learning enhance ability to identify familiar words used in language activities, supporting this view were 2 (13.3%) teachers who noted that learner ability to comprehend texts is a critical step into acquiring ELRS, adding that incidental learning adds to learner ability to identify familiar words used in language activities and can be used in everyday situations to promote linguistic development.

However, descriptive statistics showed mean score of pre-test for incidental learning activities (3.84, SD=2.27) was higher than post-test mean (3.57, SD=2.26), indicating a reverse effect of the teaching approach. This finding can be attributed to learner incapacity

to generate meaningful relationships between incidental activities and knowledge gaining through information synthesis and evaluation. At PP level of study where learners are between 4.0 – 5.9 years, their cognitive processes may not assimilate and incorporate knowledge gained through incidental learning as learner may not even notice the expectation to pick up ELRS during the learning process. Similar findings were realized by Hulstijn (2012), who established that adoption and utilization of EPA also includes use of incidental learning which is acquisition of knowledge without intention to commit the element to memory, such as "picking up" an unknown word when listening or reading.

Additionally, cognitive abilities such as perception, memory and retention are critical in promoting the development of ELRS. Learner gains much from developing the ability to remember concepts learnt in class as strongly agreed upon by 12 (80%) teachers who cited that prior knowledge relevant to a current concept enhance learner conceptualization and mastery of ELRS. In support, 3 (20.0%) teachers generally agreed to the concept that learner benefits from prior knowledge to anchor current learning when incidental learning approach is used. In addition, 9 (60.0%) teachers strongly agreed whereas 5 (33.3%) teachers agreed that learner can apply prior knowledge to solve present challenging tasks which improved reading, comprehension, sight word reading and vocabulary addition.

On the contrary, 1 (6.7%) teacher disagreed that even when learners use prior knowledge to understand present concepts, they are not able to solve present challenging task. Relevantly, inferential statistical analysis on the adoption of incidental learning activities when teaching ELRS using EPA generated a Pearson correlation results of r=.545 (p=.000) for incidental learning activities and total score pairs respectively. The results thus indicated that the pre-test and post-test total score had no statistically significant

relationship hence weather learners were taught using incidental learning activities or not, their ELRS were not affected. However, whenever teaching in PP neglects use of incidental instruction learning, learner achievement in comprehension skills tend to be low as instructional elements are overlooked, hindering learner development of requisite skills for enhanced ELRS as noted by Abudu (2017). Lack of exposure to reading materials alongside poor knowledge of letter-sound causing difficulties like wrong pronunciation, skipping and omitting key components of learning how to read in English might be as a consequence of neglecting incidental learning approach in PP.

Lastly, incidental learning, also known as discovery learning helps learner to explore possible learning environments to construct knowledge, in a socially and culturally supportive environment, learner is advantaged to develop ELRS as early exposure to print and reading activities enhance acquisition and development of reading skills for enhanced comprehension. Drawn from teacher responses, out of 15 (100%) teachers, 10 (66.7%) teachers strongly agreed that incidental learning enable learner to identify new words when reading, also develops the basic reading skills, such that learners can attempt to pronounce new words on their own. Supporting this finding, 5 (33.3%) teachers agreed that when structurally adopted, incidental learning promote learner ability to identify new words when reading. In addition, if not well adopted, it may compromise achievement in ELRS, noted by 1 (6.7%) teacher, unstructured adoption of incidental learning may hinder learner ability in applying new words in both spoken and written contexts of ELR learning process.

However, 6 (40.0%) teachers disagreed with the above response and stated that incidental learning adds to learner advantage in spoken and written English as the environment supports description, practice and interactions which valuably enhance fluency in text

reading, phonemic awareness and comprehension. On the contrary, analysis for the pair of total scores generated a T-value of -0.479 (df=36 & p=0.635), which suggests up to 95% chance that EPA was not significantly associated with improved outcome in ELRS. Results of elements are also consistent with total score, which indicate that though two of the elements had positive shifts in post-test score, teaching approach did not significantly enhance achievement in reading skills. These findings corroborate with findings from observation schedule which revealed that majority of teachers were not satisfied with test scores after teaching using EPA. A respondent teacher acclaimed that:

002-00A: *'EPA may be used with learners of grade 3 and above because they already know how to infer meanings from context and are old enough to cognitively process abstract concept. For PP learners, the activities have to be integrated within other fields of study if better scores are to be recorded.*'

The above teacher's segment aligns with Strauber and Goldman (2020) who established that effective adoption of EPA in teaching ELRS tends to increase the frequency of sight words which translate to learner active participation that valuably raise scores and achievement in text analysis and implicit understanding. Additionally, although words embedded in pictures show no advantage over text alone, EPA may be effective if instruction is well orchestrated to present combination of a picture and phonics as achievement is higher on immediate and later tests.

However, teachers affiliated to tuition center 003 concurs that the intervention time allowed was not enough to cover all the elements of EPA adequately which might have contributed to poor ELRS results which are contrary to hypothesized relationships. Teachers noted that this teaching approach is too abstract and requires a series of hands-on-activities like

poems, rhymes, and sing-alongs for effectiveness. In corroboration with this view, Konza (2006) emphasized that EPA may not result in improved ELRS owing to its abstract way of presenting instruction hence learner achievement tend to be compromised.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter is organized into summary of the study, conclusion based on findings derived in line with study objectives and hypotheses of the study. Recommendations for policy, practice and suggestions for further research is later addressed on policy formulation and implementation for an efficient system in PP administration, teaching and learning, in practice during class pedagogy of ELRS and further research suggestions to fill-up gaps which rose from literature review, methodology and findings.

5.2 Summary of the Study

The study established influence of Phonic Instructional Method (PIM), used to teach through four components: Synthetic Phonic Approach (SPA), Analytic Phonic Approach (APA), Analogy Phonic Approach (ApA) and Embedded Phonic Approach (EPA); on learner achievement in English Language Reading Skills (ELRS) in Pre-Primary (PP) in Dagoretti North Sub-County. The purpose of the study was to determine PIM contribution to improved phonemic awareness, enhanced vocabulary and word recognition, fluency in text reading and enhanced text comprehension. Social constructivist theory by Lev Vygotsky (1978) guided the study which also adopted a perceived conceptual framework to indicate relationship between PIM and achievement in ELRS.

In addition, the study also adopted Quasi-experimental research design and purposive sampling technique to sample 40 learners of which 37 learners made it to the end of the study and were treated to a pre-test, intervention, post-test and observation schedule for a

period of eight weeks. 15 teachers were also sampled and teacher questionnaires administered to collect data on influence of PIM on learner achievement in ELRS. Descriptive statistics generated findings on learner performance whereas inferential statistics on T-test generated data on statistical significance of test scores and paired correlations. Qualitative data was based on observation schedule, verbal responses and interaction with respondents was interpreted and discussed objectively. Below is a summary of findings discussed per objectives:

5.2.1 Synthetic Phonic Approach (SPA) and Learner Achievement in ELRS

Objective one assessed how adoption of SPA influence ELRS among PP learners in Dagoretti North, Nairobi County. The hypothesis: 'There is no significant relationship between adoption of synthetic phonic approach and learner achievement in English language reading skills' was tested and revealed that there was a 95% chance that SPA was not significantly associated with increased leaning outcome in ELRS. Even though post-test results were higher than those of pre-tests, the analysis of means indicated that the difference was not statistically significant. However, findings indicated that SPA was a preferred teaching approach among teachers particularly in PP1, when learners start to learn alphabet sound.

The intervention proved that teachers were competent in administering instruction using SPA but the pre-test scores yielded a slight margin difference which implied that having the study carried out during third term in IGCSE education system had the leaners already competent on the basic skills of learning such as phonemic awareness, spelling, word recognition and comprehension. In addition, teachers mentioned that learners benefited from activities organized using SPA since they were systematic, spirally presented and

cognitively engaging, in this regard, the study revealed that learner was able to verbalize responses, engage in listening and speaking activities as well as tracing activities that enhanced mastery of ELRS and anchored further development of future reading abilities.

5.2.2 Analytic Phonic Approach (APA) and Learner Achievement ELRS

Objective two examined how adoption of APA influence ELRS among PP learners in Dagoretti North, Nairobi County to test the hypothesis 'There is no significant relationship between adoption of APA and learner achievement in ELRS.' APA entails a teaching system whereby learner is taught whole words first and then dissociation process of disintegrating them to constituent syllables. The study established that there was a positive relationship between APA and learner achievement in ELRS given that the study suggested up to 95% chance that APA was significantly associated with increased learning outcome in ELRS. The post-test results were higher than those of pre-tests, which indicated that the cumulative effect of the teaching approach is statistically significant. The study established that use of whole word reading, dissociation of words and encoding of syllables techniques were efficient in enhancing learner mastery of word recognition, grapheme-phoneme correspondence and increased vocabulary which improved learner scores and general mastery of ELRS.

5.2.3 Analogy Phonic Approach (ApA) and Learner Achievement in ELRS

Objective three explored how adoption of ApA influence ELRS among PP learners in Dagoretti North, Nairobi County. Testing the hypothesis 'There is no significant relationship between adoption of ApA and learner achievement in ELRS' revealed that teaching rhyme segments, identification of sound patterns and consolidating sound-syllables had a statistically significant relationship between adopting ApA and learner

achievement in ELRS. A pair of total scores generated a T-value of -2.854 (df=36 & p=0.007), which suggested up to 95% chance that analogy phonic approach was significantly associated with increased leaning outcome in ELRS. The post- test results were higher than those of pre-tests, indicating a significant difference in their mean scores. Teachers noted that prior preparation and pedagogical organization was key in ensuring improved achievement when adopting ApA, similarly, it is paramount when teachers consistently engage learners in rhyme derivation, sound pattern identification and encoding activities to enhance fluency and comprehension of reading tasks.

5.2.4 Embedded Phonic Approach (EPA) and Learner Achievement ELRS

Objective four established how adoption of EPA influence ELRS skills among PP learners in Dagoretti North, Nairobi County. The hypothesis 'there is no significant relationship between adoption of EPA and learner achievement in ELRS' was assessed. The study generated a T-value of -0.479 (DF=36 & p=0.635) which suggested a low significant relationship between adoption of EPA and achievement in ELRS. The results of implicit learning approach, text reading analysis and incidental learning were also consistent with the total score, which indicate that even though two of the elements had positive shifts in the post-test score, overall, the teaching approach did not significantly enhance learner achievement in ELRS. Teachers noted that EPA is more abstract and maximized on implicit learning which take time to develop in PP learners.

5.3 Conclusion

Findings obtained from the study led to the following conclusion:

First, there was no significant relationship between SPA and learner achievement in ELRS. However, throughout the study period, it was established that SPA was used across PP1 and PP2 to enhance ELRS among learners. Teachers noted that the slight difference in achievement may have been due to the fact that the intervention was done in third term, learners were already well versed with the alphabet letters and sound. This led to the conclusion that consistent use of SPA in PP level of study enabled the achievement of slightly higher scores in pre-test.

Secondly, there was a positive relationship between APA and learner achievement in ELRS. A 95% chance of APA's efficiency in enhancing mastery of ELRS through teaching learners whole word reading, dissociation of words to constituent syllables and encoding of sounds to syllables and then to words led to the conclusion that APA was significantly associated with increased learning outcome in ELRS. Teachers noted that when learner fails to grasp whole word reading and dissociation concepts, later reading achievement is compromised by reading difficulties like omission, addition, deletion or substitution.

Thirdly, there was a statistically significant relationship between adopting ApA and learner achievement in ELRS suggested by up to 95% chance derived from analysis of findings, given that learning rhyme segments, identification of sound patterns and consolidating sound-syllable were guideline sub-components designed to enhance achievement. On the other hand, failure to structurally adopt ApA interfered with confidence, concentration and ability to master concepts which led to gaps in reading achievement in subsequent grades.

Lastly, the study suggested a low significant relationship between adoption of EPA and achievement in ELRS. This was based on results of implicit learning approach and text reading analysis which recorded a slightly higher achievement in ELRS after the pre-test and incidental learning activities adopted did not record any significant difference between the pre-test and post-test despite the intervention. In this view, teachers should adopt a blended approach using EPA in conjunction with complementary approaches such as syllabic and whole word reading approaches to enhance learner mastery of ELRS.

Therefore, the study concludes that PIM is significantly effective in enhancing learner achievement in ELRS, particularly when APA and ApA are adopted in class instruction. When consistently adopted in teaching, SPA may also promote achievement in ELRS especially in the initial stages of introducing the alphabetical grapheme-phoneme correspondences. In addition, EPA may be used as a complementary approach to enhance learner acquisition of ELRS.

5.4 Recommendations

The following recommendations for practice, policy and further research based on findings and conclusion were suggested:

5.4.1 Recommendations for Practice

The study made the following recommendations for practice:

a) Teachers should engage learners in PIM guided activities to enhance phonemic awareness, vocabulary and word recognition, achieve fluency in text reading and comprehension.

b) Teachers should be retrained on adopting teaching methods that enhance learner achievement in ELRS, PIM may enhance learner achievement when structurally adopted and instruction consistently presented.

c) Teachers should diversify approaches to teaching concepts such as using poems, nursery rhymes, adopting integrated teaching and vocabulary puzzles to enhance mastery of ELRS and discourage rote memorization

d) Letter-sounds Qq, Uu and Xx have very limited words, teachers should device a method of teaching that ensures learner mastery of these letter-sounds.

5.4.2 Recommendations for Policy

The following recommendations for policy were suggested:

a) The Ministry of Education, KICD and teacher training institutions to introduce and implement, during undergraduate education for teachers, specific teaching methods to be used in classroom pedagogy like PIM.

b) KICD to comprehensively develop and enhance adoption of PIM to teach: PP learners, Grade 1- 4 learners struggling to develop ELRS, Learners of English as a second language and Learners with learning difficulties such as dyslexia, dysgraphia, autism and hyperactivity disorder.

c) Ministry of Education through Quality Assurance officers to monitor and enhance the operation of Tuition Centres and Homeschools as educational institutions for enhanced development of learner potential in mastering ELRS.

5.4.3 Recommendations for Future Research

The following recommendations for further research were suggested:

a) The study established that the umbrella structural formation of PIM segment teaching into manageable units of learning which spirally help build ELRS in PP learners. Further research should be conducted to establish complementary teaching methods that can be paired with PIM to enhance learner achievement in ELRS.

b) Further research should be done on the influence of adopting PIM on leaner achievement in ELRS for learners with autism, albinism and hyperactive disorder in Tuition Centers as these were individual differences observed among learners.

c) The study was conducted within a period of twelve weeks which might have limited learner potential in developing ELRS when PIM is used. Further research should be conducted to track learner mastery of ELRS from reception level to grade 2.

d) The language policy in Kenya stipulates use of mother tongue in teaching PP learners for enhanced mastery of ELRS as leaners can easily integrate concepts acquired at home. The study was done in a cosmopolitan city where adoption of mother tongue or Kiswahili was not possible, yet not all learners were competent in English. Further research should be done on other alterative languages that can be used to enhance mastery of ELRS.

5.5 Contribution to the body of Knowledge

The study contributes to the body of knowledge by adding value to already existing findings and filling gaps established by other studies. This study examined influence of PIM on learner achievement in ELRS under the following components: Synthetic Phonic Approach (SPA), Analytic Phonic Approach (APA), Analogy Phonic Approach (ApA), and Embedded Phonic Approach (EPA). The findings provided significant contribution to the body of knowledge as outlined below:

Table 5.1 Contribution to the Body of Knowledge

Objectives	**Contribution to the Body of Knowledge**
Assess how adoption of synthetic phonics approach influence English language reading skills among pre-primary learners in Dagoretti North, Nairobi County.	Adopting SPA anchors requisite skills for enhanced achievement in ELRS. Structured implementation of coding-decoding abilities, grapheme-phoneme awareness and blending of sounds may lead to improved phonemic awareness, enhanced spelling abilities and increased vocabulary.
Examine how adoption of analytic phonics approach influence English language reading skills among pre-primary learners in Dagoretti North, Nairobi County.	Consistent provision of teaching-learning instruction that sufficiently adopt APA creates a predictable pattern of whole word reading, dissociation of words into constituent sounds and encoding which promote learner mastery of ELRS and concepts for sustained comprehension.

Explore how adoption of analogy phonics approach influence English language reading skills among pre-primary learners in Dagoretti North, Nairobi County.	Accurate and innovative implementation of instruction that adopt ApA may enhance accelerated achievement in ELRS for PP learners, further creating a solid foundation for future development of ELRS. This help shield learner form reading difficulties such as omission, substitution or addition.
Establish how adoption of embedded phonics approach influence English language reading skills among pre-primary learners in Dagoretti North, Nairobi County	Deliberate adoption of EPA in teaching PP learners should be structured to include implicit learning activities, text-reading analysis and incidental learning which cumulatively promote discovery learning. This build and anchor linguistic knowledge for improved proficiency in reading.

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APPENDICES

Appendix 1: Permission Letter

ADOPTION OF PHONICS INSTRUCTIONAL METHOD ON LEARNER ACHIEVEMENT IN ENGLISH LANGUAGE READING SKILLS IN PRE-PRIMARY ONE IN DAGORETTI NORTH, NAIROBI COUNTY, KENYA.

Introduction and consent to tuition centres and homeschools

Dear sir/madam,

Re: Academic Research

Hello, my name is **Immelda Mbithe**, I am a master's student at the University of Nairobi. In order to complete my thesis as a prerequisite for the master in Early Years Education degree award, I am undertaking research. The study's goal is to collect data that will inform Phonic Instructional Method aimed at enhancing English Language Reading Skills in pre-primary.

Your institution has been identified as suitable for conducting the study in given that it met the sampling criteria. Kindly grant me permission to conduct research for my Master's thesis at your tuition center. Information provided will be used for the purpose of this study only and will also be handled with confidentiality.

Thank you.

Yours faithfully,

Immelda Mbithe.

Appendix I I: Questionnaires for Teachers

Dear respondent,

Hello, you have been recognized as a questionnaire respondent and identified as a participant in this study titled: **Adoption of Phonics Instructional Method on Learner Achievement in English Language Reading Skills in Pre-Primary in Dagoretti North, Nairobi County**. It will take less than 20 minutes. Confidentiality and privacy will be ensured in handling data provided and participants will get no direct benefits from the study. Kindly respond to all the questionnaire items appropriately to reflect your individual opinion on PIM on ELRS on PP learner achievement.

SECTION A: PERSONAL INFORMATION

CODE: _____ TUITION CENTRE: _____ HOMESCHOOL: _____

Please tick the box that closely resembles your position on the various sections.

Sex: Female ☐ Male ☐

Level of education: Degree ☐ Diploma ☐ Certificate ☐

Any other, specify: ……

Years of experience: 1-2 ☐ 3-4 ☐ 5-6 ☐ 7-above ☐

Others, specify: ……

Teaching grade: PP1 ☐ PP2 ☐

Learner per teacher aggregated by gender: Girls ☐ Boys ☐

SECTION B: ADOPTION OF PIM IN ELRS IN PP1

Please indicate your honest view on the following statements about: "**Adoption of Phonics Instructional Method on Learner Achievement in English Language Reading Skills in Pre-Primary"** on a 4-level Likert scale (SA- strongly agree, A – agree, D – disagree and SD – strongly disagree) in the table below presenting activities and skills which determine expected competence in ELRS in PP after when PIM is used.

Adoption of synthetic phonic approach and learner achievement in language reading skills.			**SA**	**A**	**D**	**SD**
1.1	Enhances coding and decoding abilities.	- Joining dots to write letters and sounds - Tracing letters and sounds - Writing letters and their corresponding sounds - Joining letter-sound toys from a-z - Accomplishing letter-sound spelling activities - Using letter-sound writing frames appropriately				
1.2	Strengthen grapheme-phoneme awareness.	- Identify graphemes in book print - Listen and identify the sound a teacher says out aloud - Read aloud grapheme-phoneme correspondences - Identify letter-sound written in flashcards - Singing the a, b, c, d alphabet song correctly - Read displayed sounds and identify corresponding pictures				
1.3	Build-up learner sound blending abilities.	- Reading sounds a-z - Matching graphemes to corresponding phonemes - Matching sounds to appropriate picture cards - Combining sounds into syllables - Combining sounds into syllables - Identifying syllables in three-letter words				
Analytic phonic approach and learner achievement in language reading skills.						
2.1	Using APA improves learner's whole word reading skills.	- Able to read all the letters and their corresponding sounds. - Ability to combine letters into syllables - Can identify two-letter words from a list - Able to read two-letter words - Able to identify three-letter words from a list - Can read three-letter words				

2.2	Integrating APA in PP improves learner dissociation skills.	- Able to recognize whole words - Ability to read whole words - Can identify syllables forming a word - Is able to dissociate whole words into constituent syllables - Can differentiate digraphs from tri-graphs - Ability to combine sounds into syllables and syllables into words.				
2.3	Use of APA enhance encoding reading skills**.**	- Listening to a teacher saying out the graphemes and the phonemes - Able to understand and repeat sounds said by peers - Ability to take spelling for three-letter words - Spell words using syllable phonetics - Identify and underline specific words in sentences - Representing words using picture drawing.				
Analogy phonic approach and learner achievement in language reading skills.						
3.1	Integrating analogy phonic approach improves learner rhyme segment	- Able to identify di-graphs - Recognizing and reading tri-graphs - Reading words with di-graphs and tri-graphs correctly - Ability to identify rhyming words - Underlining the rhyme segments in words - Dissociating and forming words using given rhyme segments				
3.2	Analytic phonic approach strengthens learner ability to identify sound patterns.	- Reading whole words in shown on flashcards - Can read three word sentences - dissociating words into constituent syllables - May identify sounds forming syllables units - Participating in sound identification group work directed activities - Answering questions on sound blends				
3.3	Does use of APA consolidate sound-syllables	- Identifying graphemes and their corresponding sounds - Matching sounds to letters - Writing sounds a-z - Combining sounds to form words - Reading words displayed on a chart - Naming pictures				
Embedded phonic approach and learner achievement in language reading skills.						
4.1	Using EPA enhances implicit learning in learners.	- Able to identify and pick age appropriate storybook from a library - Can read a PP1 storybook and understand - May point out familiar words used in a text - Is able to identify key words used in a passage - Ability to correct-guess meaning of words from texts				

		- Is able to confirm answers from a reading passage.				
4.2	Integrating EPA improve fluency in text reading and enhances text analysis skills	- Participates in classroom reading and listening activities - Can read age appropriate text when asked to answers questions asked from passages - Asks questions drawn from a text - Able to retell a story read in class - Can role plays to imitate characters involved in a storybook				
4.3	The use of EPA provides opportunity for incidental/discovery learning	- Participates in group work activities - is able to identify familiar words used in language activities - Remembers already learnt concepts in class - can apply prior knowledge to solve present challenging tasks - is able to identify new words when reading - can apply new words in both spoken and written contexts of learning English Language				

THANK YOU.

Appendix III: Test for Learners

Dear respondent,

Thank you for accepting to participate in this study to establish the effectiveness of adopting PIM in learner achievement in ELRS in PP. I appreciate your voluntary participation, information provided will be treated with privacy and confidentiality.

PART 1: BACKGROUND INFORMATION:

Institution category: Tuition center ☐ Homeschool: ☐

Institution Name: ----------

Grade: PP1 ☐ PP2 ☐ **Ward:** Kilimani ☐ Kileleshwa ☐

Gender: Female ☐ Male ☐ **Exam category:** Pre-post ☐ Post-test ☐

PART 2: Identify these LETTER-SOUNDS:

Enhanced achievement in ELRS is premised on appropriate mastery of concepts in English language whose building codes are graphemes and phonemes. The study assumed that PP learners could recognize, identify, read and write the 26 letters of the alphabet and their corresponding sounds.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	

PART 3: Adoption of synthetic phonic approach and learner achievement in language reading skills.

a) <u>Coding and decoding abilities.</u>

1. Re-write these letter-sounds.

   Aa ……. Kk …… Qq …… Vv ……. Zz …….....

2. Use the toys to join the sounds from a-z in not more than 2 minutes and tick one box:

   25-26 sounds joined ☐ 18-25 sounds joined ☐ 10-17 sounds joined ☐ <10 sounds joined ☐

3. Spelling: write the following letter sounds

   i). Jj ii). Mm iii). Tt iv). Uu v). Xx

4. Write the beginning sound to correspond with the given picture in this sound writing frame. (Attach a worksheet)

b) <u>Grapheme-phoneme awareness.</u>

5. Sing the, b, c, d …z alphabet song correctly.

6. Read sounds a-z displayed on a classroom wall chart. (Tick number of sounds read correctly).

   25-26 ☐ 18-24 ☐ 10-17 ☐ <10 ☐

7. Listen to the teacher pronounce these sounds and restate them in quick succession.

   i). Letter A sound a ii). Letter B sound b iii). Letter C sound c

   iv). Letter D sound d iv). Letter E sound e

   How many not identified Total

8. Match sounds to corresponding pictures on a worksheet provided. (Tick the corresponding to the correctly matched items).

   0-2 ☐ 3-4 ☐ 5-6 ☐ 7-8 ☐ 9-10 ☐

c) <u>learner sound blending</u>

9. Match these pictures to their corresponding names. (Worksheet on letter-sound Ff-Jj).

10. Combine these sounds to form syllables.

i). b + a = ……. ii). b + e = …… iii). b + i = …….

iv). b + o = ……... v). b + u = ……

11. Combine these sounds to form a word.

i). c + a + t = …… ii). f + a + t = ……. iii) b + a + t = ……..……..

iv). r + a + t = …….. v). m + a + t = …….

12. Read diagraph "oo" sound words

i). book ii). boot iii). root iv). hoot v). look

PART 4: Adoption of analytic phonic approach and learner achievement in language reading skills.

a) <u>whole word reading</u>

13. Combine these letter-sounds to form syllables.

i) d + a = …… ii) h + e = …… iii) m + a = …… iv) b + ea = …… v) t + ea = ……

14. Read and circle all the two sound words from the list provided in the box below and underline the three letter words:

Is	cup	hen	my	am
Book	sin	red	in	bed
Dot	bean	it	by	tin
Root	on	run	an	run

15. Read and write these sight words:

Big bip pin pink bat rat
man soap goat roar coat toad

b) **<u>Encoding Reading Skills.</u>**

16. Write the following words as spelling: (-ea sound)

i) ear ii) tear iii) dear iv) bean v) beat

vi) beat vii) beak viii) tea ix) sea x) bear

17. Dissociate these words to their constituent syllables:

i) ear ii) tear iii) dear iv) bean v) beat

…… …… …… …… ……

18. Join these sounds into syllables and write the word formed:

SOUNDS	SYLLABLES	WORDS
Oo h oa oo ea b ea k t t k m h		

19. Underline the words with double (-ll sound) and circle the words with tri-graph (-ter sound).

Bell Sister Tell Tall Letter

River Flower Brother ball yell

c) <u>Consolidate sound-syllables</u>

20. In groups of four, read sounds a-z and their corresponding picture representation. (Tick number of sounds read correctly).

25-26 ☐ 18-24 ☐ 10-17 ☐ <10 ☐

21. Read theses sentences and underline the "-ee" sound words.

i) The weed has a seed ii. Ken has a sweet iii. He went to sleep.

iv) My teeth are clean. v) My feet are clean.

22. Make "ck" sound words:

ba _____ ti _____ pe _____ ro_____ de_____

23. Draw the pictures to represent the following words.

Spoon	Roots	Moon
Roof	Food	Book
Boot	Wood	Pool

24. Write sentences using these words:

i. Broom:_____

ii. River: _____

iii. Mean: _____

iv. Look: _____

v. Boat: _____

PART 5: Analogy phonic approach and learner achievement in language reading skills.

a) <u>Learning rhyme segment</u>

25. Match the words in box A to their rhyming words in text B:

A	B
bag	Fall
cat	too
ball	rag
two	bat
face	race

26. Identify and underline the same syllable sound in the following words:

    i) cheek ii) cheer iii) cheese iv) cheeky v) cheetah

27. Write five words using sound "th":

    i) …… ii) …… iii) …… iv) …… v) ……

28. How many sound are in these words? Write them

WORDS	**NUMBER OF SYLLABLES**	**SYLLABLES**
Wheat		
Thumb		
Shell		
Chin		
Tell		

b) <u>Identifying sound pattern</u>

29. Read and write words shown on flashcards. (Teacher to lift cards of different words "wh- sound" words)

    i) …… ii) …… iii) …… iv) …… v) ……

30. Fishing game: Participate in picking a word card game and read the word picked aloud. (Maximum number of words – 10).

    Teacher to indicate total score: - Number of words picked: ☐

    Number of words read correctly ☐

31. Read and write these sentences**<u>:</u>**

    i. Where is the chick? _____

    ii. A fish has gills. _____

    iii. Jim will call the tall man. _____

    iv. This is my mother's brother. _____

    v. Where is your white pencil? _____

32. In groups of three, write a list of 6 words learnt in class and draw corresponding picture representation.

a) …… b) ……..…… c) ……

d) …… e) …… e) ……

c) <u>Consolidating sound-syllables</u>

33. Name the fruits displayed on a fruit chart. (8 fruits, record total number of fruits identified correctly)
34. Name and color the shapes provided in printing papers. (Total number of shapes availed 6)

PART SIX: Embedded phonic approach and learner achievement in language reading skills.

a) <u>Implicit reading approach:</u>

35. Library lesson: let learner pick a storybook from the kids' section: record the following:

- Ease in storybook identification: ……..……
- Age bracket for the storybook picked: ……..……
- The title: ……..
- Ability to read the first page: ……
- Any other observation: …….

36. Read aloud and fluently familiar words in the storybook. (Rate the learner's score using %).

    80-100 ☐ 60-79 ☐ 40-59 ☐ 20-39 ☐ 1-19 ☐

37. Listen to the teacher read out a story, the teacher give five words to learners in groups of three for them to find out the meaning drawn from context.

    How many words did the learners score correctly? ☐

    How many words did the learners fail to identify the meaning? ☐

38. Can the learners identify specific words from the story, in different pages?

    Yes ☐ No ☐

    If yes, how precise is their choices? Specify.....

b) <u>Text reading analysis:</u>

39. Reading session: The Big Bad Bull
40. Pre-reading skills - analyzing the cover page (pictures, title, what they think the story is about)
41. Reading: Read the story

c) <u>After teaching skills: Retell the story in your own words:</u>

42. Answer the five questions at the back of the book. (Teacher to record score).

43. Spelling: write five words drawn from the story as dictation.
44. Assume to a character in the story, act and speak like them. (Teacher to award marks out of 10)

d) <u>Incidental learning activities</u>

45. Topic: **NOUNS –** teacher to introduce learners to the concrete names of things found within the environment.
46. Guided activities: teacher to give learners plain drawing papers – to draw one unique thing found in the classroom. (Whiteboard, cupboard, table)
47. Write three good things about the drawn item.
48. Write two things the item can be made better as per your imagination.
49. Colour it with your favourite colour and display your work.

THANK YOU.

Appendix IV: Observation Schedule for Learners

PART A: BACKGROUND INFORMATION:

Institution category: Tuition Center ☐ Homeschool ☐

Institution Name: ----------

Grade: PP1 ☐ **Ward:** Kilimani ☐ Kileleshwa ☐

Gender: Female ☐ Male ☐

PART B: OBSERVATION OF CLASSROOM ACTIVITIES:

	PIM TEACHING APPROACH	INDICATORS	SCORES			
			0-25	26-50	51-75	76-100
1.1	**<u>Synthetic phonics approach:</u>** **<u>2.coding and encoding abilities</u>** a) letter-sound recognition b). letter-sound writing c). letter-sound spelling	- Joining dots to write letters and sounds - Joining letter-sound toys from a-z - Tracing letters and sounds - Writing letters and their corresponding sounds - Accomplishing letter-sound spelling activities - -Using letter-sound writing frames appropriately				
1.2	**1. <u>Grapheme phoneme awareness</u>** a). sound recognition (a-z)	- Identify graphemes in book print - Listen and identify the sound a teacher says out aloud - -Read aloud grapheme-phoneme correspondences				

	b). sound reading (a-z) c). sound-symbol representation	- Identify letter-sound written in flashcards - Singing the a, b, c, d alphabet song correctly - Read displayed sounds and identify their corresponding pictures.				
1.3	**3. blending of sounds** a). single grapheme pronunciation b). syllable formation c) syllable pronunciation	- Reading sounds a-z - Matching graphemes to corresponding phonemes - Matching sounds to appropriate picture cards - Combining sounds into syllables - Reading diagraphs Identifying syllables in three-letter words				
2.1	**Analytic phonics approach:** **1. Whole word reading** a) Read a two-letter word (is, at, am, in) b) Read three letter words (cat, pan, can c) Read four letter words (book, boot)	- Able to read all the letters and their corresponding sounds. - Ability to combine letters into syllables - Can identify two-letter words from a list - Able to read two-letter words - Able to identify three-letter words from a list - Can read three-letter words				
2.2	**2. Dissociation of words** a) Recognize and read whole words (cat) b) Break a three letter word into its sounds (c + a + t) c) Break a diagraph to its sounds (b + oo + k)	- Able to recognize whole words - Ability to read whole words - Can identify syllables forming a word - Is able to dissociate whole words into constituent syllables - Can differentiate digraphs from tri-graphs - Ability to combine sounds into syllables and syllables into words.				
2.3	**3. Encoding reading skills** a) Listening and deciphering sounds b) Sound letter writing through hearing c) Phonetic spelling (f/oo/t)	- Listening to a teacher saying out the graphemes and the phonemes - Able to understand and repeat sounds said by peers - Ability to take spelling for three-letter words - Spell words using syllable phonetics - Identify and underline specific words in sentences - Representing words using picture drawing.				

3.1	**<u>Analogy phonics approach</u>** **1. <u>Learning rhyme segment</u>** a) Identifying rhyme sound units (-ight, -ope) b) Pronouncing word rhymes c) Forming word using word rhymes (hope, rope)	- Able to identify di-graphs - -Recognizing and reading tri-graphs - Reading words with di-graphs and tri-graphs correctly - Ability to identify rhyming words - Underlining the rhyme segments in words - Dissociating and forming words using given rhyme segments				
3.2	**2. <u>Identifying sound pattern</u>** a) Ability to read whole words b) Ability to break words to component sounds c) Identify common sounds in different words	- Reading whole words in shown on flashcards - Can read three word sentences - dissociating words into constituent syllables - May identify sounds forming syllables units - Participating in sound identification group work directed activities - Answering questions on sound blends				
3.3	**3. <u>Sound-syllable consolidation</u>** a) Attaching phoneme to graphemes b) Writing grapheme-phoneme correspondences c) Syllable combination to form words.	- Identifying graphemes and their corresponding sounds - Matching sounds to letters - Writing sounds a-z - Combining sounds to form words - Reading words displayed on a chart - Naming pictures				
4.1	**<u>Analogy phonics approach:</u>** **1. <u>Implicit reading approach</u>** a) Ability to read age appropriate storybooks b) Identifying key words used in a text c) Coining meaning of words drawn from context	- Able to identify and pick age appropriate storybook from a library - Can read a PP1 storybook and understand - May point out familiar words used in a text - Is able to identify key words used in a passage - Ability to correct-guess meaning of words from texts - Is able to confirm answers from a reading passage.				
4.2	**2. <u>Text-reading analysis</u>** a) Ability to read age appropriate passages b) Understanding the message in a passage	- Participates in classroom reading and listening activities - Can read age appropriate text when asked to - Answers questions asked from passages - -Asks questions drawn from a text - Able to retell a story read in class				

	c) Analyzing text's key components for comprehension	- Can role plays to imitate characters involved in a storybook				
4.3	**3. <u>Incidental learning activities</u>** a) Ability to identify activities embedding instruction b) Ability to apply learnt skills to solve new problems c) Ability to pick vocabulary during reading.	- Participates in group work activities - is able to identify familiar words used in language activities - Remembers already learnt concepts in class - can apply prior knowledge to solve present challenging tasks - is able to identify new words when reading - Can apply new words in both spoken and written contexts of learning English Language				

THANK YOU.

Appndix V: Reserch Permit

REPUBLIC OF KENYA

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Date of Issue: **01/July/2022**

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