

**TEACHER CLASSROOM PRACTICES AND ENGLISH LANGUAGE READING
READINESS OF CHILDREN IN GRADE ONE AT KERICHO
REHABILITATION SCHOOL, KENYA**

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DECLARATION

This thesis is my original work and has not been presented in any other institution of higher learning for any academic award.



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DEDICATION

I dedicate this thesis to my late father, Jaluo Murunga Paul, my mother Muronji Norah Kwamuyilikha, my wife Khavayi Fridah, our children and their posterity.

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LIST OF ABBREVIATIONS AND ACRONYMS

CGECCD	Consultative Group on Early Childhood Care and Development
CVI	Content Validity Index
DCS	Department of Children's Services
DCSF	Department of Children's Schools and Families
DfID	Department for International Development
EBD	Emotional and Behavioural Disorders
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECDE	Early Childhood Development Education
ECE	Early Childhood Education
ECS	Early Childhood Studies
ELRR	English Language Reading Readiness
ESL	English as a Second Language
FPE	Free Primary Education
EYE	Early Year Education
I – CVI	Item – Level Content Validity Index
KICD	Kenya Institute of Curriculum Development
LAD	Language Acquisition Device
MOE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
NACOSTI	National Council for Science Technology and Innovations
NICHHD:	National Institute of Child Health and Human Development

OECD	Organization of Economic Co-operation and Development
OFSTED	Office for Standards in Education
S – CVI	Scale – Level Content Validity Index
SLCN	Speech, Language and Communication Needs
TAC	Teachers’ Advisory Centre
UK	United Kingdom
UNESCO	United Nations Educational Science and Cultural Organization
UNICEF	United Nations Children’s Fund
UON	University of Nairobi
US	United States
USAID	United States Agency for International Development

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ABSTRACT

English Language Reading Readiness (ELRR) is a preparation of children by giving them the chance to improve their ability to listen, speak, read and write effectively, to apply the desired vocabulary, and develop the appropriate academic readiness skills. English Language Reading Readiness is of great importance in improving equity in access to learning language and education results, particularly for juvenile delinquency. Children in rehabilitation schools have a vital social issue that every nation tries to contain its control amongst the clear evidence, with the correct nurturing such that if psychotherapeutic interventions are not provided to the young offenders, they may eventually graduate to hardcore criminals. The purpose of this study was to establish the effect of teacher classroom practices on English language reading readiness of children in Grade One at Kericho Rehabilitation School, Kenya. The study objectives were: to establish the effect of teaching methodology on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School, explore the effect of instructional resources on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School, determine the effect of modeling discipline management mechanisms on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School and to determine the effect of the checklist assessment tool on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School. The study reviewed the relevant literature related to the objectives. The study was guided by Noam Chomsky's Language Acquisition Theory of 1998 which demonstrated and illustrated the standard structural theories of language acquisition. The significance of the study was to help the Ministry of Education (MOE) to formulate and implement classroom policies for children in the rehabilitation schools. The study adopted a case study research design. Purposive sampling was used to include all the 14 children in Grade one and 4 teachers at Kericho Rehabilitation School. The respondents of the study were; all the children in Grade One, one Head teacher and four regular teachers in the school. Data was collected using pre-test and post-test, questionnaire for Head teacher and other teachers, observation schedule of live lessons, and documentary analysis. The teachers were trained on how to apply the new classroom intervention strategies namely; the phonics method, the use of resources, the modeling classroom discipline management mechanisms and the checklist assessment tool. The pre-test and the post-test were administered to the children and results computed. Data was analyzed qualitatively and quantitatively using Statistical Package for Social Sciences (SPSS) to compute t-test for establishing any statistically significant differences between the overall pre-test mean score and post-test mean scores of the uni-group. The study findings indicated that, the children's pre-test mean score was low and there was no statistically significant difference within the group. The low pre-test performance was because the children had not acquired sufficient English language reading readiness skills due to the influence of teacher pedagogical competencies as indicated in inappropriate teaching methods, insufficient learning resources, use of inappropriate classroom discipline management mechanisms, and inappropriate classroom assessment techniques. The children's post-test mean score for the group improved, after applying the interventions. There was, therefore, a statistically significant difference between the pre-test and post-test overall mean scores within the group due to the group having been taught using the phonics method, effective and adequate resources, the modeling discipline management mechanism and the checklist assessment method. The study concluded that; children's English language reading readiness may have been influenced by teacher classroom practices. Children's performance could be improved by teachers who not only applied better classroom practices, but also the skills, attitudes and motivation to use the pedagogical competencies holistically in rehabilitation schools. The study recommendations were that: The Ministry of Education needs to consider in-servicing teachers in rehabilitation schools to re-orient their classroom practices and also to consider establishing Early Childhood Development Centers within rehabilitation schools as a strategy of laying foundation to reading in Grade one. The school administrators need to support the teachers with facilities and time and also ensure that they applied better English language reading readiness skills in all their teaching. For further research, this study recommended that; research could be carried out on the influence of teacher pedagogical competencies on children's performance in other language skills or in other subjects at any level of reading.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

English Language Reading Readiness (ELRR) English means that children are prepared to listen, to communicate well, to utilize the correct vocabulary and to develop the right academic abilities. Cognitive skills and knowledge are developed in children by the use of literacy skills which effectively allow peer interaction with adults (Catts & Kamhi, 2005). Readiness for English language Reading for children, in particular for youth in crime, is of great importance for the development of fairness for access to language and education in schools (Brinton & Fujiki, 2004).

The term Approved (modern day Rehabilitation) School (modern day Rehabilitation School) came into use in the UK in 1933 when the former “industrial” or “reformatory” schools were phased out (Kiereini, D. 2019). They were residential facilities to which young people would be brought for crimes or judged beyond the authority of parents by a court. The volunteer organization was modeled on conventional boarding schools under the supervision of the Home Office. Offenders who had been sent to school were allocated to working groups for construction and bricklaying, metalwork, carpentry and gardening as well as for obtaining academic lessons. Greater young offenders were restricted to "borstal" facilities, harder and more closed adolescent jails. Many schools that had been authorized were notorious for their rigorous discipline, with corporeal punishment applied when it had been considered necessary, usually a more severe form that was typical in regular high schools. In particular, those who had faded away were promptly given a harsh

caning to dissuade potential desirable escapees. The concept of approved schools was adopted in Kenya in 1935 with Dagoretti Approved School being the first to be established in the Kenya colony. The school was run by missionaries under the supervision of the Department of Approved Schools in the Ministry of Education. The aim of these schools was to rehabilitate children so that they could be released back into society. The children played, went to class and received counselling. If the behaviour improved remarkably, he or she could be released before serving the full course of the sentence.

In rehabilitation schools, children have a major societal concern, with the proper support such as psycho-therapeutic therapies that, if not given to young offenders, might eventually become harder criminals. Every country seeks to maintain its regulation via sufficient evidence (Hess & Drowns, 2010; Kaoliang; Sore nsen & Cunningham, 2008). However, children in rehabilitation schools are rectified by use of several risks comprising various risk components that can distract the acquisition of appropriate protective apparatus. These risk factors comprise lack of family support and appropriate involvement, absence of pro-social techniques (particularly self-control), both aspects of social and academic school experiences on the contrary (Agnew, 2005). As such, they need aspects of language readiness which comprise sustained concern, emotional control, following directions, social associations and social cognition (McCabe, Rebello-Britto, Hernandez & Brooks-Gunn, 2004; Raver 2004).

According to UNICEF (2012), risks in early progress are predominantly evident in those children staying at rehabilitation centres. This type of children rarely get any sustenance for early learning, and up to 10 times most probably fail to undergo Early Childhood Education (ECE) programmes, which is a prerequisite for transition to Grade one. English

Language Reading Readiness was established to be a significant aspect in education achievement; and ultimate success in adulthood (UNICEF, 2012). Research from United States of America has indicated that English language reading readiness is interwoven with learning, completion of school, later skill growth, and getting of academic competences and non-university profits (Arnold, 2004; Brooks-Gunn & McLanahan, 2005). Children wanting to go into school are more likely to successfully complete their education, stay in school and accomplish their goal (CGECCD, 2008).

While English Language Reading Readiness is gaining format around the universe, there are still various pending matters associated with cohesive knowledge of the concept and its determinants such as teacher classroom practices and their application on development of children in rehabilitation schools. Teacher Classroom practices are essential for knowing and improving the processes of education (Guthrie & Klauda, 2014). These practices are mostly connected to teachers' strategies for coping with the daily professional obstacles as well as their general well-being, coupled with having in place appropriate children's learning environment that influence children's motivation and resultant achievement (OECD, 2012).

The four basic teacher classroom practices include classroom teaching methodologies, teaching resources, learning assessment and children discipline management mechanisms (Klieme, Pauli & Reusser, 2006). In teaching methodologies, early theorists like Rousseau, Froebel and Dewey, posited that children study well while permitted to interact and observe nature and life (Platz & Arellano, 2011). Early Childhood Education practices and assumptions currently have their history dating back to ancient educators and philosophers who desired young children to progress in education.

This study sought to ascertain whether the phonics method emphasizes listening and speaking, as well as establish if it was key to the mastery to letter names and letter sounds. The study also examined whether the phonics method leads to effective confidence building to language beginners and if the method emphasizes vowels and sound production. That the phonics method enables children to develop mastery of spelling, which is a precursor to reading readiness, was also sought. The study investigated if the phonics method is directly associated to the utilization of oral work in language learning. It also investigated whether the application of oral work and phonics methods promote acquisition of competence in English language reading readiness. The use of oral work and the phonics method leading to increased achievement of English language reading readiness in English was also studied.

Teaching and learning resources themselves do not render self-enactness, that is, they do not prevent inevitability of change as well as inequalities in their impact on usage differences in the classroom (Cohen, Raudenbush & Ball, 2002; Grubb, 2008). In addition, children's discipline is the core factor in the achievement of educational objectives at any level. No learning can be successful without discipline (Simatwa, 2012). Unfortunately, some head teachers and classroom teachers have been reported to be acting as if they did not understand the code of discipline for children in rehabilitation schools or had taken the law in their own hands (Simatwa, 2012). Modelling is a technique used in a definite psychotherapy approach in which the customer learns through emulation on his own, in the lack of a certain oral direction and a common way of exhibiting the behavior to be mimicked by others, in the absence of any particular verbal instruction (Simatwa, 2012). The method in progressive psychology is usually discussed with respect to children.

Assessment of children's learning is also an important classroom practice which helps in checking what they had achieved. It also leads to the discovery any prevailing gaps in their skills and competence and plan for steps ahead resulting in substantive progress on the children's confidence and independence of learning (OFSTED, 2015). In Kenya, the number of juvenile delinquent rate of arrest escalated in the year 1996 to 9,443 per 100,000 youth between 10 to 17 years of age and dropped by a third in the year 2008 (to 6,318 per 100,000). This trend seems to be worsening because the current number of juveniles in rehabilitation centres has gone up by surpassing 60 percent (2008 – 2012) from 6,318 to 13,108 per 100,000 (Muchai & Jefferson, 2012). A checklist is a device with a specific criterion and which allows instructors and children to gather data and to determine what youngsters know and can do with the learning outcomes. The teacher should arrange the checklist for the study for children against simple words, correct identification of alphabetical letters, correct identification in letter sounds and correct reading of simple words and proper writing of simple words. In order to encourage study, the student should include a list of children names for the teacher (Maxfield, 2010).

A study done by Odera (2013) indicated that the rehabilitation initiatives in the juvenile delinquents in Kenya were carried out in deplorable conditions without proper teacher classroom practices which greatly affected the juveniles' readiness to the learning process. It is debatable whether the classroom practices in the rehabilitation schools in Kenya are gearing the children towards successful language readiness for the tasks carried out in the primary schooling period and beyond. Children in rehabilitation schools are a special subset of the children population that warrants additional attention from school teachers. As these children work towards meeting their academic achievements, they mostly face

challenges that vary from those of their peers. Because of this, school teachers must apply different classroom strategies while working with this group throughout the curriculum implementation. However, the ability to rehabilitate and teach with aim of improving juvenile delinquent academic achievement in language is queried. A good example is, a study conducted by Kikuvi (2011) that depicted most rehabilitation schools are more focused on rehabilitation process, rather than on children's academic progress, specifically in English language reading readiness. It is against this background that a systematic study is needed to address this gap and shed light on the effect of classroom practices on language readiness in language among grade one pupils in rehabilitation schools.

1.2 Statement of the Problem

Kericho Rehabilitation School takes care of the rehabilitation of boy-children of ages of 10 - 12, placed in Grades 1 – 3. It is the only boys' Rehabilitation School that has Grade One in Kenya. The overall effect of the education programme is rather weak, due to mechanisms in place within the rehabilitation institution that lean towards behaviour adjustment. Instead of addressing the existence of quality education issues in the context of mechanisms that have been put in place inside a rehabilitation center that are inclined to adapt behavior, the overall impact of the teaching programs is quite modest (Kinyua, 2014). The assessment of children's achievement by Uwezo Kenya (2009-2013) reveals that the situation of reading skills in Kenya is bleak during the first three years. It indicated that just 3 out of 10 kids in grade 3 were able to perform grade 2 work at a national level. In classes 3 and 8 pupils correspondingly, a staggering 4.6% and 0.9% cannot read! (Wednesday, 2013: 8). The degree of understanding also declined generally. In Grade 4-5,

for example, seven out of 100 students in Grade 8 cannot read the most easy tale in English or Kiswahili, for instance who cannot read and understand grade 2 from five out of ten stories in 2011. (ibid: 3).

The Uwezo Kenya (2013) report pointed out that learning in Rehabilitation Schools had quality and staffing issues yet the schools offered education as a service apart from behavior adjustment. In a study to establish the reading acquisition rates between boys and girls, Ahmad and Ahmad, (2012) observed that girls acquire reading faster than boys at formative years. The researcher was further inspired to study in a rehabilitation school for young children. The study narrowed down to the Kericho Rehabilitation School which addressed the effects of teaching techniques on the preparedness of children to read English in Grade 1.

1.3 Purpose of the Study

The purpose of the study was to examine the effect of teacher classroom practices on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School, Kericho County.

1.4 Objectives of the Study

The study was guided by the following specific objectives, to

- i. Establish the effect of teaching methodologies on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School
- ii. Examine the effect of use of instructional resources on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

- iii. Determine the effect of discipline management mechanisms on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.
- iv. Determine the effect of assessment practices on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the effect of teaching methodologies on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School?
- ii. How does the use of instructional resources affect English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School?
- iii. In what way is the classroom discipline management mechanisms associated with English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School?
- iv. What is the effect of classroom assessment practices on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School?

1.6 Hypotheses of the Study

The main research hypothesis for this study was:

H₀: There is no significant relationship between teacher classroom practices and English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School, Kericho County.

The study was also guided by the following specific hypotheses:

H₀₁: There is no significant difference between the mean score of the group of children taught before using the phonics instructional technique and the mean score of the group taught after using the phonics instructional technique in English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

H₀₂: There is no significant difference between mean score of the group of children taught before use of instructional resources, and mean score of the group of children taught after using instructional resources in English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

H₀₃: There is no significant difference between the mean score of the group of children managed before the modeling discipline management, and mean score of the group of children managed after applying the modeling discipline management in English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

H₀₄: There is no significant difference between the mean score of the group of children assessed before applying the checklist assessment method, and mean score of the group assessed using the checklist assessment method in English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

1.7 Significance of the Study

The results of this study could help the Ministry of Education (MOE) to design and carry out classroom training in rehabilitation schools for children of first grade.

This study may be used to develop an ideal policy for regulating education and the readiness of English language reading in rehabilitation schools and at the Kenya Current

Development Institute (KICD). Teachers might use the data to establish standardized rehabilitative teaching methods. The study findings are also thought to represent a part of the knowledge component in which the future research may leverage and provide the basis for additional inter-related research.

1.8 Limitations of the Study

The study, being a case study, it was restricted to children who were committed to Kericho Rehabilitation School through a judicial process and placed in Grade one. The study was also limited to Grade one boys' English language reading readiness at Kericho Rehabilitation School, Kenya.

Some respondents were unwilling to participate in the study for fear the information given was to be used against them. The researcher assured the respondents that the study was purely for academic purposes and that they concealed their identities in any of the tools used in collection of data.

1.9 Delimitations of the Study

The study focused on the effect of teacher classroom practices on language readiness of grade one children in Kericho Rehabilitation School, Kericho County. The study was concerned specifically with teaching methodologies, use of instructional resources – phonics method, discipline management mechanisms and assessment practices, and how these affects English language reading readiness among grade one children who are placed at Kericho Rehabilitation School. The study focused on the 14 grade one children, four teachers and the head teacher at the Kericho Rehabilitation School.

1.10 Assumptions of the Study

The study had the following assumptions:

- i. That the rehabilitation school operates like other regular schools in terms of curriculum offered to the children in Grade one.
- ii. That the teachers were professionally trained to manage early learning.
- iii. That the children committed to the Rehabilitation school had come from a background where they had been undergoing education.

1.11 Definition of Key Terms

This section offers the operational definition of terms as applied in this study:

Assessment: refers to all relevant practices applied by academic members for all decisions on the attainment of children in subjects of study, as well as the entire course of study.

Checklist assessment method: A tool which postulates specific criteria, enables instructors and children to gather information and to assess the learning results of the children.

Child: a learner attending regular Early Years Education (EYE) programme.

Classroom Practices: actions adopted by teachers to devise an environment that conclusively facilitates and supports both social-emotional learning and academic pursuance. These practices entail the phonics method, the use of instructional resources, the modeling discipline

management mechanisms method and the checklist assessment method.

Instructional Resources:

materials and media used for classroom learning and teaching.

Discipline -

Suppress basic wishes and is generally seen as a synonym for self-checking and retention.

Juvenile Delinquency:

conduct by a minor characterized by anti-social behaviour that is far above parental control. Consequently, subject to appropriate legal action or a violation of the law committed by a young person, and on the contrary unpunishable by death sentence or life imprisonment.

Language Reading Readiness:

a situation where children acquire abilities to read/write new language with minimal challenges in instruction.

Modeling discipline management mechanism:

a process used in a setting in which the client learns alone through imitation without any special spoken instruction by the therapist, with certain psychotherapy approaches. Followed by an overall method, which demonstrates the behavior to be replicated by others as models for others.

Non print materials:

Include, amongst many other things, compact disk players, Headphones, Music, and Compact disk books with keyboard equipment.

Phonics method:

The concept that words are made up of letters or letters represent sounds is the practice of education that helps youngsters understand and implement the alphabetic principle.

Printed materials:

The following: journals, magazines, novels, pictures, drawings, magnetic audio tape pre-graved, all publications, documents or documents which are composed of and do not confine them. Flyers store Phone books, phone books, labels, posters, charts, menus, postal junk. Class news, class schedules, cookbooks, recipe cards, coupons, tickets, library cards, etc. Posters, calendars, sign-in forms, job charts and job schedules.

Rehabilitation School/Centre:

an institution that provides training and therapy for correctional measures in terms of behavior adjustment. The facility may provide; physical therapy, vocational training, occupational therapy and special training such as speech therapy.

Teacher Classroom Practices: Specific activities and actions carried out by the teacher in the classroom to facilitate learning among the children.

Teaching Methodology: Specific approach applied by the subject teacher to enable the acquisition of concepts in the child during the learning process.

1.12 Organization of the Study

Chapter one introduced the variables to be used in this study, importance of the study and definition of operational terminologies. Chapter two addressed the literature linked to the study while chapter three addressed the research design and methodology. Chapter four presented data analysis, presentation and interpretation, while Chapter five presented the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provided an overview of relevant literature on teacher classroom practices for English Language Reading Readiness of children in rehabilitation schools. The cited literature was organized under the respective sub-headings: Concept of English Language Reading Readiness in language, Concept of Classroom Practices, Association among classroom exercises and English language reading readiness, Influence of classroom practices applied in English language reading readiness, Influence of teaching methodologies of English language reading readiness, influence of classroom resources on language readiness, influence of management of discipline in English language reading readiness and Influence of evaluation exercises on English language reading readiness. Further, the chapter presents theoretical and conceptual framework.

2.2 Concept of English Language Reading Readiness

UNICEF (2012) argues that the readiness of the reader consists of three parts: children who are ready (addressing the learning process and progress of children), ready-education schools (focused on the school environment and exercises to promote and encourage the convenient transition for children to primary school) and ready-made families. All three divisions are important and should work together since English readability is a moment of transition that calls for interfaces between children, families and educational systems (Janus & Offord, 2007). The main objective of today's literature is that preparation to read English is an encompassing concept that cognitive, social, and physical components are involved.

Research studies on speech and language disorder (Law, Boyle, Harris, Harkness & Nye, 2000a; Tomblin, Records, Buckwalter, Zhang, Smith & O'Brien 1996) estimate that around 7% of children in primary school typically show problems. Increasingly, students with notable language deficiencies are seen as not doing as academically as their counterparts in secondary and elementary education (Chipchase, & Caplan, 1998; Stothard, Snowling, Bishop, Conti-Ramsden, Durkin). (Knox, Knox, Durkin, Simkin & Knox, 2001) indicated that there is evidence that there are obvious causal linkages between the level of language and growth in communication amongst children in school age (Catts, 2002; Catts & Kamhi, 2005; Nathan, Stackhouse, Goulandris, & Snowling, 2004). As with regular growth, the way children with language and speech problems advance is consequently different. Finally, there was a big question about late linguistic development.

Until recently, the growth of language was exclusively the responsibility of the parent and the practitioner (health visitors, early educators, speech and language therapists, psychologists and so forth). These initial years practitioners tended to assume that they were the sole sources of children's acquisition of language. They disregarded the effect of environment on children's language development. The latest researchers who have posited that once the environment exhibits the presence of language stimulating apparatus, especially for reading, the children will tend to be ready for English language reading (Law, Boyle, Harris, Harkness & Nye, 2000a; Tomblin, Records, Buckwalter, Zhang, Smith, & O'Brien 1996) have disputed this notion.

As much as the researcher agrees with the proposal by Law, Boyle, Harris, Harkness & Nye, (2000a); Tomblin, Records, Buckwalter, Zhang, Smith, and O'Brien (1996) on language prevalence and impairment, the researcher observed that the study focused on

general impairments with little regard to English language reading readiness. The study did not bring out teacher classroom practices as they could impact the children's reading readiness. The study further did not consider unique situations like that of children learning in a rehabilitation school setting. This motivated the researcher to conduct a study to bring out the concept of reading readiness in a rehabilitation school setting.

2.3 Concept of Teacher Classroom Practices

Classroom procedures were viewed primarily as any instructors' method to provide the atmosphere that supports and supports both academic and social-emotional learning (Evertson & Weinstein, 2006). Regulations and routines serve to regulate the arrangements and management schedules of the classrooms as they provide a compartmental context for the classroom which embraces what is anticipated and will be strengthened. This detracts from problems by providing children with specific, appropriate actions. Monitoring children's behavior enables the instructor to recognize youngsters who conduct themselves appropriately and to eradicate misconduct (Colvin, Sugai & Patching, 1993).

The key class exercise sections are: (1) classroom arrangements, (2) teaching technology, (3) teaching assessment processes, (4) classroom discipline management mechanisms; (5) organization and planning; (6) teaching and maintenances; and (7) making the year a proper start. The following: Evertson and Weinstein (2006) commented that: In order to achieve this forecast, worldwide or full-scope activities will be discussed as a mix of teacher-led techniques in the classroom to educate cognitive and pro-social conduct and to curb and reduce bad behaviour. These classroom methods may affect the preparedness of the students to read English.

2.4 Curriculum for English Language for Grade One in Kenya

The Grade one KICD English language curriculum has the following learning objectives; Hear and respond properly to relevant data in a range of situations, use the language structures and vocabulary learnt to communicate with people with confidence, Read understanding. A number of short writings of around 200 words are also aimed smoothly and precisely, Read a range of informative and pleasure materials with understanding, Write straightforward sentences to explain their ideas and feelings, show the proper use of fundamental language structures and basic punctuation marks, for successful communication (KICD, 2017).

The content include listening and Speaking (Attentive listening, pronunciation and vocabulary, language structures and functions), Reading (Pre-reading, phonics, word reading, connected text and fluency, comprehension). Writing (pre-writing, handwriting, spelling, punctuation, guided writing. The key assertion is that English in early years will enable learners to participate in activities that allow them to utilize the skills mentioned and to gradually show them. In presenting the four linguistic abilities, the emphasis is on ensuring that they are working. Students should also understand the interdependence of abilities across the skills and find out what they learn in their everyday situations (KICD, 2017). Similarly, the preparatory function in enabling students to utilize English as a tool for the learning of the four-degree grades in grades 1, 2 and 3 will also be required. Concerted efforts at this level to enhance learning would eventually enable the students to do what they have learnt at national and global level in the many functions of the English language. The proposed technique is activity-based demonstration. Look and speak, while observation, oral questions, portfolio are the proposed assessment.

2.5 Link between Teacher Classroom Practices and English Language Reading Readiness

Efficient monitoring of youngsters in a classroom is intended for the prevention of discipline. The behavior of children is affected by social conditions of the surroundings following the job of development (Kauffman, 2005). Major diseases of behavior start with or become bad by conduct like strengthening, modeling, extinction and punishment (Kauffman, 2005; Patterson, Reid, & Dishion, 1992). A major factor in causes and persistence of behavioral aggressiveness is the establishment in a classroom. Early and appropriate child treatment of Emotional and Behavioral Disorders (EBD) risk children is essential to dispel more negative behavioral events that move from good to worse (Kauffman, 2005; Greer-Chase, Rhodes, & Kellam, 2002). The development and the mixing of maladapted conduct, especially in early grade levels, are impacted by teacher governance systems (Greer-Chase, Rhodes, & Kellam 2002). The management mechanisms of the classroom can improve or slow down the preparedness of students to read English (Simatwa, 2012).

Studies show that kid aggression is assessed by either aggressive character or classroom interruptions which are more likely near the end of grades to be hostile (Greer-Chase, Rhodes & Kellam, 2002). Readiness for reading the English language requires the level of the school environment with a greater kid retention rate, as an English-language speeding mechanism is well-diverged (Lloyd, Mensch, Clark, 2000). Research has shown that more favorable conceptions about the school framework and overall school environment of students in Grade 1, due to the high level of linguistic preparation, have a direct connection with exceptional academic commitment (Valeski & Stipek, 2001). Children's school

environment can be linked to classroom practice that affects the ability of children to read English.

2.6 Teaching Methodologies and English Language Reading Readiness

Blair (2002) in his US research claims that schools may increase availability via interaction with parents and through the inclusion of cultural reactions including usage of the native language of the kid. This method fosters fairness by including ethnic minorities that have long been marginalized. For children with impairments, ready schools employ inclusive approaches, instead of exclusion and discrimination. The dimension of ready language schools often include the entire quality of the school environment as shown as enough class time for learning; an appropriate provision of learning material, such as books and teaching aids; and effective teaching, education and instructors' skills.

Teachers influence the success of their children's reading when they believe that all children can read and when they have the ability and motivation to do so (M.o.E Ontario, 2003). They base their classroom practices on theory of sound reading. They create an organized and stimulating reading environment, provide an appropriate educational methodology to meet the specific learning requirements of their children, and regularly assess the reading achievement of their children in line with their English language curriculum expectations (Akubuilu, Chinyieka, Okoire, & Onwuka 2015). They don't work alone but as part of a school team that wants every child to be ready and ready by the end of grade 3.

Blair (2002) asserts that schools can promote reading readiness by collaborating with parents and including responsive methodology that comprise the utilization of the first

language of the child. The practice boosts equity to adding traditionally less fortunate ethnic minors. In consideration to children living with disabilities, ready schools assume additional techniques in lieu of exclusionary educational activities and discriminatory attitudes. In common, the extent of ready schools incorporates the general standard of the school environment evident in those circumstances as adequate Grades committed to learning; enough equipping of reading materials like books and teaching apparatus; and efficient teaching, pedagogic methods and teachers' competencies and skills (Ahmad, & Ahmad 2012).

Coley (2002), asserts that pre-school programmes provide more appropriate premise for accelerating children's English language reading readiness, in line to an easy simulation that models the resultant effect of three various interventions: ready schools, ready children and ready families to support teachers' efforts. The way a teacher manages a classroom will change the thinking of the children to teach (Wagner, 2012).

The best-trained and helpful instructors, who employ fair praises, proactive teaching procedures and non-harsh discipline, Burchinal, Roberts, Hooper, and Zeisel (2000) claim can play an outstanding role in fueling development of social and emotional skills. It thus reduces the problems of behavior of tiny kids and increases the linguistic readiness of children.

The implication of the study by Akubuilu, Chinyieka, Okoire and Onwuka (2015) on the importance of teaching methodology in reading readiness is that teachers of early years play an important role in founding children to reading. The type of methodology selected

has a long-lasting impact on children's formation into reading. This therefore means that methodology is a key consideration in English language reading readiness.

2.6.1 The Phonics method and English Language Reading Readiness

Reading in communication is an exceptional element. It is a major talent acquired from the start of life, and although somewhat abnormal, it is an integral part of our existence (Price, 2015). Phonics is a teaching and reading technique for children to write and read English via phonemical awareness of their children, their abilities to hear, recognize and translate phonemes to teach their connection with the spelling design (graphemes). As the most efficient method of teaching, children may learn to read with ease. Phonics is highly supported by researchers, literacy specialists and instructors of early readers.

Phonics is an instructional approach that helps youngsters to understand and to use the alphabetic principles - the concept that words are letters and letters represent sounds (Blevinc, 2019). The Phonics technique teaches children to decode words with sounds - to show them how the letters of written text (graphemes or letter symbols) and the sounds of spoken words may be associated with each other.

The comprehension of the phonics system is a key barrier for reading beginners to learn to read. In the absence of recognition of the sounds of spoken words in printing signs, a fluent reader finds it impossible. Children who are unable to link letters to their sound will endeavor to read. Research shows that phonics is important to any program aimed at teaching beginners how to read. Synthetic phonics is the approach used to divide words into the small sound components (phonemes). Children are taught through the letters (graphemes) depicting these phonemes and also learn to combine them in words (or to

synthesis them, thus the term phonics). In a words such as b-a-t, for example, the child is taught to read and mix the letters to pronounce the word bat. One, two, three or four letters can show a phoneme (such as "ough" in "dough"). The phonics procedure affects the preparedness of the child to read English (M.o.E Ontario, 2003).

In his argument that the method has been used since the middle of the 19th century, Beard (1987) defends the efficiency of the phonics system for language teaching. The phonics approach consists of sound associations in the teaching of letters. These procedures are taught to children to notice words they do not recognize in texts. The technique has three main goals, according to Beard (1987). First, the novice reader learns that typed letters and letter merging represent speech sounds, which are heard in words and that speech sounds heard in words are quite different from "cat" in the sentence "the cat ran after the mice". Second, the reader learns to justify the sounds represented by the printed letters when he/she meets a word he/she doesn't recognize (Heilman et al. 1981). Third, the reader masters the use of all available cue systems in combination with letter-sound relationships, to identify words and comprehend written text. In teaching phonics, word meanings and comprehension should be given proper attention. Dubeck et al. (2012) claim from research of schools along the Kenyan coast that letter sound education is highly effective in teaching reading and that systemic phonics is a safe and effective strategy for reading (citing Snow et al. 1998 & NICHHD, 2000).

The result of this review is that a few words cannot be learned by dividing them into smaller parts. Children must study them by sight, and these words are known as the words "look-and-say." It is hard to help a youngster learn to read, and experience is required. Since reading is so relevant to children, it is important to get it right at the starting stage (Dubeck

et al., 2012). Teaching reading must be led by a firm scientific knowhow foundation, with backing commencing from the home environment. The study therefore brings out a re-awakening call to the planners of Teacher Education to incorporate the phonics method in the teacher education curriculum, a fact that may not have been brought about by previous studies.

2.7 Instructional Resources and English Language Reading Readiness

A general word for the description of resources used by instructors for teaching is an instructional resource. Teaching materials may promote learning for children and boost the achievement of children (Marx, Krajcik, Blumenfeld, Bass, Fredricks & Soloway 1999). The educational materials are ideally adapted to the content of the students they use and to the instructor in their classes. The materials exist in different forms and sizes, but all have the capacity to encourage learning in common. Teaching materials may include several instructor resources. However, the word generally refers to specific instances - learning tools or games children may handle to help them obtain new information and practice facilities (Marx, Krajcik, Blumenfeld, Bass, Fredricks & Soloway 1999).

Training materials are vital as they may enhance kid performance substantially with the help of his/her learning. A name tag can, for instance, allow a youngster to use a new ability in the classroom. This technique contributes to the process of learning through the child's autonomous exploration and repetition of knowledge. Whatever the type of learning tools, they all work in kid learning (Nunan, 2001).

Learning materials may also provide significant structures to teaching and teaching by the English language instructor, especially during the preparation of the lesson notes. Learning

materials function as a guide both for the instructor and the pupil, particularly in lower grades (Bueno, Madrid & McLaren, 2006). You can offer a precious routine. When you teach English and you teach new words every Tuesday, knowing that you have a vocabulary game for teaching new words to children will both encourage you the teacher and will offer your children essential practice and pleasure during reading (Dornyei, 2005).

As well as assisting learning in general, the materials can help instructors in the differentiation of training in an essential professional task. Differentiation of teaching is the adjustment of teaching and learning to the various styles and abilities of your school (Reasoner, cited in Rubio, 2004). Learning resources such as worksheets, groups, games or homework tasks, all of these allow you to adapt tasks to best stimulate the learning type of each kid and prepare you for reading (Horwitz, 1986, p.127).

This review makes it essential that teachers obtain valuable educational materials that are not almost as challenging as they would at first appear to be for acquisition of their teaching resources. The Internet provides numerous free resources for instructors that can expand the content of the instruction matrices for teachers substantially (Wyse & Goswami, 2008). The teacher can develop his/her own materials as well. When he/she next teaches a comparable subject, every learning resource developed will be a benefit to him/her. An investment of time or money in quality education is an investment in good education (Strauss & Altwerger, 2007).

Mollica (2009) says that books and supplementary reading resources provide a broad classification of printed materials that are employed in the schools. The resulting impact on the performance of early children on the preconditional skills taught in an early

childhood (ECD) classroom are those that support huge forms of educational content. The World Bank (2007) observed that education resources are learning components and in the absence of the planned curriculum cannot be carried out. Over the years, the importance of the proper learning equipment (including textbooks, instructor's guides and supplementary resources) has been used to support educational progress and standards. Therefore, these large parts of education content impact on the preparedness of the reading readiness of English by beginners.

2.8 Discipline Management Mechanisms and English Language Reading Readiness

The finest trained and encouraged teaching staff who have appropriate degrees of praise, powerful instruction techniques, and a disciplinary level are capable, according to Roberts, Roberts, Hooper and Zeisel (2000), of playing a noteworthy role in boosting the development of social and emotional skills. Consequently it asks for teachers to be role models to eliminate barriers to the behavior of young children and to improve linguistic availability between youngsters. They say more than their counterparts are willing to adjust to low-income conditions, children from impoverished backgrounds enrollment in high-cost preschool environments.

Additional studies by Pianta and Walsh, (1998); Werner, (1999) found the comforting relationship between a single instructor and a high-risk kid ready to be a key protective characteristic. This is likely to affect the readiness for English reading in the field of English language for the youngsters. Effective discipline should thus be applied in a firm, partial, realistic and consistent way with the required viewpoint. Demma (2010) supports this by stating that the objective is to save children from danger, encourage children in self-

discipline and grow in a healthy consciousness and in an internal sense of authority and regulation. It also needs to instill values and to prepare the child for learning. This improves the readiness of youngsters to read English since it increases self-esteem. The children's self-image encourages them to try out the teacher's reading activities.

2.8.1 The Modeling Mechanism of Classroom Discipline Management

Modelling is a technique used in a definite psychotherapy approach in which the customer learns through emulation on his own, in the lack of a certain oral direction and a common way of exhibiting the behavior to be mimicked by others, in the absence of any particular verbal instruction (Simatwa, 2012). The method in progressive psychology is usually discussed with respect to children. The word is puzzling and refers to both the child's and the teacher's actions. Modeling is a key component of school disciplinary programming, which has evolved an outstanding modeling technique to the greatest degree. As the word relates, new know-how may be developed when modeling children by copying someone such as a parent or professor who does the proper conduct (Wagner, 2012). A young kid may be subjected to conduct or responsibility by the pair that acts as therapeutic assistants and is then encouraged to mimic and behave in a new way. For instance, modeling might be used to boost basic knowledge, such as self-supporting care for deviant children or more difficult abilities, such as compliance with and compliance with school and class regulations and routine in social settings.

After examining the literature above, the researcher premises that a teacher must eliminate reality, acceptance, trust and empathy in order to model positive class conduct effectively through the use of modeling theory. By understanding and successfully articulating the

child's feelings, a teacher embodies the behaviors he/she wants to see from his/her children. This may not have been convincingly demonstrated by previously respected scholars.

2.9 Assessment Practices and English Language Reading Readiness

Fiester (2010) states that the readiness assessment in English usually refers to assessments of young children in the context of the school admission right before kindergarten, kindergarten or early childhood. The appliance described as an assessment of linguistic preparation differs in reasons and concepts. Young children's instructors analyze the expertise of children to help teachers modify their instruction. The data is collected on all the students, because the instructor has to know not just certain children's skills and requirements (Torre, 2004). Evaluations, such as teacher observations or child labor samples, are usually unofficial but may also contain more formal assessments. The substance of evaluations for this purpose should be tightly linked to the curriculum of courses (Kazungu, 2018).

Maxfield (2010) concludes that assessments can help to improve teacher training, to show the strengths and shortcomings of children in the classroom. Throughout the day, for instance, well-prepared instructors evaluate the kid's competence by an image of the block structure of a child or, at last, through a comment on the social interaction between children. Addressing the assessment of language readiness to improve learning can create optimum educational processes. These evaluations also help families to grasp the progressive situation of their children (Torre, 2004). The objective is to determine if the growth of a kid is within the limits of what the child expects at a given age, not to determine if the child is acquiring certain ideas in a curriculum (Gilliam, 2001). Screening machines can notify

parents, teachers and professionals whether growth on the kid is in accordance with the parameter of children's expectations.

2.9.1 The Checklist Assessment Tool

Evaluation is a crucial element of learning used for teaching (Wren, 2004). The first stage in carrying out adequate reading lessons is determine basic performance for youngsters. Children arrive in the classroom with various backgrounds and literacy ability. Some children are permitted to enter the classroom with specific criteria that revisit simple reading competence, whilst other children have mastered the teacher's subject. Due to these varied degrees of children, literacy training must be drawn out to match each child's specific requirements. First, personal needs may be identified and then assessments can be read.

These assessments give educators the information they need to develop appropriate sessions for all students, including disabled people, and better guidance (Rhodes & Shanklin, 1993). The data collected from the proper evaluation enables instructors to give an excellent entrance into the common curriculum for outstanding students. A checklist is a device with a specific criterion and which allows instructors and children to gather data and to determine what youngsters know and can do with the learning outcomes. The teacher should arrange the checklist for the study for children against simple words, correct identification of alphabetical letters, correct identification in letter sounds and correct reading of simple words and proper writing of simple words. In order to encourage study, the student should include a list of children names for the teacher.

2.10 Theoretical Framework

Two theories guided this study: the Task-based Theory of linguistic learning and the theory of Language Acquisition Theory by Noam Chomsky. Richards (1986: 289) describes an educational task as an accomplishment in the work-based language learning theory through processing or language knowledge. Richards thought that performing or carrying out diverse activities would improve linguistic acquisition and might be regarded a successful task. He was also of the opinion that it enhanced children's communication skills. He thought that language was being practiced for communicating and not for language purposes.

Breen (1987:23) defined the pedagogical task as any attempt at language learning with the right purpose, content and technique. He noticed that it may improve language acquisition by performing the activities. Tasks can be performed separately, in couples or as a group. David Nunan (2007: 4) described a job as a work in the classroom, helping youngsters grasp the aim of language, manipulate and communicate in the desired language. During the exercise, children might learn grammatical knowledge. Nunan stated activities or real-world problems would be put into the classroom and presented as a pedagogical job every day. He strongly argued that classroom projects were developed and performed, not to duplicate outdoor work but to be used as a technique of learning.

The concepts of language teaching for tasks might be defined under David Nunan as: 1) Teacher Scaffolding plays a major function in language learning centered on learner tasks. 2) Dependency: The chain of many duties is each lesson. Every assignment is a different one and a new one is successful. 3) Recycling – Extra opportunities for students to study a certain subject should be provided through more time. 4) Active Learning - Learning by

doing is the main concept of experiential learning. Instead than waiting for the instructor to pass on, children may build up their knowledge and learning. 5) Integration – The synthetic approach, where lexical, grammatical and phonological subjects were taught individually, has been a basis of language education, especially second-language instruction. 6) Learning reproduction – pupils replicate or copy what the teachers and instructional materials are supplied in their normal duties. 7) Reflection – Each teaching assignment is based on a different teaching method in task-based language education. The task-based language learning theory was relevant to the study in that it was a teacher classroom practice that would lead to the children acquiring reading readiness skills. It was expected that the teacher of English of the Grade One children would apply simple tasks to enable them acquire the reading readiness skills.

Noam Chomsky put out the second theory. Linguist Noam Chomsky released an innovating work, "Syntactic Structures," in 1957. In the first instance. It suggested a new idea: All people can be born with an intrinsic comprehension of how language works. According to Chomsky, the fact that we acquire a language is because humans are genetically imprinted with a universal grammar (Rabecca, 2019). Noam Chomsky (1998) was among the first linguists to demonstrate the standard structural theories of language. In consideration to learning language, Chomsky alleges that some facets of language are obviously taught in school such as the spelling, protocol of the written delineation of language and types of complex vocabulary; consequently, the most pertinent features of language are universal. Chomsky posits that our experience, or environment, activates this inbred capability, however the function of the linguistic environment was not as significant as Language Acquisition Devices (LAD). Input reacts as a trigger to activate LAD, which is a group of

mental procedures answerable for language acquisition. LAD is innate, holding knowledge of linguistic universals that regulate language processing, i.e., a fundamental cognitive capability owned by all humans which gives principles of organization that facilitate language learning feasible. This globally held hypothesis differentiates amongst key rules found in all-natural languages and language particular rules for various languages (Klein, 1986: 145).

Chomsky's remark that language growth is principally regulated by biological factors and that experience is mainly important as a releasing agent for what has so far been established by heredity is sometimes alluded to as the Nativist view. The theory posits that whether we learn Arabic, English, Chinese, or sign language is determined, of course, by the circumstances of our lives (Rabecca, 2019). In this regard, it is assumed that all children, including those learning at the rehabilitation schools have the ability to learn and acquire English language reading since they all have the LAD. The fact that this study set out to investigate the effect of teacher classroom practices on English language reading readiness in Kericho Rehabilitation School is a pointer to the fact that the readiness of children to acquire English language reading is wanting. The theory is ideal for this study because notwithstanding the fact that grade one children placed at the rehabilitation schools have LAD, the classroom practices don't directly support the English language reading readiness of the children.

2.11 Conceptual Framework

This conceptual framework on classroom practices and English language reading readiness is displayed in Figure 2.1.

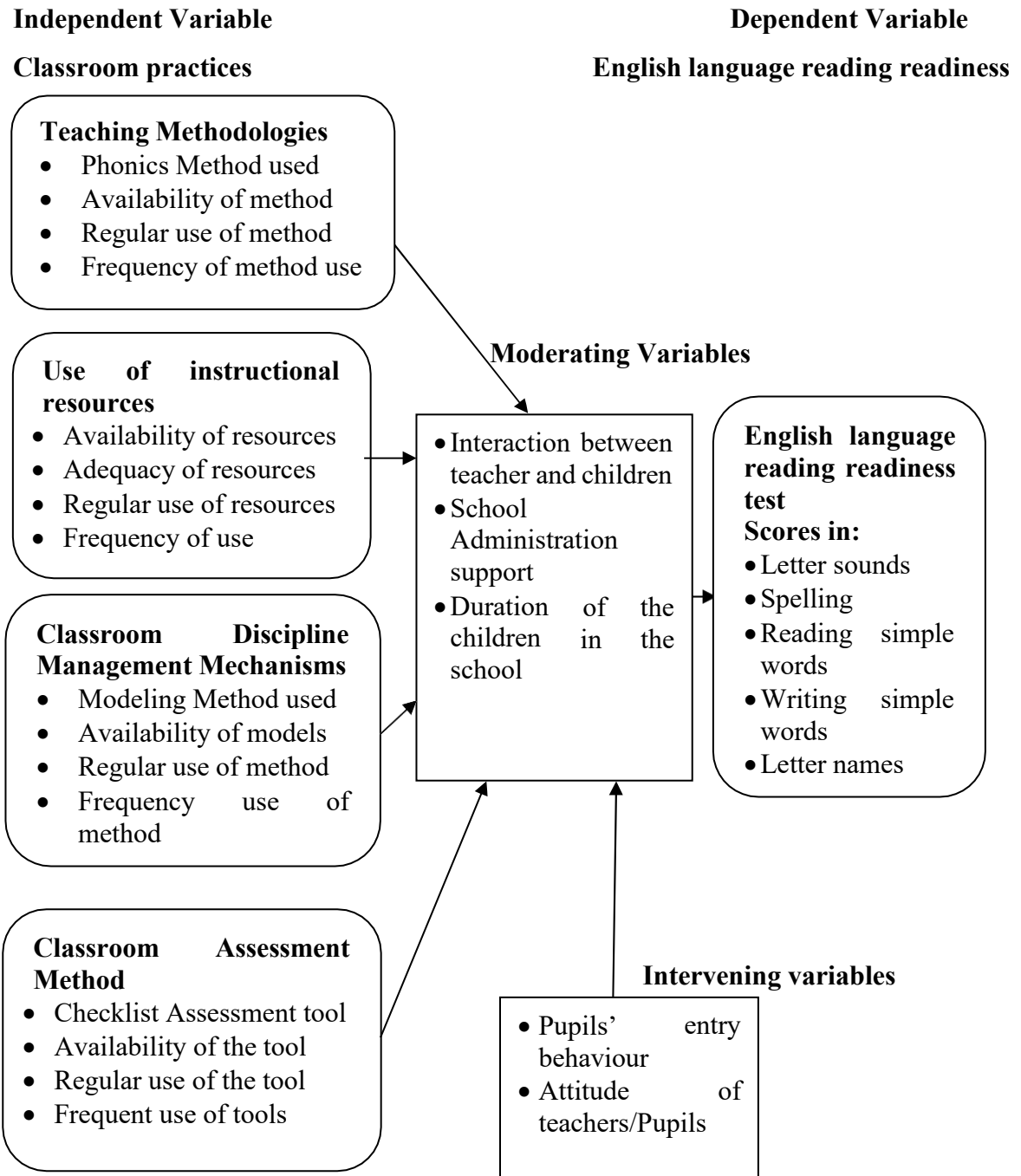


Figure 2.1: Conceptual Framework of Teacher Classroom Practices and English Language Reading Readiness

The conceptual framework that was used in this research depicted the various variables under the study. The independent variable under study was classroom practices which addressed the following variables: the teaching methodologies, the use of instructional resources, the classroom discipline management mechanisms and the classroom assessment approach. The moderating variables in the study were addressed by the interconnections amongst the teachers and the children as well as the support expected from the school administration. In the current study the dependent variable was English language reading readiness among the Grade one children which include the following aspects: mean scores in letter sounds, spelling, reading plain words and writing simple words. In this study the intervening variables were children's entry behaviour and attitude of teachers, and children. These were the variables expected to affect the English language reading readiness among the Grade one children but were not investigated in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter addresses research methodology which included: the research design, study area, target population, sampling size and sampling procedures, data collection instruments, pilot study for validation and testing reliability of research instruments. The chapter also highlighted important concepts related to measurement and data collection procedures which guided the researcher during the study. The chapter equally discusses data analysis methods and ethical considerations.

3.2 Location of the Study

The location of the study was carried out in Kericho Rehabilitation School. The school is situated in Kericho County. The school is administered by the Department of Children Services as a correctional institution. There are 10 such schools in Kenya catering for children with various age groups and gender. Other schools in Kenya include: Kirigiti, Dagoretti, Kisumu, Kakamega, Wamumu, Kabete, Gitathuru, Likoni, and Othaya rehabilitation centres. Kericho Rehabilitation School is the only school that receives boys aged between 10 and 15 years for both correctional and rehabilitation purposes (Department of Children Services, 2008). This makes it to be the only rehabilitation school that has Grade One for the boy children in Kenya. The school also serves as a rescue centre. The researcher chose the school since it was the only rehabilitation school that had the focus group (Boys in Grade One in a rehabilitation setting) under the study. (Department of Children Services, 2008).

3.3 Research Design

The study design explains the main approach used by researchers to answer questions in their research (Polit & Beck, 2010). The study has a case study research design since a study has been conducted in one organization using a descriptive survey design whereby the classroom teachers formed a separate variable, while the readiness of the students to read the English language constituted the dependent variable. A pre-test and post-test group has been utilized in the interests of this investigation.

Neither the experimental nor the control group could be allocated to the interviewer. The researcher therefore was unable to control the treatment group. In other words, individuals were not allowed to receive or not receive therapy from either the controls or experimental groups (Best & Kahn, 2003). In this investigation, just one selected group was monitored, with meticulous measurement being carried out before the intervention was used and afterwards measured. The study was a hybrid approach, with quantitative and qualitative data collected.

In this design, symbols O_1 and O_2 was pre-test mean score and post-test mean score of the Grade one children respectively. For impetus of this research, the researcher before treatment and after treatment administered a test on English Language Reading Readiness. X represents the treatment variables which in this study were the phonics method, use of instructional resources, modeling discipline management mechanisms and checklist assessment practice. In this study the quasi experimental design was employed since the objective was to demonstrate a link cause-and-effect between an independent variable and a dependent variable. The diagrammatic representation of the type of quasi-experimental design used in the study is shown in Table 3.1.

Table 3.1: Pre-test and Post-test research design

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Source: De Vaus & de Vaus (2001).

Key

- O₁** Mean score of the group before treatment (intervention)
- O₂** Mean score of the group after treatment (intervention)
- X** Intervention (Phonics method, instructional resources, modeling discipline management mechanisms, Checklist Assessment Tool)

This research adopted positivism approach to allow the researcher to empirically determine the relationships between the variables. Positivism takes a form of quantitative approach that is empirical where hypothesis testing is adopted to determine relationships and facts generalized to a population (Sekaran & Bougie, 2016). This allows for scientific propositions be actualized through empirical testing. Positivism attempts to gain predictive and explanatory understanding of the outside creation by postulating theories that are so general in terms of statements that express the relationships that are regular (Collis & Hussey, 2013). It is based on principles of truth, objectivity and legitimacy and an emphasis on truths collected by experiencing, observing directly, and by statistical analysis and quantitative methods measured empirically.

3.4 Target Population

Burns and Grove (2003) define a population as the entire items which satisfy the criterion for inclusivity in a study. The target population consisted of all the children and teachers in Kericho Rehabilitation School. This rehabilitation school provides educational and

rehabilitation programmes for boys in Grade one to three who are enrolled in the school via a judicial system. There were 14 grade one children and four teachers in Kericho Rehabilitation School. The Headteacher was quite instrumental in that he was the one in charge of the school during the period of data collection. The Headteacher was quite handy by allowing the researcher to access the school documents for analysis as well as filling up the questionnaire. The Headteacher also allowed the researcher and his Assistant Researcher to access the Grade one Teacher of English and the children.

3.5 Sample Size and Sampling Methods

According to Poliit and Beck (10), quantitative investigators should select the largest feasible sample so that they may function as the target population representative. The researchers utilized purposive sampling to enroll all 14 students in grade one because the study related to children in grade one. Purposive sampling was used to involve the four teachers and the head teacher in the research. The total sample size was 19 respondents.

3.6 Data Collection Instruments

In order to gather the responders, the researcher employed a triangulation approach. In this case, data was collected using an English-language reading preparedness test, the head teacher and class teacher's questionnaire, a document form on the access/inaccessibility of the various teachers' documents and records and observations in Grade 1, and also an observing schedule for school teaching. The following were included in the data collection.

3.6.1 English Language Reading Readiness Test

The study used an English language reading readiness test which was structured by the researcher for the aim of this study. The test consisted of 20 short answers, with a maximum

score of 50 points. The questions focused on the varied characteristics of the English course in grade one. The items were concentrated on English Reading Readiness Test; scores were determined in letter sounds, orthography, simple English words and readings. The English language reading readiness test is shown in Appendix I.

3.6.2 Questionnaire

A questionnaire was formulated to collect data from the teachers and head teacher for the rehabilitation school. A formulated structured questionnaire that utilizes a quantitative self-report method, as construed by Polit and Beck (2008) was applied to gather information in this study. The tool was arranged into five vital parts. Part A collected information on the demographic particulars of the respondents such as age, gender, teaching expertise and education status. Parts B, C, D and E collected data on the teaching methodologies, classroom resources, classroom assessment practices and classroom discipline management mechanisms respectively. Section A had questions with fill-in box format whilst sections B, C, D and E had statements measuring respondents' opinion on the several variables measured on a Likert scale. Sections B, C, D and E also portrayed open-ended questions to establish the views of the respondents concerning the objectives of the study. There was one set of questionnaires that was administered to both the classroom teachers and Head teacher. The questionnaire was labeled as Appendix II.

3.6.3 Documentary Analysis Schedule

The researcher used document analysis schedule to gather data on the types of pedagogical approaches, assessment approaches, and classroom discipline management mechanisms techniques used in the rehabilitation schools. Information was gathered from the children's classroom exercise books, teachers' Schemes of Work, teachers' Progress Records,

English Syllabus and language textbooks. A document schedule was prepared for accessing relevant documents in the institution. The document schedule is labeled as Appendix III.

3.6.4 Observation Schedule

The researcher formulated an observation programme in order to gather data on the classroom layout and availability of teaching resources in English language for both teaching and learning purposes (Appendix IV). Among the areas to be observed included: the availability of the Language Corner and the language learning materials. The researcher attended live English lessons, observed and recorded different aspects pertaining to the teaching strategies, assessment approaches and discipline management mechanisms using an English Teaching Observation Form designed by the researcher (Appendix V). In this case, the researcher simply observed on-going activities, without making any attempt to control or determine them.

3.7 Validity and Reliability of the Research Instruments

3.7.1 Validity of the Research Instruments

Validity is the extent whereby an instrument computes what its meant to measure and achieve as it is designed to discharge (Golafshani, 2003). There are three approaches to validation of instruments according to Mugenda (2008) and Punch (2008). These methods are; content validity, criterion validity and construct validity. Content validity principally was concerned with instrument's ability to measure the resultant concept under test (Lo Biondo-Wood & Habeeb, 2010). This study addressed the content validity, whereby, the researcher ensured that, the instruments for collecting data, that is; the pre-test post-test, the questionnaires for Headteacher and regular teachers, the observation schedule and

documentary analysis had items that represented the indicators of the objectives of the study and they were designed to give specific responses. In determining validity Teddlie and Tashakkori (2009) suggest two general strategies: - to use experts and conduct a pilot study. This study used both strategies in the following steps.

The researcher started by preparing the research instruments which were focused on the research objectives and gave them to the professionals in the discipline of Early Childhood Research at the University of Eldoret as well as to fellow postgraduate children for discussion and inputs. After receiving comments from the experts, the researcher corrected the instruments accordingly and undertook a pilot study. The pilot – test of the tools was undertaken at Kakamega Borstal Institution which accommodates children committed to it by a judicial process. To pilot-test the research instruments, the researcher went to the chosen institution and administered the tools of research to the regular teachers and head teacher. This helped to identify the gaps in the questionnaire and guided the researcher to revise the questions that were not well constructed.

3.7.2 Reliability of the Research Instruments

Reliability is outlined by Mugenda and Mugenda, (2008) and Punch, (2008) as the consistency of a research instrument in yielding same outcomes in different but comparable situations. In order to ascertain reliability of the tools of research for this study, a test-retest mechanism was used during piloting. This means that all the instruments were administered twice to the similar group at two separate points in time during the pilot study in order to determine the degree of reliability although it is a challenge to get similar data while dealing with people as objects (Cirignotta *et al.*, 2002).

In estimating reliability for the instruments of pre-test and post-test in English Language Reading Readiness test for the first scores were correlated with the second ones utilizing Pearson-Product-Moment Correlation Coefficient. The reliability coefficient value obtained for the pre-test was 0.73 whilst for the post-test it was 0.82. The estimation of reliability for the questionnaire for the Headteacher and teachers was done using Chronbach's Alpha coefficient whereby the coefficient value for the questionnaire was 0.78. In estimating reliability for observation schedule, the study used Kappa inter-rater reliability coefficient which according to Mugenda (2008) estimates the degree of agreement between two or more people observing and rating the same activity. In this study observation data was collected by two Assistant Researchers during the pilot study and the degree of inter-rater agreement was established as 75%. Dehghan (2015), contends that a correlation coefficient of 0.7 and above is sufficient to establish that the tool was reliable adequately and having a perfect internal consistency.

3.8 Data Collection Procedures

The process of data collection started with the approval of the proposal by the School of Education after which a letter of full registration was issued by the Graduate School, University of Nairobi. This was followed by the researcher applying for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). After getting permission the acquiring the researcher was able to approach the Directors, Department of Children's Services at the State Department of Home Affairs where the Rehabilitation school is domiciled. The researcher then visited Kericho Rehabilitation School to meet the Manager and the Headteacher for a reconnaissance visit prior to data collection.

After visiting the school and identifying the participants in the study, the researcher organized for the training of the research helpers on the method to distribute the research tools, especially the English language reading readiness test at the pre-test and later on the post-test. The research assistant was assigned and taken through the handling of the children, and how to administer the pre-test and the post-test to the children, observe the teachers while teaching English lessons. The research Assistant was also trained on how to observe the classroom learning environment, especially the display use, and display of teaching and learning resources and also carry out documentary analysis.

The researcher also organized for a two-day train of teachers, including the Grade one Teacher of English on the interventions towards improving English language reading readiness which were: the phonics method, the use of instructional resources, the modeling discipline management mechanisms, and the checklist assessment method. The researcher individually administered the questionnaire to the Headteacher and the other teachers the same day. The pre-test was undertaken on the same day that the Headteacher and teachers were issued with the questionnaires.

The instructors were educated in the teaching of phonics before the readiness test was conducted. The researcher noted before that the English instructor was in the classroom and welcomed the students. The teacher then started to read the words in the textbook with the first grade of an English textbook. The scientist found that most youngsters could not read and were not interested in reading. The researcher said that some pupils had not even bothered to open their textbooks as advised by the teacher. There was also a youngster who was spotted leaning on the desk to demonstrate his disgust for the subject or read activities in a sleepy way. When the researcher questioned about his name, the same youngster who

slept on the desk informed the researcher that he did not know his own name. Most youngsters were not generally excited about the teacher's lecture assignments. The child's lack of interest might be because the instructor never revealed changes in the teaching of methods of reading. The researcher also noted that the English instructor was not disturbed by the children's failure to obey the directions of the teacher. The researcher also noted that it was a typical technique for the instructor to educate the students how to read English in general and especially.

3.9 Data Analysis

The instruments which were applied in collecting data for this study were: the English language reading readiness test, the questionnaire for the Headteacher and the other teachers, the observation schedule, and the documentary analysis, the pretest and posttest scores of children. After the research instruments were collected, they were validated by checking their return rate in proportion to what was issued.

In the pre-test post-test process, the same group of children (Grade one) was used as the control and the experimental group. In this case, the children sat for the English language reading readiness test (Appendix II) before any treatment was done and the results recorded appropriately (pre-test for both control and treatment groups). Afterwards, the researcher trained the teachers on the phonics method, use of resources, the checklist assessment method and modeling discipline management mechanisms in the tutoring of English language. The teachers then applied the treatment using the learning intervention strategies (the phonics method, use of resources, the checklist assessment method and modeling discipline management). This teaching method was performed over a span of eight weeks

after which the same language readiness test (Appendix II) was conducted to the children (post-test for the exploratory group) and the results recorded appropriately.

The researcher also attended live English lessons and made direct observation of the teaching strategies as well as the classroom discipline management mechanisms. All the observations were recorded on a special form designed to capture the data. The researcher also observed the teaching and learning resources accessible and recorded the findings in the formulated checklist. Finally, the researcher requested for the various documents as highlighted in section 3.5.3 and made the relevant conclusions from them.

Quantitative data was collected through a questionnaire that was administered to the regular teachers and head teacher of the institution. The questionnaires were taken and the variables were edited first in order to minimize errors, and then to record the code book of all variables and value tabs (the phonics teaching, the use of instructional resources, the modeling discipline management mechanism, the tool for check lists assessment). For example, the variable 'Gender' has a potential two values, male or female, each variable was given its unique name with one particular maximum amount of characters. The male and female values were correspondingly classified as 1 and 2. In preparation of the tally sheet, all coded values from all the surveys gathered have been entered. In data analysis, the Social Sciences Statistical Package (SPSS version 20) was used.

This data was then analysed utilizing both descriptive and inferential statistics. Quantitative data was analyzed by use of SPSS and the findings presented using the frequencies, means, percentages and standard deviation. The SPSS version 20 was used to run the Pearson product-moment correlation coefficient (r) test which was applied to ascertain the strength

of the correlation at 95% confidence level. The specific hypotheses were tested using t-test whereas multiple regressions were used to test the overall or final hypothesis and showed the connection amid the variables that were investigated. The correlation amid the independent variables and the dependent variable were represented through a linear model as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where X_1 was the phonics method adopted by teachers, X_2 was the application of instructional materials, X_3 was the modeling classroom discipline management mechanisms, X_4 was the checklist classroom assessment practice. Y was mean score of English language reading readiness, β_0 is a constant suggesting the degree of English language reading readiness that doesn't rely on the four variables investigated. β_1 , β_2 , β_3 and β_4 are the coefficients of proportionality of phonics method, use of instructional resources, modeling classroom discipline management mechanisms and checklist classroom assessment practice respectively while the e represents the error term (Creswell, 1994).

From the variance view of the data, the Statistical Package for Social Sciences (SPSS) was utilized for computing the coefficients whose output showed the F-ratio, R^2 (the coefficient of determination), the t-statistics, beta values and the p-values. The p-values were used to indicate the significance of the relationships between variables (phonics teaching method, use of instructional resources, modeling discipline management mechanisms, checklist assessment practice). If $p < 0.05$ it implied that the relationship was important. T-test was also applied to test for difference in English Language Reading Readiness prior to the intervention and after the intervention. This was done using the mean test scores of the

Grade one children during the pre-test and post-test. Data from the documentary analysis schedule and the observation schedule were recorded and reviewed several times by the researcher in order to grasp it well. Since the options in the document analysis were in a four-point Likert scale, the researcher quantified the responses by using scores 1-4 where 'Accessed and In Use (AIU)' would be coded as 4, 'Accessed and Not In Use (ANIU)' were coded as 3, 'Not Accessed and Not In Use (NANIU)' was coded as 2, while 'Not Accessed and Allegedly In Use' (NAAIU) was coded as 1. The responses were then analyzed using frequencies and percentages. As for the data to be collected from the lesson observation, the researcher reported in terms of words under every objective. This was because the lesson observation guide had items that require responses in words and therefore cannot be quantified as they differ from one lesson to another. The collected data was presented using frequency tables.

3.10 Ethical Concerns

Gatara, (2010) notes that ethics in research alludes to moral tenets or codes of behaviour that call for respect of the rights of the research participants by researchers. Ethics is particularly important where human beings are involved as participants in research because it ensures that they are protected from any risks, their interests are served and there is respect for human dignity by ensuring that there is privacy and protection of their confidentiality.

To observe research ethics, permission to undertake this research study was sorted from the university, National Commission of Science, Technology and Innovation (NACOSTI) and from the Department of Children's Services. All the respondents involved in the study were requested to offer their permission to take part in the study, and was they were also

permitted to decline if they so wished. In this study, participants' confidentiality was not compromised, as their names would not be used or appear in the collection of data.

The caregivers of the participants sought informed consent whereas research participants requested consent. At any time, participants were permitted to withdraw. In order to prevent unwanted access, all transcripts were kept private. Instead of their names, codes were utilized to identify research participants. Transcripts did not include the names and other identification information of the participants.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The section discusses the analysis, reporting and interpretation of the findings of Kericho Rehabilitation School, Kenya, concerning teacher classroom methods and the preparedness to read English in grade 1. The results included a questionnaire return rate, demographic information and presentations, interpretations and discussions of research findings based on the hypotheses of study of the principal instructor and others. The assumptions were tests that the mean values of the child groups taught before the phonics method was employed significantly differed from the teaching methodologies, the educational resources and the mechanisms of modeling discipline management, the evaluation system on the checklist and average group scores taught. Following the phonics approach, training resources, modelling of the mechanism for management of the discipline, method for assessing the checklist in English Language Readiness for kids in grade 1.

4.2 Return Rate of the Instruments

The research tools which were applied in this research consisted of the English language reading readiness test (Appendix I), questionnaire for the Headteacher and other teachers (Appendix II), documentary analysis (Appendix III), observation schedule (Appendix IV) and pre-test and post-test results of children's performance in the English language reading readiness test. These tools were administered to the respondents and their return rate is as indicated in Table 4.1.

The return rate of the tools used in the study is shown in Table 4.1.

Table 4.1: Return rate of the research instruments

Category of instrument	Number of respondents administered	Returned	%
Head teachers questionnaire	1	1	100
Teachers questionnaire	4	4	100
Document analysis guide	2	2	100
Observation schedule	1	1	100
Pre-test composition	14	14	100
Post-test composition	14	14	100

Table 4.1 indicates that 14 out of the 14 children in Grade one participated in the pre-test and post-test English Language Reading Readiness Test. The study also involved four regular teachers and the head teacher, which resulted to a 100% return rate. The study carried out an observation and documentary analysis in the school which had a 100% return rate for both tools for research. The return rate of all the tools was 100% on all the instruments.

4.3 Demographic Characteristics of the Head Teacher and Teachers

Table 4.2 portrays the demographic information of the head teacher and other teachers in Kericho Rehabilitation School.

Table 4.2: Demographic characteristics of the head teacher and teachers

Demographic information	Head teacher		Teachers	
	Frequency	Frequency	Percentage	Percentage
Gender				
Male	1	100	1	25

Female	0	0	3	75
Age group				
18 - 24 years	0	0	1	25
25- 31 years	0	0	2	50
32- 38 years	1	100	1	25
Academic qualification				
Diploma	in 1	100	1	25
ECD/SNE/Education				
Social worker	0	0	1	25
P1 teacher	0	0	2	50
Duration at the school				
Less than one year	0	0	1	25
1-5 years	0	0	2	50
5-10 years	1	100	1	25
Employing body				
Under Ministry	1	100	3	75
Under B.O.M	0	0	1	25
Total	1	100	4	100

As shown in Table 4.2, on the gender of teachers, 3 (75%) were female while the head teacher was male. This might show that there was gender imbalance among the teachers. It also indicates that the performance of teachers in teaching children English Language Reading Readiness might be affected by the gender imbalance among the teachers in the school. This result is in line with previous investigations in Kenya, which indicated that pre-school education and lower primary education were mostly female P1 instructors (Waithaka, 2005; Makoti, 2005; Abagi, 2008; Kinuthia, 2009; Rutomoi & Too, 2012). This might be due to the fact that women instructors are involved internationally, with the absence of only a few nations (Cubillo & Brown, 2003).

According to the OECD (2004), pre- and primary education, nursing and secretariat education is a component of the three professionals employing the greatest number of women. The majority of individuals assume that female workers automatically look after younger children, Neugebauer (1999) and Sanders (2002). So women have been given the responsibility to raise children in most societies (Wardle, 2004). It's also worth noting that as children start early years education, the process of disengaging from their parents and getting used to school begins. The motherly attention that children receive at home is extended by the lady teachers at the ECDE Centers. It's no surprise that most teachers in early year's education happen to be female, this extends the home environment at home to school.

Majority 2 (50%) of the teachers were of the age group of between 25- 31 years while 1 (25%) was of the age group of 18 - 24 years. Another 1 (25%) of the teachers was of age groups 32- 38 years. This demonstrated that the teachers were mature enough to understand the impact of classroom practices on English language reading readiness of children. From the results, it can be postulated that most of the teachers from Kericho Rehabilitation School were old enough to fully participate in exercising the given classroom practices that might influence the children's English language reading readiness. Abagi (2008), Rutomoi and Too (2012) also showed that a large proportion of pre-school instructors were relatively young as they were below 35 years in a research on causes which affected the selection of techniques employed by pre-school teachers in Baringo County in Kenya.

The Table 4.2 also shows that most of the teachers 2 (50%) were P1 teachers and the head teacher had a Diploma in Education as their greatest attainment of education levels. These findings indicate that more of the teachers and head teacher were professionals in the

education field and teachers need various skills and knowledge in order to cope with the emerging issues in classroom practices. These issues comprise of teaching methodologies adopted by teachers, use of instructional resources, classroom discipline management mechanisms and classroom assessment practices. Such skills and knowledge can be attained through formal training. Collier (1995), carried out a study in Kenyan schools indicating that academic qualification of teachers is one of the most significant factors that determine achievement of children. There are Early Year Teacher Education colleges in Kenya offering training opportunities at different levels; certificate, diploma, degree, masters and even doctorate. Moyles (1989) remarks that teachers require training to enhance their academic background in order to provide them with the intellectual and individual moral strength required to articulate matters associated with Early Year Education. Besides the academic qualifications of the teachers, the study went deeper to look at the teachers' working experience.

Table 4.2 revealed that 2 (50%) of teachers had between 1 - 5 years' experience while the head teacher had between 11 – 15 years of teaching at the government juvenile rehabilitation setting. It can be recognized from this result that more respondents worked for a long time and consequently had a great deal of experience doing their job accordingly. Based on this finding. They were also confident in their ability to give helpful recommendations on the preparedness of youngsters to read English in the classroom. The results from the experience of instructors at the Kericho rehabilitation facility vary from previous research in Kenya which showed that more teachers had very less experience (Mweru, 2000; Ndegwa, 2005; Makoti, 2005, Kinuthia, 2009). Howes (1997) points shown that instructors who have most experience in early childhood education have a good

relationship with their pre-school children compared to their experienced peers. In addition, Branyon (2002) & Ng'Asike (2004) noted that instructors with higher education levels are becoming more favorable and autonomous towards both the subject and pupils.

According to Butera et al., (2009), teacher characteristics have a big impact on classroom practices that the teacher is used for in teaching in classroom. Teachers who are inspired, accountable, organized and open to new learning chances were found to be sufficient executors of the required classroom practices in comparison to unmotivated and disorganized teachers (Butera et al., 2009). The fact that the teachers were working with children in a rehabilitation school who were perceived to have been committed to the school for behaviour adjustment purposes made them less motivated.

4.3.1 Children's Pre-test performance in English Language Reading Readiness test

The English language reading readiness test was administered to the children in Grade one at the Kericho Rehabilitation School. The children in the school are committed there by a court order having contravened the law. The school admits the children according to the court order regardless of the entry behaviour of the children.

In a research study, the pre-test was conducted in English language readiness for all 14 children to evaluate their performance. By grading the kid test out of 10 marks each item, the individual children's average scores for the pre-test result were achieved. Table 4.3 describes the results of the children's characterized readiness test work

Table 4.3: Pre-test Mean Scores of children

Grade	one	1	2	3	4	5	6	7	8	9	10	11	12	13	14
children															
Score		18	20	18	18	16	12	09	12	08	06	08	06	04	00
Percentage		36	40	36	36	32	24	18	24	16	12	16	12	08	00
Overall mean score = 11.071 (22.14%)															

Table 4.3 shows a total of fourteen pupils in Grade 1 who have been pre-testing readiness in English. The test consisted of 50 short-term responses with a maximum score of 50 points. The questions were based on the many aspects of the first year of English study. The aims of the English Language Reading Readiness Test were based on: mean scores in letter sound, spelling and reading. The highest pre-test score was 20 (40%), with 1 kid being scored, 3 children 18 (36%), while 0 (0%) was scored with one child. All the kids scored under the 25 mark (50 percent). This shows that nearly all kids were given poor pre-test results. The whole mean score in the readiness readings for English language exam was 11,071. (22.14 percent).

The low performance by the children at the pre-test in the English Language Reading Readiness test by the Grade one children may have been because of their inability to read. The teacher was a trained P1 teacher who had taught Grade one children before she was deployed to teach at the rehabilitation school. The researcher noted that the teacher had depended more on the look – and – say method in her teaching. In this technique, the teacher simply asked children to “*open the text books, describe the pictures seen and read what was written.*” The researcher also observed that the teacher relied heavily on the use of dictation to train children in “*spelling.*” The children found it hard to describe the

pictures in English as well as read what was written. The teacher was used to relying on the text book, asking children to read the sentences, yet she knew quite well that the children could not read. The kids could not understand how letters are associated with sounds (phonemes), form letters and spelling designs, and how they learn to use this information. For example, the youngsters found it difficult to read the language spoken in their written form and vice, for example, during the English reading readability test for example: *“Write the opposite of the word: “come.”* By listening to the sound, they could appreciate the word's meaning, but could not understand the printed words: *"Ben has a cat," Sam has a dog."* One explanation for this incapacity is that children do not have basic phonic abilities that support them in reading, according to Fambro (2011). Fambro (2011) states furthermore that youngsters have to browse phonics, employing tale textbooks, basic readers and direct phonics technique times throughout the complete group environment Fambro (2011).

In order to verify whether the mean difference between mean scores was significant, a t-test was calculated for the pre- and post-test median. Table 4.4 presents the results of the t-Test independent unifying sample.

Table 4.4: Independent Sample t-Test on pre-test scores

		Mean	Std.	Error	T	DF	Sig. (2-tailed)
		Mean					
Equal	variances	.458	.188		2.27	13	.32
	assumed						

The statistics to assess the present hypothesis for study are provided in Table 4.4. The T-value of 2.27 with a scale of 13 and a mean of 0.32 means that we accept the zero hypothesis that no significant difference exists between the mean value of the group of child taught before the method for phonically taught and the average score of the group taught in English Language Readiness of children in the English phonics method. This is due to a p-worth of 32.

With the low average scores of children in a readiness test in the English Language Reading, it was possible for the study to assess the effect of using the Phonics procedure, the use of instructional resources, the management mechanism for the modeling of disciplines and the evaluation of English reading readiness checklists. This was done by inducing the English instructor to include the phonics technique in English teaching to one grade kids. For a period of six weeks, the instructor used the new phonic approach. The investigator witnessed a reawakening of the interest of the youngsters to read. Most youngsters were interested in trying to read most of their written items. The most fascinating one was the youngster who had slept and leaned on the desk and was interested in reading. He was even straining to read on his exercise book from the writings. In general, the kids showed a lot of development and the instructor also became interested in kids of first grade.

After their instructors were educated and used the phonics approach, this research offered a posttest to 14-year-old pupils. The average scoring is shown in Table 4.5 before and after testing.

Table 4.5: Pre-test and Post-test Mean Scores

Grade	one	Pre-test	%	Post	Test	%	Post-test	(%)
children		score		score			Deviation	
		Out of 50		Out of 50				
1		18	36	44		88	52	
2		20	40	48		96	56	
3		18	36	36		72	36	
4		18	36	42		84	48	
5		16	32	36		72	40	
6		12	24	36		72	48	
7		09	18	28		56	38	
8		12	24	34		68	44	
9		08	16	26		52	36	
10		06	12	28		56	44	
11		08	16	28		56	40	
12		06	12	22		44	32	
13		04	08	22		44	36	
14		00	00	08		16	16	

Overall mean: Pre-test =11.071 (22.142%) Post-test =31.285 (62.571%)

Table 4.5 presents the English Language Reading Readiness Test the pre- and post-test mean scores for each kid. In comparison with the highest pre-test score of 20, the largest post-test results are 48 (96 percent) (40 percent). The smallest post-test scoring of the lowest pre-test scoring of 0 was 8 (16 percent) (0 percent). The results in Table 4.5 indicate that in the pre-test no individual child scored more than 50 percent compared to the post-test, when 11 of the 14 potential children earned more than 50 percent.

Table 4.5 shows that students have done better in the English Reading Readiness Test after a test compared to the pre-test. The results also revealed that the use of phonics can help

the youngsters to read and construct words effectively. Afterwards, the identification of children's words improved considerably. Learning through phonics might seem to enhance the reading of children's words for various reasons. First, synthetic phonics have played a significant part in helping youngsters learn to read (Runo, Mugo & Karugu, 2015). Runo et al. (2015) indicated that youngsters that are well-founded in telephony can sound the phrases they did not see in the beginning, without having to remember them first. It means that the kids have learned a procedure they can use for themselves. After the phonics course, students could pronounce the sounds; for example, the sounds /c/, then /a/ and finally /t/ merged into /cat/ which were shown in individual letters with the word /cat/ (Martinez, 2011).

The instructor picked several phonics for children which included dictionary games, orthographic games, word search, flash cards and colorful photographs. The researcher observed that the teacher engages the children through dictation of simple English words. The children were not comfortable with dictation initially because most of them did not write out the words correctly. The more the teacher used dictation as a way of founding the children in reading, the more the children found the activity manageable. With regular practice, dictation became a simpler activity. The researcher observed that the teacher engages the children yet in spelling games involving simple words. At the start of the spelling games, children who would be identified to spell simple English words like, “come” shied away from engaging in the task. The researcher observed that the teacher forces some children into spelling the word “school”. With time and practice of using the phonics word formation technique, most children picked up the spelling activities and found it easier to spell simple words.

The most interesting observation made by the researcher on the phonics method was when the teacher engaged the children in word search games. The teacher had written simple English words on many cards. The teacher would put the cards in a jumbled order on the table and call out specific children to go and identify specific word cards. At the beginning, most children shied away from the task but with time and practice, the activity elicited a lot of competition among the children. Many children scrambled to catch the teacher's eye for a chance to go to the table to identify the word cards. This made kids recall and remember words for their motivation in the long run. These also played a key role in attracting the attention and motivation of youngsters in learning. In short, the students practiced full word recognition and reading. In order to make it efficient, pupils must afterwards use the method of the phonics to the reading teaching.

The classroom atmosphere may have been important in promoting reading teaching. The instructor provided children with opportunities to use their phonemic knowledge: word cards posted on the walls of a classroom, short stories read by children for oral reading and spelling activities which the teacher used by children gave the youngsters the push to read. Children were trained to spell each other's words and read each other easily using basic words. Read out-of-loud and get help and criticism from a professor that improves reading (Mugo, Mwoma, & Limboro 2011). Mugo et al., (2011) claims that children learn how to read in a fluent way by practice until their procedures automatically; guided repetitive oral reading is a technique of helping children learn to read fluently.

The researcher noted that the instructor did not offer students the chance to work in pairs to support each other in learning to read. When the time went by, kids with greater reading

skills enabled those with slower readability to learn better with the support of their instructor and student colleagues.

The results also showed that most students showed significant reading progress, as indicated in the table results. The results showed. However, there has been little improvement in some youngsters. Although the instructor introduced three lessons to the children with the alphabet and letter, children with a low reading skill still had numerous possibilities of success, with several tasks to do with phonological awareness. The study also shown that the phones were learnt more quickly than those with weak abilities by youngsters with good alphabetical knowledge and letters. Fambro (2011:3) and Hoffman (2014) argue that all reading programs should have a phonics element and that children introduced to the phonics approach seem to read more quickly than others. This is because kids with alphabet and letter sound knowledge learn phonics faster than without.

The researcher found that most of the students became more engaged in attempting to spell basic words and deliberate reading after the instructor was trained and applied the phonics method to lecture instruction. The study also found that the English reading corner was missing on the classroom display, a classroom part featuring displays for youngsters of easy reading and orthography materials. After the training, the instructor was competent to provide for the reading portion. The researcher was able to attend real classes while the teacher taught both singing and "look and speak" utilizing the phonics procedure. This aimed to determine whether the new way of teaching had any impact on the child's level of readiness for reading in English.

A pair of t-test samples was calculated to test the hypothesis, as stated in Table 4.6, to see whether this difference in mean was important:

H₀₁ - *No significant difference exists between the mean scoring of a group of students who have been taught before the phonics technique and the mean score of a group taught after utilizing the teaching method of phonics at Kericho Rehabilitation School.*

Table 4.6: Paired Sample t-Test on Pre-test and Post-test Scores

Paired Samples t-Test of Pre-test and post-test scores						
Mean	Std Dev	Std	Error	T	DF	Sig.(2-tailed)
		Mean				
1.29	2.025	0.052		12.25	13	.0000

P = 0.05

Table 4.6 displays a paired sample t- test that was calculated to see if the average pre-test- and post-test scores for the children who performed the two tests were essentially different. A mean difference of 1.29, a value of T of 12.25, and a two-tailed mean of 0.000 are displayed in this table. Since $0,000 < 0.05$ was detected with two tailed significance, this indicated that the null hypothesis is dismissed and an alternative hypothesis is taken that the mean after testing and pre-testing scores vary significantly. The adoption of an alternative hypothesis results in a phonic approach that favorably improves the capacity of children to read in English reading. The adoption of the Phonics teaching technique may be linked to this substantial change in the pre-test and post-test mean values, before the children were tested after the test.

The outcome indicates that the children’s performance in English Language Reading Readiness could be improved when the teachers utilize phonics method teaching system.

The result shows that the readiness of the students to read English language may be increased if the teachers use phonetic methods. The youngsters discovered no ability to distinguish the sounds between words (called phonemic awareness) and to recognize alphabet letters automatically (Pinnel, 2009). Synthetic phonics have been shown to play a key role which has assisted youngsters to learn. Children may be able to speak sounds after teaching sound; e.g. the sound /c/, then /a/ and the sound /t/, combined with /cat/, represented by separate letters and said together in a word.

4.4 Instructional Resources and English Language Reading Readiness of Children

The second research aims to assess the impact on the English Language Readiness of Children of the usage of educational materials. Pre-reading, write and oral abilities are strongly impacted by the aftermath of the kid, which needs to be arranged in a way that offers rich and diverse experiences which support and boost his holistic maturation (Runo, Mugo & Karugu, 2015). Teachers are educational equipment that makes the substance of what they offer to pupils more vivid, fascinating and pragmatic. The California study of Brown (2010) showed that instructional materials, such as chalk boards, flat photographs, textbooks, flash cards, counters, characters, working sheets and illustrations, and cartes vary from simpler and more expensive materials to more sophisticated and costly such as TVs, computers, screen players, slides and projectors for film. The materials used are broadly classified in two categories: printing and non-printing (Brown, Oke & Brown, 2010). Most kids enjoyed using paper clips, magazine photos, books, photography, drawings, magnet audio recording, store flyer signs, book phone books, labels, alphabets, charts, menu books, junk mail, schedules, sign-in sheets, work charts, daily schedule, class news, class schedule, cook books, recipe cards.

Before the intervention, the researcher had observed that the Teacher of English only relied on the children's text books and the chalkboard while teaching. During a particular lesson which the researcher observed, the teacher entered the classroom and instructed the children to take out their copies of the English text book and instructed them to open page 18 (Appendix VII). She then asked the children to focus on section "B" of the exercise which concerned reading. The teacher instructed the children to look at the pictures and go ahead to read the conversation which focused on the phrase, "*My name is*" The children seemed to enjoy looking at the pictures but a majority had a problem with reading. It was also noted that the school had procured a good number of copies on English children's text books, a fact that gave the Teacher of English the propensity to heavily rely on the use of text books. During the training, the researcher consulted with the teacher on how to employ the use of more instructional resources, specifically the use of flash cards with simple English words for beginners, reading charts as well as letter cards and sound cards. These resources enabled the teacher to have a variety of resources as well as increase the children's attention span in reading (Brown, 2010). The researcher observed the integration in the use of these resources during the lessons, as well as observing the reaction and responses of the children as the teacher taught English. The researcher observed that children became more active, were more willing to perform reading tasks and appeared more interested in class tasks. The teacher also established the reading corner in the classroom and the corner with simple reading materials, including the reading cards and charts that had been prepared.

The researcher used observation schedule (Appendix IV) to establish the availability, the adequacy and the relevance of the various teaching and learning equipment in the classroom. The results are as depicted in Table 4.7.

Table 4.7: Teaching resources and oral work, phonics and reading readiness

Effect of resources on oral work, phonics and reading	N	Minimum	Maximum	Std.	
				Mean	Deviation
Oral work emphasizes listening and speaking	4	1	2	1.50	.577
Alphabet posters are key to the mastery of letter names and letter sounds	4	1	1	1.00	.000
Oral work leads to effective confidence building to language beginners.	4	1	2	1.50	.577
The phonics method emphasizes vowels and sound production.	4	2	2	2.00	.000
The use of flash cards, word cards and spelling cards enable children to develop mastery of spelling which is a precursor to reading readiness.	4	2	2	2.00	.000
The phonics method is directly related to the use of oral work in language learning.	4	2	2	2.00	.000
The use of simple reader books promotes acquisition of competence in English language reading.	4	2	2	2.00	.000
The use of simple card readers leads to increased achievement of English language reading readiness in English.	4	2	2	2.00	.000

Table 4.7 shows that two teaching staff of three instructors accepted that oral teaching emphasized the average of 1.50 and 0.577. Hearing is the ability to master speech.

Listening is a vital talent, which we perform throughout our lives in most exercises. Nunan, (2001) states that listening is a six-stage method that includes hearing, attendance, comprehension, memory, evaluation, and response. These stages occur sequentially and quickly. Listening is a psychological event that takes place in the minds of individuals in a cognitive way, and a social phenomenon that develops interactively between people and their surrounding environment. It regards hearing as an advanced process that has to be understood so that it is taught and thus evaluated before combining it with its phonological elements and speaking skills (Bueno, Madrid & McLaren, 2006).

Speaking is one of the hardest language abilities to find youngsters (Nunan, 2001). Nevertheless, it has historically been thrust into the background as English instructors spend all their time in school trying to teach the pupils how to write, read and frequently listen (Bueno, Madrid & McLaren, 2006). In conjunction with the workouts, there are numerous techniques for improving oral abilities in the classroom in order to build speech skills. The most usual speech procedures instructors employ to encourage classroom speakers are the discussions, speeches and roles play.

From Table 4.7, one teacher out of the two instructors agreed strongly that alphabet posters are essential to the mastering of a 1.00 mean and 0.00 default letter name and letter sound. He also (2007) says you build words and sentences with individual sounds when speaking, and you also employ tune, intonation and emphasis to communicate various meanings.

The Table reveals two out of four instructors agreed that oral work will result, with a mean of 1.50 and a standard deviation of 0.577, in successful confidence development for language beginners. Dörnyei (2005, p.211) noted: "Self-confidence is intimately connected

to self-esteem, both of which emphasize the view of the individual's skills as an individual." According to the Reasoner quoted in Rubio (2004), autonomy is a psychological and social condition in which a person assesses himself in line with certain ideals which might lead to various emotional circumstances and become stable in growth, but depending on personal circumstances, they are nevertheless subject to modification. "Anxious youngsters may postpone studying, and in some cases skip class altogether to ease their worry," Horwitz (1986, p.127) says. This demotivation would make it probably easy for 10th grade pupils to give up when they need to: I meet cases where they don't feel secure enough, (ii) answer problems in an English course, and (iii) choose to focus on other topics that they find simpler or more interesting.

From the table, two of four teachers agreed that the phonics approach underlines the mean 2.00 and 0.000 of vowel and sound creation. The acquirement of sound letters is the base for the advanced skills of other literacy skilled readers, speakers, and authors. If a kid is not growing at a favorable speed, the key abilities to recognize and speak letters must be established at young ages and must be targeted (Harmer, 2007). Children who don't get the recognition of letter sound struggle to spell, read and write later in life (Reasoner, 2004). After children have mastered the alphabet and alphabetization, the next step in the phonics method is to help them distinguish between consonants and vowels and short and long vowel sounds. Once the teacher goes over the differences between consonants and vowels, it may be helpful to teach the children some common phonics "rules" pertaining to consonants and vowels.

Table 4.7 states that two in four instructors agreed on the usage of a flashcard, word card and orthographic card allows children to acquire orthodoxy skills which, as demonstrated

in averaging 2.00 and standard deviation, are antecedent to reading and writing. Wyse and Goswami (2008) found that there is not one technique of phonics that seems to be superior to any other. Although the advocates of phonics carried out research on the efficiency of the intense phonics approach according to Strauss and Altwerger (2007), they have demonstrated a significant improvement on several readability metrics.

The phonics approach, as shown in a mean 2.00 and a standard variation of 0,00, is closely related to oral work in language development, according to two out of four instructors in Table 4.7. Mesmer and Griffith, (2005) have the introductory definition of two alternative meanings of phonics and also the fact that English is basically an alphabetical code is a fundamental element of literacy instructions. Phonics methods include "letters or symbols used to encode spoken components of a language" and how "the youngsters are told the links between letters and sounds and how they are utilized to recognize words using this system" (Mesmer & Griffith, 2005, p. 366).

From the table 4.7, two out of four teachers agreed that the use of simple reader books promotes acquisition of competence. The average reading is 2.00 and a default difference of 0.000 in English. Villaume and Brabham (2003) and Mesmer and Griffith (2005) have indicated that they need a teacher to actively engage in the learning of the students in order to efficiently use the phonics technique or any other instrument introduced into the classroom. The teacher needs a method or approach to be actively directed so that adjustments may be made to promote success for the children. The alphabet knowledge and the psychological awareness are outlined in Kim, Petsch, Foorman and Zhou (2010) as the key components of early learning. As youngsters get familiar with letter and letter sound, they begin to comprehend the alphabetical principles that lead to an acquisition in

writing and reading. Dodd and Carr (2003) have shown that there is an interaction between a delay in literacy skills and the capacity of children to achieve written information. The relevance of acquiring the relevant abilities in alphabetic is promoted by Dodd and Carr (2003).

From Table 4.7, two out of four teachers also agreed that the use of simple card readers and the phonics method leads to increased achievement of English language reading readiness in English as shown by a mean of 2.00 and a standard deviation of 0.000. A study by Marx, Krajcik, Blumenfeld, Bass, Fredricks and Soloway, (1999) in Chicago contended that the classroom set up arrangement usually affect the actual number of questions asked and by which particular children. Specifically, the children asked crucial most questions overall in the semi-circle formation and there was no statistical difference between individual children as shown by the p value of 0.3.

The findings on table 4.7 on the use of simple card readers and the phonics method leads to increased achievement of English language reading readiness in English is also supported by a study by World Bank (2007). Instructional equipment is a learning element and, in its absence, the intended curriculum cannot be implemented. In the last several years, governments in both the developing and the developed nations have recognized the relevance of sufficient learning and learning resources (e.g. textbooks, instructor guides and other materials) in order to improve educational development and improving quality.

The researcher observed the classroom environment and noted that the textbooks were available in school and used in class. There was also plasticine available for children. The researcher also observed that there was a chalkboard in the classroom. There was no

language corner for classroom and the classroom also lacked real materials to enable children to acquire language reading skills. However, there were writing materials for all the children. The researcher nevertheless observed that there was lack of displayed charts in English in classroom as well as lack of flash cards for use during English lessons.

The researcher observed that teaching/learning materials in the classroom were adequate and the ratio of textbooks to child was 1:1. The children had adequate writing materials but there was inadequate teaching and learning materials such as model shapes to enhance sorting, matching and grouping. Mollica (2009) says that books and supplemental reading resources are part of the broad category of print materials utilized in schools. These broad categories of teaching materials have ramifications for the performance of early childhood on prerequisites of early and first grade school education. This therefore does not support the hypothesis that there is no apparent difference between the mid-term score of the group of children taught in the Kericho Rehabilitation School, before the use of educational resources, and the average score of the class of children taught after using instructional resources.

It was observed by the researcher that the teaching/learning materials used in class are relevant to English language reading and also the teaching/learning materials are of the right size according to the level of the children (KICD, 2008). The researcher observed that teaching/learning materials were not attractive to the children in terms of colour and shape and therefore did not reinforce the motivation to read and write. It was observed that the teaching/learning materials did not capture the interest of the children in English language reading.

Through document analysis, the researcher was interested in establishing the availability/non-availability of the divergent documents and records utilized by teachers and other school departments in Grade one. The documents that the study purposed to access were considered necessary to indicate teacher preparedness for the teaching of English as well as the maintenance of children's progress records in reading. Pupils' Exercise Books were accessed and were found to be in use. Teachers' Progress Record in English was not accessed and was not in use. Teacher's Schemes of Work were accessed and were in use. Teacher's Lesson Plan was not available and was not in use. English Syllabus was accessed and was in use. School's Examinations Council Records applicable to grade one were not accessed and were not in use. School Discipline Book was not accessed and was not in use. These records were meant to show how the Teacher of English was preparing to go to class to teach as well as indicate the progress of the children. This intended to include the education resources and the reading of English in the Kericho Rehabilitation School for Grade One pupils.

H₀₂: *The mean scoring for the children taught prior to the use of educational resources and the mean score for the children taught at the Kericho rehabilitation school is not significant. There is a mean scoring difference for the groups of children taught prior to the use of educational resources.*

Table 4.8 displays the results of the test of hypothesis carried out in pre-test English reading readiness with the children's annotated scripts.

Table 4.8: One-Sample Statistics for use of instructional resources

Test Value = 31.29						
T	Degrees of freedom	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
x2	1.098	3	.353	.488	-.927	1.902

The results given (df=3, $p < 0.05$)

From table 4.8 the t-test was 0.353, higher than the p-value 0.05. This was significant. Since $0.353 > 0.05$, we accept the null hypothesis and state that the means of post-test outcomes of children are not significantly different from those of the usage of educational resources. Therefore, the use of educational materials in the English language readiness exam in French made by children had no effect on the post-test mean. Therefore, on assessing the impact of instructional resources on English Language reading readiness of children, the study found out that classroom resources such as (flash cards, charts and text book and letter cards) had no effect. The researcher had observed that the Teacher of English only relied on the text book and the chalkboard while teaching. It was also noted that the school had tried to procure a good number of English pupils' text books, a factor that gave the Teacher of English an impetus to heavily rely on the use of text books. During the training, the researcher inducted the teachers to employ the application of more instructional materials, specifically the utilization of flash cards with simple English words for beginners, reading charts as well as letter cards and sound cards. These resources enable the teacher to have a variety of resources as well as increase the children's attention span in reading. The researcher integrated the use of these resources during the training and later on observed the reaction and responses of the children as the teacher taught after the

training. The researcher observed that children became more active, and more willing to perform reading tasks and appeared happy. The researcher noted that more children were participating in word-card search games, look-and-say competitions, spelling games and more children were willing to write simple words on the chalkboard. The researcher also observed a child who previously had no interest at all in reading change his attitude completely. The child specifically spent a lot of time spelling and respelling words before struggling to read the simple words on the card readers. The child who had initially been a slow reader abruptly shot up and could read with a lot of ease. The teacher also established the reading corner in the classroom and furnished it with simple reading materials, including the reading cards and charts that had been prepared.

One study by Marx, Krajcik, Blumenfeld, Bass, Fredricks & Soloway, (1999) in Chicago contended that the classroom seating arrangement usually affect the actual number of questions asked and by each particular child. In essence, the children asked essentially most questions overall in the semi-circle sequence and there wasn't statistical difference among individual children. The researcher re-arranged the sitting plan by the teacher to a semi-circular plan in order to let the children have more opportunities to share materials in the classroom as well as break the barriers that could exist when the children sit in rows facing the teacher.

4.5 Discipline management Mechanisms and English Language Reading Readiness

In the third objective, the research study sought to investigate the impact of classroom discipline management mechanisms on English language reading readiness by examining the strategies of the Teacher of English to manage and control the children during the teaching and learning of English (Wagner, 2012). The quality of teaching between

instructors and child learning depends on efficient teaching administration. In classrooms where children feel comfortable, respected, cared for and safe, effective teachers establish a sound, supportive and pleasant environment. To do so, efficient instructors establish an environment of co-operation, discipline and accountability for themselves and their children (Riaz, 2009). Teachers are the final decision-makers of the atmosphere in the classroom. Their role is crucial to children's conduct. Teachers who plan can overcome several challenges in the classroom, including disturbance, misbehavior or children's misconduct. For instance, various teacher managements understand and create a classroom that best meets their purpose in this context. The form of teacher disciplinary management methods plays a key role (Aly, 2007).

Table 4.9: The modeling classroom discipline management mechanism

Classroom management mechanisms	discipline		N	Minimum	Maximum	Mean	Std. Deviation
I am part of the Committee on School Discipline	4	1		1		1.00	.000
During classes in English, youngsters show diverse behavior.	4	5		5		5.00	.000
The kids appear to lack positive examples of behaviour, from everywhere	4	4		4		4.00	.000
Lobbying and rewarding strengthen good behavior during English reading	4	5		5		5.00	.000
The class involvement promotes respect and empathy for all children in the classroom	4	1		2		1.25	.500

Modeling has a lasting effect on class children's discipline	4	2	4	2.50	1.000
Only the teacher/manager may I report wrongdoers	4	4	5	4.25	.500
I penalize pupils who are not good at reading English exams	4	5	5	5.00	.000
I support the application of modeling in English as a way to manage discipline in children	4	2	2	2.00	.000

Table 4.9 shows that one in the four instructors agreed that they would be members of an average of 1.00 and 0.00 standard deviation of the School Discipline Committee. Yaroson, (2004) concluded that school bodies also need to generate disciplinary obstacles through organizational delays that lead to unwanted policies and programs. Each element that determines school discipline is the nature of the curriculum, the size of the classrooms, the availability of educational and learning resources, the skills of instructors in the management of classrooms and the type of time-table schedules, for instance.

Table 4.9 further demonstrates the great agreement of all four instructors that, during English classes, the behaviors of children differ, reflecting an average five o'clock and a standard deviation of 0.00 in Table 4.9. Gyamera, (2005) highlighted that in the absence of regulations, kid collaboration has a causal influence on general children's behavior. Frustration and peer stress.

Table 4.9 also reveals, as shown by a mean of 4.00 and standard deviation of 0.00, that all the four instructors felt that youngsters seem to lack good behavioral models from wherever they came. Classroom discipline is required if any profitable learning is to be done and if

there are no profit in a messy setting (Lewis, 1999). Lewis also adds that the discipline of the classroom is among the most essential actions that compose the teacher's responsibility. When classrooms and schools are unmanageable, teachers' tasks are more complex. "Teachers can concentrate more time on problems of the discipline of children at the price of instruction" (Lewis, 1999; 19).

All four teachers agreed in Table 4.9 that using praise and recompense enhances their desired behavior, as seen by the mean of 4.00 and a default of 0.00, during English lectures. Mbiti, (2007) argues that school administrators must provide leadership and guidance to regulate the discipline of the school. Mbiti (2007) also lists as the major duties of a head of the school the following: discipline maintenance; guiding and child counseling; children's accounting; administration of curricula; the identification and possible remedies for kid disadvantages.

Table 4.9 indicates that, in accordance with average 1.25 and standard deviation of 0.50, two out of the three instructors agreed that respect and empathy for all kid in the classroom stimulates the study participation. Amado and Freire (2009) believe that the first level of indiscipline is those disruptive occurrences whose disruption influences the good operations of the classroom. The events that can be framed in the second and third levels also include disputes within the inter-connections between children and teachers and which can be taken into account in terms of aggression and even criminality; (Amado, 2005).

Table 4.9 reveals that every four teacher agreed that the modeling technique had a lasting effect of an average of 2.50 and the standard deviation of 1.00 on child discipline in class. Several instructional programs are on the market to improve the behavior of unruly

youngsters. Researchers Brophy and Luke (Gaustad, 1992) anticipated that the rewards and penalties for individuals' behavior in a group would help in the reconstruction of misconduct.

The chart further reveals that all instructors disagreed that just a mean of 4.25 and a default deviation of 0.500 may report mistakes to the head teacher/director. Mbiti, (2007) assumed that the head of the school is entirely accountable for school management and discipline maintenance. It is necessary to enhance the implementation and maintenance of curricula for instructors.

Table 4.9 reveals that every instructor firmly did not agree that students were penalized by an average of 5:00 a.m. and a standard variation of 0.00 who did not score well in their English language reading testing. In circumstances of warm good connection with parents and teachers, a kid is exposed to a responsive and expanding linguistic environment which sets the scene for positive learning, a crucial sign of preparedness for learning (Cappelloni, 2011).

Table 4.9 indicates that, nevertheless, all teachers believe that modeling is encouraged as a strategy for the management of children's discipline, as evidenced by a mean of 2,00 and standard deviation of 0.00 during English courses. The Head of School has to provide clear and straightforward criteria for the improvement of excellent behaviour (Wachanga, 2003). It is the role of the instructor to promote class discipline and preserve order (Wachanga, 2003). The department head is the overall head of the guidance and advice department and is responsible for ensuring that the department is able to achieve its purpose (Muloki & Edwin, 2009).

4.5.1 The Intervention – the Modelling Approach to Classroom Discipline Management Mechanism

Prior to the teachers' training on the Model Method for the Discipline Management Mechanism in classrooms, the investigator noted that the instructors were going to class with an attitude, that the children were criminal and thus their principal concern was to rectify their wrongful conduct. The researcher saw that there was full pause among the youngsters when a teacher went to the class, which was a sign of dread. The instructor then provided directions and the youngsters seemed to take little care of themselves. The instructor continued to remind the students of "what will happen if they do not follow directions (not to complete the task and to submit the books to time)". The statement - "ni kiboko," which means "there is a physical punishment" – would be completed by some children. The scientist pointed out that bodily penalty and verbal abuse were quite common since youngsters were seen as mistaken agents for behavioral modifications to a rehabilitation school. The researcher found that five youngsters never looked after and were spotted leaning sleeping on their desks, which indicated that they had simply stopped. The teaching would be openly disputed.

The scientist introduced Jones's modelling technique for disciplinary management (2015). Jones (2015) argues that teachers must shape an ideal conduct and employ accepted strategies of classroom management in order to develop good study discipline. Similarly, children will regard them as their role models, after which they model their own behavior, when instructors are mature and competent. To model the behavior that instructors expect of children, teachers show respect, confidence, excitement, curiosity, love, care and civility in their daily contacts with children. The youngsters will then give back the sort of favors.

The researcher noted a major shift in child behavior, particularly during the English lesson, following the six weeks of implementation of the modelling method for school disciplinary management. The teacher was friendlier, more affectionate and fond. The instructor started to mention the names of pupils she had before. The instructor respected the viewpoint of the students and even criticized their false answers with humanity. The teacher even made the teachings come to life in the classroom. Every youngster was happier to go to the instructor (a situation that was hitherto not possible). The five students who appeared to have turned away from any class initiative were a polar contrast. They have been extremely engaged in trying to read, write, spell and show the instructor their training books. Skinner's discipline management mechanism modeling technique was also supported. The Skinnerian model points out that remunerated conduct appears to be recurring, whereas no reward-free behavior likely to be over. Skinner's approach compensates for good conduct and punishes poor conduct with a view to cultivation of discipline. Skinner concentrated on strengthening his mechanism. For the good conduct, a teacher must eliminate realism, acceptance, trust and empathy in order to effectively implement this idea. A teacher will embody the behaviors that he/she wants to see from his/her pupils by knowing and conveying them effectively (Wagner, 2012).

In 2000, best-trained and supportive teachers, who apply an adequate level of praise, proactive teaching policies and a non-stringent discipline, can play an extremely important role in promoting the development of social and emotional skills and in reducing the behavior of young people and enhancing language skills, Burchinal said. The goal is to safeguard the children from danger, to help the children acquire self-discipline and to blossom healthy consciousness and an inner feeling of responsibility and control. That's

backed by Demma (2010). It must also introduce values and prepare the kid for education. This improves the readiness of children to read English.

Table 4.10: One-Sample statistics of modeling discipline management mechanism

Test Value = 31.29						
T	Degree of Freedom	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
x4	-22.523	3	.000	-13.478	-15.382	-11.573

The results given (df=3,p<0.05)

Table 4.10 indicates the t-test value of 0.000 that is less than the 0.05 p-value or $0.000 < 0.05$. We thus reject the null hypothesis and conclude that the mean scores are very significant. The modelling of the system of management of disciplines therefore has a direct and stronger influence on the final average number of children in English (Wagner, 2012). Modeling of disciplinary management mechanisms for school teachers with children (role modeling, caring, preventing corporeal punishment, guidance and advice) for better unifying learning and improving classroom practice at the Rehabilitation School of Kericho and other similar institutions should therefore be adhered to.

4.6 Assessment Practices and English Language Reading Readiness of Children

By examining the techniques utilized for measuring English in Grade 1 teaching and learning, this study examined the impact of assessment practices on children's preparedness in English. To be effective, the evaluation should identify the disparities among children and enable differences in learning styles and rates (Wren, 2004). The variations in child English language abilities, and other growth and development differences based on their age, should be considered to correctly evaluate English children (Rhodes & Shanklin,

1993). Evaluation needs to be developed accordingly, since English language children need various methods of transmitting their understanding to employ a range of evaluation procedures. The more language skills are reduced, the more important are assessment methods used before handle and paper jobs. Ideal developmental evaluation offers youngsters possibilities of showing their knowledge in a setting where learning-related risks are safe to take (De Bruin Parecki, 2004).

The researchers noted from the data that the instructor constantly relied on written exams and on continuous tests (CATs) to measure the children's development in English, including readability. The researcher said that this evaluation was based on exams conducted each month even on a regular basis for pupils throughout the school. The Teacher of English showed that the exams which had been handed to the children were not made by the instructors, instead, they were taken from the stores in Kericho town. The teacher was supported by the head teacher. In the first grade, the students had little interest in exams conducted by teachers, especially the English teacher, as it was exceedingly difficult to examine them. The teachers seemed to be in agreement with the practice because it saved them time for exams. The researcher has also observed that the reviews conducted were highly uncertain. The kids didn't appear to care if the test was right or not.

4.6.1 The Intervention – The Checklist Assessment Tool

Evaluation is a key educational objective used to inform teaching (Wren, 2004). The initial stage is to provide a basic childhood performance in good reading instructions. A checklist has certain criteria and enables instructors and children to gather information and assess what youngsters know and can accomplish with the results of their collaboration. After the

researcher educated instructors to use the readiness checklist tool (Appendix V) to replace overreliance with written exams as an evaluation method. The instructor found it easier to focus on individual pupils in certain areas of English learning after their stated problems. The instructor would spend extra time with students who have difficulty in acknowledging letter names, sounds, basic words, simple words, amongst other criteria to meet their particular needs. The instructor found it easier to arrange for the children's corrective work. The youngsters who were categorized as incorrigible now got the opportunity to learn to read at their own speed.

The findings of assessment techniques used to monitor English language teaching and learning in grade 1 are shown in Table 4.11.

Table 4.11: The Checklist Assessment Tool and English language Reading Readiness in Grade one

Assessment practices	N	Minimum	Maximum	Mean	Std. Deviation
I guarantee that activities and tasks are presented to children and marked in English reading	4	1	4	2.00	1.414
In English language reading, CATS are provided to check the conclusion of the subject every week/night.	4	2	2	2.00	.000
I assure that after every month, the readiness test in English is done	4	1	2	1.50	.577
The evaluation instrument evaluates special talents in preparedness for reading in the English language.	4	3	3	3.00	.000

The evaluation of the checklist allows the instructor to develop corrective measures for certain children	4	5	5	5.00	.000
All the four English language skills are taught and assessed	4	1	4	1.75	1.500
I always use a dictation to measure the speed of writing/writing in English.	4	1	4	2.25	1.258

Table 4.11 demonstrates that all four pupils agreed ensuring that exercises and duties are provided to children in English reading, indicated as 2.00 and 1.414 as standard. Assessment and evaluation in classrooms under the active direction of instructors may also function as vital professional growth objectives since teachers have useful feedback on their educational efficacy to enhance their professional skills and advancement. The reflective teaching movement encourages instructors to do research in their own classrooms (Classroom evaluation and evaluation is a key role of such research (Nunan, 1989; Allwright & Baily, 1991; Richards & Lockhart, 1994).

Table 4.11 has shown that two out of four instructors agreed to award CATS an average of 2.00 and a standard deviation of 0.00 to monitor the end of a subject on the weekly/fortnightly basis in English reading. Chastain, (1988) thinks that instructors must frequently review their teaching on the basis of the reaction, interest, incentive, training, involvement, perseverance and success of their children. The results from this assessment are the main source of the efficacy of specified learning activities.

Table 4.11 reveals that two instructors out of three agreed that each kid had a standard 1.50 and standard variation of 0.577 as reported in the Checklist Assessment instrument. The

rating is based on a comparison between Gensee and Upshur, (1996). Specifically, evaluation decisions are taken to make comparisons between several instructional elements and the wider instructional circumstances, including factors of input, aims, plans, practices and results and then to take measures to minimize the inconsistencies between the parts, in order to achieve the desired result and/or match. If there is no mismatch, then no modifications may be made.

In addition, Table 4.11 states that three of four teachers were unsure, as demonstrated by their average of 3.00 and standard deviation of 0.00, that they officially published results for assembly/in-class following CAT. The educational plans Gensee and Upshur (1996) notably stress what should be taught and when, and how. They may be seen as a plan to achieve course objectives. Effective teaching involves extensive preparations for the whole course, including plans for distinct teaching units and even personal courses. Such arrangements are typically referred to as the curriculum.

Table 4.11 still demonstrates that all four instructors unequivocally agreed that the Checklist evaluation tool analyzes the preparedness for reading in English with a mean of five o'clock and a default of 0.00 for certain skills. Teachers agreed that the evaluation of the checklist allows the instructor to create corrective activities for certain students as provided in the standard 1.75 and 1.50 mean values. Gensee (quoted in Carter and Nunan, 2001) has the view that it should be profitable for classroom-based evaluation exams and alternate types of language assessment: connected to educational goals and activities; aimed to improve child performance; kid-oriented, developed and relevant; accurate; fair and continuous.

In Table 4.11 all four instructors were of the view that the Checklist Assessment Method, which is demonstrated by a mean of 2.25 with a standard difference of 1.258, would be strongly recommended. Genesee and Upshur (1996) comment that classroom practices should be considered apart from planning, as it could not always be prepared in a classroom. Teachers may, for several reasons (e.g., do not properly grasp them, the plans are inadequately defined, and so cannot be implemented unambiguously), not implement instruction plans as required.

H₀₄: *There is no significant difference among the mean value of the group of children evaluated in the first grade in English Language Reading Preparedness of Children in Grade 1 at Kericho Rehabilitation School and between the mean values of the group evaluated in the second graduate grade.*

Table 4.12: One-Sample Test Statistics of checklist assessment method

Test Value = 31.29						
T	Degree of Freedom	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
x3 2.782	3	.001	-5.933	-12.721	.855	

The results given (df=3,p<0.05)

The t-test, the mean value of which is 0.001 t- less than 0.05 p-value, as shown in Table 4.12. Since $0.001 > 0.05$, the null hypothesis is therefore rejected and we accept the alternative, which means that the difference between the two mean values is considerable. Therefore, the technique for checklist evaluation has an effect on children's final average preparedness in English.

Maxfield (2010) states that evaluations can help instructors in kindergarten enhance education by highlighting the strengths and shortcomings of children. Taking a picture of the child's block structure or writing a note at daytime about two children's social interactions is for example an assessment of kids' skills throughout the day. Emphasizing the assessment of linguistic competence to improve education helps promote excellent teaching methods.

4.7 Multiple Regressions to determine how Teacher Classroom Practices affect English Language Reading Readiness

Multiple regressions are a strong series of tools for studying particular scientific and experimental data assumptions and correlations. Multiple regressions extend the linear regression (Huberty & Hussein, 2001). It is utilized if the variable value depending on the value of two or more other variables needs to be predicted. The predicted variable is referred to as the dependent variable (or sometimes, the outcome, target or criterion variable). It is a statistical instrument that permits examining how multiple independent variables are associated to a dependent variable.

Multiple regressions were applied to ascertain whether the independent variables affected the dependent variable. To achieve this, readiness of students in grade 1 as the dependent variable versus four factors has been reversed, namely; phonics method adopted by teachers, use of instructional resources, modeling classroom discipline management mechanism and the checklist assessment practice. Linear regression is a method that allows you to predict "Y" based on your knowledge of variable "X." The regression model for this investigation was therefore usually assumed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where: Y = mean score of English language reading readiness, β_0 is a constant implying the level of English language reading readiness that does not depend on the four variables investigated. $\{\beta_i ; i=1,2,3,4\}$ = The coefficients for the individual X_i variables; X_1 = phonics method adopted by teachers, X_2 = use of instructional resources, X_3 = modeling classroom discipline management mechanisms, X_4 = checklist assessment method, and e = Default. In the model 0, the term is constant whereas the coefficient β_1 to β_4 were utilized in measuring the sensitivity of the dependent variable (Y) (X_1 , X_2 , X_3 , and X_4). e is the error term that recorded the inexplicable model variances. In this section we explored if the multiple regression equation can be utilized in the Kericho rehabilitation school, Kenya to explain the influence of teacher training on the preparedness of students in English. The model summary table provides the connectivity strength between the model and the dependent variable (Gatara, 2010). R is the linear correlation between the values of the dependent variable, as observed and model-projected. Its high worth shows a good partnership.

Table 4.13: Model summary on teacher classroom practices and English language reading readiness

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.831 ^a	.691	.679	6.567

a. Predictors: (Constant), Phonics method adopted by teachers, use of instructional resources, Modeling classroom discipline management mechanism, Checklist assessment method.

A R = 0.831 shows a good connection between English language classroom practice preparedness for children in Grade 1 and the outcomes achieved. The adjusted R square of

0.679 indicates that phonics method adopted by teachers, effective use of instructional resources, modeling classroom discipline management mechanism, the evaluation methodology of the checklist excluding the constant variable explained the change in English readability of grade 1 by 67.9 percent, which is explained by non-model elements. The remaining percentage may be explained.

The results also revealed a coefficient of determination (r-squared) of 0.691 that shows 69.1% of English language reading readiness of children in Grade one can be explained by phonics method adopted by teachers, use of instructional resources, modeling classroom discipline management mechanism, checklist assessment method. The findings on Analysis of Variance (ANOVA) results on teacher classroom practices and English language reading readiness of children are presented in Table 4.14.

The objective of variance analysis is to examine variations in means of statistical significance (for groups or variables). This is done by examining the variance, i.e. by dividing the total variance into the portion attributable to genuine random error (i.e. SS within the group) and the components caused by variations in mean. These latter components of variance are then evaluated for statistical meaning and the null hypothesis has been rejected if significant, without any variations across means, accepting the alternative hypothesis that the mean is different (in the population).

Table 4.14: ANOVA Results on teacher classroom practices and English language reading readiness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10111.282	4	2527.821	58.622	.000 ^b
	Residual	4527.709	12	377.309		
	Total	14638.991	16			

a. Dependent Variable: English language reading readiness of children

b. Predictors: (Constant), Phonics method adopted by teachers, Effective use of instructional resources, Modeling classroom discipline management mechanism, Checklist assessment method

The p-value of the ANOVA was 0.000. Therefore, the relationship between teacher class practices and the preparedness of children to read the English language was substantial with a 95% confidence. The F statistics of 58,622 were sufficiently big to indicate that the number of variables had a significant impact on the preparedness of students to read English in Grade 1. This implies that X_1 = phonics method adopted by teachers, X_2 = effective use of instructional resources, X_3 = modeling classroom discipline management mechanism, X_4 = checklist assessment method, are significant predictors at explaining In Kericho rehabilitation school, readability to read the English language of students at Grade 1 and the model is considerably suited to 95% confidence level. In regression with many independent variables, the coefficient indicates how much the dependent variable is anticipated to grow by one, with all other independent variables unchanged. This means that teachers need to possess skills in phonics, use of instructional resources, modeling classroom discipline management mechanism and checklist assessment method so as to enhance the children readiness in English language reading.

Table 4.15: Coefficients on Teacher Classroom Practices and English language reading readiness

Model	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1 (Constant)	.337	2.205			.153	.001
Phonics method adopted by teachers	.925	.072	.024		2.896	.001
Effective use of instructional resources	.580	.062	.241		2.096	.021
Modeling classroom discipline management mechanism	.082	.075	.069		.340	.042
Checklist assessment practice	1.006	.131	.659		7.668	.000

a. Dependent Variable: English language reading readiness of children

Further analysis as exhibited in Table 4.15 shows that phonics method adopted by teachers had a coefficient of 0.925, use of instructional resources had a coefficient of 0.580, modeling classroom discipline management mechanism had a coefficient of 0.082, and checklist assessment practice had a coefficient of 1.006.

The model created was the following from the coefficients; English language reading readiness of children = 0.337 + 0.925 (Phonics method adopted by teachers) + 0.580 (Use of instructional resources) + 0.082 (Modeling classroom discipline management mechanisms) + 1.006 (Checklist assessment method) ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$). The beta regression coefficients showed that all the variables investigated had a favorable association with the preparedness of the youngsters to read English. The data demonstrate that all four test variables with positive beta coefficients were statistically significant.

$\beta_1 = 0.925$; which implied that a unit change in phonics method resulted into a 0.925 change in English language reading readiness of children.

$\beta_2 = 0.580$; which implied that a unit change in effective use of instructional resources resulted into a 0.021 change in English language reading readiness of children.

$\beta_3 = 0.82$; which implied that a unit change in modeling classroom discipline management mechanism resulted into a 0.82 change in English language reading readiness of children.

$\beta_4 = 1.006$; which implied that a unit change in checklist assessment practice resulted into a 1.006 change in English language reading readiness of children.

A t critical of 2.776 indicated that Checklist assessment practice with a t-value of 7.668 was the most significant followed by Phonics method adopted by teachers with t – value of 2.896. The effective use of instructional materials followed with a t-value of 2.096 and lastly Classroom discipline management mechanisms with a t-value of 0.340.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides an overview of the study, results and recommendations. This research summarizes the conclusions of the study on the impact of teacher class practices on the preparedness of children to read English in first grade. The outcomes of the investigation were summarized and the suggestions came from the findings.

5.2 Summary

This study focused on the influence of teaching practice at Kericho Rehabilitation School, Kenya, on the preparedness of students to read English in Grade 1 language. This aimed to experimentally expose the impact of teacher's practice on the preparedness of children to read English and to give the basis for dealing with this problem in the context of rehabilitation schools.

The study conducted an English readiness before and after tests to determine the influence of teacher's practices on children's preparation in the first grade for English language reading. The test items were focused on: Setting scores in letter sounds, spelling, writing and plain English words. English Language reading readability test items. Data was also collected using questionnaire for head teacher and regular teachers, observation schedule for researcher and classroom teaching observation form and teacher training manual (Adapted from the Tusome Early Literacy Programme, (MOE 2014). This included checking the training agenda and the training materials needed for teaching.

The pre-test results of the English Language Reading Readiness test by the Grade one children revealed a low performance. This was attributed to the fact that the children were not able to read. The teacher was a trained P1 teacher who had taught Grade one children before she was deployed to teach at the rehabilitation school. The researcher noted that the teacher had depended more on the look – and – say method in her teaching. In this technique, the teacher simply asked children to open the text books, describe the pictures seen and read what was written. The children found it hard to describe the pictures in English as well as read what was written.

The researcher trained all the four teachers at the rehabilitation school on interventions that were considered necessary for the improvement of English language reading readiness for the Grade one children at the school. This included the application of the phonics method, the use of instructional resources, the modeling discipline management mechanism method and the checklist assessment method. The interventions were applied for a period of six weeks by the Grade one teachers of English.

The students from grade one fared better in the English Reading Readiness Test after the test than before. The results also showed that the phonics technique may assist the kid learn to read and construct words efficiently while starting youngsters in the reading. In addition, identification of the words of youngsters improved considerably when the phonics approach was used. Learning utilizing the phonics technique would appear to improve the word reading for youngsters for several reasons. The first thing that youngsters learn to read was synthesis phonics (Runo, Mugo & Karugu, 2015).

The null hypothesis that a significant difference occurred between the pre-test and the post-test mean results of the children who conducted both tests was estimated with a paired sample t- test. The findings revealed that the mean difference was 1.29, T was 12.25 and the mean two-tailed was 0.000. Because of the double-duty value $0.000 < 0.05$, the null hypothesis was disregarded and the alternative hypothesis was adopted that the mean after the test and pre-test scores differed substantially. The acceptance by the English instructors of the phonics technique might be ascribed to this considerable disparity between pre-test and post-test mean results before the students were tested thereafter. The results demonstrate that the performance of children may be enhanced by the phonics approach in the English language reading process.

5.2.1 Effect of teaching methodologies on English Language Reading Readiness of children in Grade one

The initial goal was to determine the effect of instructional techniques on readiness for reading English. This was accomplished by training the first English phonics instructor. For six weeks the teacher used the new approach. The researcher saw the child's enthusiasm in reading reawaken. Much of the students wanted to try to read most of their written material. The most fascinating was the youngster who reclined and slept on the desk and became interested in reading. It was even difficult to see him reading from his workbook cover. All students showed a great deal of development in general and the instructor really liked the class.

The results show that the youngsters can learn to read and to construct words successfully with phonics. In addition, the identification of children's words improved substantially. It

seems that teaching phonic reading can improve the word reading for youngsters for various reasons. The atmosphere in the classroom might have contributed to the learning. The instructor gave them with the opportunity to develop phonemic consciousness, particularly word cards on the classroom wall and children's stories for oral reading. To read out-loud while the instructor receives instruction and comments, to develop fluency of reading. Children get fluent reading until the process gets instinctive; frequent oral reading is a way to help youngsters become fluent readers.

The teacher has not been seen to offer pupils pairs of chances to help each other learn. The availability of the children to work in groups gave an opportunity to those with higher ability in reading to help those whose reading ability was lower, as the learn improves with the help from the teacher and their classmates (Mathew et al., 2016). This gave the researcher a strong premise that the phonics method is key and integral to the founding of English language reading in young children.

5.2.2 Effect of use of instructional resources on English Language Reading Readiness of children in Grade one

In the second goal of the study the influence on English Language Readiness of Grade One Children at Kericho Rehabilitation School was determined by the utilization of educational materials. The results showed that instructors firmly agreed that alphabet posters are the key for mastering letter names and letter sound, as demonstrated by an average of 1.00 or 0.000. It was found that teachers agreed to allow students to grasp orthodoxy, a predecessor to reading and writing as evidenced by a mean of 2.00 and a standard deviation of 0.000 with the aid of flash cards, speech cards and spells. The data also indicated that instructors

agreed that simply reading cards and the phonics procedure lead to enhanced preparedness for English reading as shown by an average of 2.00 and a standard deviation of 0.000.

The t-test was significantly higher than the p-value of 0.05 at a value of 0.353. Since $0.353 > 0.05$, we accept the null hypothesis, that the means of pre-test and post-test results of children are not significantly differentiating, and that the use of training materials had no influence on the post-test average readiness test in French carried out by students of the English Language.

5.2.3 Effect of discipline management mechanisms on English Language Reading Readiness of children in Grade one

In the third goal, the study intended to evaluate the impact on English language readiness of Grade 1 students from discipline management techniques. Teachers were instructed to adopt the modeling of the management mechanism of the discipline in school, particularly during English courses. The findings showed that instructors agreed that they belonged to the Committee on School Discipline. During English reading sessions, children showed diverse comportments and during English reading courses teachers were not permitted to reprimand students.

Teachers agreed that students appeared not to have positive behavioral models everywhere they came from, as evidenced in the average 4.00 a.m. Teachers have agreed that the use of praise and incentive promotes desired behavior at an average 1.25 and a standard deviation of 0.50 in the English lessons. Teachers agreed to respect and empathy for all students in class as demonstrated by their average 2.50 and a standard 1.00 deviation.

The instructors agreed on a long-term influence on child discipline in the classroom modeling approach, as evidenced by an average of 4.25 and a standard of 0.500. The instructors strongly disputed that they penalized students who do not read English well, as evidenced in average 5.00 and a standard 0.00 deviation. However, instructors believed that modeling as a way of controlling children's behavior is encouraged during their English course as indicated in average 2:00 and a standard 0.00 deviation.

The t-test findings showed a significant 0.000 value that is lower than the 0.05 p value. Therefore, $0.000 < 0.05$, we reject the zero hypothesis and infer that the means have a very meaningful connection. The processes of discipline management thereby influence English language preparation in English more directly and more effectively in the end kid. Therefore, the method for modeling disciplinary management is important to the development of preparedness for English among young children.

5.2.4 Effect of Assessment Practices on English Language Reading Readiness of Children in Grade One

In its fourth goal, the study examined the effects of the study practice on the readiness of children in first grade in English language. The research trained instructors to apply a checklist evaluation approach to measure the readiness of first-grade students to read English. The data showed that the teachers agreed that exercises and tasks were provided to pupils and marked in English reading. The findings have shown that the instructors have agreed that weekly and fortnightly CATs may be used to track the conclusion of the topic in English.

Teachers agreed that each kid should be ready to read with the Checklist Assessment instrument. Teachers agreed to allow teachers to design corrective activities with individual students using the checklist evaluation. The Checklist Evaluation tool evaluated various abilities of preparedness for English readings and recommended the Checklist Evaluation technique for monitoring preparation for English reading.

During the year, the continuous evaluation of the capabilities in English was necessary to guarantee that each kid developed the desired linguistic skills and knowledge based on his or her particular skills and situations. The ESL benchmarks might be used to determine at interstitial intervals the level of English language skills of students over the whole school year (November, March and June) and to establish how English learners are advancing.

For each of the strands (hearing, speaking, read, writing, etc.), the degree of language skill in which the kid is presently working should be reported throughout frequent reporting periods. It was also necessary to illustrate how poor English skills affect curriculum marks. Comments should also be provided to clarify the meaning of skill levels to parents and children.

The t-test results show a value of 0.001 significantly below the p-value of 0.05, i.e. $0.05 > 0.001$. That meant that we subsequently rejected the null hypothesis and concluded that the means differed significantly. The technique of evaluation of the checklist is therefore extremely essential and crucial since in English reading it has an influence on the final mean of the students.

5.3 Conclusions

It can be concluded that teaching methods positively influences English Language Reading Readiness. Teaching children using phonics improves children word recognition significantly. It also enhances children's word reading for many reasons such as playing an important role in guiding children to learn how to read. Moreover, youngsters who are phonic experts may hear words that they haven't seen before, without needing to remember them first. The phonics method is suitable to be used in rehabilitation schools because the children who found themselves in these schools are not well founded in basic reading. The study concludes that the teachers oral work emphasis on listening and speaking and that oral work is key to the mastery of letter names and letter sounds. Oral work was seen to lead to effective confidence building to language beginners. The use of a wide variety of instructional resources had a direct bearing on the verbalization of children in spoken English. The use of resources increased the children's interest into the reading of simple words in English, a prerequisite activity towards reading readiness. The phonics method emphasizes vowels and sound production and the phonics method enables children to develop mastery of spelling which is a precursor to reading and writing. Phonics method is directly related to the use of oral work in language learning. Use of oral work and phonics method promotes acquisition of competence in English language reading. Use of oral work and the phonics method leads to increased achievement of English language reading readiness. Textbooks were available in school and used in class. There was also clay/plasticine available for children. There is the availability of chalkboard in class. There was no language corner for learning in class and the class also had no actual materials to enable pupils acquire language reading skills. However, there were writing materials for

all the children. The researcher observed that lack of displayed charts in English in class, and lack of flash cards in classes was evident. The researcher concluded that the training of teachers for young children should include the integration of the phonics method into the teaching of English language for beginners, especially those in rehabilitation schools.

The study concludes that the modelling method of discipline management has a lasting effect on class child discipline. It was found that modeling behavior that instructor's desire in children involves teachers who show respect, trust, passion, interests, love, concern and civility in their daily contacts with children. Teachers were members of the school discipline committee and so they were encouraged to advocate for the use of the modeling mechanism to classroom discipline management, especially during the teaching of the pre-reading of English language. The study further concludes that teacher training programmes do not integrate the modeling discipline management mechanism into teacher education.

It may be concluded from the data that evaluation is a key component of education utilized for informing instruction. The evaluation tool evaluates particular abilities in preparedness for reading in the English language. The assessment of the checklist allows the instructor to arrange remediation activities for certain students. The scientist believes it should be linked to educational goals and activities in order to optimize child performance; developably appropriate, relevant to and interesting to children; accuracy, fairness and continuity for the students to tests or alternative forms of language assessment which are useful for classroom evaluations. The study therefore concludes that the use of the tool is

not taken as key in enhancing, identifying and founding young children to reading readiness and eventually into fluent readers.

5.4 Recommendations

This section gives recommendations based on the findings of the study to curb the challenges as well as bridge the gaps of administrative procedures of setting examinations and quality of examination in universities.

- i. On the teaching methodologies and English Language Reading Readiness, the Ministry of Education and the school management need to review the training of Teacher of English of Grade one in rehabilitation schools to adopt the use of the phonics method to teach Grade one children who find themselves in the rehabilitation schools. The school management should also ensure and advocate strongly for the establishment of ECDE Centers in rehabilitation schools. This can be done by teachers being subjected to some training to enable them develop the right and effective teaching methods that positively influences English Language Reading Readiness among the children.
- ii. Concerning the aspect of use of instructional recourses, the study recommends that relying on text books alone in class is not enough. There is need for the teachers of English to let the children in rehabilitation schools to interact more with other resources like the flash cards, simple reading cards and charts, the use of audio materials to provoke listening among many other materials. There must also be the provision of instructional resources for teaching by school management through the Ministry of Education and the training of the teachers on the use of instructional

resources to enhance English Language Reading Readiness among the children in Grade one.

- iii. The modeling classroom discipline management mechanism should be embraced by all stakeholders, particularly teachers in rehabilitation schools because the children who find themselves in these schools need a loving environment instead of the constant reminder that they were incarcerated to the schools because of bad behaviours. The children need some positive behaviours for them to model. The school management through Quality Assurance Director to provide professional development that responds to the educational goals of the school in terms of classroom discipline management mechanisms among the teachers. The school management should ensure the culture for the continuous professional development in classroom discipline management mechanisms is appreciated by all for an immediate improvement.
- iv. On classroom assessment practices and English Language Reading Readiness of children in grade one, the teacher of English should not rely on monthly tests that are done in school to gauge the children's abilities. The teacher needs to develop a Checklist Assessment Tool that contains the various competencies that children in rehabilitation schools are expected to master. The checklist tool must not subject the children to competition but be seen as a measure to enable the teacher plan remedial work for the children who are the most needy. The checklist tool should be used by the teacher to indicate every positive feature of grade one children in rehabilitation schools. The Checklist Assessment Tool is therefore highly

recommended for use by the teachers in rehabilitation schools, not only in English language reading readiness, but also in other learning areas.

5.5 Suggestions for Further Research

This study is not exhaustive, but its rather a catalyst for other studies on the same area on effect of classroom practices in English language reading readiness of children in Grade one at Kericho rehabilitation school, Kenya. Therefore, the following areas are suggested for further research:

- i. More research needs to be done in the area of teacher classroom practices and English language reading readiness of children as a comparative study between public schools and rehabilitation schools in Kenya. This will give more insight on how the two categories of schools apply such teacher classroom practices and their overall outcome compared as a result of English language reading readiness of children.
- ii. This study did not involve the Quality Assurance Officers in examining the effect of teacher classroom practices on English language reading readiness of children in class. Therefore, there should be a study done with Quality Assurance officers' response on how they perceive the use of classroom practices in their schools. This would be an important input as Quality Assurance officers are important stakeholders.

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APPENDICES

Appendix I: English Language Reading readiness in English Language

The grade one children will attempt the following test before and after treatment and scores recorded:

1. Spell the following words: Play, Lake, Dog, Run, Teacher (10 marks)
2. Read out the following letter names: Aa, Cc, Gg, Bb, Pp, Dd, Tt (10 marks)
3. Read out the following letter sounds: /a/, /g/, /e/, /r/, /n/, /i/, (10 marks)
4. Read the following sentences correctly:
 - Ben has a cat
 - Sam has a dog
 - Ben and Sam play
 - Sam and Ben are going home
 - A cow eats grass (10 marks)
5. Write the opposite of the following words: “Come”, “Sit”, “Run”, “Boy”, “Father” (10 marks)

Appendix II: Questionnaire for Head Teacher and Teachers

I am undertaking a study on “Effect of Classroom Practices on English Language Reading Readiness of Grade One Children in Kericho Rehabilitation School, Kenya.” Your school has been sampled to take part in this study. You are therefore kindly requested to fill this questionnaire as honestly as possible. Any information you will provide will be treated as strictly confidential. Kindly respond by putting a tick (✓) in the spaces provided or filling in as required.

Section A: Demographic Data

INSTRUCTIONS

Put a tick (✓) in the statement that relate to your situation.

Do not write your name

1. Your gender

Male

Female

2. Age

18 - 24 years

25- 31 years

32- 38 years

39- 45 years

46 and above

3. Your academic and professional qualification

Certificate in ECD/SNE

Diploma in ECD/SNE/Education

Bachelor of Education

Master of Education

Other (specify) _____

4. For how long have you taught in the rehabilitation setting?

Less than one year

1-5 years

5-10 years

11 – 15 years

Over 16 years

5. Number of teaching staff in the rehabilitation school.

Under Ministry

under B.O.M

6. What is the total number of children enrolled in your class?

10 – 20 years	<input type="checkbox"/>
21- 30 years	<input type="checkbox"/>
31- 40 years	<input type="checkbox"/>
41 and above	<input type="checkbox"/>

SECTION B: Teaching Methodologies

7. Please tick the teaching methods you have been trained in.

Lecture teaching method	<input type="checkbox"/>
Team teaching method	<input type="checkbox"/>
Tusome” Early Literacy teaching strategies	<input type="checkbox"/>
Experimental teaching methods	<input type="checkbox"/>

8. Among these methods, which ones do you normally use in teaching English classrooms?

Lecture teaching method	<input type="checkbox"/>
Team Teaching method	<input type="checkbox"/>
Tusome” Early Literacy teaching strategies	<input type="checkbox"/>
Experimental teaching methods	<input type="checkbox"/>

Please provide reasons for answer above choice/s

.....

.....

9. Have you ever used the phonics method in the teaching of English to your class?
 Yes [] No []

10. Please for the following question; indicate the extent to which you agree/ disagree with the following statements. Mark your choice using a tick or write a clear response where necessary in the spaces provided.

SA =Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

No	Statement	SA	A	N	D	SD
A	I use cartoons to teach new words in English language reading					
B	I use lecture method to teach English language reading					
C	I use demonstration to teach English language in the classroom					
D	I use discussion to teach English language reading					
E	I use story telling method to teach English language					
F	I use singing to teach English language reading					
G	I invite a resource person to teach some concepts in English language					
H	I conduct remedial lessons in English language reading					

I	We engage in TEAM Teaching as the situation demands so					
---	--------------------------------------------------------	--	--	--	--	--

10. Any other comment on the methods used in classroom in the teaching of English?

SECTION C: Classroom Discipline management mechanisms

11. Please for the following question; indicate the extent to which you agree/ disagree with the following statements. Mark your choice using a tick or write a clear response where necessary in the spaces provided.

SA =Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

	SD	D	N	A	SA
Availability					
I am part of the Committee on School Discipline					
During classes in English, youngsters show diverse behavior.					
The kids appear to lack positive examples of behaviour, from everywhere					
Lobbying and rewarding strengthen good behavior during English reading					
The class involvement promotes respect and empathy for all children in the classroom					
Modeling has a lasting effect on class children's discipline					
Only the teacher/manager may I report wrongdoers					
I penalize pupils who are not good at reading English exams					
I support the application of modeling in English as a way to manage discipline in children					

SECTION D: Assessment Practices

12. Please for the following question; indicate the extent to which you agree/ disagree with the following statements. Mark your choice using a tick or write a clear response where necessary in the spaces provided.

SA =Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

No	Statement	SA	A	N	D	SD
A	I guarantee that activities and tasks are presented to children and marked in English reading					
B	In English language reading, CATS are provided to check the conclusion of the subject every week/night.					

C	I assure that after every month, the readiness test in English is done					
D	The evaluation instrument evaluates special talents in preparedness for reading in the English language.					
E	The evaluation of the checklist allows the instructor to develop corrective measures for certain children					
F	All the four English language skills are taught and assessed					
G	I always use a dictation to measure the speed of writing/writing in English.					

SECTION E: Oral work and Phonics method

14. Please for the following question; indicate your level of agreement/ disagreement on the effect of Oral work and Phonics method. Mark your choice using a tick where necessary in the spaces provided.

SA=Strongly Agree A= Agree N = Neutral D= Disagree SD = Strongly Disagree

No	Statement	SA	A	N	D	SD
A	Oral work emphasizes listening and speaking					
B	Alphabet posters are key to the mastery of letter names and letter sounds					
C	Oral work leads to effective confidence building to language beginners					
D	The phonics method emphasizes vowels and sound production					
E	The use of teaching resources enables children to develop mastery of spelling which is a precursor to reading and writing					
F	The phonics method is directly related to the use of oral work in language learning					
G	The use of simple reader books promotes acquisition of competence in English language reading					
H	The use of simple card readers leads to increased achievement of English language reading readiness in English					

Appendix III: Document Analysis Schedule

Please for the following section, indicate the different documents and records used by teachers and other schools in grade one are available. Any information you submit is 100% private. Tick your option or provide a clear answer in the areas given when necessary.

AIU = Accessed, in Use ANIU = Accessed, not in Use NANIU = Not Accessed, Not in Use

NAAIU = Not Accessed, Allegedly in Use

	AIU	ANIU	NANIU	NAAIU
Pupils' Exercise Books				
Teachers' Progress Record in English				
Teacher's Schemes of Work				
Teacher's Lesson Plan				
English Syllabus				
School's Examinations Council Records applicable to grade one				
School Discipline Book				

Appendix IV: Observation Schedule for Researcher

Classroom Resources

Please for the following section, indicate the availability/non-availability of the various teaching and learning resources in grade one. Mark your choice using a tick or write a clear response where necessary in the spaces provided.

AVS = Available Seen N/A = Not Available AV/NS = Available Not Seen N/SU = Not Sure

	AVS	N/A	AV/NS	N/SU
Availability				
Textbooks are available in school and used in class				
Clay/plasticine are available for children				
Chalkboard is available in class				
Language corner for learning is available in class				
Real materials are available to enable pupils acquire language reading skills				
Writing materials are available for all the children				
Displayed charts in English are available in class				
Flash cards are available in classes				
Adequacy				
The teaching/learning materials in class are adequate				
Text books to pupils ratio is 1:1				

Pupils have adequate writing materials				
Adequate teaching/learning materials such as model shapes to enhance sorting, matching and grouping				
Relevance				
The teaching/learning materials used in class are relevant to English language reading				
The teaching/learning materials are attractive to the children therefore reinforces motivation to read and write				
The teaching/learning materials are of the right size according to the level of the children				
The teaching/learning materials capture the interest of the children in English language reading				

Appendix V: Reading Readiness Checklist Assessment Tool

S/NO	Child's Name	Recognize letter and sound names	Spell Simple Words	Correct Identity of Alphabet	Correct Identity of Sounds	Read Simple Words	Write Simple Words	Remarks
1								
2								
3								
4								

13. Any other comment on the Checklist Assessment Tool?

Appendix VI: Classroom Teaching Observation Form

Name: _____

TSC/PF. No: _____

School: _____

Form/Class: _____

Date: _____

Subject: _____

Supervisor: _____

Signature: _____

Preparation:

- Schemes of work
- Record of work covered
- Lesson plan
- Objectives
- Teacher's progress record
- Teacher's self-evaluation

Introduction:

- Arousing interest
- Link with child's experience
- Rationale
- Others _____

Lesson Development (Teaching strategies):

- Selection of content
- Sequencing of activities
- Level of instruction
- Use of reinforcement
- Mastery of content

Use of Classroom Resources:

- Creative/effective use of materials
- Clarity of use of presentation
- Chalkboard presentation
- Relevance of materials
- Others

Classroom Discipline management mechanisms

- Class management
- Sensitivity to children's concerns
- Management of child behaviour during teaching/learning

Classroom Assessment procedures:

- Correction of assignments
- Student's participation
- Formative checks
- Evaluation procedures
- Overall assessment of teaching/learning
- Others _____

Conclusion:

- Recuperation of lesson
- Awareness of child needs
- Focusing on the next lesson

Others _____

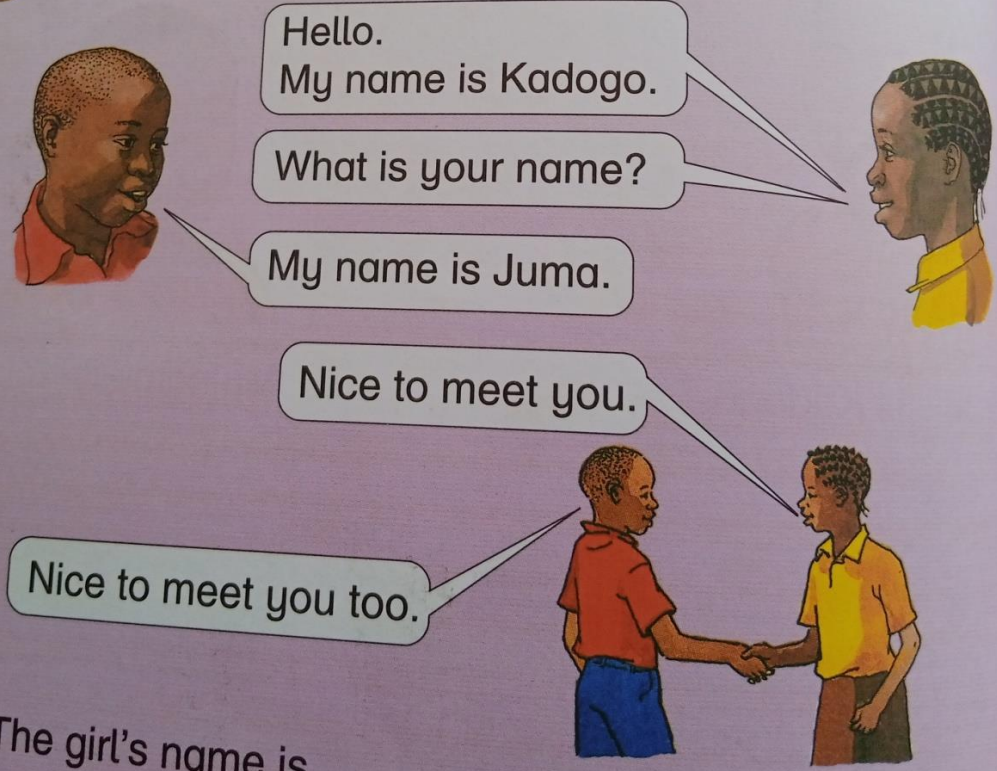
7 Hello

A Listening and speaking

What are they saying?



B Reading



Hello.
My name is Kadogo.

What is your name?

My name is Juma.

Nice to meet you.

Nice to meet you too.

The girl's name is _____.

The boy's name is _____.

Appendix VIII: Teacher Training Manual (Adapted from the Tusome Early Literacy Programme (MOE 2014))

This manual serves as a guide for the one-day training of teachers in effective use of oral work and phonics method, effective use of resources, effective assessment and effective classroom discipline management mechanisms. The manual will be used in conjunction with the Tusome Teacher’s Guide and the Tusome Pupil’s Guide. Participants in the one-day training programme will need to make frequent reference to the Teachers’ Guide and practice the activities that it contains during the training.

TRAINING AGENDA

Day 1 8.30 am
<ul style="list-style-type: none"> • Welcome and Introduction • Training Expectations • Establishing the Norms • Training Objectives
BREAK
<ul style="list-style-type: none"> • Teacher’s Guides and Pupil’s Book Work through • Components of Reading • Phonological Awareness (Oral Blending and the Phonics method) • Sound Recognition • English Sound Practice • Alphabetical Principle (Letter Name and Sound) • Integration of Instructional/learning resources to Effectively benefit learning • Optimizing the Modeling classroom Discipline management mechanisms to Benefit learning • Classroom Checklist Assessment Tool • Plenary Session

LIST OF TRAINING MATERIALS NEEDED

Material	Quantity
Flip Chart	1 per training
Marker Pens	1 box per training
Masking Tape	1 roll per training
Pocket Charts	1 per participant
Letter Cards	1 pack per participant
Teacher’s Guide and Pupil’s Book	1 per training