

**THE INFLUENCE OF SIBLING PRESENCE ON LANGUAGE
ACQUISITION OF YOUNG CHILDREN IN FAMILIES IN
RACHUONYO DISTRICT, HOMABAY COUNTY**

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**A Research Project submitted in partial fulfillment of the
requirements for the Degree of Master of Education in Early
Childhood Education to the Department of Educational
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DECLARATION

This project is my original work and has not been presented for any academic award in any other institution.

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This is to certify that the project has been submitted for examination with my permission as the university supervisor

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DEDICATION

This project is dedicated to my children Nora Mitoko, Ezra Mitoko, Leah Mitoko, Sila Oriaso and Judith Dedda for their continued support to me in writing this project.

Lastly, I can't forget my husband Mr. James Mitoko for his financial support and understanding during this research report writing.

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ABSTRACT

Although the investigation of child development, in general, has a long and varied tradition, researchers have primarily been interested in either the child alone or the interaction of the child with the mother. Children, however, rarely live alone with their mother. The focus of this study, however, is based on the influence of sibling presence on language acquisition of young children in families'. Using 81 selected schools and 100 families this research sought to determine the following objectives -: How siblings presence activate the children's inborn abilities to acquire speech, The effects of siblings' relationship on vocabulary size, The extent to which siblings' presence widens children's grammar. The research was a descriptive survey in nature. For a fair representation, a Multi-stage sampling technique was used. This is a technique where clusters are selected from the population. Based on the sample frame, stratified random sampling was used to determine the sample for the study. The stratification was defined depending on the type of school either public or private and the teaching level. The sample size constituted of 81 schools within Rachuonyo South District. Sixty respondents comprising of parents, pupils, older siblings, teachers and guardians were selected for the research. Both qualitative and quantitative data was collected using structured questionnaires. The study took note of the various levels of language development together with the challenges they faced. Data was sorted then analyzed. SPSS software was used to enhance the data processing by providing relevant tables for analysis. Direct attention was given to the diverse methods of data collection in child language research, and the facilities they offer from the vast district. The researcher applied all the elements of a descriptive research. In chapter four the data was analyzed in SPSS and the result presented in tables and pie charts where relevant to make it easier for the end users. In conclusion generally children imitate much more than are observable even several hours of home observation are not enough to show the extent to which children's linguistic and mental development is dependent on their social environment. It is thus conceivable that those events which seem to prove children's perspective taking abilities mainly prove the extent to which they imitate their mother. Recommendations on further research are that children start by imitating their models: they do not learn to speak in order to achieve anything such as getting fed or meeting others' minds, but they imitate for the sake of learning. Soon, they realize what chances they get by having acquired important skills such as language hence the variable of reaction as result of speech should also be analyzed.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter entails the background to the study, statement of the problem, purpose of the study objectives, significance of the study, limitations, delimitation of the study, assumptions of the study, organization of the study and definition of the key terms.

1.2 Background to the Study

For a long time, it was believed that children's language development begin at school (Adea, 1997). Contrary to these beliefs, it has been observed that children acquire some knowledge about language fluency, vocabulary size and grammar before coming to school. These developments occur in social context through interactions with adults and elder children and it is referred to as family literacy. (Fisher, 1900).

Parents, guardians or the family members who care for a child at the initial stages after birth are the first teachers that children meet in life. These are also the longest period teachers that children will ever have. They are with children long before they go to school and will be with them after they complete schooling. During schooling they are with them before and after school hours (morning and evening and also during weekends) and holidays. The family plays a vital role in the

development of early literacy. The experiences that children get within the family set up determine their emergent literacy status at a time they begin formal literacy instructions.

According to Bandura (1961) families influence literacy development through interpersonal interactions as they interact with parents, other caregivers, siblings and others. They look at pictures with children drawing children's attention to print, reading to children, reading together with children or reading while the child is looking. He also emphasized on the physical environment that is the home literacy environment.

According to Listner, (1990) children everywhere learn to speak in the same sequence, advancing from cooing and babbling to single words and then to simple combinations of words. The words vary from culture to culture, but around the world toddlers put them together to form sentences similar in structure. Such findings suggest that the capacity for learning language is universal and inborn.

Laughing (1994) states that fundamental processes of development were universal and that today it is becoming more and more evident that in the cultural context one can make a critical difference in timing and expression of many aspects of development. Various researchers (Clark, 1989, Piaget 1972, Yule 1996, Lintfers 1990) have reported that homes of children who speak fluently have common

characteristics. These include the sounds that the infants produce that gradually become closer to the sounds they hear in the adult language development.

From a very early age, children show abilities to coordinate their speech with that of their partners. The question arises whether they do so because they have learned to take the other's perspective, or because they merely imitate other people's linguistic behavior. Although it seems that children communicate effectively in acting according to the partner's expectations, it is conceivable that the skills they exhibit are primarily conversational (i.e. they learn to maintain a conversation in a socially acceptable way) rather than communicative (i.e. they learn to express their thoughts and emotions and exchange them with others). In this view, children imitate others in order to attain social ends. Moreover, they might learn language for the sole reason that they are functionally motivated (Kioko *et al* 2008).

Bandura (1997) cites studies of mother child interactions to pick but two factors which he takes to be crucial for early learning and later educational attainment; the communication style - both language use and strategies for problem solving between parents and the mother's confidence sense of being in control of what happens in her life. Language itself is not a sudden development in a child but a gradual evolution from simple animals like cries.

The infant cries receive attention from the other members of the family who in turn associate their attention with certain word sound and sentences. The condition of the child to these sounds in connection with different types of attention which accompany them is the acquisition of language. It begins immediately after birth and continues through out life. New words are always learned by establishing an association between the sound and the sight of the world and some situation for which the words stands for. Through this process of learning, the child takes on the distinctly human traits that distinguish him/her from other animals.

The society that children grow up in influences the language acquisition. In Africa countries language acquisition depends on the parents and the playmates because of different practices, obligations and norms, (Brunner, 1993) the family members have the role to socialize children on the use of the language in the social gatherings and those who live with other siblings have greater advantages because they speak fluently. In Kenya though there are about forty two different ethnic groups who speak their own languages. it has been found out through observation that those who have sibling acquire language well.

The above problem is distinct to Rachuonyo South District where the society setup dictates that a child is communally own and hence all the individuals in the clan. In pre-schools, the children who come from homes where there are siblings and other relatives are able to express themselves but those who were coming from

homes where they live only with parents especially the first born are having problems of talking.

1.3 Statement of the Problem

The mutual influence of siblings begins at a very early age, during the pre linguistic phase. The infant's turn taking skills before learning words are practiced not only in interaction with the mother, but also with the older sibling, who reacts differently to the infant. Similarly, later instances of interaction in the family are characterized by various features which distinguish them from the interaction between mother and child alone. Several consequences of sibling interaction, as distinguished from maternal interaction with the child, however children's skills at participating in verbal conversations and their turn-taking abilities develop during their second year of life. Investigations of interactions within families with more than one child revealed that even 19-month-old infants can participate in triadic verbal and nonverbal interactions (Giorgioli, 1972). This ability increases considerably by two years of age. The infants listen to the conversations between their mother and the older sibling and then bring themselves into play. In fact, they join ongoing conversations more often than they initiate a new topic. Sharing attentional states with other family members is especially helpful for young children in participating in the conversation. They respond to questions and statements directed to themselves as well as to others. This observation confirms that they attend to speech not addressed to them.

However these studies fail to critically bring out the element of emotion in language acquisition especially in the infants who act from emotions rather than reasoning. other short comings of the studies are their failure to analyze this concept in an African society rural setup where a child is communally owned. Children who grow up in a family context containing various speakers have opportunities to learn things about language which other children lack. In a study by Dunn and Shatz (1989), the intrusions of two-year-old children into conversations between mother and sibling were analyzed. The amount of intrusions grew considerably during the third year of life, and they contained increasingly new and relevant information which was responded to by the other family members. Although children were equally likely to talk about themselves at the beginning and the end of the study, they showed a growing ability to turn the conversation towards themselves by relevant intrusions. Their awareness of others' interests was reflected through the fact that they provided them with new information as part of an ongoing conversation, instead of simply interrupting the others with remarks about themselves.

When siblings talk to each other, they are increasingly concerned with their own feeling states as well as those of their sibling. A study by Dunn, Bretherton, and Munn (1987) showed that children's understanding of others' feelings grows considerably during their third year of life. They use this ability in their

interactions with mother and siblings. In addition, the study showed a dependency between the amount of discussions between mother and older sibling about feeling states.

In Dunn *et al* (1964) study, references to emotions were not merely used as conversational routines. Rather, they were a symptom of the wish to communicate about the internal states of themselves and others. The children participated actively in discussions about the cause of feeling states, asking appropriate questions about reasons and offering suggestions. The use of mental state terms in pretend games with the sibling also implies that the children exhibited communicative rather than routinely conversational skills.

The children realize that others have internal states similar to their own, and that this understanding can be shared through language. Rachuonyo District in Homa Bay County met the quest for the above setup. Therefore, this study sought to endeavor and establish the factors surrounding the influence of sibling presence on language acquisition of young children in families in Rachuonyo South District.

1.4 Purpose of the Study

The study sought to investigate the influence of siblings' presence on language acquisition of young children in families in Rachuonyo South District.

1.5 Objectives of the Study

The objectives of the study were to:

- i. Determine the role of siblings presence in the development of child's language fluency
- ii. Establish how siblings presence activate the children in born abilities to acquire speech
- iii. Investigate the effects of siblings relationship on vocabulary size
- iv. Investigate how siblings presences influences children's grammar.

1.6 Research Questions

The major research question was “what significance influence do the presences of siblings have on language acquisition in the families?” The following specific questions formed a guideline for this research.

- i. What is the role of siblings' presence in the development of children's language fluency?
- ii. How does sibling's presence activate the children's in-born abilities to acquire language?
- iii. What are the effects of sibling's presence on vocabulary size?
- iv. Does the sibling's presence influence children's grammar?

1.7 Significance of the Study

The findings of this study provides information to families, clans and communities, education administrators and general public with understanding of the importance of learning language in early childhood and policy planning.

The education planners and curriculum developers for pre-schools learning in Kenya can use the findings to re-evaluate their activities and perhaps apply the recommendations made by this study to improve on their performance.

The study also helps the young professionals especially teachers undertaking education who are tasked to prepare the teachers on language as a medium for communication in enhancing their skills on use of language as instructional media.

1.8 Limitations of the Study

The study findings are limited to the families and pre-schools in Rachuonyo South District and thus may not be generalized to cover the children in primary, secondary, tertiary and university institutions. The study only investigated the sampled group and not all the families whose children go to pre-schools this was due to limited time framework and insufficient resources.

1.9 Delimitation of the Study

This according to Haddad (2006), to delimit is to decide to fix the limits on the boundaries of something. This study concentrated on the activities of sibling influence on the language acquisition in the families of Rachuonyo South District. The data collected was to cover the selected families in Rachuonyo South. Kenya has different communities hence the study ought to have covered them all. It was not possible for this study to target all the children nationally due to limited time frame and insufficient resources. At the moment the child enrolment in Rachuonyo South stands at 17,134 against teacher establishments of 510. It's not possible to study all these children and teachers. The areas selected which were unnamed were ten schools and their teachers. This study took place between January 2013 and June 2013.

1.10 Assumption of the Study

The reason for basic assumptions of the study is the family role in the process of socialization which may be stated as follows; (Wood, 1998). The family monopolizes the experience of the child for a time after its birth, other institutions and agencies being encountered later. The family is universally, the most cohesive primary group; intimacy and affection develop "we-feeling" among the family's members, thereby facilitating communication and encouraging the transmission of habits and attitudes from parents to the child.

The family is the most persistent factor in the child's life in most societies, friends, teachers, playmates and others are comparatively temporary influence. Members of the family are usually identified as a social unit that has specific part to play in the life of the community. A child's social rank within the community is initially determined by the social rank of its family, (Meadow, 1982) stresses the distinctive characteristics of man by adding, "many of his/her most inimitable forms of expression all of his objective this kind, most of his storage of culture and it's transmission in space and time almost all of his environmental adjustment, socialization societies organization and social action rest upon language.

1.11 Organization of the Study

This study was organized into five chapters. Chapter one gives the background to the study, the statement of the problem and objectives of the study as well as the research questions. It also states the significance of the study, assumptions, limitations and delimitation, definition of key terms as used in the study and organization of the study. Chapter two presents review of related literature. Chapter three describes the study area, methods used in data collection, sample and sampling procedures, study design methods used in data collection and instruments, reliability and validity of instruments ad data analysis while chapter four will present data analysis, presentation and interpretation. Chapter five of the study will give the summary of the study findings conclusions, recommendations and contribution to the body of knowledge.

1.12 Definition of Key Terms

Social – refers to society

Context – the circumstance in which something happens

Culture – accepted ways of life

Play – Natural urge in the child to act

Language – the method of human communication either spoken or written consisting of the use of words in a structured and conventional way.

Acquisition – The act of acquiring

Sibling – Each of two or more children or offspring having one or both parents in common, brothers and sisters.

Family – Group consisting of two parents and their children living together as a unit – a group of people related by blood or marriage.

Influence – The capacity to have effect on the character or behavior of someone or something or the effect itself.

Social context – Engaging readily with other people marked by friendliness

Speech – Is the expression of language i.e. audible meaningful spoken words

Caregiver – Meaning person taking care of children

Curriculum – Is a schedule, a program of activities or calendar of events to be followed by a school or institution. The subjects included in course of study or taught at a particular school or college.

Culture – A society’s or groups total way of life, including customs, traditions, beliefs, values, language and physical

Products – All learned behavior passed on from adults to children.

1.13 Acronyms

ECDE - Early Childhood Development Education

SPSS - Statistical Package for Social Sciences

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter dealt with related literatures, and sought to relate the global perspective of children's language acquisition and the local findings. . The purpose was to provide the researcher with more information on the subject of study and also to redefine the questions.

2.2 The Global Perspective of Children's Language Acquisition

Every child is born into a social environment. From the beginning this environment affects behavior just as do the clothes that confine it, the cradle in which it lies, and the air, the light and the sounds that surround it. While many of the senses of the new born are relatively underdeveloped as a sensitive organism it reacts from earliest moment to the major aspects of its environment. Its survival and comfort depends upon the care and affection of other persons who provide food, clothing, shelter and many other essentials that determine his/her growth and development (Otto, 2009). Man's biological heritage all over the world, places certain limits on his/her capacity for learning. However, the content of what he/she learns is much more influenced by culture symbols that provide the connective medial through which people influence each other, the past influences the present by anticipations of the future (Stanton,1996).

2.3 Sibling Presence and Language Development

The manipulation and fondling of a child by its mother or its house, including the enormously important social contacts involved in feeding and other physical ministrations constitutes the child's first experience with social influences. Babies who were raised in institutions with all physical needs taken care of, do not thrive unless they are also subjected to some degree to these affection manipulations which under normal conditions that characterize the behavior of the mother towards her young, (Collier, 1995).

A study comparing a group of adolescent children who had been reared in an institution and a group that had been reared in foster homes showed that:

The institutionalized children scored lower than the others in intelligence tests, were more rewarded in speech and language skills, were less capable of establishing normal social relationships with other person and were more frequently neurotic in their response to standardized tests, (Collier, 2003).

It is chiefly through contacts with other persons that the child is socialized. Most social concerns are mediated through the use of language until a child acquires language, its social development in the child but a gradual evolution from simple animal like cries. The infant receives affection from other members of the family who in turn associate their affection with certain sound, words and sentences. The conditioning of the child to those sounds in connection with different types of

attention which accompany them is the acquisition of language. It begins at birth and continues throughout life. New words are always learned by establishing an association between the sounds or the sight of what word and some situation for which the sound stands, (Stood, 1996).

2.4 Inborn Abilities, and Acquisition of Speech

According to Chomsky (1972), children are born with a natural ability, to acquire speech. In the human brain there is a language device that aids learning of language. This device is called Language Acquisition Device (L.A.D.). However, language facility is also activated by the presence of the peer group members as they interact. This is evidenced by studies which show that those children who are deprived of language through isolation do not acquire any language. Behaviorists argue that language emanates from observation and imitation. This means that there must be a language model if a child is to acquire language. The child must interact within a given linguistic environment for him/her to acquire a given language. Exposure to stories, news-telling, poems, songs, riddles and tongue twisters among other interactive processes can help in activating their linguistic abilities, (Habbart et al., 2003).

2.5 Sibling Vocabulary Size

During play, children get the opportunity to improve on the language skills and this is done by other siblings, they improve their listening, speaking, reading and

writing skills. They are trained to pay attention to what they hear. This can be done by exposing them to various sounds and training them to discriminate and need to know the difference between sound (p) and (b) so that they can see the difference in the words 'pin' and 'bin'. Their listening skills can be improved through exposure to musical instruments, songs stories, tongue twisters, people's voices, animal sounds and others. It is the other siblings to train them to remember these sounds, (Cohea et al., 1994).

The children are also taught how to speak appropriately. They learn how to articulate specific sounds, where the place stress in words and sentences how to use tone to produce given meanings and also how to keep to the rhythm of that language. For example, a child in an ECDE class should be exposed to the intonation used in asking questions, as it is different from that of making a statement. They need to know the rules of speaking such as turn-taking, use of polite words like 'please' and 'am sorry', so that they can interact freely and thus benefit from their caregivers. The fact that communication is dependent on how well children produce what they say cannot be over emphasized once children are able to speak fluently, their creativity in singing, reciting poetry and public speaking is realized, (Cutting & Dunn, 1999).

2.6 Children's Grammar

Presence of other family members broadens a child's knowledge in language. They need to be taught language so that they can interact with others and thus benefit from the environment they live in. Through the teaching of the parents, sibling and caregivers they are able to learn from, understand and consequently control their environment. Parents tell their children the folk stories, their lineage and how they are related in the community, they also learn about great people, plants, and animals, (Painter, 1998). Children ask questions to clarify and confirm what they may already know from past experience. Nature corners within an ECDE classroom could help to achieve this objective, (Fisher, 2007).

2.7 Theoretical Framework

Behaviorist use two processes to explain language acquisition; imitation and reinforcement. They suggest that children learn to speak by imitating what they hear and repeating it in appropriate situations. A good example of children imitation of adult's language is seen when parents say 'good bye' to their children. With time, many young children by age of two years are able to wave and say 'bye and bye' or 'good bye'. They learn this by simply observing and imitating parents and others. This increases the likelihood that they will imitate again. Through continuous observation and imitation, the child's language expands and that way he or she develops language.

The second theory was proposed by Lev Vygotsky (1978) is concerned mainly with higher mental activities and has implications for education and cognitive testing. It emphasizes social interaction, with adults, especially within the home, as a key factor in children's learning. According to Vygotsky, adults must direct and organize a child's learning before a child can master and imitate it. Vygotsky's best known concept is the Zone of Proximal Development (ZPD) (Proximal means 'near'). Children in the zone of proximal development for a particular task (such as multiplying fractions) can almost, but not quite, perform the task on their own with the right kind of teaching, however, they can accomplish it successfully. Researchers have applied the metaphor of Scaffolds (*the temporary platforms on which construction workers stand to this way of teaching*). Scaffolding is the temporary support that parents, teachers or other adults give a child to do a task until a child can do it alone. The more difficulty a child has, the more direction the adult needs to provide. When the child can do the task unaided, the adult takes away the scaffold.

Vygotsky's theory also suggests that the development of children from one culture or one group within a culture (such as white – middle class Americans) may not be an appropriate norm for children from other societies or cultural groups. Vygotsky's theory analyzes how specific cultural practices, particularly social interactions with adults affect development zone of proximal development (ZPD), Vygotsky's term for the level at which children can almost perform a task on their

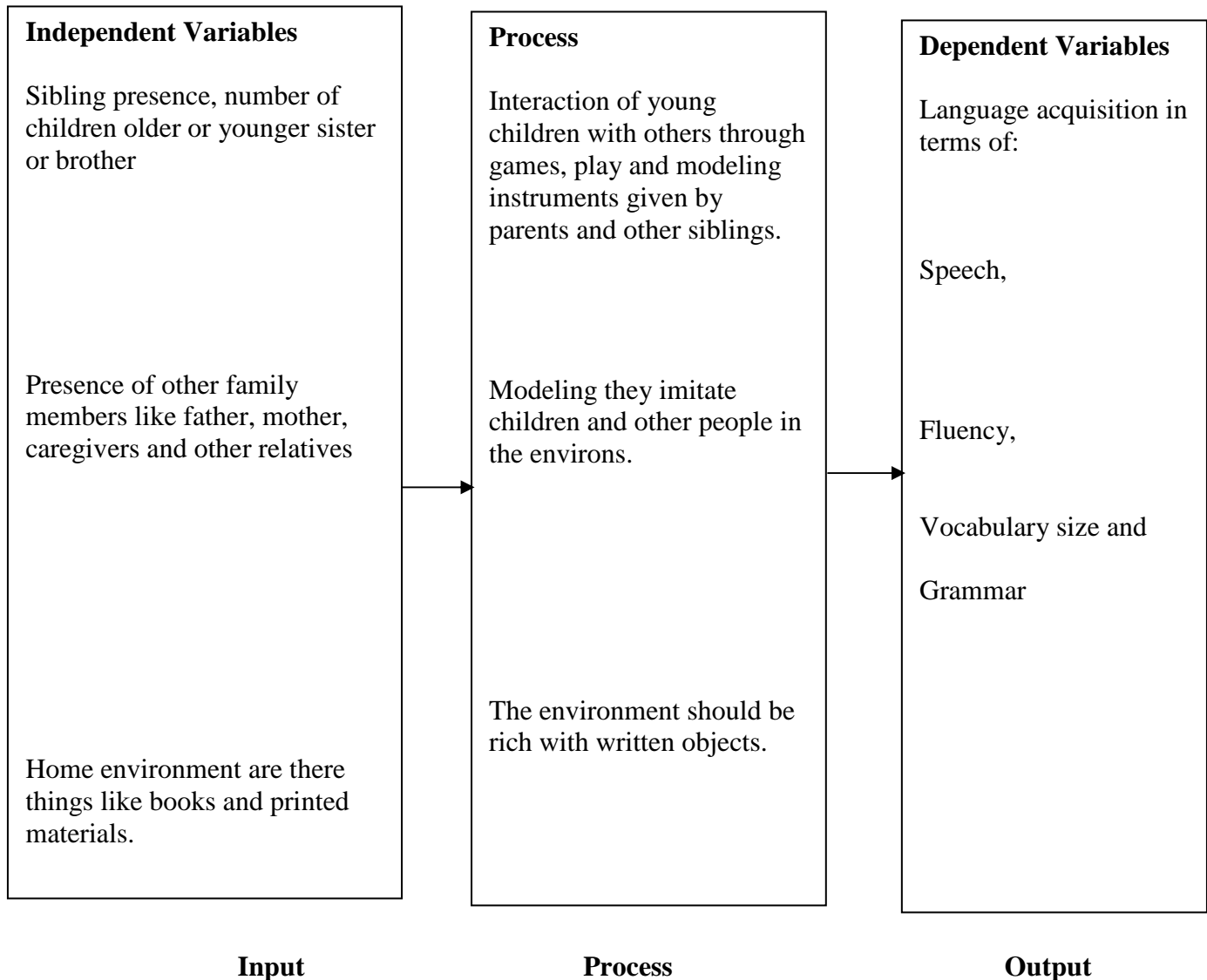
own and with appropriate teaching can perform it.. The cognitive learning theory says that behavior is learnt through observation and imitation. Through constant exposure to the model and they continue effectively when there is a reinforcement. The two theories are in agreement that children's language acquisition is influenced by the presence of the adults and other siblings.

2.8 Conceptual Framework

In order to bring to light the effects of older siblings on language acquisition by young children, the study attempted to isolate the key independent variables underpinning this study, these are; older sibling presence, family setup and home environment as indicated in the illustration 2.1 below.

The figure 2.1 below, explains the interaction between the independent and the dependent variables and these include, the presence of other family members like father, mother, grand father, grandmother, sister, brother and other relatives. The home environment which has contains printed books which children and even the caregivers interact with. The role of family members in the process of socialization is also observed.

Fig 2.1 Conceptual Framework



2.9 Summary of Reviewed Literature

Poor language skills among children and teachers have been identified as one of the key factors that impact negatively on children’s language acquisition, (Bruce, 1997). Other factors that impact on children’s ability to succeed in areas of study include learner’s personal aspirations and sibling attitudes, classroom factors such

as teachers competence and qualifications factors that operate at school level, e.g. leadership, efficient school administration and time on task finally it depends largely on the family literacy environment.

If children do not acquire language at critical period when they are young, they have difficulty in accessing language that is used in text books, classroom materials and finally when they join schools and during testing and examinations. In examinations, many students know the material that is being tested, but cannot perform well on tests because they are not acquainted with the language of the questions and options. Suggestions of ways to develop the language include encouraging the children to interact, play and get instructions and talk about themselves through story- telling and news telling. Siblings, parents and teachers should be role models to the children by interacting, playing and giving instructions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter sets out various stages and phases that were followed in completing the study. It involves a blueprint for the collection, measurement and analysis of data. In this stage, most decisions about how research was executed and how respondents were approached, as well as when, where and how the research was completed. Therefore in this section the researcher identified the procedures and techniques that were used in the collection, processing and analysis of data. Specifically the following subsections were included; research design, target population, sampling design, data collection instruments, data collection procedures and finally data analysis.

3.2 Research Design

This study adopted a descriptive survey to collect information about children's interaction with others in their families (Kombo, 2006). The researcher chose this design because many studies fall short on unraveling potential mechanism in the influence of siblings' presence on language acquisition. The research sought out to find out how the interaction and play can influence children's language acquisition.

The researcher adopted the above design since it was able to closely examine the objectives of the study, in this design, the researcher was able to examine and describe the relationships between the two variables (sibling's presence influence against language acquisition). Its main purpose is to establish that a relationship exists between the variables and to describe the nature of the relationship. The researcher used the above design to enable her describe or present a picture of the problem under study. According to (Owens 2002), survey research design is unique as it gathers information not available from other sources and that the standardization of measurement used in survey ensures that same information is collected from respondents. Individual respondents are never identified and the survey results are presented in the form of summaries, such as statistical tables and charts (Ferber and Sheatsley, 1980). Oso and Onen, (2008) describe survey design as present oriented methodology used to investigate population by selecting samples to analyze and discover occurrences.

For this study survey design was be preferred because surveys are relatively inexpensive and also useful in describing the characteristics of a large population like the pre-school children population where very large samples are feasible, making the results statistically significant even when analyzing the variables. Also surveys are flexible in deciding how the questions are to be administered. Since survey questions are standardized they make measurement more precise by enforcing uniform definitions upon the participants. Standardization was to ensure

that similar data is collected. Survey method is best used when the researcher want to collect a lot of data with a limited period of time as was the case with this study.

3.3 Target Population

The target population consists of 18,179 ECDE children, 510 teachers and 217, 192 adults comprising of parents, older siblings and guardians living in Rachuonyo South District. Figure 3.1 shows the child population in 276 pre-schools the data for the last five years.

Table 3.1 Rachuonyo South Pre-schools Statistical Data for Five Years

Year	Type	No. Of Centres	Children's Enrolment			Staff Establishment		
			Boys	Girls	Total	Male	Female	Total
2008	Public	166	4,911	4,669	9,580	00	205	205
	Private	42	1,232	1,149	2,381	00	71	71
	Total	208	6,143	5,818	11,961	00	276	276
2009	Public	168	6,479	6,583	13,062	02	332	334
	Private	50	1,413	1,471	2,884	04	118	122
	Total	218	7,892	8,054	15,946	06	450	456
2010	Public	169	5,580	5,853	11,433	02	310	312
	Private	54	1,659	1,788	3,447	05	128	133
	Total	223	7,239	7,641	14,880	7	438	445
2011	Public	169	6,195	6,036	12,231	10	342	352
	Private	75	2,466	2,437	4,903	20	138	158
	Total	244	8,661	8,473	17,134	30	480	510
2012	Public	191	6,727	6,732	13,459	26	120	146
	Private	85	2,391	2,329	4,720	04	360	364
	Total	276	9,118	9,061	18,179	30	480	510

Source: (D.E. O.s office Rachuonyo South, 2012)

The above table gives a comparative analysis data for the last 5 years. The trend observed is that there has been a constant sharp increase in enrollment of children in preschool. The researcher used the 2012 data as a point of reference.

3.5 Sampling Techniques

Simple random probability sampling was used to select ten schools; five from private and five from public schools. This kind of sampling was used since it gave each participant equal chances of being selected as part of sample to locate and recruit for the study. The researcher preferred those children who attend the pre-schools over those who are still at home. The ten schools are unnamed for ethical reasons. The study targeted all the 276 pre-schools both private and public. The selected schools had 100 children and this made data collection in the schools plausible. The total number of children in both private and public pre-school is 18,179. As stated above, Grass (2001) states that a sample size of 10% is an accessible population for descriptive survey. Out of 18,179 children 10% would be considered accessible (Grass, 2001) and that is 181 this was rounded to 180 respondents whereby 217,192 adults and five teachers were involved. The target population was 18,179 and sample size of 180 hence ideal for this kind of study. This study used probability sampling technique.

According to Oso & Onen, (2008) probability sampling techniques include simple random sample, systematic random sample stratified random sampling and cluster

random sample. This study used simple random sampling and cluster random sampling to pick interviewees from every sub location. The researcher interviewed 180 children. A simple random sampling technique is where the researcher consciously decides to give every respondent chance of being selected as part of the study without biasness and secret ballot papers is given to respondents to pick so whoever got the Yes was considered for the study. Random sample on the other hand was convenient for it ensures that every participant is given equal chance to participate. The researcher used random sampling for selecting the schools that participated in the research.

3.6 Sample Size

Table 3.2 Sample Size

	Number of schools	Sample	Percentage
Public Schools	191	30	30
Private	85	20	100
Teachers	510	10	10
Total	786	60	100

A sample size comprises of the total number of elements selected to be studied. The families and teachers were selected using stratified sampling. The targeted sample size was 60 respondents as shown below.

Grass (2001), states that a sample size of 3% is an accessible population for a descriptive survey. Out of 18179 children 3% would be considered accessible (Grass, 1999) and that was 63. This was rounded to 60 respondents whereby adults and five teachers were involved. The target population was 18,179 and sample size of 180 was deemed ideal for this kind of study.

3.7 The Research Instruments

The researcher used the questionnaire, focused group discussion and observation schedule to collect data in this study. Simple but comprehensive questionnaires were prepared by the researcher and they were based on the objectives which the researcher sought out to achieve. The questionnaires were administered by two research assistants within the given time frame. The questionnaires were administered to the randomly selected 180 respondents who were from the selected pre-schools. The respondents from both genders were considered. The questionnaires were structured to have both open-ended and closed questions. Through the questionnaires, information was collected on language acquisition of young children.

A sample Questionnaires is attached as Appendix I. The teacher's questionnaire starts with demographic characteristics and has the conventional content matter of the demographic like age, sex, professional experience. The questionnaire was also divided into sub-themes such as the role of family as a social group in the

development of children's language, the role of peer group members in activating in born abilities to acquire language, how sibling presence improve children's language skills and presence of parents and other siblings in widening knowledge in language. A letter of transmittal accompanies the questionnaire to explain general purpose of the survey hence the study. There was also an informal and detailed interview with the selected teachers. Views collected from the respondents by the questionnaire were recorded and captured for analysis and interpretation.

Five teachers responded to the interview. This research may have not succeeded without their input since; they are the custodian of the policy in the schools. It is also them who teach these children and they are aware of what should be included. The questions that were administered to these teachers were similar to those administered to the parents.

3.8 Validity of the Research Instruments

Content validity was established by putting the questionnaires through the Flesh-Kinkaid Readability Formula to determine readability. A mean score of 9.3 was obtained which showed that the children with siblings in primary school were to be able to read the sentences that were drafted for them. The study was conducted in a field test using respondents or subjects that were not included in the study to test whether or not the questions were able to be understood. A few people from

the study area who were part of the study were included to test the validity of the research instruments. These people were demographically and culturally similar to the respondents for refinement and or validation. The face validity of the questionnaires was examined by interviewing people after they had completed the questionnaires to find whether or not the responses they gave in the questionnaire concurred with their real opinions. The questions in the interview were worded differently from those in the questionnaire.

3.9 Reliability of the Research Instruments

According to Kombo (1995), reliability refers to a measure consistency in producing almost similar results on different but comparable occasions. Reliability was measured by using a pilot test. This reliability indicated the accuracy or precision of the measuring instrument. The pilot answered the question; does questionnaire measure consistently what it is expected to measure? About 20% of the respondents were chosen from across all the pre-schools and were administered with the questionnaires to gauge the way respondents whether they would answer the questions and if they elicited the intended answers which were meant to help in adjusting the questionnaires prior to the beginning of the study. The questionnaires were given to small percentage of people on two separate occasions ten days apart. Internal consistency of the questionnaires was determined by asking questions in more than one way.

Pre-testing of the data collection instruments was also done through focus group discussion (FGD) before the actual research in order to ascertain the feasibility of the research instruments. This was done to determine if the questions would be acceptable, answerable, and analyzable and user friendly in order to enable the principal investigator to discern alter or modify the questions and enable the smooth answering of the questions. The study employed both qualitative and quantitative data collection techniques. The basic aim on specified topics was presented through a set of facilitated activities to gather data through an interactive process of collective reflection. The principal investigator (the researcher) conducted three focused group discussions with the parents, school administrators and the teachers to get their views and opinions on language acquisition. This was useful in drawing out information not captured adequately by the questionnaires.

3.10 Data Collection Procedures

The researchers visited the schools personally for purposes of getting familiar, and ease the administration of the questionnaire and collection of the responses. Onen (2002), illustrate that interview is one method used in survey research to collect data. The interview was used as follow up instruments to gather more data on all research questions.

The questionnaires and interview schedules were used to collect primary data. The questions were be delivered and later collected by the researcher and the trained

assistants. The informal interview schedule had open ended questions based on role of family as a social group in the development of children's language and language acquisition. Some structured interview questions was administered to all the respondents for further clarification. The return rate was 100% because the researcher and her assistants were personally present within the schools. it's only a few who were given time allowance for only two days to go back to collect the questionnaires. In the cases where some targeted respondents were not present the researcher did not present the questionnaire.

Unstructured interviews were used by the researcher to clarify various stand points. A face-to-face informal communication was conducted and the researcher was in a clear position to assess the emotional disposition of some respondents especially the teachers and the parents where mere verbal expression would not depict any meaning the author was capable of assessing.

3.11 Data Analysis

The collected data was first checked for errors in the entries, outlying values and any unexpected values. It was then analysed using Statistical Package for Social Sciences (SPSS), where measures of central tendency, correlation and regression analysis were carried out. The findings from interviews were summarized and presented in narrative paragraphs, while others presented in form of charts, graphs and narrative statements.

3.12 Ethical Considerations

Participants were taken from all the schools in Rachuonyo South District. The schools both public and private were considered. Participation was voluntary and identified willing participants were requested to give informal informed consent. To ensure anonymity and secure privacy of the participants, the researcher did not require names and other means of identifying participants during the research process. No identification number was given to the questionnaires before being returned. Participants were given concise, clear, accurate statements about the meaning and limits of confidentiality during data collection. The researcher kept all information obtained in strict confidence and only for purposes of the study. There were no video or audio tapes recordings to store the voices, images or paralinguistic features of any respondent.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, presentation, interpretation and discussion in the following themes: questionnaire rate return, demographic characteristics, questions related to family as a social unit in the development of child language, questions related to the interaction with others to activate inborn abilities, questions related to presence of sibling in influencing children's grammar.

4.2 Questionnaire Return Rate

Table 4.1 Questionnaire Return Rate

Respondent	Administered	Returned	%Returned
Public Schools	30	30	100
Private	20	20	100
Teachers	10	10	100
Total	60	60	100

Source: Author's Field Data

Table 4.1 represents questionnaire return rate. The researcher gave out a total of 60 sets of questionnaire to 60 respondents and all the 60 were returned for analysis, forming 100% return rate. This was considered adequate for analysis. Time allowance given was two days before collecting questionnaires administered to

teachers in the targeted pre-schools and also parents. Two days was too soon for the questionnaires to be misplaced although some returned instantly.

The respondents were told the importance of the interview, hence after two days the researchers got all the remaining questionnaire forms submitted to her using the two research assistants. There was no difficulty in getting all the forms back.

4.3 Demographic Characteristics of Respondents

Table 4.2 Gender and Age Distribution of the Respondents

Age Group	Female	(%) Percentage	Male	(%) Percentage
19-24	3	5	3	5
25-32	5	8.3	7	11.7
33-37	4	6.7	6	10
38-42	8	13.3	5	8.3
43-47	9	15	3	5
48+	2	3.3	5	8.3
Total	31	51.7	29	48.3

Source: Author's Field Data

This study found it very important to understand the demographic distribution of respondents. This was due to the fact that sibling presence influences children's

language acquisition in the families. It was also important to find out how this influence children interaction and grammar in schools. To answer this question, the following were discussed: age, gender, academic qualifications of the respondents, marital status and length of service. Data was collected from 10 teachers, 5 of whom were in private and five in public pre-schools. The families were 10. The age group of the respondents was 19-24 years; 25-32 years; 33-37 years; 38-42 years; 43-47 years and 47+ years. The importance of age came about during unstructured interviews when the researcher was talking one on one with the respondents. It came out clearly that the older respondents were more concerned with the influence of sibling presence on language acquisition of young children in families. The respondents who confidently spoke about themselves were the older children.

The data further revealed that of all the teachers who were interviewed, 5 comprised male teachers and 5 female teachers in the selected pre-schools. The 10 teachers comprised of both trained and untrained teachers. The trained were regarded as qualified to handle children. Of all the respondents three were female with a frequency of 51.7%. The possible explanation being there are more female teachers and workers in pre-schools in Rachuonyo south than their male.

4.4 Academic Qualification of All Respondents

Figure 4.1 Academic Qualifications

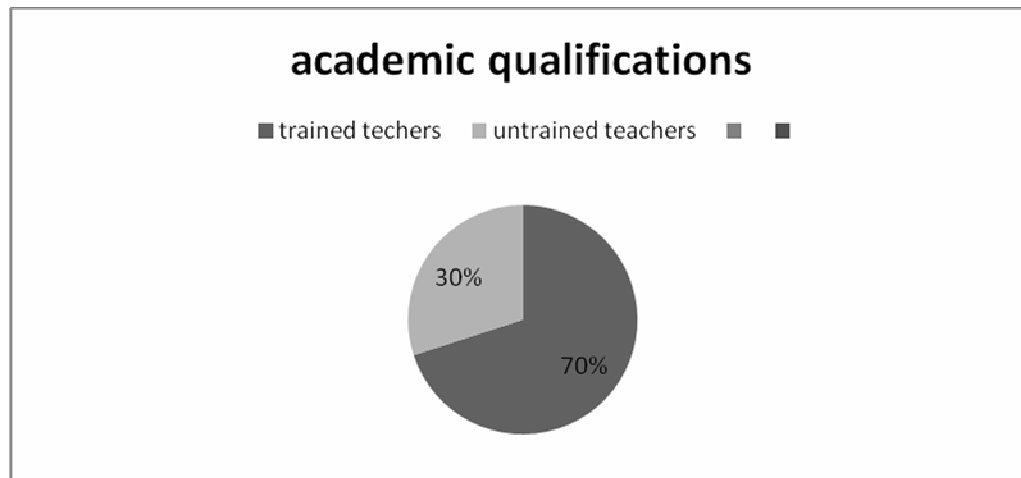


Figure 4.1 depicts academic qualifications of all the respondents: teachers and parents of the pre-school children. Most teachers at 70% are trained to handle children with few having certificates, diplomas and degrees. There may seem to have a relationship between the academic qualification and children's influence in language acquisition. quite a number of teachers handling the children are not yet trained with the highest percentage as 30 while the certificate trained are 15 and diploma were 23, very few teachers have degree. The untrained teachers impacted negatively on the children since they were not in a position to effectively relate academic to the needs of these children.

4.5 Length of Service of the Respondent Teachers

Table 4.3 Length of Service in Years of Respondent

Length of Service	Frequency	Percentage
Less Than 2 Years	1	1.7
2-5 Years	23	38.3
5-10 Years	18	30
Above 10 Years	18	30

Table 4.3 depicts length of service of the respondent teachers. Most of the teachers have served for more than five years. It was only one teacher who had served for less than two years. The longer they served in their professional career, the more they found it possible and convenient to teach.

4.6 Observation Checklists

The researcher used observation checklist in the study in which siblings' presence influencing language acquisition through play, interactions and instructions were recorded. Children were observed at school where they learn and also in their homes, at homes during playtime and in schools during their free time. It was a naturalistic research where the researcher talked to the subjects naturally and watched their behavior.

Table 4.4 Performance in Language Fluency

SUBJECT		W	WO	
ACTIVITY	%	TOTAL	EACH ACTIVITY IS OUT OF 5 %	
1.Recognition of Sound	100	25	15	60
2.Story telling	100	25	15	60
3.Clarity and Pronunciation	80	20	20	80
4.Picture reading	60	15	15	60
5.Confidence in Speaking	80	20	15	60
Consistency in all categories	18		Consistency in all categories 12	

W-with siblings

WO-without siblings

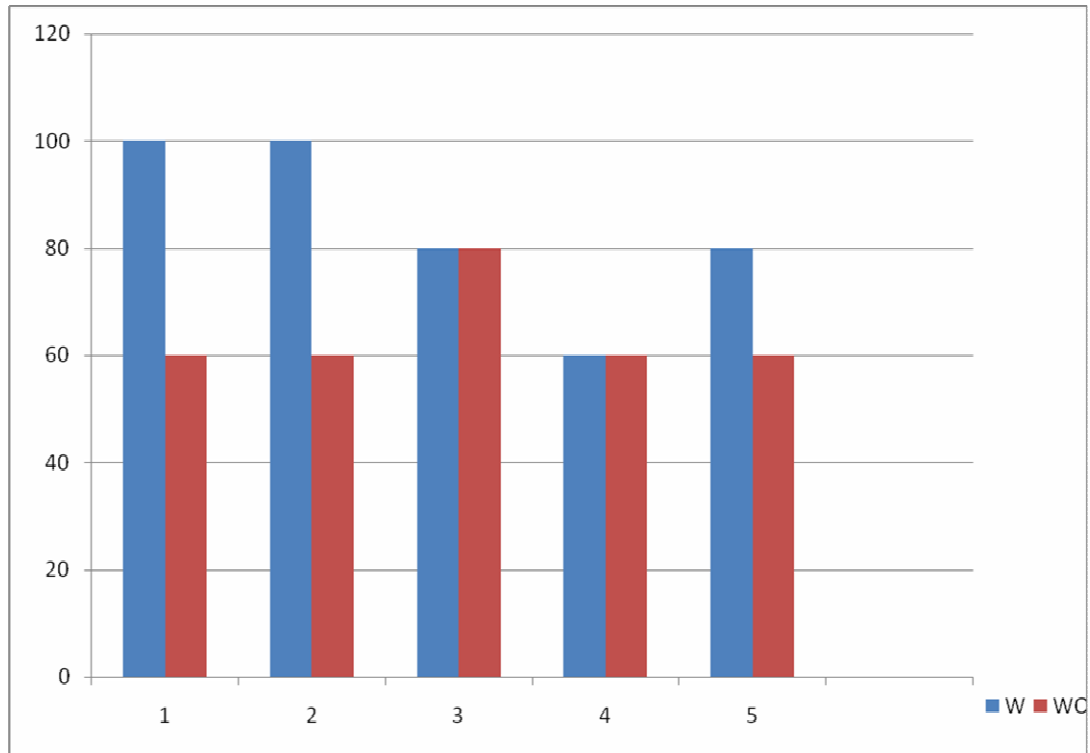
The table above showed how the presence of siblings enhances the development of language in children. All the 50 children were equally divided into two categories of 25 each. one category comprised of the children who had siblings at home (W) while the other entailed those who had no siblings (WO) the activities which were given were various as listed on the table and it was observed that some children were able to recognize the sound of animals easily like those made by the donkeys, cat, dogs and the cry of little children. Consistency was observed in 18 children from the category of those with siblings while only 12 children were consistent in

the category of those without siblings were able to relate the sounds from that they frequently interacted with in the environment and relate them to various animals which made them.

Between the two categories children who had siblings recognized most of the sound and those who had no siblings recognized up to only three sounds. This was evidenced that those children who had other siblings were able to recognize sound Subject W had a total of 23/25 while WO had a total of 17/25. They have made efforts, however subject 'W' has done better than subject 'WO'. It happens that subject 'W' comes from home where there are often siblings and a home where they are exposed to literacy materials unlike 'WO' whose environment has no other siblings (Stanton, 1996).

The two subjects go to the same pre-school but their home backgrounds differ where 'W' has two parents and older siblings whereas 'WO' are orphans who stay with their single parents alone. Language acquisition is closely related to the presence of sibling language fluency in relation to sibling presence- presentation of findings on a bar graph.

Figure 4.2 Language Fluency



The above figure shows performance in language fluency. Subjects ‘W’ have better attainment because they have language fluency models unlike ‘WO’ who are not exposed to the presence of siblings hence nobody to talk them or tell stories because the parents are always out of the house looking for their livelihood as a single parents. It happens that subjects ‘W’ come from homes where there are siblings and homes where they are exposed to literacy materials and unlike ‘WO’ whose environment has no other siblings. Therefore language fluency observed in the two categories had different consistency subjects ‘W’ scored better than those subjects ‘WO.’

Summary on Performance on Language Fluency

It was evident that those children who had siblings at home developed language fluency in story telling, out of 25 children with siblings all of them were able to say story but only 15 children without siblings were able to say the story. Clarity and pronunciation, 20 children out of 25 had clear pronunciation in the category of children with siblings while those without siblings were also 20. The same number 15 were found in all the categories without siblings and with siblings but in confidence in speaking 20 children with siblings were confident while 15 without siblings were confident. This shows that language fluency is influenced by presence of the other siblings (Kioko,2000).

Table 4.5 Role of Siblings in Activating Inborn Abilities

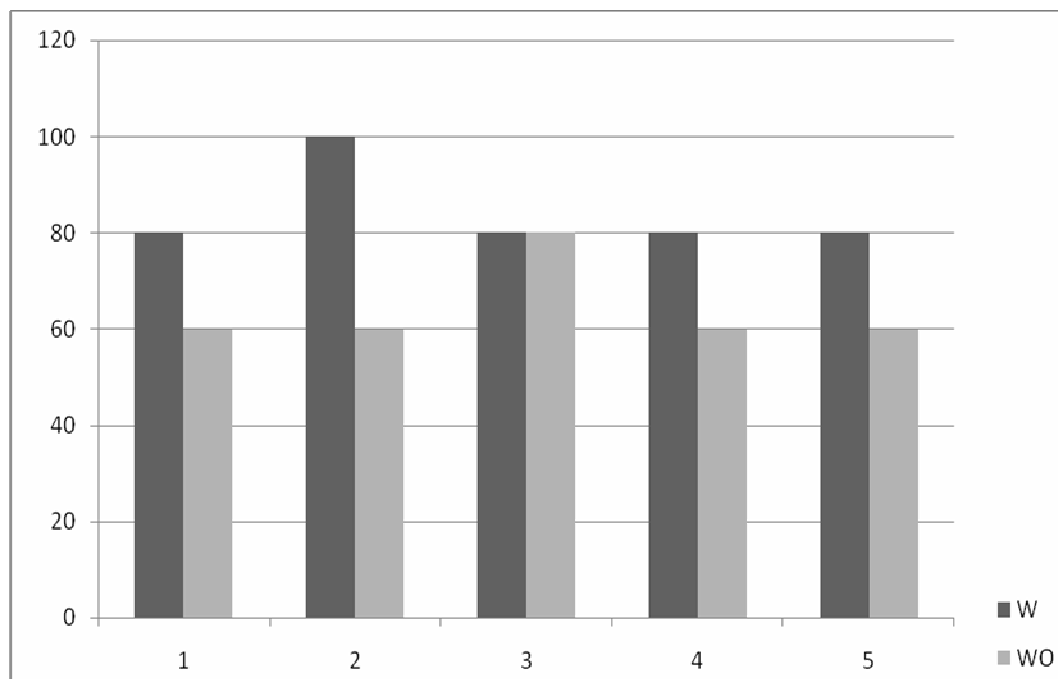
SUBJECT	W		WO	
ACTIVITY	%	TOTAL	EACH ACTIVITY IS OUT OF 5%	
1.News telling	100	25	15	60
2.Story telling	100	25	15	60
3.Imitating tongue twisting	80	20	20	80
4.Picture reading	60	15	15	60
5.Singing songs	80	20	15	60
Consistency in all categories	18		Consistency in all categories 12	

W-with siblings

WO-without siblings

The above table showed how sibling presence activates inborn abilities. All the 50 children were equally divided into categories of 25 each. One category comprised of children with siblings at home and those who had no siblings at home. Children who had siblings at home were all able to tell news about themselves against 15 children out of 25 and also in story-telling. Both categories were also assigned to tongue – twister and it was observed that 20 children in both categories were able to tongue twist as well as in picture reading in the singing of songs 20 children with siblings were able to sing against 15 children without sibling.

Figure 4.3 Sibling and Inborn Abilities



Both subjects 'W' and 'WO' were good at imitating other siblings. Subject 'W' was good at interacting through play as play is something spontaneous and especially when they are with other siblings, it is through this that inborn abilities can be activated through this interaction.

Summary of Performance in Inborn Abilities

It was evident that presence of siblings activate the inborn abilities. For those subjects who had siblings were observed to be telling – news about themselves consistently and they were also able to answer up to 5 questions from the story-told about the elephant and the hare at the same time, tongue twisting was not so difficult for them they imitated up to nine words which was not realized with the category of children who had no siblings at home. Those without imitated five words only. Although, taking turns in singing was a common issue with the two categories, one category with siblings tried and took turns unlike the children who had no siblings (Meadows, 1982).

4.7 The Role of Sibling Presence and Vocabulary Size

This normally occurs through play, or when children are exposed to different sounds like musical sounds, songs, stories and tongue twisters and also in confidence in speaking.

Table 4.6 Role of Siblings and Vocabulary Size

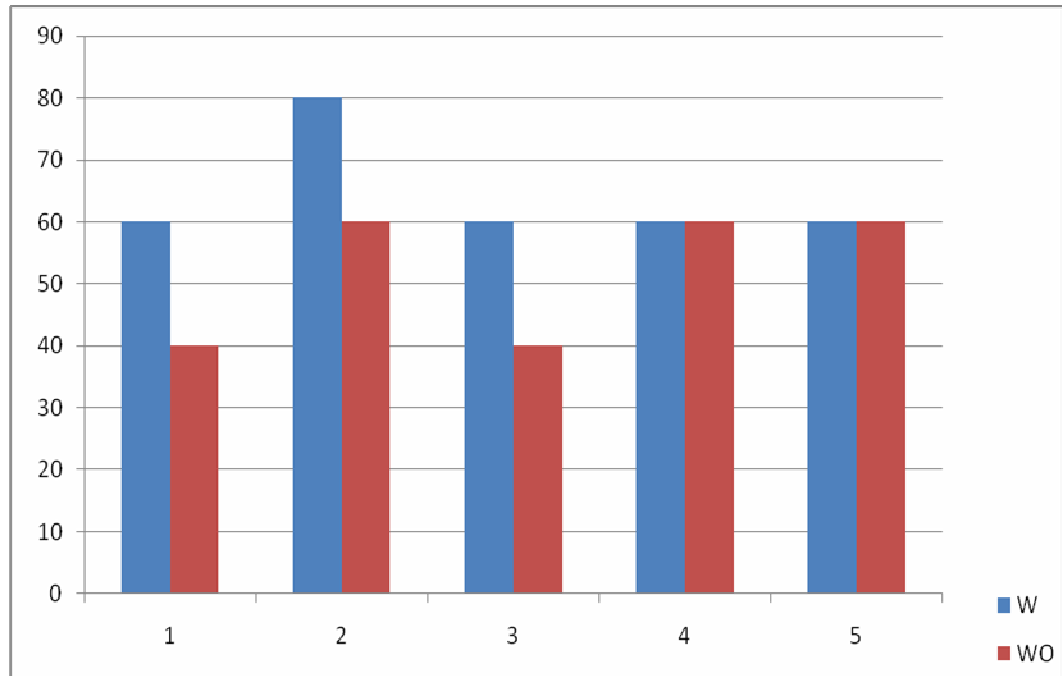
SUBJECT		W	WO	
ACTIVITY	%	TOTAL	EACH ACTIVITY IS OUT OF 5%	
1.Tongue Twisting	100	25	15	60
2.Story telling	100	25	15	60
3.Singing songs	80	20	20	80
4.Picture reading	60	15	15	60
5.Identifying sounds	80	20	15	60
Consistency in all categories		18	Consistency in all categories 12	

W-with siblings

WO-without siblings

In the above table the two categories of children were given activities in tongue twisting where subjects 'w' siblings were all able to imitate, while 15 subjects also performed the activity in the category of children without siblings in story telling 15 children without sibling said the story against 25 children were able to sing songs up to third stanza as well as reading pictures and shapes where 15 children from both categories were able to read. The children were also given sounds to identify the category of without.

Figure 4.4 Sibling Presence and Vocabulary Size



The 'W' has better attainments tongue twisting, singing songs and telling stories while 'WO' has nobody to listen to them, they are always alone.

Summary of the performance in vocabulary size

From the observation made on the activities performed by the children it was evident that in some activities they were equally performing but in identifying sounds children with siblings attained better performance. This was proposed by some scholar that through interactions, children emulate others and this perfects their ability (Reuter, and Yunik, 1973).

4.8 Sibling Presence and Grammar

Grammar helps children to interact favorably with others and benefit from the environment they live. This can only be achieved when there are others like parents, siblings and care givers. Parents normally tell children stories about their lineage and how they are related in the community. The table below show how children who stay with other siblings and those who do not have other children acquired grammar

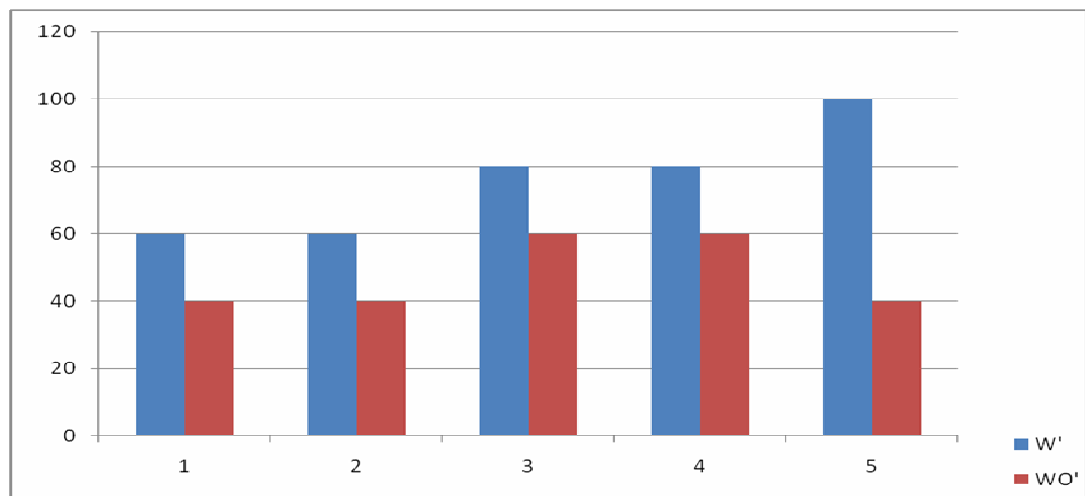
Table 4.7 Sibling Presence and Grammar

SUBJECT		'W'		'WO'	
ACTIVITIES		FREQUENCIES			
			%		%
1.	Telling stories	15	60	10	40
2.	Counting their lineage	15	60	10	40
3.	Answering questions	20	80	15	60
4.	Pronouncing words correctly	20	80	15	60
5.	Naming members of their family	25	100	10	40
Consistency		19/25	380	14/25	240

The above table shows the two categories of children who were given activities which included story telling whereby 15 children from the category of children

with siblings told the story against 10 children without siblings. Fifteen children were able to count their lineage up to the third grand father whereas 10 from the category of children without siblings were able to count. They were also asked questions about their families and it was observed that 20 children with siblings against 15 without sibling answered the questions. Then pronunciation of words correctly was done by 20 children with sibling but 15 children pronounced words correctly like 'pin,' 'bin,' 'bag,' 'boy.' While those children from category of without siblings tried with difficulty 'pin,' as 'bin.'

Figure 4.5 Sibling and Grammar



The subjects with other siblings attained better in naming members of their family, pronouncing words correctly, answering questions, counting their lineage and telling stories. Subjects without siblings had nobody to stimulate them. The results from the tables and graphs show clearly that those subjects who had sibling

presence were able to attain better than those who had no siblings. The parents, teachers together with older children are solely responsible for the acquisition of language.

Summary of the performance in Grammar

There was difference performance in activities were of story telling, counting of the lineage answering questions, pronouncing words correctly, and naming of the family members in all the activity areas subjects with siblings scored better than those without siblings at home. It is evident that presence of siblings enhances grammar in children. The perfection of other abilities as is proposed by (Otto, 2009) is done by others.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of findings. It then gives conclusion derived from the study and makes recommendations, and suggestions for further studies.

5.2 Summary and Implications of the Findings

The main purpose of the study was to establish an influence of sibling presences on the language acquisition of young children in families in Rachuonyo south District. The study used descriptive survey and a naturalistic research design involving qualitative and quantitative methods of collecting and analyzing data. Stratified random sampling method was used to select 150 school teachers and 60 head families. However since number of head teachers were small a purposive sampling method was used to select that category of respondents. Interviews were conducted for all respondents using questionnaires. Data collected was analyzed using both qualitative and quantitative techniques. Quantities data was analyzed using descriptive statistics and presented as frequency distribution. Percentages in tables and narrative form, the quantitative data were organized into themes that came out of the research question and analyzed using descriptive narrative. The analysis of data enables of the researcher to come up with the following findings.

The demographic analysis of the respondent indicated that 99% of the respondents are all young ranging from the age of 24- 25 with an average of 3-4 children three quarters of them are under influence of sibling for learning language. Language acquisition is mostly influenced the acquisition of mother tongue. More than any other language at 60% as is represented by the head teachers 68% by teachers 83.3 % (50) by the heads of families.

Third the majority 98% (215) of the respondents confirmed that they instruct the children how to speak mother tongue language daily using demonstration and oral instruction.

Fourth, from the study it was found that the heads of families who are dominantly made to speak a language daily. A lot of these teachings are done through speaking and pointing to the objective being talking about.

Fifth, over 98% of the resonance was in agreement that the children start picking words relating them to the objects at the age of 2 to 3 yrs. This is the age of when the child start being inquisitive explorative in such of answers for the strange things they see and hear.

Sixth, the children at these ages are playful. They play games; mining are play full. The play games; mining adult and other siblings write on the ground and try to

grub picture books to enable them know. This is indicated by the statistical findings in table 4.6 where 60 % of the head teacher, 63 % of the teachers and no % of the head families strongly indicated the most used method to make children learn a language to be sibling demonstration followed by playing at a total of 51% of the respondents.

Seventh another important finding in on the type of material used for children learning for a language 74 % of the respondents indicated that children between the ages of two to four learn a language by looking at the pictures and drawings depict certain objects. This is demonstrate by the interest children show in watching cartoon and the story telling shows on the television and radio.

Finally language grammar is learnt through other sibling of ages 5 to 16 and others adults such as the mother grandmother aunts etc. later on the language grammar is largely taught in schools as examinable subjects.

When children talk audibly to themselves without addressing anybody, this need not necessarily be a proof for egocentrism. A different interpretation of this behavior is that it occurs at times when the children are confronted with a problem (Bruner, 1982). The children acknowledge the situation, make a 'verbal copy' of it and reproduce associations of previous experiences in order to find a solution,

Interprets this as the use of language as a tool to find the answer to a difficult problem.

Later on, this becomes internal speech. In other words, Bruner claims that 'egocentric speech' should rather be understood as the transition from outer to inner speech. Children should be able to interact so that their inborn abilities are activated. The findings of the study shows that children who have siblings were able to perform better in news-telling, reciting poem, storytelling, tongue twisting and singing songs. Through the interaction, children imitate others in the environment and thus perfect their abilities (Reuter, and Yonik, 1973).

5.2 Conclusions

Based on the findings of the study the following conclusions were drawn. Children start learning language at ages at a very tender stage immediately after birth. This is at times exhibited by crying when irritated. Parents have influence in language acquisition of young children. Young siblings (brother, sister, cousin) play a very important role in language.

5.3 Recommendations for Policy

- i. Since the acquisition of language is home based, children and parents and other siblings should find time for each other all the time.

- ii. Baby class teachers who because of the modern life demands to have been given responsibilities of looking after and teaching these young children language must be properly train so as to fit ion the shoes of mother or father
- iii. The learning environment should be enriched with relevant materials like pictures.

5.4 Recommendations for Further Research

Taking the determinations of the study into considerations the researcher made the following recommendation for further studies

- i. Although the study was carried out at Rachuonyo district there is need to extend this to other parts of the nation.
- ii. There is need to assess the effectiveness of the available facilities for teaching language both at home and schools
- iii. There is need to examine the challenges facing schools returns of facilities such as language laboratories: training of teachers in this is important early stages of the children development.

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APPENDIX I: QUESTIONNAIRE

SECTION A: QUESTIONNAIRES

General instructions

1. Note that through a sampling process, you have been chosen to participate in this study.
2. Your participation is optional. You may choose not to participate at all.
3. The questionnaire is not an examination of any kind. Any response given is of great value.
4. Confidentiality shall be adhered to at all costs.

Yours truly

WERE MAGRET

Aim:

The influence of sibling presence on language acquisition of young children in families in Rachuonyo District, Homabay County.

Objectives

- i. Determine the role of siblings presence in the development of child's language fluency
- ii. Establish how siblings presence activate the children in born abilities to acquire speech
- iii. Investigate the effects of siblings relationship on vocabulary size
- iv. Investigate how siblings presence influences children's grammar.

Part A –Profile

1. Name
2. Address
3. School.....
4. Tel
5. Fax
6. Webs.....
7. Contact person.....
8. Position in school.....
9. No. of pupils.....

Please provide the following information by putting a tick where applicable

1. Sex Male Female
2. Your age as at the last birth 19-24 25-32 33-37
38-42 43 – 47 Over 47 years
3. What is the highest level of attainment of profession/education/school?
Primary, trade or technical course
PI/SI
Diploma/Approved or ATC
University Graduate
Post Graduate level

4. What is your religion?

Christian Muslim Agnostic/Atheist

5. What is your marital status?

Married

Single

Widowed

Engaged

Separated

6. State the length of service in the teaching profession?

Less than 2 years

2 -5 years

5-10 years

Above 10 years

**SECTION B: FAMILY AS A SOCIAL UNIT IN THE DEVELOPMENT OF
CHILD LANGUAGE**

1. Are all your parents alive? Yes No

2. Do you have other siblings Yes No

3. State other people living with you in your family?

.....
.....

4. Who cares for you at home?

Mother

Caregiver

Grandmother

Grandfather

5. State the number of sisters or brothers you have

Brothers

Sisters

6. What birth order are you in your family

First

Second

Third

Others specify.....

2. How successful do you think is your school in managing ECD program?

Not successful at all	Not successful	Somewhat successful	Successful	Very successful
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

3. Does your school have a separate ECD department?

YES

NO

4. Which of the following you think that your school needs to do in order to ECD department better? *Tick all that apply.*

	Improve	Start	Satisfied	Not
Close partnership with government				
Close partnership with parents				
Seek more professionals				

5 Does your school have a clear ECDE strategic plan?

YES

NO

6. How much did you actually benefit from using professionals in ECDE?

	Not at all (1)	Little (2)	Average (3)	Greatly (4)	A lot (5)	Don't
Better quality of information						
Better quantity of information						
Flexibility						
Cost saving						
Forecasting						
Resource planning						
Better operational efficiency						
More accurate costing						
Increased coordination with						
Better quality of information						
Better quantity of information						

SECTION C: INTERACTION WITH OTHERS TO ACTIVATE INBORN ABILITY?

1. What game do you like most?

Hide and seek

Athletics

Ball games

Singing games

2. Do you get time to play with other friends? Yes No

3. Who are your friends? Girls Boys

4. What sex is your caregiver Male Female

5. Do you have grandparents? Yes

SECTION D: QUESTION RELATED TO WIDENING CHILDREN VOCABULARY

1. What language do you speak at school?

English Kiswahili Mother tongue

2. Do you participate in story telling at school? Yes No

3. Does your teacher speak to you in mother tongue? Yes No

4. Which language do you speak with your parents at home?

Mother tongue Kiswahili

Others specify.....

5. Do you use a different language at home from the one used at school?

Yes No

**APPENDIX II: POPULATION DISTRIBUTION AND DENSITY BY
CONSTITUENCY**

Constituency	Area (Km ²)	1999				2008			
		Male	Female	Total	Density	Male	Female	Total	Density
Kasipul/ Kabondo	507	85,266	94,522	179,788	354.6	103,005	114,187	217,192	428

Source: District Statistics Office, Rachuonyo 2008

Rachuonyo District Development Plan 2008-2017

APPENDIX III: OBSERVATION CHECKLIST

1. Animal Sounds in the environment recognized by children

Hi- ho, Hi-ho, hi- ho

Meau, Meau, Meau,

Gugu, Gugu, Gugu,

Mee, Mee, Mee,

Kingee, kingee, kingee

APPENDIX IV: OBSERVATION CHECKLIST

2. Animal Sounds in the environment recognized by children

Hi- ho, Hi-ho, hi- ho

Meau, Meau, Meau,

Gugu, Gugu, Gugu,

Mee, Mee, Mee,

Kingee, kingee, kingee

We like your story yes we do, we like your story yes we do, so don't forget
to come again to come again (to come again) (ooh yes) and tell us more.

APPENDIX V: CLARITY AND PRONUNCIATION

Bag, big, boy

Pen, pin, bin

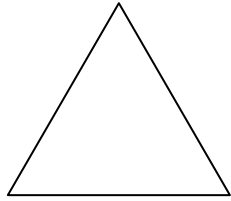
Pot, pat, pin

Thin, tin

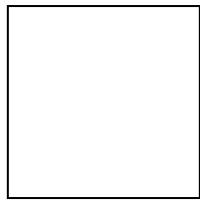
Wind, win

Feel, Peel

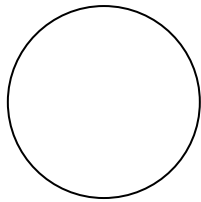
APPENDIX VI: PICTURE AND SHAPES READING



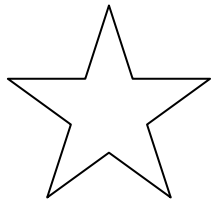
Triangle



Square



Circle



Star

The pictures and shapes above were read by children randomly, but children who had siblings at home were able to read at least three.

APPENDIX VII: CONFIDENCE IN SPEAKING

Tr. What is your name?

Ppls. My name is

Tr. How old are you?

Ppls: Years old?

Tr. Are you a boy or girl?

Ppls. I don't know

Observation schedule for story-telling subjects 'W' My name is_____

I have elder brother and sister

My Mother is

We stay in a house

I go to school at Rawinji

APPENDIX VIII: OBSERVATIONS ON POEM

Rain you are a friend,

Rain you give us water,

Rain you wash our hands,

Rain comes again another day.

Rain, rain, go away

Boys and girls want to play

Football and netball

APPENDIX IX: OBSERVATION SCHEDULE FOR TONGUE TWISTING

The other observation was made on tongue twisting as a way of activity inborn abilities. This is how the subject performed

Subjects 'W' – Bata better bought bata

When better, bata bought bata

It can tie can tie a tie, why can't I tie a tie as can tie can tie a tie.

Peter piper picked a piece of pickled paper, if peter piper picked a piece of pickled paper where is the piece of pickled paper that peter piper picked

APPENDIX X: OBSERVATION ON SINGING SONG

Singing songs helps in activating inborn abilities because through songs there expression of feeling and creativity.

Both the subjects were exposed to a simple song and this is what was observed.

The cock is dead

It will never cry co-codi, co-co-da.

Co-co-co-co-co- codi, co-co-da

The cock is dead

It will never cry co-codi, co-co-da.

Co-co-co-co-co- codi, co-co-da

