

**INFLUENCE OF LANGUAGE OF INSTRUCTION ON ACADEMIC ACHIEVEMENT
OF
PRE-SCHOOL CHILDREN IN RONGO DISTRICT KENYA.**

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Declaration

This is to declare that this project is my own original work and has never been presented for any examination whatsoever.

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Acronyms and abbreviation

ABE- Alternative Basic Education

AFA- Education for All

FL-Foreign Language

ILO-International Labour Organization

L1-First language/mother tongue

L2- Second language/ language of wider communication

MOE- Ministry of Education

MT- Mother tongue

MTE-Mother Tongue Education

NGO-Non Governmental Organization

NOE-National Organization for Examination

TT- Teacher Training

TTC-Teacher Training College

UNESCO—United Nations Educational, Scientific and Cultural Organization

TOR__Terms of reference

MOI__Medium of Instruction

ASL__american Sign Language

MCE__Manual coded English

KCSE_Kenya Certificate of Secondary Education

LAD__Language Acquisition Device

IL____Inter Language

IKS- Indigenous Knowledge System

IMF- Internal Monetary Fund

HSV- High Status Variety

OBE- Outcome Based Education

ECE- Early Childhood Education

1.0 INTRODUCTION

This chapter presents the background of the problem, purpose of the study, objectives of the study, research questions, and significance of the study.

It discusses also limitations and delimitations of the study, basic assumptions of the study and ends with operational definition of key terms used in the study and organization of the study.

1.1 Background to the study

In the Kenyan Constitution promulgated in October 2010, English and Kiswahili were granted “official language” status. Before that Kiswahili was the national language and an examinable subject.

The language policy of the country stipulates that indigenous languages or mother tongue be equally used in Pre School and lower primary schools. The reality, however, is that spheres including being the language of instruction in lower primary. This is so because many people still feel English proficiency is essential to educational success, occupational achievement and socio-economic mobility. This is in spite of research evidence clearly showing that children who use their first language for basic education develop good general linguistic proficiency. Additionally, these linguistic proficiency skills, once required easily transfer across languages.

In most countries the most dominant language is the language of the people. Researchers tend to assume that this also applies to Africans countries. In Kenya, both Kiswahili and English dominate but they are languages of the minority of the people.

English, Kiswahili and indigenous languages are taught as subjects at lower primary (i.e., pre primary to standard 1-3.)

Currently, the department of education is investigating the possibility of introducing tertiary institutions in disciplines such as journalism.

Many researchers believe that the situation of domination by English need to change, but it is clear that the majority of Kenyan parents and children will not accept mother tongue as the medium of instruction, despite it befits. Unless people’s perceptions about English supremacy change parents are reluctant to accept schooling in the mother tongue because they know various cases in which people have had unsuccessful job interviews. This is because they are not capable of expressing themselves eloquently in English. Job interviews are never conducted in indigenous languages in Kenya. Maybe people need to lobby and come up with strategies to change the view that mother tongue is inferior to English.

Many African parents tell stories from oral tradition to their children. Folk tales are important because they link children with their cultures and help them to build a story identity but the typical patterns of meaning of oral stories are quite different from those of written stories. The elaboration of characters, events and setting and the relation of illustrations and texts are highly distinctive in written stories. Whereas an event more significant difference is the role of the parents. Children interpreting the meaning and words of written stories (Rose, 2003) many African children are not exposed to this kind of orientation. This is crucial in preparing them to become independent writers in school.

1.2 Statement of the problem

Change in educational system is becoming more evident in the schools and classrooms. Learners from different cultural and language backgrounds are found in the same classrooms. This diversity and multi-lingual scenario poses a great challenge for teachers. One of the greatest challenges teachers face is teaching of learners who are being taught in a second or third language. Second language teaching is not an unfamiliar phenomenon and is in practice across the world

1.3 Purpose of the study

The purpose of this study on language of instruction on pre-school children is to explore existing language learning models in Rongo District Kenya and make evidence base recommendations for language education policy and practice.

1.4 Objectives of the study

- [i] To establish the relationship between the use of language of the catchment area as a language of instruction and pre-school children's academic achievement.
- [ii] To find out the relationship between a child with language difficult and pre-school children's academic achievement.
- [iii] To examine the relationship between the use of mal/bilingual as a language of instruction and pre-schoolchildren's academic achievement.
- [iv] To determine if there is relationship between sign language and pre-school children's academic achievement.
- [V] To identify if there is any relationship between the use of Kiswahili as a language instruction on pre –school children's academic achievement.

1.5 Research Questions

- [i] What is the relationship between the use of language of the catchment area as a language of instruction and pre-school children's academic performance?
- [ii] What is the relationship between a child with language difficulty and pre-school children's academic performance?
- [iii] What is the relationship between mal/bilingual as a language of instruction and pre-school children's performance?
- [iv] What is the relationship between sign language as a language of instruction and pre-school children's performance?
- [v] What is the effect of the use of Kiswahili as a language of instruction on pre-school children's academic performance?

1.6 Significance of the study

The research finding would help the government and state holders to understand the need and start offering their children mother tongue as the LI to be used as a language of instruction at pre-school and curriculum designed to bring positive growth and development in young learners.

The study will also help the already existing non-government bodies dealing with children in Kenya for instance the UNESCO, UNICEF and AGAPE to advocate for mother tongue L1 as a language of instruction and lead to donation of the materials in schools.

It would help policy makers get an insight into the lives of young citizens and such will influence policies in relations to the learners.

The study is significantly for it will contribute to understanding of the state of young learners and educate and it would provide data regarding to the academic achievement.

The classroom teacher will use the research finding to use in her/his day to day teaching.

- Administration of the school
- The H/T and D/HT, the school committee, P.T.A and donors, the information in this research would help them to improve the academic achievement of the schools within the district

1.7 Limitations of the study

The poor performance of the Kenya pre-scholars in various schools subjects at internal examinations has often been blamed on their weakness in English language which is the medium of instruction through which knowledge in school subject is transferred to learners. The intent of this study was to examine the extent to which English language of Kenya pre scholars would predict their overall academic achievements.

1.8 Delimitations of the study

The study will basically be concerned with the influence of language of instruction on pre school children's performance. It will be conducted in Rongo District, Migori County Kenya between April 2013 and August 2013 through sampling method. The target population will include the pre school children and the pre school teachers

1.9 Basic Assumption

The poor academic performance of children in English and Kiswahili languages in Kenyan public and private schools in national examinations in recent times has been explained as a major cause of the decline in academic achievement and standards of education in Kenya

The researcher assumed that language of instruction may or may not influence the children's academic achievement in ECE and the children with language difficulty may or may not interfere with research finding.

1.10 Organization of the study

The research report is expected to contain Introduction, Literature review, Research methodology, Findings and Discussions, summary and recommendation upon completion. Each chapter shall contain the following;

Chapter 1; Back ground to the problem, Statement of the problem, Purpose of the study, Research objectives, Research questions, Significance of the study, Limitation of the study, Delimitation of the study, Basic assumption and definition of key terms.

Chapter 2; Literature review, Theoretical frame work and conceptual frame work.

Chapter 3; Introduction, Research design, Population sample, Sample procedure and sample size, Instruments, Validity and reliability, procedure for data collection and Data analysis.

References, Appendices financial budget and Time frame.

1.11 Definition of key terms

- Lower primary-- standard one to standard three.
- Investigate -----find out.
- Limitation---- problems
- Delimitations---- not goes beyond specific area
- Scope ----- who will be included in the study
- Catchment area---- the area where research is being carried out.

LITERATURE REVIEW

2.0. Introduction

The multi-lingual and multi culture nature of Kenya, on the one hand and the absence of an indigenous language on the other hand have led to adoption of English and Kiswahili as national and official languages unifying the people of Kenya. The two languages have also been as media of instruction internationally (fakeye, 2006)

More importantly, English and Kiswahili have become the pivot on which the educational wheel of Kenya rotates, as languages are the medium of instruction for all school from the pre-school level to the university. This is in to their being compulsory school subjects that must be passed to all level of education in Kenya (Ajufu2007).

As Maleki and Zanga(2007) Observed having difficulties in grasping fully the contents and concepts of the various subjects of the curriculum taught in the target language (English) seems to be one of the most serious problems that early childhood educators face in their particular course of

Butler and castellon-willington (2000) compare children's academic performance in content areas to con current performance on language of instruction test found out the correlation between the two

Ulibarri, Maria, Spencer and Rival(1981) examined the relationship between Hispanic child's performances in English language tests and their achievements in mathematics and discovered that the language test data were not very useful in prediction achievement in mathematic.

2.1 Relationship between the Language of the Catchment Area as a Language of Instruction and academic Achievement

According to Flood and Lapp (1981) language development is language growth which depends on the process of external factors .These may include the child's environment, the parents' siblings' and the opportunities given to the child to hear the language. Language has the structural and aspect and the functional aspect. The structural aspects deals with learning the elements of sentences (grammar) and how these elements are combined to form meaningful phrases, clauses and sentences that conform to the structural requirements (syntax)

Wandira (1971) points out how much language a child at 4 year of age knew and revealed that 72% of the sample s were able to use holidays' seven models of speech, at least once during the thirty minutes period of the recorded observation the child at the age of four

begins to understand himself through every day language use e.g. a child can say “I am a girl or a boy.” He also noted that the child participant in free conversation in his or her mother tongue, the child asks many questions to satisfy his curiosity and the child listens with understanding.

According to Pasnic and Fong (1980) a four years old child has a vocabulary about one thousand words or more, can make well- formulated sentences, can make use of complex grammatical rules although certain rules may not be fully mastered, grammatical mistakes are much less frequent and has acquired about 90% of the comprehensibility of the language, has great range of understanding but still confuses periods of time, has speech skills are perfect. s/he is very talkative, curious and inquisitive, chatters, ask very many questions.

Fong states that at age of 5 years, the child produce more complex sentences, He knows the basic grammatical rules and makes orderly arrangements of words (syntax) to form sentences, the child is unsettled and has few extra words compared to that of four years. He has an average sentence length of a round 4-6 words and is able to tell stories, narrates experiences using the past, an average child at this age has mastered all the Fundamental (basics) of the mother tongue, knows what to say and to not to say and knows the social functions of the language like greetings, sympathizing.

Appel (1988), Cumin’s 1989,1990 and Chavez (1984) point out that children perceive at early age that languages are valued differently .When there is linguistic and cultural discontinuity between home and school , minority language children they perceive that language and culture are not valued- a perception that lowers their self-confidence and self esteem and interferes with their learning (baker and prys Jones (1998) in contrast, Taylor and Wright(1995)n found out that Inuit child educated in LI showed increased self- esteem and cultural pride compared to children educated in English or French

Education in Africa have described many similar benefits of mother-tongue-based bi/multilingual education reporting that use of the learners’ first language in school promotes a smooth transition between home and school, fostering an emotional stability that translates to cognitive stability, such children learns better and foster to retain knowledge longer.

Harrison And Papa (2005) make frequent references to connections between languages, community place and time: while most parent want their children to get a good education, parents also hope that their children will maintain their love and respect for their heritage language and culture, and for their home community . As one parent in a mother tongue based education program me in the North Solomon’s province of Papua New Guinea said “ it is importance to teach our children to read and write, but is more important to teach them to be proud of themselves and of us “ (delpit and kamelfield

1985), palmer, checkelford, Miller and Leclere(2007) easier literacy learning through mother tongue and developing literacy skills in L1 do not limit child's capacity to develop a skill in L2 and majority language. The research demonstrates that maintaining first language abilities and enhancing them through the development of literacy and academic language skills in L1 actually leads to better academic outcome in L1 and better outcome in L2 Education (Lindholm- Leary and porrato, 2006).

The additive relationship between L1 and the majority language was demonstrated in Cummins seminal (1986) study which supported his interdependence hypothesis, that is, when children are supported in acquiring LI to the point of developing academic proficiency in the language they transfer these proficiency to the majority language given adequate motivations to learn and explore L2. . Cummins findings are echoed in research by Riches & Genes (2006) who focused on the interaction between first and second language literacy. They found that strong first language skills especially first language literacy skills were associated with long-term success in second language ability for minority language children learns.

Charles Berlitz said that children learn there first language directly and with outexplanation of grammatical point and using only the target language according to behaviorists as Parvlov Skinner and Watson, Learning result from a change in the over behavior. One learn language by emitting an utterance which is reinforced by a response by another. If the consequence of the emitted behavior is negative, one does not repeat the behavior. Repetition then leads to habit formation.

Fundamental (basics)of the mother tongue, knows what to say and not to say and know the social functions of the language like greetings, sympathizing.

2.2 Relationship between the Children with Language Difficulty and Pre School Academic

Outcome.

Genesee (1976, 1987) found a low correlation between measures of intelligence: children appear to be equally capable of learning to understand and speak a second language in their primary school years. However, children in immersion programmer appear to acquire written skills L2 to an extent consistent with their measured intellectual abilities 'Genesee, Paradis, and Cargo (2004) found a few differences between bilingual children with speech language impairment. Rather, they will show the same patterns of impairment in both languages. Investigators in the field of speech- language pathology (key- raining Bird, Cleave, trudeau, 2005) reported two studies suggesting that children with Down syndrome and other serious learning challenges can become successfully bilingual. While acknowledging the shortage of empirical evidence, Genesee, Paradise and Crago (2004)

Speculate That All Things Considered, Children with Severe Cognitive or sensory perceptual challenges are likely to experience more language exposure outside school than similar children whose second language learning is dependent on school experiences. Genesee (2005) and others argued that children can become bilingual, given suitable ecological conditions to support their learning, motivation, communicative context and long term educational support. Available research indicates that these ecological conditions facilitate learning for all children.

2.3 Relationship between BI/Multilingual as a Language of Instruction and the Children's academic achievement.

Palmer, Chackelford, Miller and Leclere (2007), learning through mother tongue and developing literacy skills in LI do not limit a child's capacity to develop skills in a second or majority language. Research demonstrates that maintaining first language abilities and enhancing them through the development of literacy and academic language skills in LI actually leads to better academic outcomes in LI easier literacy and better outcomes in L2 education,

UNESCO (2006) pg. 591 suggests that the transition to a language of instruction other than the child's LI should not be required of students before age 6 to 8 years.

Other reports on mother-tongue-based programs have concluded that children who learn in LI for the first 6 to 8 years of formal schooling have higher academic performance and self-esteem than those who receive instruction exclusively in the official language or those who transition too early from the home language to the official language. Several scholars drawing on illustrative cases argue strongly that children should not be required to transition to instruction in L2 until they have achieved academic fluency and are fully literate in LI. Typically around primary year six for example many studies have found that children in another-tongue-based bilingual education and two-way bilingual programs achieve greater proficiency in the majority language only. This effect is especially robust in programs that continued use of LI as the primary language of instruction into secondary school

. These findings provided evidence that for minority language, children continued development of LI in mother-tongue-based bilingual programs scaffolds the development of competency, especially literacy in L2, as Cummins (2000) hypothesized.

Walter and Roth (2008) evidence of superior subject-based (academic) learning outcomes of mother-tongue-based bilingual education is accumulating. A longitudinal study of academic performance of children of middle classes found that children in first grade scored substantially higher on the test of oral English and on a general test of achievement than the children in English based medium schools in Kenya

where “pedagogies convergent to” bilingual education programme has been operational since (1987).both languages and mathematics achievement were superior in bilingual Schools compared to monolingual schools (UNESCO 2008)
As Beller (2008) Nicholas and Lightbown (2008) and others have emphasized, more research is needed to identify the most effective approaches to supporting second language acquisition and delivering bilingual curriculum in early childhood programme in particular, there is a dire need to research effective mother tongue based bilingual programme offered to children in pre-primary: most reports to date describe early outcomes at innovations in primary schools and out comes primary school leaving. The success of mother tongue based bilingual programs depends on part the types of pedagogies for example the literature of bilingual pedagogy is preoccupied with the relative amount of time that should be spent focusing children's attention on the aspects of language.

Heugh (2008) and others (Abadzi, 2006: Macdonald, 2002) present evidence in favour of explicit teaching of reading and writing skills in LI followed by explicit teaching of reading and writing skills in L2, using the model of additive bilingualism. They argue that this approach provides students with the necessary scaffolding develop strong reading and writing in LI and L2 (Heugh, Diederick, Prinsloo, Herbt and Winnear, 2007). The overwhelming focus of educational researchers has been on teaching over 7 years of age.

Regardless of evidence weighing in favours of more or less emphasis on text is not suitable as a main approach for bilingual education of young learners e.g. those in pre-primary and toddler programs.

Recommendations that can be gleaned from the few studies of early childhood initiatives are summarized below. For some young children, L2 instruction in the early childhood programme may be limited to playful activities involving a few words, songs or games, L2 as a small part of the programme, while for others, L2 may be the medium through which the programme is delivered. In either case, several studies have shown that young children's L2 acquisition is better acquired in informal programme settings and in daily routines that informal instructional setting, (Nicholas & Light brown 2008)

2.4 Relationship between Sign Language as a Language of Instruction and Academic Achievement

Goldin- Meadow and Mayberry (2001) highlights the importance of acquiring a strong first language in the early years of life and the challenges this poses for some deaf children, in addition children of hearing parents gain access to manually coded English at variable ages depending on when their hearing losses are discovered and how

long it takes to be enrolled in educational programme .And timing matters - children who are exposed to sign language for the first time in late childhood or adolescence turn out to be less proficient sign language users than those exposed to sign from birth moreover deaf individual who acquire sign language (in sign or speech) during childhood never catch up in adulthood and do not attain native like proficiency in any language be it American Sign Language (ASL) or English (2001) (p224)

They summarize their review of the literature regarding the relationship between knowing ASL and English reading as follow:-

In some, knowing ASL does not interfere with ability to read printed English, indeed sign language may actually help deaf children learn to read English. The deaf children (English)

also made steady progress in reading English. The children who made progress in only MCE did not. In fact, controlling for whether a child's parents were hearing or deaf , signing skills turn out to be the best predictors of reading skills.

Strong and Prinz (1997-2001) supported the applicability of the interdependence hypothesis to the relationship between sign language proficiency and English literacy development. The sample in the Prinz and Strong study consists of 155 students between ages 8 and 15 attending a residential school for the deaf in California; forty of the students had deaf mothers and 115 had hearing mothers. The study addressed two primary research questions, that is;

- What is the relationship between sign language competence and English literacy among deaf students aged 8-15 yrs.?
- Do deaf children of deaf parents out perform deaf children of hearing parents in sign and English Literacy?
- Does sign language competence explain differences in English academic proficiency between the groups?

Prinz and Strong (1997 - 2001) reported the following findings: the overall result for the second year phase of the study indicated that sign language skill is significantly correlated with English Literacy. Further more children with deaf mothers out performed children with hearing mothers in both sign language and English reading and writing, a finding that replicated earlier studies showing parental status. A good predictor of linguistics and academic success especially during the early years (1998 pg. 53)

Prinz and Strong also reported evidence that the differences in English proficiency between children of deaf mothers and children of hearing mothers could be attributed to the constant differences in English Literacy performance disappeared for the high and medium sign language groups. While differences remained among the low sign language group, Prinz and Strong

explain these findings as follows: the implication here is that the scores in English Literacy of students with deaf mother are not superior to those of students with hearing mothers at the medium and high levels of sign language ability. This finding suggests that sign language skills may explain the different academic performance between the two groups - a notion that is consistent with Cummins theory of cognitive linguistic interdependence. At low levels of sign language skills, children may benefit from having a deaf parent possibly related to factors such as parental acceptance of the child, good parent-child communication and emotional stability (pg. 53).

Padden and Ransey (1998) also found out significant correlations between a sign language proficiency and English reading among 31 students ranging from grade 4-8. They suggested that the relationship between a sign language and English reading must be cultured by certain forms of instruction that draw students attention to correspondences between the languages: what emerged is an interrelationship between a set of language skills, specifically finger spelling, initiate, signs, reading and competence in remembering sign language sentences as well as knowledge of sign language morphology and syntax. Students who performed best on tests of sign language and finger spelling also perform well on a measure of reading comprehension (pg 44).

It is argued that the deaf readers must learn to exploit finger spelling and initialized signs as tools for reading and must have guided practice doing so. They learn to do this from teachers and from other signing deaf readers in homes and in institutional context where the set of skills needed to become a signing deaf reader is implicitly acknowledge (Pg.- 39)

Singleton, Supalla, Litchfield and Schley (1998) reported a relationship between sign language and English writing ability among children of hearing parents for older age of 9 years but not for younger children aged (6-9). The authors summarized their findings as follows: The preliminary results indicates that after age 9 years higher sign language-fluent deaf children of hearing parents were outperforming their less sign language fluent peers on several English writing tasks. At this point, we have found no such correlation between sign language proficiency and English skills for the younger children in our sample (ages 6-9). However, it is important to note that at this young age, the children are producing very little English text in their classroom activities and in the writing samples we collected. It is possible that our present method for writing sample analysis fails to associate between high sign language proficiency and improved English writing skills only emerges after the pre-literacy stage (pg. 25)

Singleton (1998) reports comparisons between three groups of deaf students of hearing parents aged between 6-12 years with respect to their proficiency in sign language. The three school programs attended by the students were:

- ASL/English bilingual residential schools (no. 26) in which ASL is used as the primary language of instruction as well as in the play ground and after school dormitory settings from both peer and adult models,
- Traditional residential schools (no. 11) in which total communication M.C.E with spoken English was used for instructional purposes. There was also considerable exposure to ASL in outside of the classroom setting, although not necessary from deaf adult models.
- Self-contained classroom in public schools (no. 16) in which children had virtually no contact with ASL. Their hearing teachers use M.C.E with spoken English.

Not surprisingly, the students in the self contained classes in public schools demonstrated little ASL proficiency. Students in the traditional residential school setting demonstrated considerable variability in ASL proficiency, (36%) were ranked in high -ASL group but significantly in overall proficiency than those in the ASL/Bilingual residential school setting (50% ranked in the high-ASL group). Singleton et-al summarizes the data as follows:

Based on these data, and the anecdotal reports that we have encountered from teachers in bilingual deaf education settings, we would argue that when deaf elementary school aged children are exposed to ASL in the classroom (as opposed to only outside the classroom) their potential for ASL fluency in considerably enhanced (pg. 24). As noted earlier, these authors also reported that stronger ASL skills were related to English Literacy, these authors also reported that stronger ASL skills were related to English literacy skills, indirectly

supporting the rationale and feasibility of ASL-English bilingual/bicultural programs Nelson (1998) highlights the lack of first language learning opportunities as a major contribution to the overall poor academic performance on deaf students: a very small minority of deaf children receive year after year excellent, process able language learning opportunities and use their excellent first language skills in ASL as the base for full acquisition of English Literacy. This stands in contrast to the large majority of deaf children whose first language and literacy skills do, indeed lag behind and for whom the lag can be accounted for in terms of year after year deprivation of excellent learning opportunities (pg.75). The research data clearly show that students (from both deaf and hearing home background) who have

developed strong A.S.L Proficiency have significantly better prospects for developing adequate English literacy skills. These data support the rationale for A.S.L - English bilingual/bicultural programs, although there is an yet little evaluation data on these programs to draw definitive conclusions regarding their efficiency.

2.5 Relationship between Kiswahili as a Language of Instruction and Pre School Children's Academic achievements.

After independence in 1963, Kiswahili was declared a national language and later become a medium of instruction at primary level of schooling. Today Kiswahili is also a medium of instruction pre primary schools and P.T.E teachers training colleges. English however has remained the de jure medium of instruction.

Ishumi (1994) argues that mastery of language is key in the efficiency and eventually effectiveness of the teaching and learning process. He warns that a dilemma over usage options can seriously stifle the acquisition of knowledge and skills. What language is well mastered in any given society if not an indigenous tongue? In a similar vein of argument, Mutasa (2002) asserts:

if pupils do not understand the language used in teaching it means they do not and can not receive education that means new ideas and knowledge cannot be transmitted to them (Mutasa 2007.pg7), since 70's, there has been an alarming decline in the level of participation and performance in science in primary schools, "where does the root cause lie?" this has been the big question while these reasons given generally range from curriculum, resources, management, teachers, capabilities and pupils background, the language barrier can not certainly be ruled out (Rubanza, 2002). In deed even with the best of resources, curricula, management etc. if students and teachers are unable to communicate effectively, and then all the other improvements are in vain. It is now becoming evident that the official M.O.I English is a barrier to effective teaching and learning and especially to the conceptualization of the intricate science concepts that sells for mastery of the M.O.I, writing about a similar situation in Srilanka, Raneweera 1976 (in Brock-Utne, 2000) argues that there is a great need to adopt the National languages in Science subjects because using a foreign language is a great constraint which hinders acquisition and expansion of science Education.

During the 1987, Heads of Secondary School Annual Conference, the problem of M.O.I in secondary schools to agenda. It was acknowledged that the Low level of English language

proficiency in pupils greatly incapacitated their understanding, Mahia a MOE Official (1999) admits that secondary school teachers do a code -switch because of their

English proficiency.

The problem of MOI to be getting worse in Kenya albeit the various efforts (such as the baseline English Course, the English language teaching support project and currently in practice).

Roy-Campbell and Qorro (1997) describe the situation as a crisis. The result of the low proficiency in the MOI is that students are tongue tied and teachers' professional confidence is undermined, the final outcome is poor performance for the Certificate of Secondary Education Examination (KCSE).

According to Borich (1992), one of the key attributes of an effective teacher is lesson clarity; is the lesson clear and interpretable to class? Are the concepts clearly explained and are easy to follow in a step-by-step logical order? These questions lead to a key question: Are teachers able to communicate fluently in the language used as MOI? If not, how do they cope? Commenting on the current situation, Brock-Utne and Holmers dottir (2002) observed that teachers who have been trained in subjects other than language subjects are normally concerned about teaching subject matter to students. They often code switch and/or code mix to make students understand. This solution however creates another problem - students understand when teachers use Kiswahili because it is a language they understand, but teachers have set all tests and examinations in English and students' answers have to be in English for the same student who could not cope due to the English language during lessons.

Mwuinsheikhe (2001), 80% of students who encountered examination questions answered in Kiswahili awarded them zero mark as per government regulation. When teachers and students fail to interact and communicate effectively during lessons, they get demoralized and frustrated - conditions which impair teaching and learning.

Osaki (2000) refers to their persistence as an obsession. There are many countries in the world (Japan, Malaysia, Korea, and China) that are advancing in science and technology

using their own language. Africans and Tanzania regarding MOI are often shaped by uninformed views, a consequence of a shortage of empirical data.

Mlama and Matteru (1978) investigated the situation regarding the use of the MOI and how it affects learning in Tanzania Secondary Schools.

Their study revealed a great deficit in English language proficiency which barred students from learning effectively. They recommended Swahilisation of MOI and strengthening the teaching of English as a foreign language.

Cripe and Dodd (1984) carried a study that investigated the English proficiency level. Their findings showed that the level of English proficiency among students had dropped down so drastically that it hindered learning to an alarming extent. In spite of this revelation, they recommended strengthening English language so as to continue using it as MOI in Kenya.

Rubagumya (1993) conducted a study to determine the way Kiswahili and English were used during the course of teaching and learning in Secondary schools. He found out English was supplemented by Kiswahili.

Mtama (1998) also carried out a study to determine situation whereby secondary school students fail to communicate effectively in English. He reports that many students showed problem in communicating in English during lessons. Students demanded to use Kiswahili as an alternative in many incidences. Some teachers complied while others refused, he adds.

Vygotsky and Piaget (1961), child development occurs in four stages and it is during the fourth stage of formal operations that language becomes progressively instrumental in shaping rational scientific thinking of an adult. Moreover, language use acquires a greater importance as the child's initial personnel and autistic thinking becomes gradually socialized, Kozulin (1990) recapitulating on Vygotsky ideas on mental development in children explains how Vygotsky theory of zone of proximal development (ZPD) claims that children learn through their interception with adults or more capable people/peers, the theory holds that because learning occur in social context, language plays a very important role. There many language roles going on in a given classroom, some are easily noticeable while others are not. These activities include group and plenary discussion memory storage, rewarding and motivating students (exercising control, giving feedback, socializing, creating humor reflecting and questioning). It is through these roles that classroom discourse is established and maintained.

2.6.0. Theoretical Frame Work

The study was based on Stephen Krashen's theory of second language acquisition. According to Krashen language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill. He said that acquisition requires meaningful interaction in the target language , natural communications in which speakers are concerned not with the form of utterances but with the messages they are conveying are understanding.

According to him the best methods of language acquisition are therefore those that supply comprehensible input in low anxiety situations, containing messages that children wants to hear that this methods do not force early children to produce when they are ready, recognizing that improvement comes from supplying communicative and comprehensible in put and not from forcing and correcting production. According to Krashen, there are there are two independent system of language performance, the acquired systems of second language performance, the acquired system and the learned system.

The learned system is the product of formal instrument and comprises a conscious process which results in conscious knowledge about the language.

2.6.1 Conceptual Framework.

The study aimed at investigating the influence of language of instruction on pre School children's academic achievement. The effects of the independent variable Will be presented in the following a schematic diagram.

Investigating the language of instruction used by teachers in the said location.	Finding out how the language of instruction influence Pre School Children's Academic Performance	Examining the appropriate language of instruction that should be used in pre school.
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Instruction of the use of catchment area language in school A. and Kiswahili and English in school B. Comprising results from the school	Common language of instruction that leads to holistic development of the children
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METHODOLOGY

3.0 Introduction

The chapter covers, research design, population and sample size, sample procedure, Research instruments, procedures for data collection, validity and reliability and data analysis.

The researcher had to observe how the children attached meanings or interpreted their way of interaction, also, the researcher had to analyze the teachers, Head teachers and Education officer's perception of the use of Kiswahili and English as a medium of interaction in teaching subjects in order to get their own meanings and understanding surrounding the issue of language of instruction.

3.1 Research Design

A Combined EXPOST, FACTOR and correlation design were adapted in this study in view of the fact that the researcher had no direct contact of the independent variable as it is only its Relationship with the dependent variable that was retrospectively studied.

3.2 Population and Sampling

The population of the study consists of both public pre – schools and private pre- schools within Rongo District, Migori County, Kenya. Specifically, a total of 200 pupils were proportionately sampled from ten randomly sampled pre –schools from Rongo District, Migori, county, Kenya.

Ten ECE teachers were also sampled from different ECE centers this also included ten Head teachers from respective institutions who were sampled. The researcher also sampled five Education officers from the District officer's office who responded to the questionnaires.

3.3 Research Instruments

The major Research instrument used in this study was English language as a language of instruction, a standardized paper and interview designed to test the learners speaking skills, the instrument also tested pupils listening, Reading, Comprehension, grammar and written Expressions as well as vocabulary skills. The grading criteria for assessing the interview were pronunciations style, vocabulary, grammar suitability; fluency and accuracy to all which upheld point were assigned.

Questionnaires were administered to the same target groups as the interviews i.e. to the teachers, Head teachers, and Education officers' the original questionnaires both closed and open ended on

language policy, attitudes, self – Reported competency and language of teaching training and testing.

Documentary analysis has also formed apart of this study .Most of the documents results and even some studies, reports and policy documents from the rejoined bureaus. In addition to these the team drew upon a wide range of other Kenyan and international literature and currently relevant research.

3.4 Validity and Reliability

The test done was standardized test, re-test method was used to determine its validity, reliability, and value of 90% obtained.

3.5 Procedure of Data Collection

The study lasted for six months , the language of instruction was first administered to participating students and this was followed by the Documentary analysis and interviews, the scores of student test was used to decide their English and Kiswahili language proficiency scores, Then the academic scores of the participant in three subject, English,Mathematics,and science activities were run against the children’s scores in the score subjects to determine the relationship between them ,English, language was predictor of academic achievements among Early childhood pupils in Kenya.

3.6 Data Analysis

Data collected were analyzed using person product moment correlation analysis to examine the degree of relationship between English language, of instruction and academic achievement

Liner Regressions Analysis was also done to determine the impact language of instruction as a students overall academic achievements at 0.05 level.

Table (a) Gender Distribution of pupils.

Gender	frequency	%
Male	109	54.5
Female	91	45.5
Total	200	100.0

Table (a) reveals that 200 pupils participated in the study out of which 54.4% were and 45.5% were female. This implies that both sexes represented in the study.

Table (b) – Level of pupil’s language of instruction.

Level of performance	No. of pupils.	%
2-39	8	4.0
40-49	43	21.5
50-59	86	43.0
60-69	52	26.0
70- and above	11	6.5
Total	200	100.0

Table 2, reveals that only 4% of the sample pupils failed the English test, 21.5% had ordinary pass, 43% had lower credit, 26% had upper credit while 6.5% had distraction. The mean performance is 58.2% which is above average, this shows that the pupils language of instruction (English /Kiswahili) is above average.

APPENDIX A

Interviews to the pupils

- 1. Gender (male)
 (Female)
- 2. Age, (3 – 6 years)
 (7 -9 years)
 (Above 9 years)
- 3. Class (Baby)
 (Nursery)
 (Pre –school)

SECTION B

(1.) Which languages can you speak fluently?

.....
.....
.....

(2.) Which languages can you read well?

.....
.....

(3.) When doing exams which language do you always use?

.....

(4.) What language would you expect your teachers to use so that you can do better in your exams?

APPENDIX B

Questionnaires for the teachers

SECTION A

1. Gender (a) (Male)

(b) (Female)

2. Age (a) (20 – below)

(b) (20 -25)

(c) (26 – 30)

(d) (30 –above)

3. Level of Education

a) primary

b) Secondary

c) Tertiary (University)

4. Professional qualification

(a) Trained

(b) Untrained

5. Do you attend refresher courses / seminars?

a) (Yes) b) (No)

SECTION B

1. Which language is the medium of instruction in your class?

.....

.....

2. Why do you prefer the language to others?

.....
.....
.....

3. Which is the Dominating tribe in your classes?

.....
.....
.....

4. Do your learners use their mother tongue during the learning process?

.....
.....

5. Which language do you use as first language in pre – school?

.....
.....

6. Which language is used in Examination in Examinable subjects?

.....
.....
.....

7. From which level can student get it easier being taught other subjects in English, without the help of explanation from the teacher?

.....
.....

APPENDIX C

Questionnaire to the Head teachers

Tick where appropriate

1. Gender a) Male

 b)Female

2. Age a) 20 years and below

 b) 21 – 29years

 c) 30years - Above

3. Level of Education

 (O - Level)

 (A – Level)

 (Post secondary)

4. Professionals qualification

 (a) Certificate

 (b) Diploma

 (c) Degree

5. How many pupils do you level in the ECE centre?

6. How many teachers are in the ECE centre?

SECTION B

1 .What languages do you use as a medium of instruction for the whole ECE Centre?

.....

.....

- Which languages are you most competent to use at learning process?

.....

.....

3. How often do you asses your learners

.....

.....

4. Which languages do you use for the assessment?

.....

.....

5. How often do you organize for seminars refresher courses for the language teacher?

.....

.....

.....
.....

3 How is the performance?

4. What do you put in place to increase the performance?

.....
.....

5. What is the Governments preferred language of instruction policy at the ECE level?

.....
.....
.....

Section c

1.How are your ECE Teachers remunerated?

.....
.....

2. In the school s there is cultural and language differences, How do you cub the challenges?

.....
.....
.....
.....

3. What are efforts in place to improve the language of instruction in ECE centers within your District?

.....
.....
.....

Discussion of Findings

The findings from the study revealed that there is a significant relationship between language of instruction and academic performance of the subject's studies. This suggests that as language of instruction increases, so does academic success. These findings supports the views of researchers that there is correlation between proficiency in the language of instructions and the overall academic achievement of learners.(Ajibe 1993:Feast 2000:Graves 2001).

In separate study .feast (2002)and Graves (2001) found a significant and positive relationship between language of instruction and performance at the pre school as measured by grade point Average (G.P.A). Ajibade (1993) found a significant positive relationship between proficiency in language of instruction and achievement in Kiswahili among Kenyan pre scholars. This study further showed that language of instruction does have a significant impact on pre scholars' academic achievement.

This means that the subjects with higher language of instruction and higher academic achievement scores in the school subjects and vice-versa .this feeding accords perfectly with that of Stem (1992) is discovery that the work overall language ability of their academic achievement in the pre scholars examinations

Conclusion and recommendation

In summary, it is found from this study that language of instruction is a good indicator and predictor of academic achievement of pre scholars in Kenya, therefore, it is recommended that the goal of educating Kenyans pre scholars in English should be rigorously pursued since language of instruction ultimately determines them overall academic success. This requires a concerted effort of all stakeholders in education sector Kenya such as curriculum planner, textbooks writers and English language teachers. Also, English language, in spoken and written form, should be given special attention at all levels of Kenyan educational in view of the potential implications of such measure in all areas of academic development. Finally, the English language teachers in Kenya should be specially equipped through refresher courses, on language of instruction as in Kenya's academic Achievements:

Workshops, seminars and symposia to enable them the four language skills of listening, speaking, reading and writing effectively at pre-school levels

Time frame

The research study was expected to be carried within ten weeks in order to coincide with the beginning of the school term dates and was completed in early July 2013. A full day work shop was held upon completion.

FINANCIAL BUDGET.

	Items	cost	Total
1.	transport	20,000/=	20,000/=
2.	Instructional materials	16,000/=	16,000/=
3.	Air time	5,000/=	5,000/=
4.	Printing and Typing	5,000/=	5,000/=
	Grand Total	46,000/=	46,000/=

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