

THE EFFECT OF INSTRUCTIONAL MEDIA ON PERFORMANCE IN LANGUAGE  
ACTIVITY AMONG PRE-SCHOOL CHILDREN IN NYAHARWA ZONESIAYA  
COUNTY,KENYA.

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A research project report submitted in partial fulfillment of the requirements for the award of the  
Degree of Master of Education in Early Childhood Education to the Department of Educational  
Communication and Technology of University of Nairobi.

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## DECLARATION

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

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This project report has been submitted with my knowledge as the University supervisor

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## DEDICATION

I dedicate this research work to Almighty God for the gift of life and for His continuous favor in my life. I also dedicate this work to my children; Phoebe, Davis, charity and Newton for their support and encouragement. Special dedication goes to my beloved husband Mr. Osongi for teaching me to be patient and always endure in life.

## ABSTRACT

The purpose of this study was to investigate the effect of Instructional Media on performance in language activity skills among pre-school children in Nyaharwa zone in Siaya County.

The objectives of this study were to establish the effect of Instructional Media on performance in the three language activity skills for instance oral, reading and writing.

Finally the effect of teacher's knowledge on Instructional Media on performance in language activity skills.

A descriptive survey design was used to collect data from 13 pre-school children of the sampled schools.

The Instruments for the study were questionnaires for the pre-school teachers and observation check list for the pre-school children.

The researcher collected the data alone and analyzed it using statistical packaging for Social Science which computed percentages, mean scores and presented using tables and graphs.

Qualitative data was analyzed by arranging responses according to the research questions and objectives.

Findings of the study were to enable the researcher to make recommendations on measures that could be taken to promote the use of Instructional materials in the learning or teaching language activity skills in all pre-school, by encouraging the use of locally available materials to make learning or teaching materials.

The study founded out that the poor performance in language activity skills was due to inadequate and insufficient use of Instructional Media in the learning or teaching of the activity.

## Table of Content

Declaration .....	i
Acknowledgement.....	ii
Dedication .....	iii
Abstract .....	iv
Table of Contents .....	v
List of Tables.....	viii
List of Figures.....	ix
Abbreviations and Acronyms.....	x
CHAPTER ONE: INTRODUCTION .....	1
1.0 Introduction.....	1
1.1 Background to the study .....	1
1.2 Statement of the problem .....	3
1.3 The purpose of the study .....	4
1.4 Objectives of the study .....	4
1.5 Research questions .....	5
1.6 Significance of the study .....	5
1.7 Limitations of the study.....	6
1.8 Delimitation of the study .....	6
1.9 Assumptions of the study .....	6
1.10 Definition of key words.....	6
1.11 Organization of the study. ....	7

CHAPTER TWO: REVIEW OF RELATED LITERATURE .....	8
2.0 Introduction .....	8
2.1 Instructional media.....	8
2.2 Language Skills .....	10
2.3 Performance in language .....	11
2.4 Teachers knowledge on Instructional Media.....	15
2.5 Oral Activity Skills.....	16
2.6 Reading Activity Skills .....	18
2.7 Writing Activity Skills .....	20
2.8 Theoretical Framework .....	21
2.9 Conceptual framework.....	22
2.10 Summary of the reviewed literature .....	23
CHAPTERTHREE : RESEARCH METHODOLOGY .....	26
3.0 Introduction .....	26
3.1 Research Design.....	26
3.2 Target population .....	26
3.3 Sampling Procedure and the sample size. ....	27
3.4 Research instruments.....	27
3.5 Instrument reliability .....	28
3.6 Instrument Validity.....	28
3.7 Data collection techniques.....	28
3.8 Data Processing and analysis .....	29

CHAPTER FOUR :DATA ANALYSIS, FINDINGS AND DISCUSSION.....	30
4.0 Introduction .....	30
4.1 Oral Activity Skills.....	30
4.2 Summary on performance in oral Activity Skills.....	38
4.3 Reading Activity Skills .....	40
4.4 Summary on performance in reading activity skills .....	50
4.5writing Activity Skills .....	52
4.6 Summary of performance in writing activity skills.....	62
4.7 Overall Performance In The Language Activity Skills .....	64
4.8 Effect of teacher’s knowledge on instructional media on performance. ....	65
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION.....	67
5.0 Summary .....	67
5.1 Conclusion.....	67
5.2 Recommendation for policy .....	68
5.3 Suggestion for further research: .....	68
References .....	69
APPENDIX I.....	74
APPENDIX II .....	75
APPENDIX III.....	77
APPENDIX IV.....	78
APPENDIX V .....	79
APPENDIX VI.....	80



## LIST OF TABLES

Table 1: Performance in Oral Activity Skills.....	30
Table 2: Summary on performance in Oral Activity Skills.....	38
Table 3: Performance in reading Activity Skills.....	40
Table 4: Summary on performance in reading Activity Skills.....	50
Table 5: performance in writing Activity Skills.....	52
Table 6: summary on performance in writing Activity Skills.....	62
Table 7: overall performance in language Activity Skills.....	64
Table 8: teachers qualifications.....	65

## LIST OF FIGURES

Figure 1: Conceptual framework.....	23
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## LIST OF ABBREVIATIONS AND ACRONYMS.

ACEI Education	:	Association for Childhood Development International.
ASAL	:	Arid and Semi-Arid Lands
DICECE	:	District Centre of Early Childhood Education.
ECCD	:	Early Childhood Care and Development.
EFA	:	Education for All
GOK	:	Government of Kenya
ITE	:	Initial Teacher Education.
KEP	:	Kindergarten Entry Profile.
KIE	:	Kenya Institute of Education.
LAD	:	Language Acquisition Device.
NACECE	:	National Centre of Early Childhood Education.
PLA	:	Participatory Learning and Action.
PPS	:	Participatory Primary Support.
PTRS	:	Pupils Teacher Ratio.
TSC	:	Teachers Service Commission.
UNESCO	:	United National Education Scientific and Cultural Organization.
UNICEF	:	United Nations Children's Fund
US	:	United States.
UWESO	:	Uganda Women's Effort to Save Orphans.

## CHAPTER ONE

### INTRODUCTION

This chapter comprises of background to the study, statement of the problem, the purpose of the study, the objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, assumption of the study, definition of key words and the organization of the study.

#### 1.1 Background to the study

Education is a process of systematic training and instruction designed to transmit knowledge and skills which enables an individual to contribute effectively to the growth and development of the society. It involves all round development of an individual physically, socially, morally, intellectually and mentally. (Osakwe, 2006). In Kenya, early childhood education is a formalized education process between the ages of three to age eight years. Early childhood education in Kenya enables one to have an entry in preschool. (Mezeiobi, 2006). Preschool education has formalized syllabus and curriculum which entails activities to be done in preschool.

Experience over the years has shown that teachers have been depending on excessive use of words to express, to convey ideas or facts in the teaching learning process. This practice is termed as the “chalk talk” method. Today, advances in technology have made it possible to produce materials and devices that could be used to minimize the teachers talking and the same time, make the message clearer, more interesting and easier for the learners to assimilate. (Mezeiobi, 2006).

Instructional media which are educational inputs are of vital importance to the teaching of any subject in the school curriculum.(Mysers, 1992) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. (Stater, 1991) also added that, a well-planned and imaginative use of visual aids in lessons should do much to banish boredom. Supplement inadequacy of books as well as arouse students' interest by giving them something practical to do, and at the same time helping to train them to figure out themselves.

The "Guidelines for preschool education in Kenya.(KIE,1984),issued by the Kenya Institute of education,designs curriculum, selects what is to be learned and taught, determines how the materials should be learned and taught, provides guidance on how to implement the curriculum in varying school contexts, and in providing for the types of pupils, social situations, and physical environments. However, while the two guidelines serve as a curriculum in those schools with teachers trained through the national training programme, the majority of preschool teachers have not seen them. And therefore do not rely on the guidelines for assistance.

Language is a means of communication. Through Language children express their ideas, desires, excitement, amusement and disappointment. Language activities are things which children do to enable them perform well in language. By using language children talk to each other and discuss their interests and also their surroundings, management and language activities. According to KIE, (1990).Preschool language activities play an important role in the development of child's vocabulary, listening skills, and communication skills. From birth to the age of five children develop language skills at a fast pace. Language performance is dependent on the three language skills namely oral, reading, and writing. Development of oral skills involves helping children speak as they

listen and differentiate letter sounds. Reading readiness involves looking at and differentiating details in pictures and objects and moving their eyes according to the acceptance reading style for example, on roman style, reading is from right to left and top to bottom. In writing readiness, the child learns how to write, draw, paint and color pictures, (KIE, 2002)

Performance in language activity aims at developing the oral skills which involves doing the following: news telling, discussion, play and pretence activities. Reading skills performance includes activities such as proper use of books, interpret detailed objects, pictures, symbols and signs, and describe objects. Writing letters, scribbling, writing patterns, drawing and modeling. According to Whitbread, (2003). The study carried out by the UWESO, (2011) revealed results that some standard seven pupils in Kenya and Siaya in particular could not read class two reader. This has provoked the researcher to investigate the effect of instructional media on performance in language activity among preschool children in Nyaharwa zone in Siaya County.

### 1.2 Statement of the problem

Education is a continuous, lifelong process, which starts as soon as one is born. Since preschool education is the basics of formal learning, special attention must be given to its implementation and in determining how it can help children to develop. However, the Kenya government has given the preschools the attention and the support they require or deserve, given its importance in forming the foundation of the child. As indicated earlier, most ECE centers are owned and run by communities and private individuals and gets less than 1% of the education budgetary allocation which goes to meet the teacher's salary employed by Local council and other administrative cost. Hence parents of children in ECE centers have to meet the cost of running them 100%.

This poses a big problem given the poverty levels in the country and hence quality in the ECE centers is compromised and consequently the performance. There has been a public outcry on language performance in the country. (UWESO, 2011). The study showed that a lot has to be done in language. Language needs a lot of instructional media in classroom teaching so that learning can be effective. People learn elements (11%), of what they hear, eighty-three (83%) through sight and retain only (20%) of what they hear. (Ayot. 1992).The preschoolers were unable to do hence the study was designed to find out the effect of instructional media on performance in Language Activity.

### 1.3 The purpose of the study

The purpose of the study was to investigate the effect of instructional media on performance in language activity among preschool children in Nyaharwa Zone in Siaya County.

### 1.4 Objectives of the study

The Study was guided by the following objectives:

To investigate the effect of instructional media on performance in oral activity among preschool children.

To establish the effect of teacher's knowledge of instructional media on performance in language activity among preschool children

To establish the effect of instructional media on performance in reading activity among preschool children

To determine the effect of instructional media on writing activity among preschool children.

#### 1.5 Research questions

What is the effect of instructional media on performance in oral activity among preschool children?

What is the effect of the teacher's knowledge on instructional media on performance in language activity among preschool children?

What is the effect of instructional media on performance in reading activity among preschool children?

What is the effect of instructional media on performance in writing activity among preschool children?

#### 1.6 Significance of the study

The findings of the study are expected to help a number of group users.

First, the curriculum planners and developers, the teachers, learners, the public and all stakeholders in education industry, who would have a better understanding of the instructional media role in teaching and learning process. Secondly, the effects of the instructional media on performance in language activity would be further emphasized. Apart from text books, they can use other forms of instructional media to facilitate learning. According to Ayot, (1992) states that words alone are liable to distortion. The media used by the teachers determines whether the learners would get captivated and alert or they would lack zest. (Kerp, 1968). Media facilitates the understanding of complicated concepts and ideas. They make learning captivating and fulfilling



experience. They make it easier for learners to follow, understand, respond to and retain the concept of the lesson as reflected by (Gamble 1984). There is a believe that in human beings life, people learn element (11%) through hearing, eighty three (83%) through sight and retain only twenty (20%) of what they hear. (Ayot, 1992)

#### 1.7 Limitations of the study

The study focused on instructional media used in teaching language activity skills. Some respondents might give false information because of their confidentiality. In Nyaharwa Zone, schools are scattered and therefore accessibility may be a limitation because some schools are found in areas that are flood zones.

#### 1.8 Delimitation of the study

The study was carried out in preschools in Nyaharwa zone of Ugenya district in Siaya County.

It was on both private and public preschools. The estimated population of 150 pupils and 6 preschool teachers. The data was collected on the effect of instructional media on performance in language activity skills.

#### 1.9 Assumptions of the study

The study assumed that all preschool teachers in Nyaharwa zone were professionally trained and could assess language activities and the children's performance. It was also assumed that they used appropriate methodology to enhance learning of language activity. Instructional media had effect on the learning of language.

#### 1.10 Definition of key words

Child: - a person between three and nine years in Early Childhood Education

Cognitive development: - Refers to all those physiological activities involved in the acquisition, Processing organization and the use of knowledge.

Constructivism: - teaching oneself by gathering information and experience in the world around him/her.

Instructional media: - the teaching/ learning materials

Language activity - English language as taught in ECE

Learning: - Acquiring knowledge, skills and attitude whether formally or informally.

Performance: - Meeting the required expectations on carrying out a task

Play: - refers to any activity engaged in for enjoyment and deriving pleasure out of it.

#### 1.11 Organization of the study.

This study was organized into five chapters.

Chapter one gave the background to the study the statement of the problem, purpose and objectives of the study as well as the research question. It also stated the significance of the study, limitations, delimitations, basic assumption, definition of terms as used in the study and the organization of the study. Chapter two presented review of relate literature. Chapter three described the study area, methods used in data collections sample and sampling procedure, study design methods used in data collection and instruments, reliability and validity of instruments and data analysis while chapter four presented data analysis, findings and discussions. Chapter five of this study gave the summary of the study findings, conclusion and recommendation.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE.

#### 2.0 Introduction

This chapter comprises of instructional media, concept of language, language skills, teacher knowledge on instructional media, oral activities, reading activities, writing activities, theoretical framework, conceptual framework and summary of the reviewed literature

#### 2.1 Instructional media.

Instructional media refer to the materials that support or aid the learning and understanding of the concept of ideas presented to her in learning environment situation. They can also be defined as those materials that aid the teacher in presentation of ideas or concepts to the learners in a learning environment. The materials can either commercially or locally obtained. (Bruner,1996) pointed out that learners come to school with their own learning materials and thus it's the responsibility of the teachers to use what the learners has come with to effect learning. Learning materials should be drawn from the learners' experience. Homemade materials should be flexible and encourage preschool teachers to use their initiative to fashion materials to suit their individual needs. The materials should be less costly and remain both teachers and children that they have the power to influence the environment through resourceful and inventive action. (Amis,1997) states that instructional materials are facilitators of teaching/learning process when properly used. He looked at instructional materials as all information carriers that can be used to promote and encourage effective teaching /learning activities. Instructional materials provide the opportunity for learners centered

method of education. They also arouse learners' interests, stimulate imagination, and raise question of discussion and a desire to find out more. Audio/visual materials have been among the materials for teaching and learning in educational programs for many years. Most often they have been secondary to verbal presentation by the teachers to textbooks, to the chalkboard, to library materials. Often they were introduced into a class lesson at the whim of the teacher. For these reasons audiovisual as "aids" to instruction. To improve teaching a number of educational films companies have produced qualities of films for classroom use. Many films are excellent in content and creatively designed and they do play important roles in providing visual experiences for children of all ages. (Kerp, 1968) instructional materials were more often after thought of curriculum planning than the result of the curriculum development process. Audio visual materials usually entered the instructional process at the classroom application level, when the teacher was casting about for materials that might "aid" instruction or when the audiovisual director instituted a research of catalogs for appropriate materials

According to Ayot, (1987) instructional materials are categorized into three. That is the software, hardware and environment. Software in general includes textbooks, charts, pictures, photographs, flashcards, posters and real objects (realia). They acknowledge that the visual sensory skills are the most powerful of the senses .the child can visualize, perceive and put interpretation levels to different meanings. For the children who are unable to see may find the acquisition and retention of knowledge very difficult unless other mechanical or technical means are used to record what has been to subject to learning. Hardware learning includes projected materials that are demonstrated with the aid of machines such as projectors. The projection techniques are designed to enable children to see an illustration or image of the pictures being projected .These materials

include aural materials for example record players, radio, television, films and slides , internet, magnetic tapes and overhead projectors. The third category (Ayot,1987) is the environment resource .These are things found in the world around us. He contends that the immediate surrounding is probably the best source of instructional materials required in the classroom and outdoor activities since it provides real life things.

## 2.2 Language Skills

The language skills included in the learning of language include the oral, reading and writing skills. Babies quickly learn to get their needs by cooking, crying making eye contact, vocal noises, facial expressions and speaking or singing, as they become older they become more skilled in communication. (Singer,1978).

Early theories of language development were based on the idea that children needed to learn to speak because they repeat language that they hear. B. Skinner who is famous for his idea of how children learn behavior believed that adults around babies could praise or react positively when a child makes a sound that was recognized and thus the child could repeat them to their attention for approval. This helps in the development of oral skill. For a child to perform in language activities they are expected to do number of activities.

In oral work, pre-scholars can do the following activities: singing, listening, dramatizing, passing information and following simple instructions. They can use simple story books, pictures cards and charts, flash cards, play costumes, letters, sounds or even photographs to tell.

For their reading they can have the following materials; identifying colors, reading pictures, letters of the alphabets, group and match objects, have left right eye

orientations and recall objects. This will develop their reading skills. For their writing, they can trace and copy letters, model cast and past letters, they can also write their own names or even write words with three to four letters. Scribbling and doodling is also part of the writing activities.

To develop their writing skills further, the children can be guided in threading patterns coloring and painting pictures. The time allocated for the language activities is five lessons a week in ECDE syllabus (2008) and therefore teachers should make use of their time effectively.

### 2.3 Performance in language

Performance in language activities aims at developing the oral skills which involves doing the following; news telling, discussion and play pretend activities .Reading skills performance includes activities such as proper use of books, interpret details in objects, pictures, symbols and sings and describe objects. Writing performance is done through the following language activities; coloring objects, writing letters, scribbling, writing patterns, drawing and modeling.(Whitbread,2003).

Children enter school with varied degree of experiences in oral language skills, and phonological skills. Among the reasons for differences are the home literacy environments: and rich literacy and language activities would make a difference in their preparedness for reading instructions in school. Therefore teachers need specific preparation in working with English language learners. (Dina, 2005).

Traditionally early childhood education in China- currently faces both internal and external challenges changing family structures and increase influence of foreign ideas and values. The one child policy in the people's Republic of China is altering family

roles and child-rearing practices, raising concerns about the possible harmful effects to too much attention and pampering.(Qichena,1986).There are three types of early childhood programmes for children under 6years. Nurseries, Kindergarten and preschool programs. Children are generally grouped by age in kindergarten. Government regulation in 1981 recommended three groupings; (3years- middle 4years old and seniors (5years) (Cleverley,1985), Education replaces physical care as the primary emphasis in this program. Class size increases with age, ranging from20\_40 children. Each group typically has two teachers and nurse .Large affluent centers also often have one or more doctor on the staff to care sick and injured children. They also provide other health related services, such as performing health screening, giving immunization and planning nutritious meals. According to Linderfers, (1990). While much of the curriculum content is similar to a typical American program, the teaching methods are quite different from the ‘developmentally, appropriate practices” advocated by early childhood educators in the United States (NAEYC, 196). Children seldom work independently or in small group on self-selected tasks .Instead the emphasis is upon teacher directed, total group discussion. All children are expected to do the same things at a time. For instance, in a typical art lesson the teacher demonstrates how to fold and twist paper into butterflies. She/he then gives guidance to those children doing it incorrectly before proceeding to the next step. Even when using manipulative, all children use same kind at the same time. According to Tobin&Davidson, (1989).All children are expected to proceed at the same pace. The child is responsible for keeping up and poor performance is usually attributed to “not working hard enough.” The teaching method and the available materials limit opportunities for creative expression

or pursuit of individual interests. Ample materials necessary for open ended, unstructured expressions are seldom available.

The classroom contrast sharply with typical American preschool. The space is not organized into special interest areas and equipment is scarce or not easily accessible to children. American preschools are supplied with unit blocks, dramatic play centers, open shelves filled with art supplies, sand water tables. In china, however, small tables and chairs for each child. A large open space may be set aside at one end for group activities, such as dancing. (Lindfers,1990) learning social skills is also considered an important part of the curriculum, particularly for young children. Along with respecting the teacher and obeying school rules, children learn to help others and solve disagreements constructively. (Tobin,&Davidson, 1989, 105).

Early childhood education in the people of China differs significantly from those in the United States, particularly in teaching methods. Both its socialist ideas and Confucian traditions may help explain reform the persistence of the whole group; teacher directed emphasis, rather than the use of individual choices and creative self-expression. This emphasis may be changing; however, as a current reform movement works to foster more creativity and autonomy. (Spokek, 1989).

In early childhood classes that promote such practices, children participate in active learning experiences and learn through hand on activities. The teacher ensured a balanced between teacher directed and child-directed activities using varied instructional techniques. Children spent time learning through curricular units, an integrated curriculum and the project approach in addition to class activities.



Schools also needed to be ready to respond to the wide range of cultural and linguistic experiences children bring to school; this readiness can be accomplished through a modified curriculum that includes spontaneous dramatic play, art and craft and small group work. According to Southern Early Childhood Association, (1993) Teaching with a multicultural perspective encourages children to appreciate and understand other cultures as well as their own. By modeling positive behaviors and setting the tone for class interaction, early childhood teachers can help the children who are in the process of acquiring and strengthening Social skills within the school setting (Robinson, 2003).

Some educators and others insist that the main function of kindergarten programs and teachers is to prepare young children for first grade. They say that 5 years old should enter kindergarten with certain cognitive skills (such as counting, reciting the alphabet, letter recognition and simple word recognition) and a certain level of social and emotional maturity. They believe that the most effective way for kindergarten programs to assess young children readiness for school is to administer standard tests designed to measure children's cognitive skills and maturity. (ACEI)

Children's performance in language depends on how students use their own mode of cognitive processing to acquire, retain and retrieve information. This implies that acquisition and performance depends upon how the learner manipulates subject matter/content. The way that a student selects, encodes, organizes, stores, retrieves, decodes and generates information are called "cognitive styles". They affect learning and performance. (Listener, 1999).

#### 2.4 Teachers knowledge on Instructional Media

The professional role of a teacher is a demanding one and stretches from classroom teaching, curriculum development, examination processing pedagogical material preparation and evaluation to modeling the behavior of the students and acting as role models to the society. (Collier,1995), a study carried out in the Kenyan schools indicated that the academic qualification of teachers is one of the most important factors that determine academic achievement of learners. Therefore teachers in pre-schools are supposed to have undergone training available in Kenya. There are ECDE training colleges training at different levels; certificates, diploma and degree.

According to Harbert and Frankel, (1999) say that if teachers have insufficient subject knowledge or an inadequate level training, the quality of output will be impaired, could be serious depending on the extent of insufficiency. Lack of adherence to a minimum nationwide standard of employment of teachers, they add, is not good for quality as the degeneration of a teacher competence in psychology, subject methods and practical training adversely impacts on the quality of educational experiences on learners.

A management handbook by the teachers service commission (TSC,1999:21) shows that school improvements and effectiveness can be realized through contributions made by various input, but effective teaching by far plays the biggest role. Table shows this.

According to Maier, (1976) the academic and professional qualifications of teachers were crucial factor in influencing performance. The difference in teaching affects the performance and those schools with best qualified teachers tended to be the most successful in examinations. (Spokek, 1989) adds that language does merely involve the learning of facts but learning communication skills and use of language that improve performance. These are oral, reading and writing skills.

## 2.5 Oral Activity Skills.

Oral language provides children with a sense of words and sentences and builds sensitivity to the sound system so the children can acquire phonological awareness and phonics. Through their own speech children demonstrate their understanding of the meaning of words and written materials (Giglioli,1973)

Oral language develops concurrently with literacy development, and it includes listening comprehension, verbal expression and vocabulary development. Oral language development is facilitated when children have many opportunities to use language in interactions with adults and each other when they listen and respond to stories. Young children build vocabulary when they engage in activities that are cognitively and linguistically stimulating by encouraging them to describe events and build background knowledge.

Children reared in families where parents provide rich language and literacy support do better in school than those who do not. Language in poor families is likely to use fewer different words in their everyday conversations and the language environment is more likely to be controlling and punitive.

Exposure to less common, more sophisticated vocabulary (rear words) at home relates directly to children's vocabulary acquisition. Rare words are those that go beyond the typical 8500 most common words in English language,( Gass,2001).

Because oral language and literacy are so highly interrelated, the NationalCenter on Education and Economy produced a compressive standards document on speaking and listening for preschool through third grade to accompany a previously published document that only focused on standards for reading and writing.

Each topic is described in terms of real life setting with implications for instructions and applications of different cultures and linguistic settings. In addition to national efforts, individual states have embraced the statement.

It is critical to develop standards wisely and with caution. In a joint policy statement on early learning standards (NAEYC) and National Association of Early Childhood Specialist and State Developments of Education (NAECS/SDE) describes the risks and benefits of early learning standards. They caution that a major risk of any standard movement is that the responsibility for meeting the standard will be placed on children's shoulders rather than on the shoulders of those who should provide opportunities and supports for learning. They suggest that culturally and linguistically diverse children, as well as children with disabilities, may be at heightened risk. Nevertheless, they conclude that clear research based expectations for the content and desired results of early learning experiences can help focus curriculum and instruction and increase the likelihood of later positive outcome.

These activities can build children's vocabulary, increase their communication skills and prepare them to adopt what they know about oral language as they explore written language. The activities include; storytelling, action stories. Children like participating in these narratives, chants and games. Finger plays as well. As children combine these chants and songs with action, they establish firm links between language, its use and its meaning. (Whitbread ,2003). Finger, puppet, book and puppets. Puppets offer children opportunities to explore the meaning of concepts, story, plots and characters, facilitating future reading, comprehension. Story for young children. Music provides a most enjoyable way to build language facility language experiences activities allow the teacher and children to develop a shared language as together they use the language

orally and discuss how to transform it into writing. Children's ideas are explored, and their words are recorded. (Maier,1976).

## 2.6 Reading Activity Skills

According to San Francisco school; language art includes the areas of reading, writing, speech and drama. Children enter preschool at various skill levels, so the program is designed to meet their different needs. The curriculum is designed to develop the children's ability to both form and express their own ideas through reading, discussion and writing. The activities range from whole class instruction to one-on-one teaching and support. Reading is practiced to reinforce the many skills necessary to become fluent, active reader. Strengthening decoding/ phonic skills and expanding sight word vocabulary of both phonetic and non-phonetic words to increase fluency.

Reading involves comprehending written texts. What children bring to a text influences the understandings they take away and the use they make of what is read. Learning to read and write is ongoing process from infancy.

*English is an alphabetic language, which means that the letters we use to write represent the sounds of the language of the alphabet that we speak knowledge of the alphabet letters and the phonological awareness (the ability to distinguish the sounds within words) from the basis of early decoding and spelling ability, and are corrected with later reading and spelling achievement. Young children can learn to name letters and to distinguish them from each other. They can also begin to develop an awareness of the constituent sounds within words such as syllables, rhymes and phonemes. (Maier, 1976).*

Children should be immersed in language rich environments in order to develop phonological awareness and similarity, it would be difficult to master the ABCs without lots of exposure to the alphabet.(In books on blocks among others).Knowledge of the ABCs and phonological awareness do not usually just happen from exposure for most children, however. Parents, teachers, and older siblings often intentionally teach children the alphabet, and studies have shown that it is possible to teach phonological awareness to preschoolers and kindergarten children in ways that they do not rich curriculum focus but do improve later literacy. (Anderson,2002)

Language and literacy development concurrently and influence one another, what children learn from listening and talking contribute their ability to read and write and vice versa. For example, young children's phonological awareness (ability to identify and make oral rhymes, identify and work with syllables in spoken words, and the ability to hear, identify, and manipulate that individual sounds- phonemes- in spoken words) is an important indicator of their potential success in learning to record print. Early vocabulary development is an important predictor of success in reading comprehension. Both phonological awareness and vocabulary development begin early with participation in rhyming games and charts, shared books experiences, and extended conversations with adults.

Children who fall behind in oral language and literacy development in the years before formal schooling are less to be successful beginning readers; and their achievement in language is likely to persist throughout the primary grades and beyond.

Responsive adults have a special role in supporting children's ongoing, self-generated learning. Instructional support that relies on the accumulation of isolation of isolation

skills is not sufficient. Teaching to apply their knowledge and skills in meaningful situations has a significantly greater effect on their ability to learn to read.

### 2.7 Writing Activity Skills

Learning to read and write is an ongoing process from infancy, contrary to popular belief; it does not suddenly begin in kindergarten or first grade. From the early years, everything that adults do to support children's language and literacy is critical.

Knowledge about print is built from children's experiences with books and other written materials. Shared book reading experiences have a special role in fostering early literacy development by building background about the words and concepts about books and print.

Although the abundance of research evidence supports the need for attention to early literacy and its oral language foundations, it also raises essential questions about early childhood programs that can foster the skills and abilities young children need to become successful readers and writers and how reading difficulties can be prevented. (Cole, 1993).

Making sense of print involves awareness and understanding of environment print and an understanding of concepts of print such as where to begin to read a book or a page and what directs them to read. Each of these is likely learned from interacting with others around prints. An early literacy curriculum might include grocery store visits, begin to read on a daily basis; having a writing center where children can experiment with written communication, and environment print that is purposeful such as functional signs, labels and charts. In addition, effective early literacy teaches, models the reading and writing processes during shared reading and writing. They explicitly comment aloud

about what they are thinking as they read and write as so to make the process transparent to children.(Giglioli, 1972).

Writing is a complex process that may be used for self or others in communication, expression and learning. Proficient writers have a repertoire of strategies that can enables them to vary forms, style and convention in order to write for different audiences, contexts and purpose.(Cole,1993).writing activities should include opportunities for children to think about their ideas and feelings, events and people in their lives. Through writing, children are also to describe experiences, examine and recognize their perceptions of them, and link them to events and experiences in the lives of others. Children should be helped to understand the recursive nature and shifting perspectives of the writing process, and should be encouraged to take risks, collaborate and reflect as they compose increasingly complex texts. Children should be taught strategies that will assist them in writing clearly and in crafting their texts with appropriate convention of spelling, grammar and punctuation as they revise, edit, and publish. They should learn to examine their writing not only as a product but also as a mode of thinking, they should recognize that what they hear, speak, read and view contributes to the content and quality of their writing. Writers need to be able to complete projects for a variety of processes.(Joseph, 2006).Children's writers may express their ideas first in drawing. Teachers can gain a lot of information from their children's drawings, for example, by observing the subject matter they choose and the details they include. (Giglioli,1972)

## 2.8 Theoretical Framework

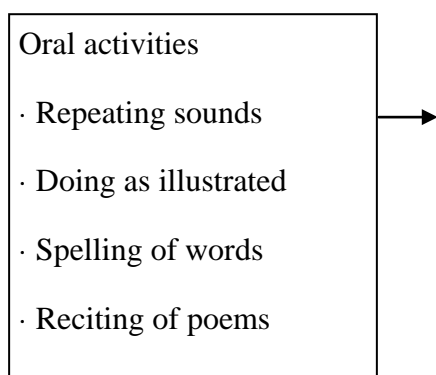
The theories behind this study include cognitive social learning theory by Bandura and Piaget's cognitive development theory. Bandura's theory explains how children learn

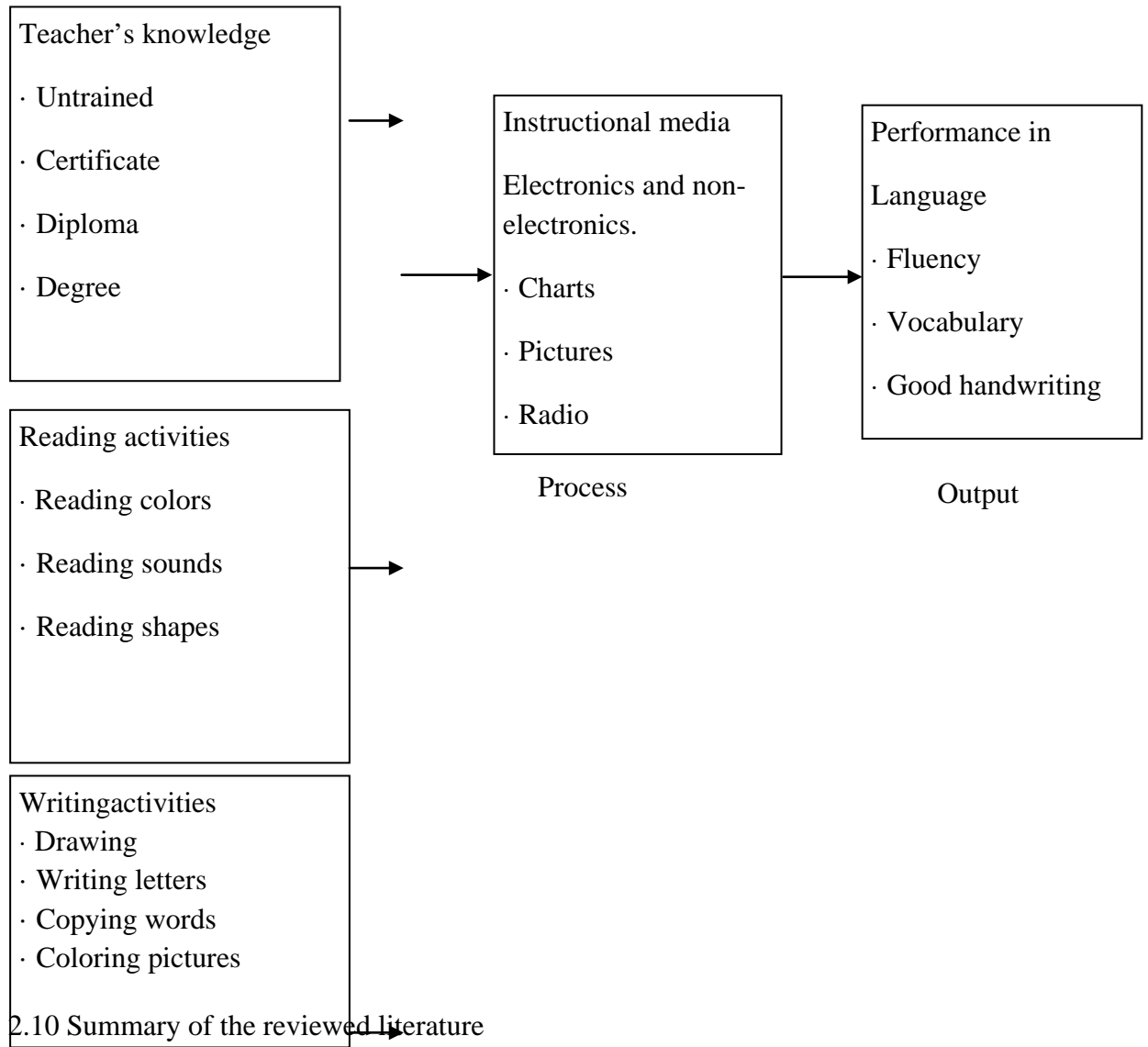


new behavior through imitation and observation. Basing the study on the theory, it came out that through use of electronic media like television and radio have impacts on children. Children acquire both positive and negative things from them. Negative included aggressive tenderness, violence and hash language among others.(Piaget, 1964) theory of cognitive development emphasize that instructional media translates a distract concept thus enhancing performance. Piaget also emphasized that children, especially during their early years learn through the use of their senses; tactile, gustatory, olfactory, visual and audio. They do this as they play, manipulate, explore, experiment and observe whatever is in their environment concepts and skills. Piaget taught that language influences thought and influences language. This means that children clarify their concepts as they label things or talk about what they see or do in the environment. (Jerald, 2002) asserts that when children acquire many concerts and language improves. Piaget’s theory implies that, the teacher should be a facilitator of the children’s learning. The teacher can do this by doing the following; providing an environment that stimulates children to construct knowledge and find out about things on their own as they play; asking them open-ended and challenging questions which stimulates them to think and to solve problems, providing guidance for children as they interact with their environment and providing opportunities for group work so that they start to recognize that other people have different points of views. Finally the teacher should be listening to children as this encourages them to explore and ask more questions.

## 2.9 Conceptual framework

Fig 1





From the literature cited by different scholars above, (Stater, 1991) viewed that language is acquired systematically from the environment and is reinforced by rewards. He proposed that the language of the pre-school child is generally characterized by under extension, one extension, ignorance of supposition and egocentricity.

Instructional media according to scholars help to bring out the hidden talents of the pupils as they learn many good things through media. At the same time media plays a powerful role in providing entertainment, information and also has potential to support a child's development and improve performance in activity areas like language. On the other hand if one is over exposed may have negative effects on the child's performance if not regulated by parents and teachers at the same time causing health problems as well as making them adopt more aggression which may spoil their future.

Students not only can use multimedia to learn, but they can use it to communicate their understanding of the subject to those around them. They can create what they learn by using an authorizing tool such as hyper card. Peer teaching can also be used as students work together in making their projects. Students become active participants instead of passive sponges and the teacher truly plays the role of facilitator as she/he gives them guidance in their creation. (Owen, 2002).

The policy recommendations offered in the belief emanate from basic understandings and findings from the research on early literacy. Literacy development starts early in life and highly correlated with school's achievement. All the domains of a child's interrelated and interdependent. The more limited a child's experiences with language and literacy, the more likely or she /he will have difficulty to read. Well-conceived standards for child outcomes curriculum content and teacher preparation help establish clarify of purpose and a shared vision for early literacy education.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter comprises of research design, target population, sampling procedure, research instruments, instrument reliability, data collection techniques and data processing and analysis

#### 3.1 Research Design

A cross sectional descriptive survey design was used in this study. It was cross sectional because only a section of the preschool pupils and their teachers were selected. According to Owen (2002), descriptive survey is gathering data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared. In survey questions are standardized thus making measurement more precise by enforcing uniform definitions upon the participants. In this study the questions were standardized to the level of preschool children thus allowing individual participation.

#### 3.2 Target population

According to Mugenda and Mugenda, (1991) define population as an entire group of individuals, events or objects having common characteristics; it is the sum of the total of all that conforms to a given specification. The target population of this study was both preschool teachers and preschool children in Nyaharwa Zone in Siaya County. There were 19 preschools of 163 pupils and 13 preschool teachers in the Zone giving the total population of 176 respondents which was 10% of the accessible population of 1760.

### 3.3 Sampling Procedure and the sample size.

According to Mugenda and Mugenda (1999) generally the sample size depends on factors such as the number of variables in the study.

Therefore 10% of accessible population of preschool children in Nyaharwa zone which was 1630 were 163 children. Cluster sampling method was used in selecting schools to be included in the sample. Schools in Nyaharwa Zone are scattered according to regions. For instance some clusters have five schools while others have four.

One public preschool was randomly picked from each cluster plus the two private pre- schools giving a total of 6 schools in the sample.

### 3.4 Research instruments.

Research instruments used were questionnaires and observation check list. Maier, (1976) defines a questionnaire as a written set of questions to which the subject responds in writing. He further says that questionnaires are cheap to administer to respondents scattered over a large area and convenient for collecting information from large population within a short time, adding that the respondents feel free to give frank answers to sensitive or embarrassing questions if they are not to disclose their identity. In this study tests were administered to the children and the results presented in tableform. The testes were seeking information on performance in the three language activity skills.

### 3.5 Instrument reliability

According to Mugenda and Mugenda,(1999), Reliability is the degrees of consistency that the instrument demonstrates. To test for reliability of the items in each questionnaire, the researcher used the test –retest technique. The same test was administered again to the same group after one month under the same condition. The instruments were adjusted accordingly.

### 3.6 Instrument Validity

According to Mugenda and Mugenda, (1999), Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under the study. Validity is the quality of data gathering instruments that enables it to measure what it is supposed to measure. It is concerned with soundness and the effectiveness of the measuring instruments. In this study, internal validity was ascertained through the appropriateness of the research design. The design was appropriate in that all the participants were free to respond well to the questions and tests respectively.

### 3.7 Data collection techniques

The selected schools were visited and the questionnaires administered to the teachers. The respondents were assured that strict confidentiality would be maintained in dealing with identities. The completed questionnaires were collected at the agreed time of one week since there was to be a test of the language activity to be done by the children in the sampled schools.

### 3.8 Data Processing and analysis

The data was collected and coded. Data for the study was analyzed using descriptive statistics in order to determine frequencies and percentages of the responses of each question which was calculated and presented in table form and figures. The data was summarized and organized according to research questions, arranged into themes and presented in narrative forms.



## CHAPTER FOUR

### DATA ANALYSIS, FINDINGS AND DISCUSSION

#### 4.0 INTRODUCTION

This chapter encompasses of different results collected and analyzed from the six pre - schools on different language activity skills such as; oral activity skills, reading activity skills, writing activity skills and performance, teacher's knowledge on instructional media and discussion of the findings.

#### 4.1 ORAL ACTIVITY SKILLS

Table 1: Performance in oral activity skills

Activities	Total enrolment	Able to perform	Not able to perform	Mean score obtained	Maximum mean score
Reading sounds of alphabets	163	125	38	76.50	100
Making sounds of animals	163	137	26	83.50	100
Singing	163	136	27	82.68	100
Reciting a simple poem	163	135	28	82.50	100
Spelling simple words	163	121	42	74.50	100

Table 1 above showed the performance in oral activity skills after some tests were given to 163 children in various activity areas.

In reading sounds of alphabets out of 163 children who did the test, 125 were able to perform while thirty eight children were unable. Mean score obtained was 76.50 out of the maximum mean of one hundred. Errors identified during the testing session were:

Differentiating between letters and letter sounds of “C” and “K” as they sound the same; sounds of “a” and “u” for example in umbrella and a dog and differentiating between letter sound “b” and “d”; “m” and “w”; finally misidentification of a and q; h or n.

The sources of the errors above were;

Less exposure to variety of reading materials like flash cards of alphabets, low concentration of children on the activity where a child is not able to concentrate due to factors like hunger or interest in reading sounds, most of the children are used to rote learning of the alphabets whereby they just sing the letter names. Another cause could be lack of practice on reading using phonetic, some of the remedies for the errors could be enough exposure of children on variety of reading materials namely flash card, A –Z charts and models

Implications.

Implications of teaching at ECD level could be using of clay or plasteline to model the alphabets, the teachers should group children and encourage them to read the sounds freely and often, the children should be appreciated through claps, rewards, praises among others so that the children are motivated to learn more.

Making sounds of animals as one of the activity that the children were tested on, out of the 163 children, 137 children were able to perform giving a mean score of 83.50, 26 children were unable to. The animals included cats, dogs, pigs, goats, sheep and cows.

Errors identified included;

Failure to differentiate between some animals like sheep, goat and dog and making wrong sounds of some animals namely sounds made either a sheep or a goat.

Possible sources of the errors could be;

Lack of exposure to the animals, fear of some animals namely dog and cat, cultural and religious beliefs especially Muslims associates pigs with demons, some children may not be willing to imitate sound made by pigs. Interest could also be another cause of not performing; some children have interest in other animals but not on the rest and benefits got from the animals could also be a cause of performing activity especially who practice lacking hard a lot of interest on the dogs.

The following are some of the remedies for the errors above;

The children should be taken to a field trip or nature walk especially at a nearby farm, so that the children could have a direct contact with animals at the farm, they could be allowed to observe and even to touch the animals freely, they should also be exposed to animals pictures and also be given opportunity model the animals and even draw them.

**Implications**

At the ECD level, the teacher should allow an even opportunity for children to story tell about different animals in their locality. That is, some benefits people get from different

animals. For example, cows give us meat and milk, encourage the children to role play or on animals as a way of driving away fear of certain animals.

From the table above, it was evident that 136 children out of 163 performed well giving a mean score of 82.68. Only 27 of the children were unable to perform in the singing activity they were tested on.

The identified errors during the performance included fear, some children were shy to perform the singing individually, group activities to individuals, poor mastery of sounds, some children got mixed up during performance and wrong pronunciation of certain words in the song.

Sources of errors were;

Lack of exposure to individual singing, most of the children were used to performing singing activity in group or as a whole group or class, Another source also could be lack of interest in singing activity, for the children who got mixed up during performance had less interest in singing but had to sing since it was a test that is just for what to do and poor mastery of songs was due to lack of rehearsal and enough in singing the songs.

Remedy could be;

Encourage children to participate in storytelling, news telling, drama and role playing among others. The children should be exposed to music, drama festivals either in the school or at zonal level. At the festivals, the children could have a choice to observe other children perform different activity individually. This could enhance children interest, self-confidence, self-image and promote their oral skills

Implications.

During the ECD teaching, the teacher should try to involve the children on individual participation in singing activities, since some children have hidden talents. The teacher should identify these talents and help to develop and nurture them in children through individual attention.

The children also should be encouraged to recite poems as a way of developing self-confidence and courage in children, the teacher should ensure that every child participate in music and movement as a learning activity area in their syllabus.

Reciting a simple poem;-

Myself

My name is Mary or Tom,

I am a girl or a boy,

I am in nursery school,

I am six years old,

My parents are Mr. and Mrs. Omollo.

My brother or sister is Jane or John.

My school is called Unity Academy.

From the table above, out of 163 children, 135 were able to perform the activity well and the mean score was 82.50.

Twenty eight of the children were unable to perform due to the following errors they made;

Problem on self-identity, either a boy or a girl. It was noted that during the turn taking, if for example a boy followed a girl, he would also say that 'I am a girl instead of a boy, naming parents was a problem, most of the children did not know their parents' names, since they were used to calling their parents as "mama Jane and Nyaboro as substitute for names.

Another error was on differentially between brother and sister. Some children could say my sister is Joseph instead of a girl's name and vice versa, there was also poor pronunciation of words in the poem, naming of the school was also a problem. This was because most of the nursery children especially ECDS within a primary school, children refer to primary as the 'big school' meaning that the ECD children are not part of the primary and some children refused to say the poem. This was due to either shyness or lack of interest or low concentration.

Sources to the above errors could be;

Lack of enough practice before presentations, the children should have enough time to practice or to rehearse and shyness could be a contributor in that some children feared that they could be laughed at by others in case they didn't recite well.

The remedy to the above errors could be;

Time of presentation, that is what time of the day the presentations is done. If almost mid-day, the children may have lost concentration in school activities or rather may have switched off leading to not reciting at all, poor pronunciation may be due to the way the teacher pronounced the word and how the children perceived or rather due to poor listening skills or underdeveloped listening skills. Therefore the teacher should ensure that he or she pronounces the words correctly, children should rehearse

thoroughly before making a presentation of any kind, they also should be motivated through songs, praises, clapping and a like, confusion of belonging can be solved by full involvement of the nursery children in all school activities like going of school morning assembly. There, all the children line-up together, sing choruses, pray and they disperse to the classes. When planning for school activities like education day, the nursery school children should participate in the presentation of items for entertainment, like the poem recitation and dances, as this can promote sharing among children at different levels.

### Implications

At ECD level, the teacher should encourage individual participation so that all children can have equal chances, the teacher should also use namely radio or television so that children can listen to other children programmes especially the FM channel where they have children's programmes. This can promote listening skills, self confidence among others and the teacher should allocate enough time rehearsal of learnt poems before presentations.

Another activity that the children were tested on was spelling simple words. From the table above, it was evident that out of 163 children, 121 were able to perform well giving a mean score of 74.50.

Twenty four children were unable to perform due to the errors below;

Eye coordination. Some children had not developed eye coordination well making them to read from right to left for example 'deb' as 'bed,' wrong pronunciation of words for example cup as kup. This was owing to interference of vowel sounds and alphabets; where in vowel letter U and a in alphabet sound the same 'a,' misidentification of some letters for example p, b, d, m and w; h and n f and t. this is caused by lack of exposure to

teaching / learning aids like the alphabets chart, flash cards of letters, wrong spelling for example “tebo” for table, “cheya” for chair, “boll” for ball, “buk” for book. This is because of the mother tongue interference where children think in their first language, left handedness causing misshaping of some letters like b for d and vice versa and word memorization, where a child has mastered certain words so the child would be writing the same word always.

Some possible sources of the errors could be;

Less exposure to variety of reading aids like the alphabets, charts, flash cards and simple story books which they can use to practice reading on their own and at their own pace, poor sitting posture due to class arrangement which may contribute to poor eye coordination. If the children are sited in a group, some face the opposite direction making them to view words differently, wrong spelling or misidentification of letters can be caused by left-handedness where the child saw a letter written and given that the child was used the left hand, then he or she could write a wrong letter for example b for p or d for b and a like, word memorization could be due to lack of exposure to variety of reading materials and use of instructional materials. The children become accustomed to particular words or letters especially the first letters or words learnt.

Some of the possible remedies include;

Exposure to a variety of teaching / learning materials especially the locally available ones since the commercial maybe expensive, teaching be participatory whereby every individual participates freely and at their own pace, exposure to a lot of vocabulary so as to avoid confusion of words and letters. This can be done through reading of simple story books, use of bush words, flash cards and charts



Implications.

The teacher to use group discussions method in teaching where by the children can complete amongst themselves in their small groups as the teacher guides them, teaching / learning materials like bush word and picture books to be used in teaching so that the children can learn more words thus enhancing their vocabulary. Children should be exposed to a lot of learning activities like the fishing activity whereby children use a rod to fish out words from a carton .The fished word is read by group members as they take turns to fish.

Children should sit well and at some good angle where they could all view the blackboard properly if this is done there can be improvement of eye coordination.

#### 4.2 Summary on performance in oral Activity Skills.

Table 2

Activities	Instructional media			
	Enrolment	Total scores of using	Enrolment	Total scores of not using
Reading sounds of alphabets	78	44.00	85	32.03
Making sounds of animals	78	39.00	85	35.00
Doing as illustrated	78	48.00	85	35.00
Singing	78	46.00	85	35.30
Spelling of words	78	46.00	85	31.50
Reciting a simple poem	78	44.50	85	31.20

From table 2 above, the findings showed that children with inadequate or did not use instructional media in their learning and teaching activities scored lower than those who used and had varieties of instructional media. After administering test on different activities, the Results were as shown in the Table above.

In activity like reading sounds of animals; Children who used instructional media had a mean score of 44.00 against 32.03 of those who did not use. On making sounds of animals as an activity, those who used instructional media had mean score of 39.00 against 35.00 of those who did not use. On doing as illustrated as an activity, those who used instructional media had a mean score of 48.00 against 35.00 of those who did not use. On singing as an activity, those who had instructional media had a Mean Score of forty six point zero against 35.30 of those who did not use. On spelling of simple words as an activity, those who had instructional media had a mean score of 46.00 against thirty one point five zero of those who did not use. On reciting simple poems as an activity, those who had instructional media had a mean score of 44.50 against 31.20 of those who did not use. It was also discovered that most of the children who used instructional media had some advantages over those who did not use. Geographical site being one of the advantages. Some children lived in semi urban areas where they could access other media like television, video among others. The children could watch children's programs for instance the "Know Zone" which could boost their vocabulary and communication skills among others. Those children came from families where parents provided rich language and literacy support. This made them to have more experiences than those who did not use, thus promoted their oral language performance. (Whitebread, 2003) supported this by saying that those activities could build children's vocabulary, increase their communication skills and prepare them to adopt

what they knew about oral language. The findings showed that schools with inadequate instructional media scored lower than schools with adequate instructional media. The oral activity skill had a mean of 317. Language corner is very vital in a classroom setting, because the teacher displayed pictures, charts, word bush among others. Children could manipulate materials as they learn; thus positive performance.

#### 4.3 READING ACTIVITY SKILLS

Table 3 Performance in reading activity skills.

	Total Enrolment	No. able to perform	No. not able to perform	Mean score obtained	Maximum Mean score
Reading names of colors	163	130	33	80.00	100
Reading sounds of words	163	108	55	62.45	100
Reading names of shapes	163	139	24	85.00	100
Reading simple words	163	98	65	60.00	100
Reading letters of alphabets	163	120	43	74.00	100

Table 3above showed the performance of 163 children on reading activity skills after tests on various activities were administered to them.

In activity like reading names of colors, red, yellow, green, blue, white, black and orange, the result showed that out of 163 children, 130 were able to perform well giving a mean score of 80.00.

Thirty three of the children were unable to perform due to the following identified errors;

Reading wrong names for example blue for black and vice versa, sport reading of color names; the children pretended to read where there was a dot of color, memorization reading; they could say the names they had memorized instead of reading the names especially colors of their school uniform which mostly were blue, green and white.

The possible sources were;

Environment; the children were familiar to colors in their environment especially their uniform colors, the color of their exercise books, the flag, classrooms, gate and blackboard, lack of exposure to variety of colors. Most of the children could read the names of familiar colors.

Possible remedies could be;

The children to be exposed through nature walk or tour to different places like a market place where they could observe different colors; on signboards and paints on the shops, children to have direct contact with the colors whereby they could observe and touch different colors using the colors to paint or color their drawings, make finger prints, leg prints, leaf prints among others

Implications.

At the ECD level the teacher should have a collection of different objects with different colors especially at the class stop/ nature corner or corner of interest, Items like black paper, blue paper bag, yellow paper bag, green paper bag, red, white, the teacher should include all the children in the collection of objects, during snack taking time, the teacher should insist that every child name his / her cup before they could be served the children could sing a short song on color like “today my cup is color red” as they line up to be

served in turns, the children should identify each other's color of the shoes, bags, slippers, pencils, shorts, shirts, dress and book covers and group the children according to some color of their belongings and then sing a short song like;

We are color red,

We have come to dance,

We dance, we dance, we dance and dance and then we run a way.

They sing in front in turns to all other groups with different colors, through that children would master colors easily and comfortably.

Another activity on reading activity skills was reading sounds of words.

From the table above, it was evident that out of 163 children, 108 performed the activity and had a mean score of 55.00.

Fifty five children were unable to perform.

Some of the errors identified during performance were;

Wrong identification of letters and words for example b, d; cat and cut; Pot and top, Eye coordination/ eye sight m for w; h for threatening words like kill or die, lingual development that is stammering and stuttering wrong pronunciations and intonations for example girl, negative attitude towards reading where some children refused to read and Shyness.

The possible sources were;

Lack of variety of instructional media like flash cards and pictures, eye coordination caused by poor sitting posture or eye sight that is short or long sightedness poor pronunciation caused by wrong information and the child first teacher's pronunciation, shyness caused by lack of exposure to individual participation in activity. This meant

that children were used to perform in groups, threatening words and difficult words caused by lack of motivation during and after performance.

The children should be motivated and appreciated as they perform, this also enhanced their confidence and self-esteem.

Possible remedies to the errors were;

Expose children to varied instructional media like picture book, use of bush words to enhance their vocabulary, flash card and charts, children should participate in story and news telling so that they could gain confidence and self -esteem this could help them overcome shyness, encourage and involve the children on participatory learning where individual participation is emphasized. This could motivate the children to perform activities freely and their own pace.

### Implications





At the class room level, the teacher should expose the children to enough and varied instructional media. This would promote individual participation in activity performance. Encourage children to work in groups as this promotes sharing and learning from each other, it would also motivate the children to learn more on their own as well as helping them to develop self-esteem and confidence in them. The teachers should use bush words as an instructional media to enhance vocabulary, encourage also the use of picture books as this promotes fluency as the children could be discussing the picture the children should be involved in word building activity, where one child would have a block of C, another would have and the other to have t so as to build 'cat'

Another activity under reading activity skills was reading names of shapes.


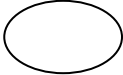
From the table above, 139 children out of 163 performed well giving a mean score of 85.00

Twenty four children were unable to perform.

Some of the errors identified during the performance were;

Wrong shape identification like   oval and circle.  

Confusion in names for example rectangle, triangle; they could say 'squanlge instead of square.

Confusion on pictures for example  was a ball, which  was named an egg.

 Straight line was a stick.

Some possible sources of errors were;

Lack of exposure to different shapes regularly from the environment.

For example their class door for rectangle, window for square and sambusa for triangle, egg for oval, sufuria for circle and flag post for straight line, confusion of names that is squareangle, methodology should be simple to complex, simple names like oval, circle, square then triangle finally to rectangle, shape confusion caused due to familiar objects.

For example and round shape is a ball and oval shape is egg.

Possible remedies for the errors;

Encourage participatory learning where children are allowed to manipulate materials and discuss freely, let them observe the shapes, touch and discuss them on their own, expose children to different shapes and let them identify the differences and similarities, the children should draw or model the shapes using clay, they could even use materials such as sticks, grass, straws and strings to make different shapes, use familiar shapes to teach other shapes for example 'sambusa' to teach the triangle shape. A cup or a plate to teach the circle shape.



Implications

At the ECD level, the children to be involved in the collection of different objects of different shapes to be brought to class.

The children should be encouraged to participate in the observation, touching and discussing features of objects in terms of shapes, the teacher to use pupils' exercise books to teach about rectangle shape, the children should look round and paint objects in their classroom with different shapes for example door for rectangle, window for square, foot traces for triangle, playing ball for circle, the children to be grouped according to shapes they have identified and sing a short song on shapes like;

We are triangle x2

We have come to dance,

We dance, we dance, we dance,

And then we run away.



All the children to participate in performing the activity as they sing, they may retain what they have learnt easily.

Reading letters of alphabets was yet another activity on reading activity skills.

From the table above, out of 163 children, 120 were able to perform giving a mean score of 74.00. Twenty three out of 163 were unable to perform.

There were errors which were identified during the performance and they were;

Omission of some letters for example hdue to lingual problem. As children read at some speed, they intended to omit some letters, repetition of some letters especially mmm leaving out letter L,

vowel and alphabet interference A and a, E and also rote learning; where children just song but couldn't point at each letter systematically.

Sources of errors in reading letters of alphabets;

Lack of enough instructional media in teaching and learning for example letter cards, audio – visual aids, visual and audio, lack of enough practice on the letter names, due to rote learning where the children could just sing A –Z but when told to point at a particular letter they could not and over speeding or under speeding when reading alphabets letters thus causing omissions of some letters during the performance for example 'h' instead of n.

Remedies;

Emphasize on the use of instructional media during the teaching and learning process especially the A - Z chart, A – Z flash cards, children to draw and cut letters of alphabets

systematically from A – Z, model the alphabets letters and arrange them systematically so that each one of them could view and touch as they read in turns, encourage individual participation not group or chorus reading, develop a song on the alphabet letters and encourage children to sing as they touch the letters systematically in turns.

Implications.

At the ECD level, let the children hold different letter cards and sing a song asking for where a particular letter is and let those with the specific letter go forward as they sing and dance, for example;

Letter A, letter A where are you?

Here I am, here I am, how do you do?

We are letter A a , we are letter A a,

We have come to dance,

We have come to dance,

We dance, we dance, we dance,

And then we run a way.

Let all the children have opportunity to go in front to sing and dance, the children should use clay to model the alphabet letters and arrange them on the language corner so that each one of them can access, observe and read at their own free time, group the children and name them using the alphabet letters like group A B C – Z, let each group have their group letter on their desk where all group member can access, observe and touch and reading simple words was yet another activity under reading activity skills which the children were tested on.

From the table above, it was evident that out of 163 children only 98 performed well which 65 were unable.

The 98 children had a mean score of 60.00

Errors identified during the performance were;

Confusion on pronunciation and written words for example book; but and bat, heal and hill, girl with a silent r, confusion on spelling and reading like pencil not pensil, why c and not s, eye coordination, shyness and other confident, addiction to certain words such that when a child looked at the first letter, the child would definitely say the familiar word, could be bag, ball and to the child, any word starting with letter 'b' either be a ball or a bag irrespective of the length for example 'bottle, boy, book and a like.

Sources;

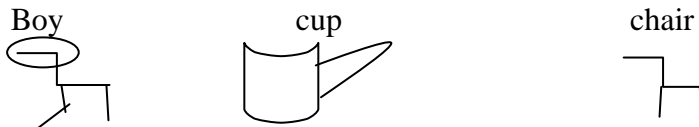
The possible sources of the errors could be;

Use of inadequate teaching and learning materials.

If the children were exposed to picture reading of flash cards and other instructional media for vocabulary widening, there error could not occur.

Not matching pictures with names.

The names to be read, should be attached to their respective pictures for example;



Providing too challenging or too ease activities to be performed, task given to the children should be developmentally appropriate, for the slow learners the task should be

less tasking so that they do not shy a way to perform,for the quick learners, too easy task would make them be over confidence, thus bulling others, using visual and audio – visual instructional.if children are exposed to such media, they could better chances toperform well as they could observe and listen to the words at the same time saw pictures of the words.

Remedies;

Expose the children to varied Instructional media to enhance their vocabulary, fluency and self – esteem,the media should include audio, audio – visual, visual, tactile among others,the children should be encouraged to use all their senses thus sensory learning,class nature corner should be improved so that children could access different pictures and names so that the matching activities could be done effectively,sitting posture; children should sit upright they should participate in fishing rod activity where one could fish for instance, a name like boy, then the other one to a picture of a boy and match it to the name, children to compete in speeding game where some children were given letters and other words for example; Jane had letter b, John had letter O, Mary had letter Y. Ali had the word boy. Let the one with letter b to go in front first followed by letter ‘O’ then finally letter y to form the boy.

Implications

At the ECD level, emphasize should be given to letter identification where children are given letter cards to practice word building in their respective groups,the children to read more picture book in their group as they compete amongst themselves,the Centre of interest or nature corner should be made use of properly and children to collect right materials for specific task for example picture for matching names.

4.4 Table 4: Summary on performance in reading activity skills .

Activities	Using instructional media			
	Enrolment	Total score using	Enrolment	Total score of not using
Reading colors	78	54.80		40.10
Reading sounds	78	51.93		34.38
Reading shapes	78	55.30		44.91
Reading simple words	78	54.00		33.32

From table 4 above, the findings showed scores of children who used instructional media and those that did not use after administering same tests in different reading activities such as;

Reading of colors as an activity: Children who used instructional media had a mean score of 54.80 against 40.10 of those who did not use. Reading sounds as an activity: Children who used instructional media had a mean score of 51.93 against 34.38 of those who did not use. On reading shapes as an activity: Children who used instructional media had a mean score of 55.30 against 41.99 of those who did not use. On reading simple words as an activity: Children who used instructional media had a mean score of 54.00 against 33.32 of those who did not use.

On the other hand, it was noticed that children who performed well had some advantages over the others. Most of the parents of children who used instructional media had higher education level than those who did not use. Therefore those children had early literacy preparation from home where they were exposed to parent child book reading accompanied by interesting talk with lots of new vocabulary words among others. Home-school connection is very vital since the link between supportive parental involvement and children's early literacy development is well established. According to

Gass,( 2001)showed that children from homes where parents model the uses of literacy and engage children in activities that promote basic understandings about literacy and its uses, are better prepared for school. Several National Efforts such as Reading is fundamental and reach out and read have focused with some success on getting books into hands of parents and children and promoting regular parent child book reading. (Tabin,1989) these have evidently worked to some extent, citing national surveys showing an increase in parent child literacy activities among families with preschoolers. The challenge to get the message across to all parents, particularly to low income and low education parents, those everyday activities of all sorts, accompanied by interesting talk with lots of new vocabulary words, can play an important part in their children's language and literacy development thus promoting language performance in children.

The findings showed that reading activities skill had a mean score of 287. Again most of the preschool teachers had difficulty in teaching reading skills. The researcher found out that it was due to lack of adequate instructional media and poor and old teaching methods such as rote reading and teaching reading activity through look and say method. Children learn better when they see and do.

#### 4.5 WRITING ACTIVITY SKILLS

Table 5 performance in writing activity skills.

Activities	Total enrolment	No. able to perform	Not able	Mean score obtained	Maximum Mean score
Drawing pictures	163	154	9	94.40	100
Filling missing letters	163	132	31	80.90	100
Colouring	163	150	13	92.05	100
Copying different patterns	163	158	5	99.50	100
Copying letters of alphabets	163	154	9	95.00	100

The table above showed scores obtained in writing activity skills after 163 children were tested on various activities.

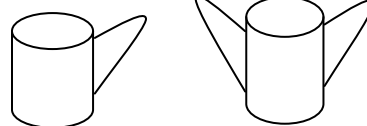
The first activity that was tested drawing pictures.

One hundred and fifty three children out of 163 were able to perform giving a mean score of 94.40. Only 9 children were unable to perform.

Some errors which were identified included;

Low concentration during performance

Shaping pictures differently for example



A cup with one handle and another cup with two handles; bushy tree and another slender one.



Poor holding of pens as they drew, over drawing for example one picture could occupy the whole page and restlessness.

Sources of errors included;

Low concentration could be due to under development of fine motor skills. If motor skills are not well developed the child could feel fatigue and tired when performing a task like drawing restlessness could be because of lack interest and may not know how to draw, a child may not know how to draw and therefore keeps on moving from a desk to another so that he or she could look at other children's work thus causing destruction, poor holding of pencils could be due to underdevelopment of fine motor skills, shaping pictures differently could be due to familiarization, for example the baby cups normally have two handles but the normal cup have one handle, environment was also a contributor to shaping for example the bushy and slender trees. Some draw flowers instead of trees.

The children could also draw what they have in their locality, overdrawing could be due to the space provided, the children felt that every page was meant for one picture. Thus over utilization of resources leading to wastage.

Remedies;

The teacher could give clear instructions of what to be done before engaging the children in the activity. This could reduce chances of overdrawing or under drawing, provide more activities to promote the development of fine motor skills like pick up



activities, where children could pick beans from a mixture of beans and maize, exposé the children to the environment to observe nature and what nature has. This could broaden children's understanding of different trees, different between flowers and trees, short and long grass and a like, allocate enough time for the task so that children could have time to exploit their potentials and talents and provide activities which are developmentally appropriate to the children.

#### Implications;

At the ECD level, the teacher should take children for a nature walk so that they could observe their environment, let them discuss their findings freely and correct each other in case of a misconception of an idea or observation, provide adequate and varied instructional media so that children have variety of experience, allow time for sharing of experience during story telling time, create for activities which can promote the development fine motor skills like buttoning and unbuttoning, zipping, picking out fine grains like rice and millet, expose children to the world market to note the difference in shaping of items like the cup and explain why one cup has two handles while the other has one. The baby cup of two handles is to assist the child hold the cup when using it

.Another activity which the children were tested on included; filling in of the missing letters.

It was evident that out of 163 children, 132 were able to perform giving a mean score of 80.99. Thirty one children were unable.

During the performance, errors identified were;

Altering of the letters for instance g rl; r I for girl, pronunciation differently from the written words for example, table; tebol ,poor eye or hand coordination, boy as 'yob,' omission of some letters like long words, t rangle as 'trngle, and wrong shaping of letters like for example bag as baq, fish as tish, hen as nen.

Sources of errors could be;

Lack of exposure to varied instructional materials like flash cards to enhance vocabulary, lack of enough practice to enhance mastery of letters and words such as 'gril' for girl, poor sitting posture could cause poor eye hand coordination. The children should sit upright always and expose children to varied teaching aids like the visual, audio – visual so as to help in the shaping of letters.

Remedies;

The children to be exposed to varied Instructional media like locally made or improved T.V, they should know how to operate them so that they could learn on their own at their own pace, hildren to be involved in activities like picture reading as to avoid confusion of pronunciation for example tebol for table, provide enough space for filling in the missing letters since some children shape letters differently for instance g \_ \_ l; g \_ \_ L.

Ensure that children sit well that is upright and should face the source of information so as to get the right information for example heal for hill, provide enough word and picture at the bush word and encouraging matching and fishing game so that as to avoid confusion of letters and words. For instance, hat and hut and if there are pictures then the children would write the correct answers beneath or sideways.

Implications:

The teacher should improve the instructional materials for teaching and learning activities, encourage the children to bring to school pictures so that they can make a picture or television, encourage participatory leaning so that every child becomes part of the learning by contributing equally, enrich the nature corner so that the children can learn and share the experience on their own, encourage children to take turns as they use the materials when carrying out activities.

Colouring was also an activity which the children were tested on and the results showed that out of 163 children, 150 performed well giving a mean score of 92.05.

Thirteen children could not perform to the required standard.

Errors identified during the performance were;

Tasting of colors or putting the color in the mouth, lack of interest or inactive. Some children were reluctant to perform the activity, over colouring thus wastage of colors and low concentration.

Sources;

Lack of enough oral stimulation caused the tasting of colors. Some children were fixated such that they liked putting things into their mouths, inactive was caused by lack of exposure where by children viewed paints or colors as dirt which could make them dirty, over colouring was due to lack of clear instruction from the teacher. They ought to have given clear instructions on how to do the colouring, where to apply which color and to what extent finally low concentration was because of poor timing of the activity.

The activity was performed towards mid – day when the children were already tired and fatigued.

Remedies.

Activities which need more time and concentration should be allocated at mid – morning when the children are still a fresh and have a lot of energy, provide enough space for the activities, for instance making finger prints or leg prints, a large page or paper be provided, encourage participatory learning where children can perform freely as they appreciate and criticize each other in kind finally motivate the children by grading their finished work.

Implications;

At the ECD level, the teacher should group children and name the groups using color names like group 1 – blue, group 2 – red, group 3 – green.

Sing a song on the colors like;

Color red x2 where are you?

Here I am here I am how do you do?

I'm color red x4;

I have come to dance x2;

I dance, I dance, I dance and then I run a way.

All the other children should go in front to dance as their group name is mentioned, allow the children to observe, discuss about colors from the class shop, each one of them to pick an object and ask others to name the color in turns and they should do the same to their bags, uniforms, shoes, pencils, books and charts in the class.

Copying different patterns was also one of the activities which the children were tested on. From the table above, it was evident that out of 163 children 158 were able to perform well giving a mean score of 97.50. Only 15 children were unable to perform to the required standard.

Errors which were identified during the performance were;

Low concentration in performance, wrong shaping of letters for example difficult patterns, writing of familiar patterns on the children's mind, mirror writing for instance Z for N; W for M , left handedness and poor eye – hand coordination.

Sources;

Lack of concentration could cause low concentration, the children should be praised and appreciated for the work done and encouraged in case of a failure, wrong shaping of letters could be due to lack of exposure to varied and variety of instructional media where children could have an opportunity to explore their talents such as observation, manipulation skills and develop their fine motor skills, lack of practice lead to difficult patterns to be copied; Children would have been exposed to a lot of copying so that they become used to writing always, familiar patterns; some children had certain patterns in their minds such that when told to copy a different pattern, they felt that the only pattern they could write was theirs. For instance eeeeeeeooooooooo

Remedies;



Writing in small letters was yet another activity which the children were tested on and the results showed that out of 163 children, 154 performed well giving a mean score of 95.00. Nine children were unable.

Errors;

Mirror writing that is Z for N; W for M, poor arrangements of letters for example 'a b c f d', poor mastery of sounds and letters for instance A – a, E – I, U – a, C – k, eye – hand coordination leads to poor shaping of letters, confusion on letters and sounds for example c and k; u – a poor shaping of letters for instance l ,l; x, x; z, z. and left – right orientation.

Sources;

Inadequate exposure to instructional materials such as flash cards to enhance letter mastery, lack of exposure to different teaching or learning aids to avoid confusion of letters, chorus answering technique where some children just take others for a ride, but in actual sense they knew nothing, rote learning where the children just sung the letters but couldn't point at the specific letter and name, left handedness could cause poor left – right orientation movement. Such children needed a lot of practice in writing and be placed nearer to the source of information.

Remedies;

Children to be exposed to varied and variety of instructional media where they could use their senses to learn, model and modeled letters should be at the nature corner so that children could learn freely, children to be exposed to more writing activities so that they develop their fine motor skills, encourage participatory learning not chorus answering techniques so that each individual's problem is noticed and relevant attention applied.

Implications on writing in small letters;

Allow the children to write freely. Some who feel like writing underneath or side ways to do so, provide a lot of varied and variety of instructional media so that sensory learning is promoted, encourage participatory learning and appreciate the children and encourage the low achievers, let the children to sing a short song on the letter of alphabets.

Like,

Letter A x3 where are you?

Here I am, here I am how do you do?

We are letter 'A' we have come to dance;

We dance, we dance, we dance and then rue a way.

Let all the children have different letter names so that each of them has an opportunity to participate in the singing and dancing.



#### 4.6 Summary of performance in writing activity skills

Table 6:

Activities	Using instructional media			
	Enrolment	Total score using	Enrolment	Total score of not using
Drawing	78	44.00	85	33.00
Fill in missing letters	78	44.00	85	28.00
Coping letters	78	48.00	85	33.00
Coloring	78	45.92	85	35.40
Coping patterns	78	47.00	85	32.00
Writing in small letters	78	44.23	85	28.00

Table 6 above showed scores of children who used instructional media and those that did not use after administering some activities on writing activity skills as follows; Drawing as an activity; schools that used instructional media had mean score of 44.00 against 33.00 of those who did not use. On filling in the missing letters as an activity; children who used instructional media had a mean score of 44.00 against 28.00 of those who did not use. On coping letters as an activity; children used instructional media had a mean score of 48.00 against 33.00 of those who did not use. On colouring as an activity; children who used instructional media had a mean score 45.92 against 35.40 of those who did not use. On copying the pattern as an activity; children who used instructional media had a mean score of 47.00 against 32.00 of those who did not use. On writing in small letters as an activity; children who used instructional media had a mean score of forty four point two three against 28.00 of those who did not use.

It was discovered that most of the children who used instructional media, had some advantages over those that did not use ,for instance most of the children came from families where they were motivated to learn as they were exposed to varieties of reading and writing materials. Thus living in a household in which experiences with oral and written language are frequent. Therefore children differ in what they bring to preschool setting and what they gain from it. Some children enter preschool having had advantages of abundance of experiences with books and other materials, visiting interesting places, engaging in creative problem solving and play and participating in thought provoking conversations and activities that serve to expand their knowledge and intellectual development. For those children, both their linguistic and experiential backgrounds prepare them to benefit from a curriculum that reinforces and expands the rich reservoir of skills and knowledge these children possess. Thus enhances performance in language.

The findings showed that writing activity skill had a mean of 416. This meant that most of the children could copy and draw on their own. If exposed to variety and adequate instructional media, they could score higher than 416, thus instructional media had an effect on performance.

#### 4.7 OVERALL PERFORMANCE IN THE LANGUAGE ACTIVITY SKILLS

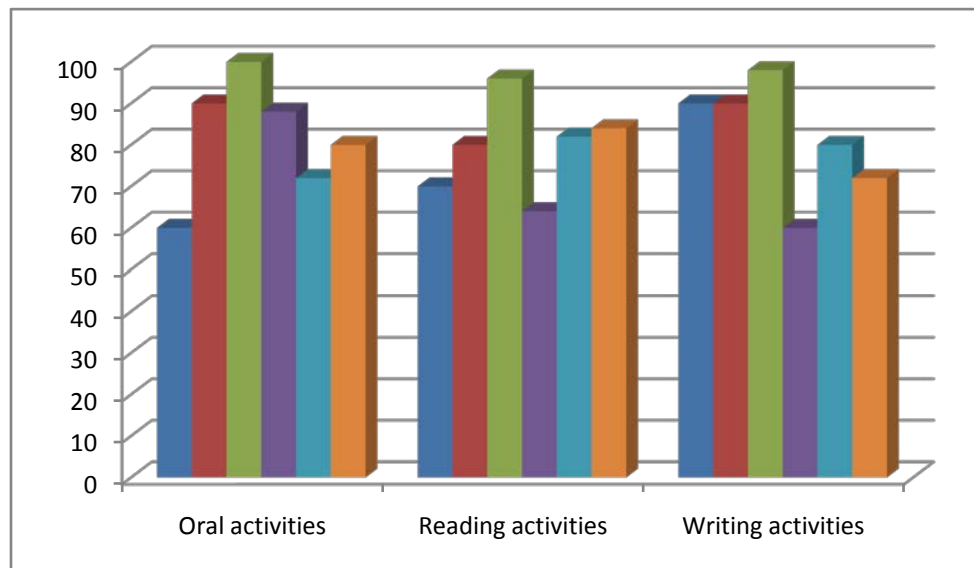
Table 7

Activity Skills	Mean Score Obtained	Maximum Mean score
Oral	317	500
Reading	287	500
Writing	416	500

The researcher finally compared activities and performance of the language activity skills the same tests were administered in the six pre-schools and the results were presented in table 7 above.

After analysis, it was then evident that most children performed well in oral activity skills which had a total a mean score of 317 followed by writing activity skills which had a total mean score of 416. The least performed was the reading activity skills which had a total mean score of 287.

The children who used institutional media in their teaching/learning performed better than those who did not use as shown on table 7 and the Graph indicating that the use of instructional media has influence on performance



#### 4.8 Effect of teacher's knowledge on instructional media on performance.

All the preschools visited had teachers who had acquired formal education up to form IV. One was a degree holder, one was an ECD diploma holder, and four were ECD certificate holder, as shown on the table 8 below.

Table 8 Teachers Qualifications

Qualification Level	Frequency	Percentage
Degree	1	16.67%
ECD Diploma	1	16.67%
ECD certificate	4	66.6%
Primary Education P1	–	–
Untrained (UT)	–	–
Total	6	100%

The findings showed that most preschool teachers were ECD certificate holders who trained 10 years ago. This proved that most of them used old and poor methods of teaching like rote reading and “chalk and talk” method where children are not accessible to visible and tangible media. This lowered their scores in reading activity since most of the children could remember very few concepts. Secondly the researcher found out that the teachers used instructional media during their training period. This was just to please

the assessors and to score good marks. Exposure to variety of instructional media enhances performance.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION.

#### 5.0 Summary

From the findings the following was the summary on the effect of instructional media on performance on language activity skills. Preschools did the same learning activities in language activities in the language activity areas.

After the learning session assessments were done and tests administered in the three language learning areas; oral activity skills, reading activity skills and writing activity skills. The time allocated for learning language activities was used effectively. The teachers in the preschools were professionally trained either as ECD certificate holders or Diploma holders. The schools were provided with teaching and learning materials by the parents, donors or were improvised by the teachers. The teachers in preschools reinforced the teaching of language activities and effectively used the time allocated in the time table. The performance from the findings indicated that all schools in Nyaharwa zone do language activity skills. Best performance in language learning activity skills means better performance in the language activity areas.

#### 5.1 Conclusion

Based on the data , it was concluded that children's poor performance in language activity in Nyaharwa Zone , Siaya county, was contributed by lack of adequate instructional media, inadequacy of instructional media implies that unless the provision of these materials are improved and used sufficiently children would continue to perform poorly.

Instructional media arouse children's curiosity and motivate them to learn . However the research has established through the data that most of these instructional media in pre-schools are lacking which may be a factor that has contributed to poor performance in language activities . Children should be encouraged to have their own collections from the environment.

### 5.2 Recommendation for policy

In the light of research data, the researcher wishes to make the following recommendations in order to solve the problem of instructional media.

The pre- school teachers should be sensitized on importance of locally available materials in order to use them when teaching concepts and skills like sorting and grouping .

Parents should be encouraged to expose their children to children's programmes on the media like the television "Know Zone" and newspaper like Nation which has children's corner for motivation to learn.

Pre-school teachers should be encouraged to use relevant media for teaching relevant language activity skills. The KIE should vet all instructional media in preschool through their agents preferably the DICECE officers at the county

### 5.3 Suggestion for further research:

Taking the limitations and delimitation of the study, the researcher made the following suggestions for further research.

A similar research to be carried out in urban areas so as to compare the findings.

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## APPENDIX I

### Instructions:

Please note that the information given here will be kept in strict confidence and you are not required to indicate your name or any form of identification. However the usefulness of the information will depend solely on your honesty.

Please respond to each question by ticking [ ] against the appropriate information.

Sex                      Male [ ]              female [ ]

Marital status      Married [ ]              Single [ ]

Age in Years

20-29 [ ]              30-39 [ ]      40-49 [ ]      50 and above [ ]

Education or academic qualification:

KCPE [ ]      KACE [ ]

KCSE [ ]      Diploma [ ]      Degree [ ]

Teaching experience in Years:

0-5 [ ]      6-10 [ ]      11-15 [ ]      16-20 [ ]      20 and above [ ]

How many children are there in your class?

Below 30 [ ]      30-50 [ ]      above 50 [ ]

## APPENDIX II

### Instructional materials:

The following are questions about availability of instruction material in your school, please respond to each question.

Which text books do you use as course book in teaching language activity?

How adequate are these instructional materials that you use when teaching language in class?

Where do you get these instructional materials from?

How are these instructional materials distributed in the class?

How are these instructional materials/ media utilized in the class?

What type of instructional materials/media do you use in teaching language activity?

What are the importance of these instructional materials/media in teaching language activity?

Which language skills do you find difficult to teach?

Oral skills [ ]

Reading skills [ ]

Writing skills [ ]

How many language activities do you handle in a week, in each language skills?

Oral skills [ ]

Reading skills [ ]

Writing skills [ ]

How do you group children during activity time?

Age [ ]

Ability [ ]

Sex [ ]

How often do you assess the language activities?

Daily [ ]

Weekly [ ]

Monthly [ ]

APPENDIX III  
Observation Schedule

Date of observation.

Name of the School.

How many learners are there?

Are there language charts?

How are language instructional materials distributed?

How many children share one book?

Are materials improvised or bought?

Are the instructional materials age appropriate?

Is the language lesson provided enough for all learners to interact with instructional materials?

How are the instructional materials in teaching language labeled?



APPENDIX IV

Performance in Language Activity skills

Oral Activity Skills	Mean Score	Maximum Mean Score
Read sounds of the alphabets		
Make sounds of animals		
Do as illustrated		
Singing		
Recite a simple poem		
Spelling of words		
Reading Activity Skills		
Read colors		
Read sounds		
Read shapes		
Read simple words		
Writing Activity Skills		
Drawing		
Filling in the missing letters		
Write in small letters		
Coping letters		
Coloring		
Copy the pattern		

APPENDIX V

TEST ADMINISTERED TO THE CHILD

School\_\_\_\_\_

number\_\_\_\_\_

date\_\_\_\_\_

ORAL ACTIVITIES

1. Repeat the given sounds

A f e s

2.Repeat the words given

Cat

Dog

3.Do as illustrated

Jump

Sit

4. Sing a song of one's choice

5. Recite the poem

Baby Jesus I love you

You are my savior everyday.

Dictation

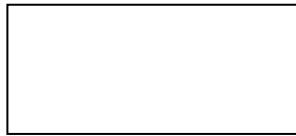
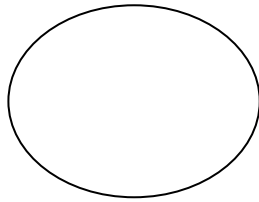
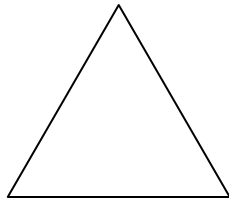
Boy, Girl, Pencil

APPENDIX VI  
READING ACTIVITIES.

1. Reading sounds

a b c d e f cat, dog, bed, tin, cup

2. Reading shapes



3. Reading the letters

d k l m n

4. Reading simple words.

Bag, pencil, book, boy, girl.

## WRITING ACTIVITIES

### 1. Draw

Ball	Cup	Tree	Bell

### 2.Fill in the missing letters

T\_\_ble

C\_\_p

C\_\_t

### 3.Write in small letters

GIRL

BOX

KETTLE

### 4.Copy the letters

b d p m

### 5.Color the shape below



6. Copy the pattern

AAAAAAA

BBBBBBBB

CCCCCCCC