

**THE INFLUENCE OF INSTRUCTIONAL MATERIALS ON PERFORMANCE
OF LANGUAGE ACTIVITIES IN EARLY CHILDHOOD CENTRES IN
MWERUA ZONE (KIRINYAGA WEST DISTRICT).**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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EDUCATION IN EARLY CHILDHOOD EDUCATION IN THE DEPARTMENT OF
EDUCATIONAL COMMUNICATION AND TECHNOLOGY, SCHOOL OF
EDUCATION AND EXTERNAL STUDIES
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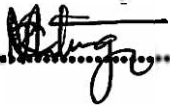
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DECLARATION

This research project is my own original work and has not been submitted for an award of degree in any other university.

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DEDICATION

This study is dedicated to my wife Wambui for her most sincere continuous support, encouragement and understanding as I took this journey for the search of knowledge. To my daughters Nyawira and Wacera and my sons Mutugi and Mureithi for providing me with a conducive environment at home that enabled me to conduct this study.

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ABSTRACT

The purpose of this study was to find out whether there was a connection between instructional materials and performance of language activities. The objectives of this study was to determine whether availability and use of instructional materials has an impact on performance of language. The study also sought to establish the impact of charts, flash cards, activity books, real objects, and picture books on performance of language. The researcher used a case study design of two schools in Mwerua zone of Kirinyaga West district in Kirinyaga County. Data was presented in tables and graphs. It was found out that instructional materials played an important role in the performance of language and therefore it was recommended that teachers use them appropriately in the teaching learning process. It was also recommended that the government through the Ministry of Education assist in the provision of instructional materials in ECDE centers countrywide.

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ABBREVIATIONS:

ECDE – Early childhood Development Education.

NACECE – National Centre for Early Childhood Education

DICECE –District Centre For Early Childhood Education

MOE – Ministry of Education

ZPD – Zone of Proximal Development

KIE – Kenya Institute of Education

SWOT - Strengths, Weaknesses, Opportunities, and Threats

STM – Short term memory

LTM – long term memory

GOK –Government of Kenya

FPE – Free Primary Education

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CHAPTER ONE

INTRODUCTION

1.1 Background to study

Poor school performance should be viewed as a manifestation of many problems facing children in schools. According to Sadker and Sadker (2000) the teacher has the ability to make a child to become anything despite of their backgrounds, abilities or vocations. Poor performance makes children have low self esteem and also cause stress on their parents. According to a research conducted in India by Karande and Kulkarni (2005), children under perform due to various reasons some of them being: medical problems, below average intelligence, specific learning disabilities, emotional problems, poor social environment, psychiatric disorders or even environmental causes.

Language performance is the manner that the learner comprehends, how a learner uses language, how one is understood while using language, the extent of vocabulary, the level of accuracy and cultural awareness as reflected in the learner's language New York Department of Education (2003). Tabor, (1997) points out that instructional approaches must be used in preschools. These approaches must promote alphabetical knowledge, phonological awareness, book and print concepts, vocabulary knowledge and discourse and skill (meaningful conversation with peers and adults). Language learning involves both the receptive skills (listening and reading) and the productive skills (speaking and writing). Naturally the receptive skills should be learnt first. In schools learning to read becomes the most celebrated achievement in a child's schooling life. Several factors may hinder that success. According to Mayo (2010), 56% of children in American preschools are at risk because they could not identify 2 or 3 letters of the alphabet.

The most skilled reading teachers are capable at handling time, materials, children behaviour and creating high expectation with a real sense of purpose and direction within every lesson. This means that teachers' quality in form of academic qualification and professional qualification play an important role in the performance of children. It should be noted that general measures of teachers' degree level are not related to children's achievement in language but certain teacher qualifications such as the teacher's ability to create a stimulating environment for learning really matters Goldhaber and Brewer (1998).

A survey done in Nigeria and published by the African Journal of Teacher Education (2010) indicated that appropriate instructional materials, formal academic instructions, use of teaching and learning strategies, use of hands-on materials, training of teachers, an appropriate curriculum and integration of families and communities as being essential to early childhood education in Nigeria. Also of importance is the language of instruction at the preschool. According to a report by Education Quality in Low Income Countries published in EdQual(2010), children need to talk to enable them to learn. The report stressed on the need to use mother tongue as a medium of instruction at the preschool level. This is because the use of English impedes learning. The report by EdQual also shows that children in Tanzania talked and wrote more when working in African languages than elsewhere in Africa. This shows that instructing children in mother tongue is important.

The Kenya National Examination Council (a body in charge of setting national examinations) observed that English and Kiswahili posted poor results in Kenya Certificate of Primary education (the Standard, Nov. 11, 2009). Also worth noting is the Ministry of Education report, Education Learning Assessment Report 2010 that posed a question ' Are our children learning?' The report pointed out that two in three pupils in standard two could not read at the required level while worrying numbers of children in older grades could not read comfortably books designed for standard two level (Standard , April 23, 2010). Of importance is that

primary schools enroll children in standard one from the preschools. Failure in learning has been associated with children cognitive abilities however, this is not so Karen (1997) links this problem with parents, schools, values and expectations, absenteeism, or the need of spectacles, hearing aids or adequate nutrition This means that there are many factors that may affect the performance of children in language.

Important to note is that in Kenya there is an established National Centre for Early Childhood Education (NACECE). The headquarters of NACECE are situated at the Kenya Institute of Education. NACECE is charged with the responsibility of developing Early Childhood Education curriculum for teachers and children. Along with this it is mandated to develop instructional materials for preschools. The early Childhood syllabus allocates 5 lessons of 30 minutes out of the expected 25 lessons a week to language activities per week. Language being a means to express oneself cannot be taken for granted. Children at preschool centres should be competent in both receptive skills (listening and reading) and productive skills (speaking and writing) before they come to primary school.

Statistics from the Kenya National Examination Council indicate that national, provincial and high cost schools out-perform public and low cost schools in languages Wachira (2009). This scenario is also reflected in preschool centres in Kirinyaga West District and by extension Mwerua zone which is one of the two zones in the district. In national examinations the private schools both primary and secondary outperform public schools in both categories English and Kiswahili. The children in private centres are found to be better communicators in both Kiswahili and English than those in public ECD centres. Even though the Kirinyaga West District has an operating DICECE centre that is charged with ensuring quality education through training teachers and monitoring the curriculum Manani, (2005). The researcher wants to investigate whether instructional materials have any influence on the performance of language in Mwerua Zone (Kirinyaga West District).

1.2 Statement of the problem

In order for the children to perform well, the teacher is supposed to be interested in the needs of standards and the criteria for analyzing new courses, textbooks and other teaching materials Jalling (1968). Previous studies conducted in Kenya focused much on instructional strategies and language of instruction Wanjiru (2007). The factor of the influence of instructional materials was not mentioned. The researcher was of the opinion that instructional materials also play a major role towards the performance of the language activities. This study specifically investigated the influence of instructional materials on performance of language activities in Mwerua Zone pre-schools (Kirinyaga West District).

A study by Wanjiru (2007) in Kasarani in Division in Nairobi showed that teachers used English when instructing pupils. They did so due to pressure from the parents and the ECDE centres managers. The study by Wanjiru focused on preschool teacher training, experience and instructional strategies. However this study fails to address the question of mother tongue instruction, the availability and quality of instructional materials and language activities employed. This creates a gap and this is the reason why the researcher conducted this study.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of instructional materials on performance of language activities in Mwerua Zone preschool centres.

1.4 Research objectives

The research sought to achieve the following objectives:

1. To determine whether the availability and use of textbooks have any impact on the performance of language.
2. To establish the impact of charts and flash cards on the performance of language.

3. To investigate the effect of activity books, real objects, field studies and picture books on language performance.

1.5 Research Questions

1. What influence does the availability of text books have on the performance of language?

2. What is the effect of charts and flashcards on performance of language?

3. How do activity books, picture books, real objects and field studies influence the performance of language?

1.6 Significance of the study

This study aimed at finding out whether instructional materials have any influence on language performance in Mwerua Zone preschool centres. The information gathered might be useful to teachers, pre-school centres managers, parents, DICECE officers and the ministry of Education quality assurance officers KIE and the Kenya National Examination Council. The study might provide an insight which might be useful in the provision of quality ECDE services.

1.7 Limitation of The Study

This study had several limitations. The first limitation was that not all the twenty six preschools in the zone were used in the study. The researcher was also not able to control the behaviour of the teachers and pupils in the classroom especially during the observation in order to get the expected results. Finally the researcher assumed that the information provided by the respondents was true.

1.8 Delimitation of the Study

This study focused on the instructional materials on language performance in Mwerua Zone preschools. The study involved a sample population comprised of 2 public pre-schools (Kairungu and Ndigaru) and 2 pre-school teachers.

1.9 Assumption of the Study

The study assumed that the teachers in preschools were experienced in handling small children and that the nature of learners was adequately taken care of. The study also assumed that all the learners were of the same cognitive level and that the participants gave the correct information as required by the researcher. It was also assumed that the pre school teacher used the instructional materials provided appropriately.

1.9.1 Definition of key terms and acronyms

Centres -- the preschools also ECDE centres

Pedagogy- methods and principles of teaching

Methodology- the methods and principles used to teach

Instructional materials--things used to facilitate teaching and learning process

Scaffolding - This refers to a point at which a child is in need of others to complete unfinished tasks.

Realia -- This refers to the effect that instructional materials have on the performance of language activities.

Mother tongue instruction -This refers to instruction based on the language of the catchments area (in this study it refers to Kikuyu).

Performance-This refers to the standards the children attain in language activities.

1.9.2 Organization of Study.

Chapter one consists of background to the problem, statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumptions and definition of key terms. Chapter two comprises of literature review, theoretical framework and conceptual framework. Chapter three dealt with methodology which includes research design, target population, sampling and sample size, research instruments, validity and reliability of the instruments, data collection procedures and data analysis. Chapter four covers the findings and discussions of the results. Chapter five presents the summary of the study, conclusion, recommendations and suggestions for further research.

In conclusion, the researcher intended to find out whether there was a link between availability and use of instructional material and language performance. That link may be useful to all stakeholders.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focus on instructional materials, language activities, mother tongue instruction, characteristics of teachers, motivation level of teachers and teacher pupil ratio. The chapter also contains the theoretical framework and the conceptual framework.

2.2 Instructional Materials

Instructional materials especially textbooks, realia, pictures, electronic media, field visits and reference books are valuable resources to learners and teachers. Previously before the introduction of free primary education this was an issue in our primary schools. Today our primary schools are better equipped, in terms of textbooks and other materials than they were before 2003, when FPE was introduced in Kenya. It should however be noted that both the government and parents share the responsibility of providing instructional materials in primary school. A proper choice of instructional materials their quality and appropriateness to the age must not be compromised.

Resources have tremendous effect on education . The worst problem in the Ministry of Education is financing according to Sessional Paper No 1 of 2005 the ECDE sub sector's development budget only gets 7% of government funding of the education Ministry. Increase in the financing of ECDE is necessary to keep pace with its expansion. Consequently resources have been over stretched resulting in deteriorating of quality education in ECDE. This year the minister for Education mentioned that ECDE has been allocated money this financial year. The effects are yet to be realized.

The effectiveness, quality and management of institutions requires adequate financial support. The lack of resources in the face of large needs call for new approaches to

educational financing through cost sharing and investment activities in public in public educational institutions.

There is failure in school not because the child is poor intellectually but due to erratic attendance, or need of eye glasses , hearing aids or more adequate nutrition Karen and Dushkin, (1997). Resources play a major role in education. The resources enable schools to acquire what they need for instance teachers, text books, chalks, charts, toys, buildings, tables and charts. An ECDE child who sits on a desk meant for a primary school child will be very uncomfortable while writing or drawing and may not be able to concentrate or be able to perform better than that one who is sitted comfortably. Likewise a teacher who is paid poorly may not be able to perform her duty as well as the one who is motivated it is also important to note that if teachers are not well paid then the sub-sector will attract people who are less qualified to handle young children while the professionals would go for greener pastures. When teachers are starved the wells of education are dried up.

Early Childhood Development Education deals with children from 0-9 years. Children at this stage like to explore and learn through play. Children language development is associated with playful approaches and activities. This is why it is important to provide play things for children to do so. However in many ECDE centres you will rarely see a slide, a see-saw or even a field for children to play . In the classroom where children learn, conspicuously absent will be the paints, colored pencils, crayons, scissors, manila papers, glue and other materials due to the implication of cost. The child who learns in such an environment would not be able to perform well as that one who learns in an attractive and stimulating environment that intrigues thought and prompts him to get involved in talk as he asks questions answers questions or gives suggestions or describes an activity.

Resources have also impacted negatively the ECDE sub sector especially in poverty stricken households. If children are not well fed there is no way one can make these children perform well. According to Morrison (2001) children must be fed well with nutritional diet so as to have the energy and capacity to learn. Quality education and care requires the basic needs of the child to be met which include love, affection, safe environment and opportunities to explore . Also important is the provision of an appropriate and a safe environment where children can play and in case of the classroom it should be well ventilated and well lit.

2.3 Language Learning Activities

According to some education experts Paradis *et al* (2009), children move through a number of stages when learning English as a new language. Teachers play an important role in helping children to learn language. This is done through involving pupils in language activities. Young children learn about the world as they experience it. Learning is holistic and therefore both thematic and project based instruction should be involved while teaching language. When focusing on language functions teachers should emphasize on requesting, responding to questions, describing situations or objects, apologizing, narrating stories, giving information and explaining, giving 'how to' instructions, problem solving and negotiating.

In order to achieve success in language functions teachers should therefore provide language rich activities Paradis, *et al* (2009). Language activities should involve all key areas in language teaching these include listening, speaking, reading and writing. So as to improve the listening skills the teacher should involve pupils in the following activities; clapping and the asking them how many times was it was done, following instructions as a child is blind-folded for instance;

'Walk two steps forward, turn left, walk three steps forward turn right. Where are you?'

The whispering game is another very helpful activity, in this activity something is whispered to a child and the child whispers to the other until the last child in the class who in turn says what was whispered to him. Pupils can also be involved in listening to stories, spelling games, the missing picture game and the missing article game.

Speaking activities include tongue twisters, short stories, news telling, short conversations, miming in pairs, picture interpretation, the sequence game, retelling stories and what happened next prompts. In reading the following are some of the activities which can be used to show whether the learners are able to comprehend; colour identification, picture reading, letters of the alphabet recitation, letter sounds, left to right orientation, recognition of letters, sounds and syllable and also recalling objects. Pre-writing activities involve threading, scribbling, colouring and painting, pattern writing and tracing, modeling, tracing and copying, cutting and pasting letters writing ones name and writing three to four letter words.

Teaching of a foreign literature is the same as teaching a foreign language. The language of literature we want to specialize in has a special usage and therefore an advanced linguistic knowledge is necessary Jalling, (1968). According to Glatter (1988) there are many factors that affect learning. Children early literacy experiences are embedded in familiar situations and real life experiences of the family and community membership. A report tabled in the House of Commons (2000) whose point of reference was "Teaching Children to Read", pointed out that there are two methods of teaching children to read; the analytic method and the phonic method. In the analytic method a word is broken but not in to its smallest component.

Example: Analytic phonic method

Fleet--fl-eet

In the synthetic method a word is divided into its smallest component;

Example: Synthetic phonic method

Fleet--f-l-e-e-t

In this method the pupil is required to call through the word sounding the sounds and finally reading out the word. This leads to much greater improvement and understanding in reading standards according to Education and Skills Committee,(2005). The method recommends that children should be encouraged to play with sounds, develop phonic knowledge and sound and blend words. Measuring and decoding comprehension is possible but a teacher cannot be quite sure how a child really comprehends what they read.

Teachers are uniquely placed to notice the difficulties that children face and identify the reasons for them. This calls for remedial teaching Primary Practice, (1983). Several teaching strategies such as repetition, giving contrasting words , substituting words and phrases with learning materials, giving examples, expanding what children have said, and explaining words and phrases, asking questions, code switching and giving directions. This strategy is emphasized in the handbook for Early Childhood Development Education published by KIE in the year 2008 and the Kenya Preschool Teachers' Activities Guide Series on the management and language activities published by NACECE in 1990.

2.4 Mother Tongue Instruction

According to a study 'Mother tongue Usage in Zimbabwe by Gamuchirai (2008), of the Great Zimbabwe University, the success of mother tongue instruction policy depends on people's attitudes towards the first language and English . This is quite true because in many schools the preferred language of instruction is English or Kiswahili. In order to understand how language develops, it is important to note that parents and teachers also have poor attitudes towards mother tongue due to their beliefs and utterances. Some openly tell pupils

that they go to school to learn English while the teachers undermine the pupils' mother tongue and instead use English.

For many children education in another language is more difficult than expected. The deficit in native language development is common among the poor. This may inhibit the rapid acquisition of a second language. Mother tongue instruction is fundamental if we are to realise Education For All, especially when the official language (English) has a complex spelling rule.

In Kenya the mother tongue (or the predominant language of the catchment area) is supposed to be used as a language of instruction not only at the preschool level but also in standard 1 to 3 in primary school. It has been found that learning in Kenya's preschools is conducted in Kiswahili and English. Also evident is that most written work is in English GOK, (2005). It can therefore be assumed that poor performance in languages can be linked to the use of English as a medium of instruction at the preschool.

A strategy of teaching has to be devised in order to check this phenomenon one of the strategies is the use of the immersion programme. According to Howard and Sugarman, (2007), an immersion is where a dual language speaker and that of the other language is integrated for an academic content instruction through bilingualism, biliteracy and cross cultural competence in addition to grade level performance. Research has proved that it is possible to achieve the above outcomes across schools if alphabetical knowledge, phonological awareness, book and print concepts, vocabulary knowledge, discourse skills are imparted to second language learners Tabors, P.O. (1997). Mother tongue based instruction has an impact on the direct environment. Learners can immediately use what they have learnt. Also learning to read and write in the language used at the community level activates learners to participate and take roles in local instruction and organizations and also enables learners to

experience confidence. Teachers are therefore expected to teach reading and writing in a language familiar with learners.

The continual usage of languages unfamiliar with learners contributes adversely to drop out rates and repetition Ovane and Glanz (2010). In order to understand abstract concepts and the acquisition of the second language the child depends on the mother tongue. It has also been realized that children require 7,000 words to cope with the second language but by the time they are switched to the second language they have only acquired 800 words EdQual (2010). A better understanding of the second language depends on the first language. Studies carried out by the World Bank in Mali in 1994 and 2000 showed that the pass rate for those who began in mother tongue instruction scored 32 % higher than in French only programmes World Bank, (2005). These findings are supported by other scholars who assert that teaching in mother tongue is necessary since renewal of education demands recognition of the eminent and irreplaceable role of local languages as the source, the container and vehicle of thought Muthwili (2002).

Literacy should be brought to learners through their mother tongue. This is because mother tongue enables learners to understand the concepts learnt without being obliged concurrently to make a lot of effort by learning a foreign language which has different vocabulary and grammar structure UNESCO (1965). Some of the advantages of teaching in mother tongue include that one of children becoming more confident and having the ability to discuss what they have been taught among themselves and with their teachers. Pupils learning in mother tongue also learn more easily to read and write in their second year both in Hausa, English or Arabic. Children are also able to grasp well events and phenomenon of their environment.

2.5 Characteristics of the Teachers

In order to provide quality education, the teacher must have attained a given level of education and be properly trained. The teacher must possess the qualities of enthusiasm in others, imagination and the ability to foster or direct it. Being alert and clear in thought must also be coupled with devotion in one's work. A teacher is also required to have reached a certain level of education, processes, personal social skills, professional and practical skills to teach. Statistics given by the Ministry of Education in the Master Plan on Education and Training 1997- 2010 show that 65% of ECDE teachers are not professionally trained and other districts have much higher proportions of untrained teachers. This really hampers and compromises the performance of what is taught or what is learnt. Prosser and Clarke (1972) points out that the success of any literacy programme is largely dependent on the type of teachers recruited.

The teachers' trainer therefore must go through a rigorous training on methods of teaching, Child development, health and nutrition Kipkorir et. al., (1997). Teacher education is designed to equip teachers with the right knowledge, attitude, behavior and skills which are aimed at assisting them to perform their duties in class and in school effectively. In Kenya ECDE teacher trainers education is of two kinds, a residential and a field component. The residential component takes 12 weeks which are split into three sessions and each takes one month. The three sessions are alternated with field sessions. It is in field experience whereby the trainer trainee is supposed to put into practice the theories learnt.

On the other hand the teacher training takes two years with six residential sessions alternated with six experience sessions. There are two types of ECDE teacher training one for teachers who have sat for KCPE and got thirty five points and above and the

other one for serving teachers regardless of their qualification. In Kenya DICECE is responsible for monitoring and supervising the activities of ECDE programmes in the districts . The supervision also includes the assessment of the ECDE teachers , undergoing training , inspecting preschool facilities to ensure safety needs of children. Inspecting records kept by teachers to ensure they are there and also for professional guidance. In other words it is the duty of DICECE to ensure that there is proper implementation of the ECDE curriculum which is made by the National Centre for Early Childhood Education at KIE in Nairobi . According to Kipkorir, et.al. (1997);

The children who have attended preschools , particularly those which are taught by DICECE trained teachers , have been observed by standard one teachers to be better socialized when they join primary school, they are able to fit into the school routine and they obey school rules .They do not also fear teachers and other children.... In addition they are better prepared for formal learning because they can use pencils and books and can also recognize letters and numbers Kipkorir et. al.,(1997).

Continuous professional development should be spread over time, be collaborative, use active learning methods, be delivered to groups of teachers and include periods of practice and coaching. Follow-up activities should also be included together with reflective practice and experimentation.

2.6 Motivation level of the teacher

The other factor that affects the performance of language in ECDE is the motivation level of the teacher. The fact that there is no scheme of service for ECDE teachers National Action Plan on Education for All (2003-2015) and therefore there are no terms and conditions of service for them. This hampers the provision of quality pre-primary

school education since there is no scheme of service for ECDE teachers. As a result the ECDE teachers get a raw deal from their multiple employers all which is associated with low and irregular salaries Kshs 90-700 Kipkorir et. al.,(1997) for ECDE teachers as also pointed out in Sessional Paper no. 1 of 2005 on a Policy Framework for Education Training and Research . Though the paper recommended that the government will liaise with other partners in education particularly the local authorities to improve salaries and terms of service for ECDE teachers, this has not been met. As a result the ECDE teachers are less motivated hence compromising their service delivery.

The motivation level of the teachers has a negative impact on the performance of children. Poor teachers' wages do not give the teachers the motivation they require hence the high attrition rate of the preschool teachers. Motivation is the driving force that makes one to achieve his or her goals. There are two types of motivation intrinsic and extrinsic. Intrinsic motivation is that one whereby interest or enjoyment of the task emanates from within the individual rather than from external pressure on the other hand extrinsic motivation comes from outside and the desire for praise can be a good salary.

2.7 Co-operative teaching

Preschool teacher should also work in collaboration with others. This is because human beings like many other animals are social beings. People achieve their goals if they use their thinking faculties or work with others this is a very important element in teaching. According to Donald, et. al. (2001) Working in isolation is one aspect of many schools cultures that tends to perpetuate batch processing of students, that is if one does not have opportunities to observe ones colleagues at work, one may miss out some great ideas.

The teachers who are able to solve problems while working in collaboration with others are the ones who succeed. Scientists who succeed are those who are able to co-operate with their

colleagues, technicians and pupils. In other words pre-school teachers should observe their successful colleagues as they teach so as to identify their areas of inadequacy and improve on them.

2.8 Teacher- pupil ratio

In some cases the teacher pupil ratios is 1:70 or even more. This is unrealistic in ECDE Centres because the recommended ratio is 1:24. It has been found that children who get quality ECDE also score high cognitive tests from toddler years up to 21 years. These children also have a higher academic achievement in reading and math from primary to adulthood. Such children have also been found to spend more years in education and are likely to attend four years of College. Morrison (2001). This is very true and may be the reason why children in private schools perform better than their counterparts in public schools as pointed out by the Kenya National Examination Council that high cost schools out perform better than public low cost schools The Standard(11th November, 2009) .

The reason for this diversity could be because of socio-economic status. Those from a higher socio-economic status are able to provide for all the needs of their children and take them to schools which have sufficient facilities and resources for learning . These institutions happen to have professional teachers who are paid well and in extension parents have to pay fees as high as 2,500 shillings a term as compared to what is paid in public schools Kipkorir et al (1997). In the former schools the ECDE teachers are paid the highest salaries as compared to those who teach in public schools. According to Mayer and Peterson's (1999) it was recommended that there be more investment in early education, the population of the class should be reduced, national states standards be established, the curriculum be more demanding and there be a greater school choice.

Investment in education is of utmost importance. This is because the funds given to education will assist to buy learning materials. As the children interact with the learning materials learning becomes real. As Rousseau put it, “ Education during childhood is not a time for learning from books or studying words, it is a time for learning by physical activity and real experience.” Diploma Teacher Module (2000).

2.9. Theoretical framework

The study will use the constructivist learning theory. According to Morrison, G.S. (2001) a theory consists of statements and assumptions about relationships, principles, and data designed to explain and predict a phenomenon. Theories are used to explain how children learn. John Dewey’s theory is derived from the constructivist learning theory. The proponents of this theory asserted that the well must produce its own water (an Iranian Farsi proverb). In a nutshell this means that knowledge must be constructed by the learner.

According to Jones (2006) there are three kinds of constructivism; the radical, moderate and the rational constructivists. The radical constructivists believe that understanding is based on experience and that the school must provide the cognitive experiences from which the learner will build up their own understanding based on realities. The moderate constructivists ground their theory on the fact that the mind is instrumental. It is this part of their argument that they insist that the role of the mind is to interpret events, objects and other perspectives of the real world. The teacher’s role is to create a favorable environment so as to capitalize on the learner’s extensive abilities to create their own interpretation of the world. The pupil must therefore make a conscious attempt to make sense out of self and the environment Lanfranc (2006). On the other hand the rational constructivists base their belief on the fact that knowledge is dynamic and it is not possible to predict how learners will learn. This is because

the understanding of knowledge is constantly changing. Learners therefore should be active in achieving their own knowledge, interpreting and organizing it into meaningful patterns.

In the constructivist classroom content presentation is recommended. This should be done through negotiation between the learner and the teacher. The theory lays emphasis on knowledge construction as opposed to knowledge reproduction. Focus on the child's former knowledge is another important aspect of this theory. A child's former knowledge is the starting point of learning (from known to unknown). The child is made to be a problem solver and this makes this method to involve the higher thinking order development. Errors made by pupils are viewed as opportunities to learning and not inability to learn. The child should be allowed to explore, use collaboration and co-operative learning and scaffolding Glatter, Preedy and Masterson (1999).

The development of instructional materials is very important due to the fact that they must be appealing to the learners, be suitable for learner's ability level and motivate them to use language. Dewey also gives emphasis on instructing children by use of songs, storytelling and group work. This make children learn in a stimulating and interactive environment. Learner exchange programmed is another aspect used in this theory Jones,B. (2006). The exchange programme provides the learner with the opportunity to get firsthand experience of the language and the model required on learner's assessment. The teacher is advised to use a wide spectrum of examination other than those of the objective form, multiple choices, true or false, fill in the blanks and those of matching. Such assessments are good in grading but they do not completely evaluate the learner's language performance in all the skills. In order to overcome this drawback oral and written exams should be given. The merit of this form of evaluation is that when pupils communicate they not only have to think and instinctively react to language but also use language flexibly and creatively.

Thematic approach is recommended while teaching language. The teacher relates the learner's former knowledge of a word. After this is done the teacher gives repeated exposure to the word in order to bring about meaningfulness. The teacher should also incorporate the use of meaningful and elaborate gestures and also comprehensible input. Linguistic and non-linguistic of the word representation should also be used apart from teaching words that enable learners to have academic success. To make this method a success drama and gestures are necessary, use of realias and other teaching aids. Reading, writing and children work should be through expressive vocabulary and use picture induction.

Dewey lays emphasis on experience. According to him the educational process is a continued reorganization, reconstruction and transformation of experience. It is through experience that a child can maintain and better oneself in the world Uganda Teachers (Pimary) Diploma (2000). Constructivists insists on children taking initiative of their own learning, learners must therefore be actively involved, work in a democratic manner the activities be child centered and the teacher should take the role of a facilitator and encourage pupils to be responsible and autonomous.

Pupils should work in groups so as to develop social and communication skills as they work. Group work also encourages sharing and exchange of ideas. The role of the teacher is to prompt discussion encourage modeling, coaching and scaffolding. The purpose of the constructivist teacher is to create a stimulating learning environment and experiences, involve children in their learning and base learning on their experiences Morrisson, (2001). Leo Vygotsky also contributed to this theory of constructivism. Vygotsky brings in the culture factor in language development. He asserts that when a pupil is able to achieve X alone he can achieve Y with the help of the teacher or parent - this is what he terms as scaffolding. Scaffolding comes as a result of novice – expert relationship Hayden and Gioia (2005). The point of the child's difficulty in accomplishing a task is known as the zone of proximal

development (ZPD). Teachers should give tasks that fall within this zone. The tasks should neither be so easy nor too difficult that even with assistance the pupil is unable to have a successful performance. There are three factors that influence learning; memory, motivation and attribution Glatter et al.(1999).

On memory he argues that people process and remember information in form of two memory processes; short term memory (STM) and long term memory (LTM). The long term memory is an active ongoing process while the STM is easily disrupted and highly limited in capacity. An attribution refers to the role of self- efficacy. Judgment shows how personal estimates of competence and effectiveness are associated with persistence, achievement and positive self-concept.

2.10 Conceptual Framework

The availability of instructional materials plays a crucial role in teaching and learning process. Both teachers and learners require such things like textbooks play things and other instructional materials to make the learning process successful. The lack of these materials (resources) presents difficult learning situations hence likely to affect the performance of learners. Mother tongue instruction is another important aspect. Availability and use of textbooks is very important for children to learn language. Along with the books charts and flash cards are also necessary. They help to arouse children curiosity to learn. Use of picture books and also activity books also help to train the fine muscles as children learn to write.

“Let all lessons of young people take the form of doing rather than talking. Let them learn nothing from books which they can learn from experience” Uganda Teacher (Primary) Diploma (2000) Diploma Teacher Module pp. 28.

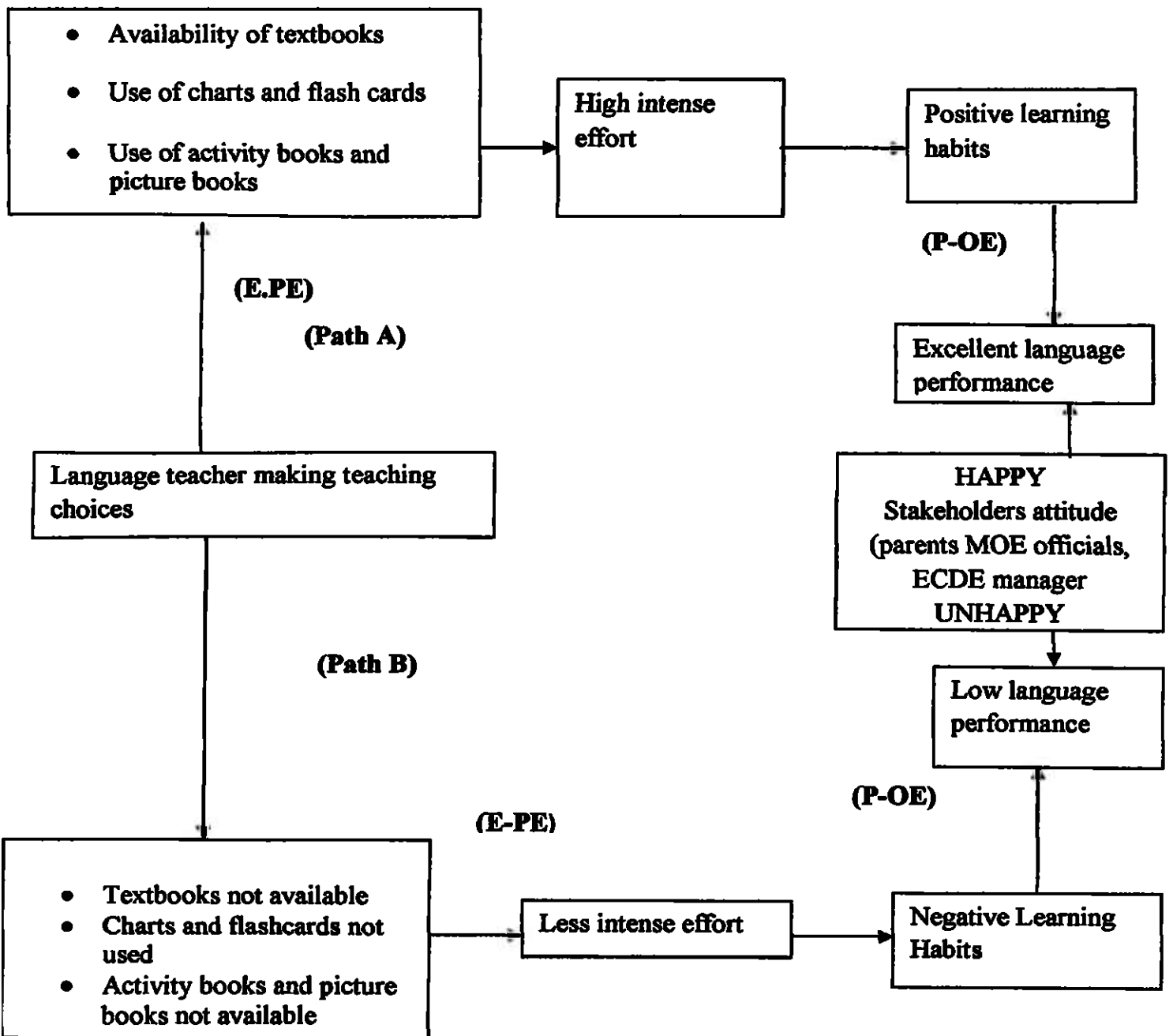


Fig. 1.1 The Conceptual Framework Influencing Language Performance

KEY

E-PE- Effort Performance Expectancy

P OE – Performance Outcome Expectancy

The availability of instructional materials plays a crucial role in teaching and learning process. Both teachers and learners require such things like textbooks appropriate to age to enable them to perform better. The use of charts and flash cards cannot also be underscored. These make learning exciting and interesting hence making the learners to awaken their interest. Finally the presence and use of activity books and picture books is necessary and they should be used well to reinforce what has been taught. If this is done then there will be effort performance expectancy (E-PE) which in turn will bring about high intense effort because the children are highly motivated and hence bring about positive learning habits. Positive learning habits will in turn bring about performance outcome expectancy (P-OE) and hence excellent performance. On the other hand if the above are not available the E-PE will have a negative impact on children because they will put less effort and will also have negative learning habits which in turn will bring about low language performance. The low performance will make the stakeholders to have a negative attitude towards the language teachers and in extension the education process in ECDE centers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will deal with research design, target population, sampling procedure, research instruments and their validity and reliability. It will also deal with data collection procedure and data analysis.

3.2 Research Design

The researcher used the case study research design. This design was used to find out whether instructional materials influence the performance of language activities in 2 Mwerua Zone schools (Kairungu and Ndigaru) in Kirinyaga West District. The case study is a research approach situated between concrete data taking techniques and methodology paradigms. The researcher used this design to examine the influence of instructional materials on performance of language activities in Mwerua Zone ECDE centers. This design was used as a basis to identify cause and affect relationship among the variables. Instructional materials in both mother tongue and English were provided by the researcher to Kairungu ECDE centre while Ndigaru was left out so as to find out whether instructional materials had any influence on the performance of language activities.

3.3 Target Population

The population of study involved 2 public pre-schools. In these pre-schools there are a total of 35 children and 2 pre-school teachers. The researcher intended to use the public ECDE centers because they are not heterogeneous as compared to the private pre-schools. The private pre-schools are well equipped with instructional materials and use Kiswahili as a language of instruction as opposed to kikuyu. Kikuyu is the language of the catchment area.

The sample size in this case study was therefore 2 public preschools in Mwerua Zone of Kirinyaga West District.

3.4 Sampling Procedures

The researcher used the simple random selection sometimes called randomization Kasomo (2006). The researcher wrote the names of all the pre-schools in Mwerua Zone on pieces of paper then put them in a container. The researcher then drew the lottery. This method was used to reduce biases in selecting the two schools intended for the study.

3.5 Research Instruments

In this study the researcher used tests, questionnaires and, observation schedule as research instruments but the tests were the main instruments. The questionnaires were used to find out the quantity of instructional materials, their availability and their relevance. The observation schedule was used by the researcher to observe the resources available in the ECDE centers and the kind of teaching methods applied by the teachers. Tests were given to the pupils to ascertain how the learners comprehend, concentrat and perform.

3.6 Validity

The stability of the instruments was tested to determine their validity. In order to ensure the validity of the instruments the investigator gave the instruments to four experts – my two university supervisors, the District Quality Assurance Officer and the Deputy Quality Assurance Officer respectively – to determine the extent to which the items measured. The expert's advice was put into consideration while revising the instruments.

3.7 Reliability

To establish reliability of the instruments the researcher conducted a pilot study in two schools. Any ambiguities sighted were addressed before the instruments were used. For

stability of the test the researcher used test-retest reliability. This kind of reliability checks the stability of the instruments and assumes that the characteristics measured by the instruments are stable.

3.8 Data collection procedure

The researcher gave the respondents the questionnaires for them to answer and fill in their responses. After two weeks the researcher went to the centers to collect the completed questionnaires. In both the questionnaire and the observation schedule the researcher had checklists and used rating scales. There were two tests pre-test and a post-test. The results of both the tests were collected and recorded in mark lists.

3.9 Data analysis

The data was analyzed by use of measures of central tendency (means and standard deviation). The researcher will use the Z-scores to see the relationship between the two groups. The results will be captured in form of tables and graphs. The measure of central tendency is a more precise method of summarizing given scores Kiminyo (1981). On the other hand the Z-scores is a type of standard score that is quite consistent because it points out the standard deviation and helps to compare more meaningfully scores obtained in different tests using different scales Kasomo (2006).

CHAPTER FOUR

Findings and Discussions

4.1 Introduction

Chapter four will deal with the research findings, discussions of the data collected and analysed. Data will be summarised in graphs and tables.

4.2 Findings and Discussions

The researcher gave a pre-test to both Ndigaru and Kairungu ECDE Centre's. There were two tests; one in kikuyu while the other one was in English. The test items tested three major skills in language namely, listening comprehension, reading and writing. Ndigaru ECDE centre had 15 pupils while Kairungu had 20 pupils. The following data was generated after conducting the test as shown in Table 4.1.

Table 4.1 Pre-test Data of Ndigaru and Kairungu.

	ENGLISH						KIKUYU					
	LISTENING		READING		WRITING		LISTENING		READING		WRITING	
	\bar{x}	sd	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	sd	\bar{x}	sd	\bar{x}	sd
KAIRUNGU	35.85	16.88	34.0	20.87	50.45	25.48	60.10	12.03	-	-	-	-
NDIGARU	11.06	14.93	22.0	14.24	28.33	13.0	50.26	18.99	-	-	-	-

The data presented in Table 4.1 clearly indicated that Kairungu ECDE centre performed better than Ndigaru in all key areas in both English and Kikuyu. It was however noted that in both schools Kikuyu listening comprehension was fairly performed by both schools with Kairungu scoring a mean score of 60.10 and a standard deviation of 12.03 while Ndigaru scored a mean score of 50.26 and a standard deviation of 18.99. As the histogram below indicate Figure 4.1 almost all pupils (9 pupils) representing 60% of Ndigaru centre scored 50% and above.

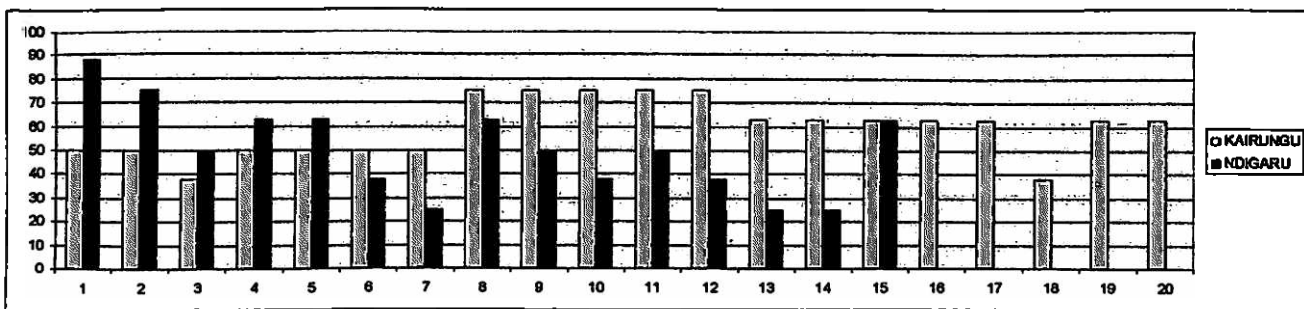


Figure 4.1 Histogram showing Kikuyu listening comprehension (Pre-Test)

These findings show that the children listening skills developed. They also indicate that children are able to concentrate listen and make sense of the spoken word hence comprehend. It was however found out that the children in both centers were unable to read the text written in kikuyu and even write simple words in their mothertongue. This was shocking because Kikuyu was not only the language catchment area and that of instruction but also the language the children interacted with at home and in school. The researcher found out that both centres lacked instructional materials to teach both languages. It was also noted that Kikuyu phonics were not taught. Interestingly the children at Kairungu out-performed those of Ndigaru in English writing with a mean score of 50.45 and a standard deviation of 25.48 as compared to Ndigaru which had a mean of 28.33 and a standard deviation of 13.0.

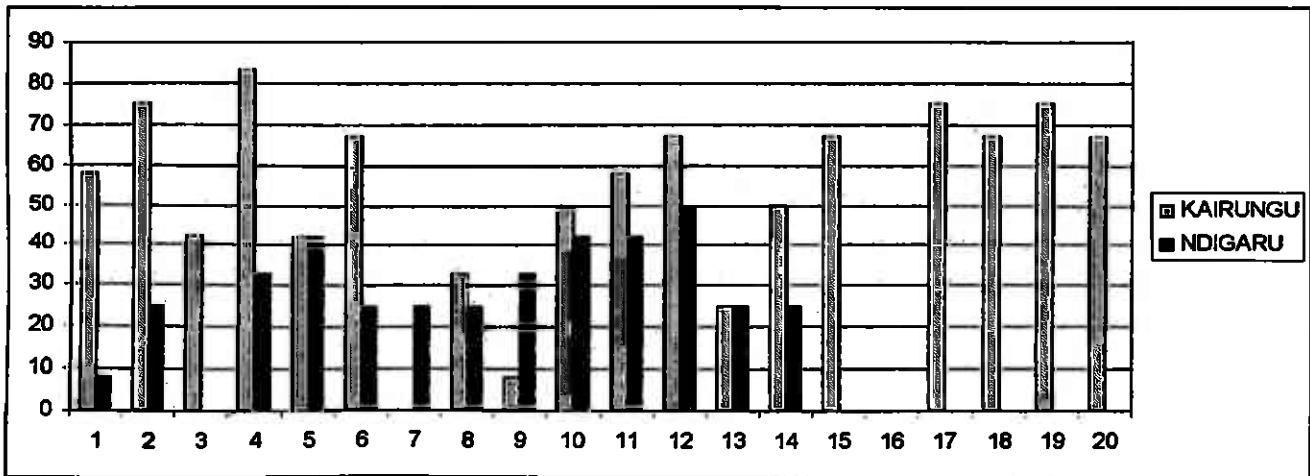


Figure 4.2 Kikuyu Listening Comprehension (Post-Test)

It is interesting to note that the pupils at Kairungu ECDE centre out-performed Ndigaru in English writing with mean of 50.45 standard deviation of 13.0 Table 4.2 an 4.3 summaries the results of kairungu ECDE centre English language writing test.

Figure 4.2 kairungu and Ndigaru English Writing Test

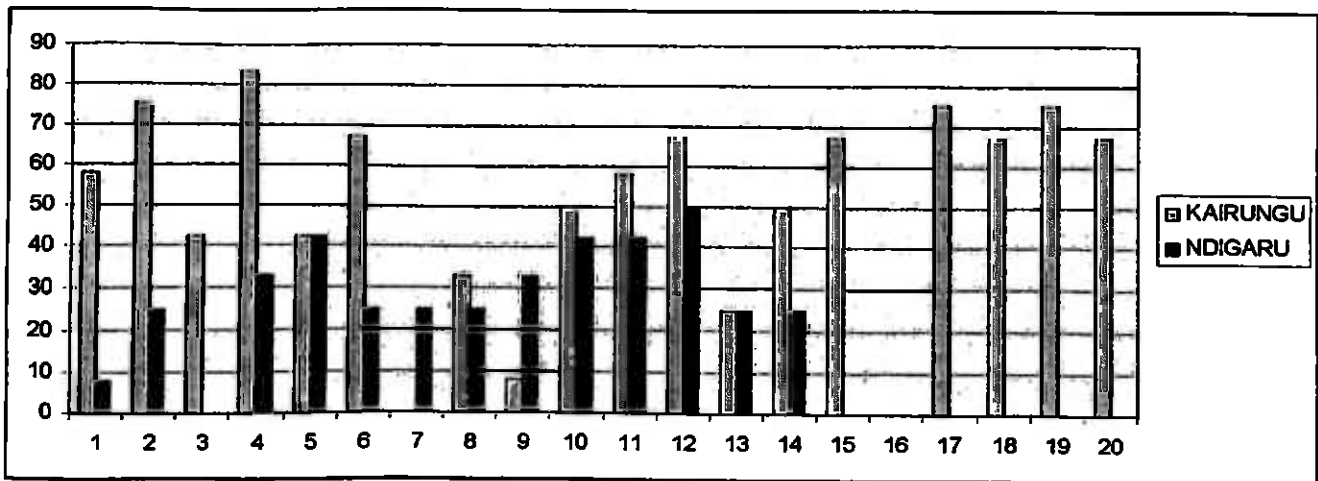


Figure 4.3 English Writing (Post-Test)

The researcher noted that there was only one child at Ndigaru who managed to score 50% that represented a meager 6.6% of the sample population at Ndigaru ECDE centre. On the other hand those who scored 50 and over marks at kairungu were 13 pupils representing 65%

of the sample population at Kairungu in teaching and writing that was not done at Ndigaru hence the difference in performance.

After the pre-test the researcher provided instructional materials to Kairungu ECDE centre. The materials provided ranged from: flannel board, letter cards, flash cards, labeled pictures, match box pictures. with words and scrap story books designed for children in ECDE. The researcher advised the ECDE teacher at Kairungu to use the phonic method while introducing reading since the pupils performed decimally in reading in both schools. Kairungu had a mean of 34.0 and a standard deviation of 20.87 while Ndigaru had a mean of 22.0 and a standard deviation of 14.24.

The researcher observed the kind of methods the teachers were using. In both schools the teachers happened to be using repetition hence rote learning. The walls at Kairungu ECDE centre had charts while those at Ndigaru were bare. A questionnaire was left with each school EDCE teacher. After a fortnight the investigator went back to the EDCE centers' to collect the questionnaires and to administer another test (posttest). The following data was collected after the post-test in the two schools as Table 4.2 indicates.

Table 4.2 Test Results of Kairungu and Ndigaru

	ENGLISH						KIKUYU					
	READING		LISTENING COMPREHENSION		WRITING		READING		LISTENING COMPREHENSION		WRITING	
			— x	sd	— x		— x	sd	— x	sd	— x	sd
KAIRUNGU	85.5	12.34	65.9	7.87	57.95	25.79			76.25	11.28		
NDIGARU	32.0	16.12	15.4	4.96	30.6	18.2			61.8	12.99		

Table 4.2 illustrates the performance of Kairungu and Ndigaru in reading listening comprehension and writing in both English and Kikuyu. It was observed that Kairungu ECDE center generally improved in all areas better than Ndigaru. Ndigaru also improved better than during the pre-test in reading. It was noted that Kairungu improved from 34.0 in English reading during the pretest to 85.5 at the posttest. On the other hand Ndigaru improved from 22.0 to 32.0 in English reading during the posttest. On the side of Kikuyu listening comprehension the pretest results for Ndigaru was 50.26 while in posttest they got 61.8. These results indicate tha children in both centres performed well in Kikuyu listening comprehension.

Table 4.3 Kairungu and Ndigaru English Reading Test

	Previous	\bar{x}	sd	present	\bar{x}	sd
Kairungu		34.0	20.87		85.5	12.34
Ndigaru		22.0	14.24		32.0	12.34

These results indicated that there was a tremendous improvement at Kairungu ECDE center which registered an improvement of 51.5 at the post-test as compared to Ndigaru that registered an a 10.0 improvement figure 4.3 illustrates. These results clearly show that the instructional materials provided played an important role as far as performance of English reading is concerned. In particular there was an overwhelming improvement in both schools in English reading test, figure 4.4 and figure 4.5 below highlights this fact clearly

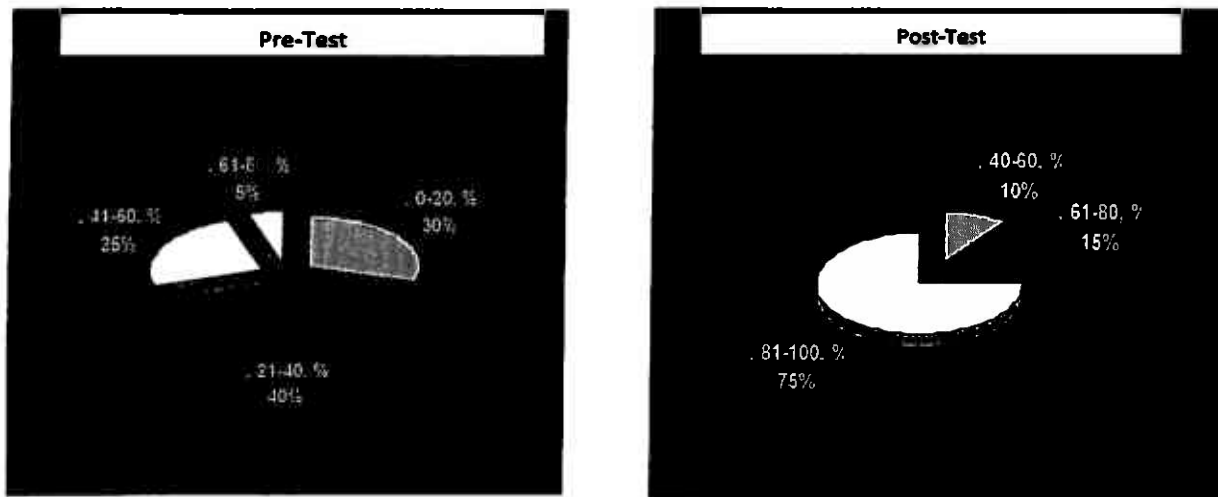


Fig 4.4 Kairungu ECDE Center English reading test

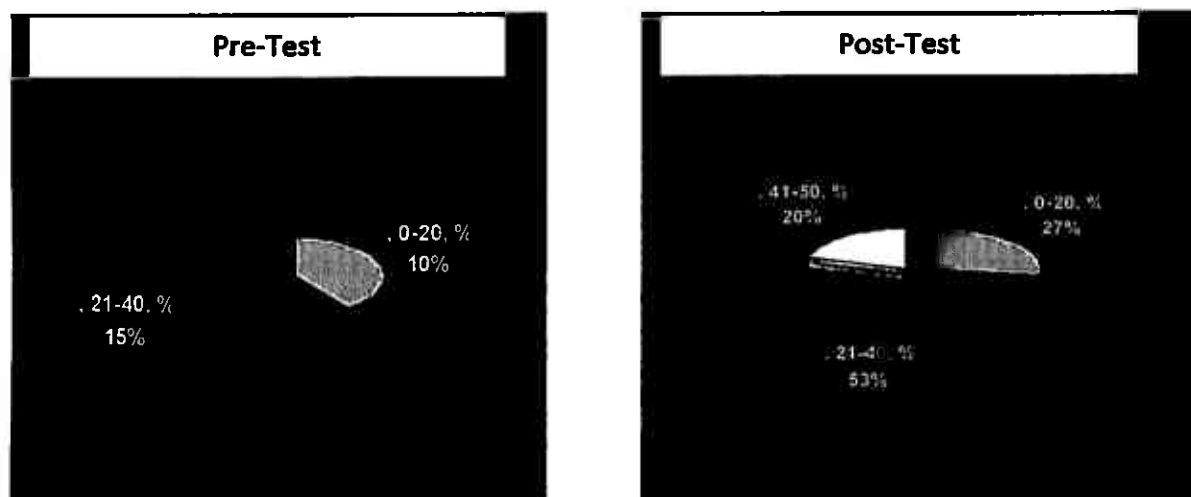


Fig 4.5 Ndigaru ECDE Center English reading test

The data in figure 4.4 and figure 4.5 also reveals that in despite of fact that there was a major improvement in reading in both schools, Ndigaru had a meagre 20% of children who scored between 40 and 100 marks, Kairungu records an 80% in the said category. This indicates that the in structural materials provided by the research to the school were used appropriately hence promoting the children ability to read written test.

The data in table 4.1 and table 4.2 also reveals that in English comprehension the children were able to understand the spoken word. The data indicate that children at Kairungu ECDE center improved their listening comprehension ability from a mean of 35.85 to 65.9 as opposed to Ndigaru ECDE which rose from a mean of a mean of 11.06 to 15.4. When it came to writing Kairungu scored 50.45 in the pre-test while in the post-test they scored 57.95. Though the difference is slight (7.12) this improvement should not be underscored. This is because the time taken to introduce the materials and instructional method was little. The other factor is that of age. The children in ECDE centres are of tender age and they have some limitations in learning due to the age factor.

Data collected on the questionnaires indicated that the ECDE teachers in both schools were trained and had an experience ranging from four to eight years. It was also indicated that the

teachers were employed by the parents who bring children to the two ECDE centres. On the side of teaching and learning the language of instruction is Kikuyu and the following instructional materials were available in the classes.

Table 4.4 The Availability of Instructional Materials

KAIRUNGU

NDIGARU

	Tick	No	Tick	No
Needles and thread	✓	20		NIL
Crayons	✓	20	✓	20
Drawing books				
Picture books				
Paints				
Plasticine				
Colored pencils	✓	20 pkts	✓	15 pkts
Reading books				
Scissors	✓	9 pairs	✓	A pair
Manila papers	✓	10	✓	Not used
Slates				
Letter cards	✓	26	✓	26
Real objects	✓	Many	✓	Many
Activity books				
Jiggs-jaws puzzles				
Flash cards				
English reading books				
Kikuyu reading books				
Charts				
ECDE Syllabus	✓	1	✓	1
ECDE language	✓	1	✓	1

Table 4.4 points out at the available instructional materials in the two centres. In both centres the ECDE syllabus and language activity books are available. It is however noted that there are not materials aimed at refining the fine muscles of the children (needles, thread) or plasticine for modeling. Nevertheless models of letters were observed in the two schools meaning they used clay instead. The respondents

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Introduction

This chapter deals with the summary of the research conclusions and the recommendation of the researcher to all stakeholders. This chapter clearly sums up all what the researcher went through as the research was carried out.

5.2 Summary

The influence of instructional materials on language activities is a case study conducted in two EDCE centres in Mwerua zone (Kirinyaga West). The two ECDE centres selected through simple random selection were Kairungu and Ndigaru. The two ECDE centres were picked out of sample population of sixteen public ECDE centres. This case study sought to find out whether there was any influence in learning language while using instructional materials. In order to realize the results the researcher had three instruments, test, questionnaires and observation schedule. A pre-test was given to the two centres and data was recorded and analyzed. After this the researcher gave Kairungu ECDE centre instructional materials which were used during instruction time. It was after three weeks that the researcher went to the centres to give a post-test. This was done and data was analyzed. In both the test pre and post-tests there were two tests one in English and the other in Kikuyu. This was to test whether the children would be able to write, comprehend or read when exposed to two languages.

The researcher advised the Kairungu ECDE centre to use the analytic phonic method whole teaching reading. The method happened to bear fruits since the children at the centre scored decimally at the pre-test (34.0) as compared to what they scored at the post-test (85.5). Along

with that mother tongue was used as a language of instruction in both centres. It was however found that the children were not able to write or read in Kikuyu. This was because the teachers did not teach Kikuyu as a language in the centres although it was Kikuyu which was used as a language of instruction. Important to note is that Kikuyu comprehension was performed better in both schools. This means that the children had a better understand of their first language than in second language.

The fact that Kikuyu comprehension was performed well was due to the language (Kikuyu) the home language, language of catchment area and also the language of interaction in the school and at home.

5.3 Conclusions

The case study findings show clearly that instructional materials play a major role in teaching and learning. The positive results realized by Kairungu ECDE centre shows that there is a role that instructional materials are of utmost importance and they should be made available in schools. Although teachers know the need to have them, they alone cannot be singled out to bring them in schools. There are few instructional materials in ECDE and the ones which are available are either too expensive or inappropriate for an ECDE child. The researcher concurs with Jailing (1968) that the teacher needs to analyze new course, text books and teaching materials in order to have good standards.

The pressure by education official's heads of institutions and the parents make the teachers to neglect the learning of Kikuyu in ECDE centres. In despite of the fact that children have a better understanding of Kikuyu in both centres they are not taught to read or write in Kikuyu. Teachers should take this opportunity to teach how to read and write in mother tongue and the second language.

Finally the methods of teaching also influence the performance of language activities in both schools. Kairungu seems to fair extremely well in all the areas tested (writing, listening comprehension and reading). The analytical phonic method seemed to make children understand reading and writing better. It was also discovered that the sounds of the letters provide the key to reading. If children are able to sound the letters it is easy for them to combine them to form words: c-a-n

In conclusion, achievement in general is high where the learning environment is enriched with learning materials, human resource and physical facilities. To an extent these were provided to Kairungu EDCE centre hence the high performance. According to Nolan (2002) teachers should set up an environment that is aesthetically pleasing with plants, flowers, attractive furnishing and materials in line with the child's stages of development.

5.4 Recommendations

The findings of the case study show that instructional materials are important in the performance of language. Instructional materials in ECDE are scarce and expensive to buy. Teachers in ECDE should improvise some of the materials using the locally available materials. On the other hand the government through the Ministry of Education should integrate the ECDE sub-sector to be part of basic education so that Free Primary Education Funds can benefit the ECDE. The FPE provides funds for instructional materials and therefore materials could be purchased to benefit the ECDE centres.

The field officers should also be visiting ECDE centres on regular basis. During these visits the DICECE officers can advise the ECDE teachers on the need to use instructional materials in their teaching. Regular seminars in-service causes and workshops can also be organized so as to sensitize teachers on new trends in teaching language. Parents with children in the pre-schools should also be made aware of the importance of mother tongue as a language of

instruction while teaching the second language. This can be achieved through seminars, PTA meetings and workshops.

In these forums the issues on language can be raised. The mother tongue being the first language of the child and language of instruction should be taught first before teaching the second language. If this is done well, the introduction of the second language will not be problematic as it was sighted in the case study.

Finally teachers in ECDE centres should adopt the analytic phonic method in teaching reading. This method not only helps children to read but also is helpful in spelling of words. With this method children learn to read much faster and therefore improves the child's literacy skills.

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APPENDIX I

QUESTIONNAIRE

The purpose of this questionnaire is to establish your qualification ,both academically and professionally ,the instruction materials available in your class, the teaching methodology you employ while teaching and the instruction strategies you use in teaching language .The information provided will be treated with confidentiality .This information will not be used in any other purposes other than for educational purposes .Kindly do not write your name .

Teacher's Personal Information

1. Gender

(a) Male

(b) Female

2. Does story telling have any impact on performance of language?

Strongly Disagree Disagree Neither agree nor disagree

Agree Strongly agree

3. Do discussions have any impact on language?

Strongly disagree Disagree Neither agree nor disagree

Agree Strongly agree

4. Does collaborative teaching group work and peer tutoring play any role in language?

Strongly disagree Disagree Neither agree nor disagree

Agree Strongly agree

5. Do you recommend tecture method while teaching language at ECDE level?

Strongly Disagree Disagree Neither agree nor disagree
Agree Strongly agree

6. Is repeating words a good language teaching strategy?

Strongly Disagree Disagree Neither agree nor disagree
Agree Strongly agree

7. Does giving contrasting meaning a good language teaching strategy?

Strongly Disagree Disagree Neither agree nor disagree
Agree Strongly agree

8. Does code switching (using Kikuyu to explain English words) a good strategy?

Strongly Disagree Disagree Neither agree nor disagree
Agree Strongly agree

9. Does explaining words and phases a good teaching strategy?

Strongly Disagree Disagree Neither agree nor disagree
Agree Strongly agree

10. Does the strategy of substituting words and real objects useful in teaching language?

Strongly Disagree Disagree Neither agree nor disagree
Agree Strongly agree

11. Does asking questions have benefit in teaching language?

Strongly Disagree Disagree Neither agree nor disagree
Agree Strongly agree

12. Do crayons, drawing books, picture books paints, plasticine, colured pencils, reading books, scissors, manila papers , slates, real objects (instructional meterials) play any role in teaching language at ECDE Level?

Strongly Disagree Disagree Neither agree nor disagree
Agree Strongly agree

APPENDIX II

Observation schedule

a. Methodology

	Always	Sometimes	Never	
Story telling				
Collaborative teaching				
Question and answer				
Discussion				
Lecturer				

b. Instructional strategy

	Always	Sometimes	Never	
Repeating words and phrases				
Giving contrasting meaning				
Giving examples				
Code switching				
Explaining words and phrases				
Asking questions				
Giving directions				
Explaining key words.				

c. Instructional materials

	Available	Not available	Adequate	Inadequate
Crayons				
Drawing books				
Paints				
Coloured pencils				
Plastine				
Slates				
Reading books				
Letter cards				
Real objects				
Manila papers				
Painting books				
Scissors				

APPENDIX III

KIGERIO GIA GIKUYU 2011

1. Kwenderetha:

- a) Mūdū mūrūme b) Kahū c) Kairītu d) Ngui e) Mūbira f) Gikombe
g) Njagi h) Arūme i) Nyau j) Waru

2. Gūthikīrīria na gutaūkīro

Ndī kairītu na njitagwo Moni. Ndina ūkūrū wa miaka īna. Gwitū ni Kibūrū. Baba na maitū ni Wacira na Mūthoni. Baba arī na ūkūrū wa miaka mīrongo īrī na ītano na mami arī na miaka mīrongo īrī na īrī. Baba nī mūrutani. Thukuru ūria thomagira wītagwo Kairungu. Mūrutani witū etagwo Wambui. Wambui ni mwarimū mwega mūno. Ni nyendete mūrutani wakwa.

- a) Kairītu kau karī rūganoi-nī getagwo atia?
b) Kairītu kau kena ūkūrū wa miaka ūgana?
c) Nyina wa kairītu kau etagwo atia?
d) Nyina wa kairītu, ena ūkūrū wa miaka ūgana?
e) Ithe wa kairītu arutaga wira ūriku?
f) Kairītu kau gathiaga cukuru kū?
g) Mūrutani wa kairītu kau etagwo atia?
h) Kairītu kau nikendete mūrutani wako?

3. Thoma na ūringanithie

a) Nyūmba



b) Ngari



c) Mubira



d) Mbūkū



e) Ng'ombe

4. Andika ndemwa iria itigirirwo



a)

th__a



b)

mb__ra

4. Thoma maritwa maya

a) Thukuru

b) Mündü mürüme

c) Mwana

d) Riüwa

e) Ibuku

APPENDIX IV

NURSERY LANGUAGE ACTIVITIES TEST 2011

1. Dictation:

a) man b) boy c) girl d) dog e) ball

f) cup g) jug h) men i) cat j) Chips

2. Listening Comprehension

I am a girl and my name is Moni. I am four years old and I live at Kiburu. My mother is Muthoni and my father is Kamau. My father is twenty five years old and my mother is twenty two years old. My father is a teacher. I go to school at Kairungu. Our teacher's name is teacher Wambui. She is a good teacher. I love my teacher.

- i) What is the name of the girl in the story?
- j) How old is the girl in the story?
- k) What is the name of the girl's mother?
- l) How old is the girl's mother?
- m) What is the work of the girl's father?
- n) Where does the girl go to school?
- o) What is the name of the girl's teacher?
- p) Does the girl love her teacher?

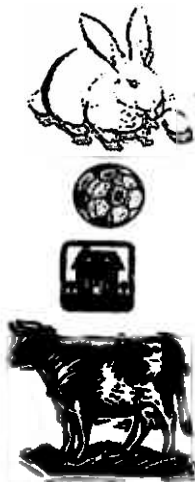
3. Read and match

a) house

b) car

c) ball

d) rabbit





e) cow

4. Write the missing letters



a)

cl-ck



b)

r—n

4. Read the following words:

a) school

b) man

c) toy

d) sun

e) book

APPENDIX V

Charles .R. Mutugi

P.O Box 965,

KARATINA.

5th June 2011.

The permanent Secretary,

Ministry of Education,

P.O Box 30010,

NAIROBI.

Dear Sir,

RE: APPLICATION FOR A PERMIT TO CONDUCT RESEARCH IN KIRINYAGA

WEST ECD CENTRES.

Sir am a post graduate student at the University of Nairobi regno.E57/74681/09 pursuing a degree course in Education (Master of Education ECE). I wish to carry out a research in the above mentioned institution.

Kindly grant me a permit to allow me conduct the research.

I will be very grateful if you consider my request.

Thank you.

Yours faithfully,



Charles Runga Mutugi

APPENDIX VI

Charles .R. Mutugi

P.O Box 965,

KARATINA.

5th June 2011

The Head Teacher,

Ndigaru/Kairungu Primary School,

Dear Sir/Madam,

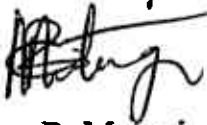
RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL.

Sir/Madam, I'm a student of the university of Nairobi pursuing a degree course (Masters of Education ECE). I wish to carry out research in your school. Kindly allow me to use your school inventories and ECD centre mark lists for first term, second term and third term examinations.

It is my hope that you are going to assist me in this worthy course.

Thank you.

Yours faithfully,



Charles .R. Mutugi