ASSESSING READING TO LEARN LITERACY INTERVENTION OF SCHOOL IMPROVEMENT PROGRAMME ON LOWER PRIMARY SCHOOL PUPILS' LITERACY SKILLS IN KWALE DISTRICT

BY

CELINE NATECHO VICTORY LUSWETI

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION OF THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY, UNIVERSITY OF NAIROBI

©2014

DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other university.

_____

Celine Natecho Victory Lusweti

This research project is submitted for review with my approval as university supervisor

_____

Dr. Hellen N. Inyega

Senior Lecturer,

Department of Educational Communication and Technology

School of Education

College of Education and External Studies

University of Nairobi

DEDICATION

Special dedication to my dear parents, Hellen Safoo Godana and late Guy Joseph Lusweti, and sister, Ruth Namalwa Lusweti, for all that they are to me.

ACKNOWLEDGEMENT

ACRONYMS AND ABBREVIATION

AKF	-	Aga Khan Foundation
D.E.O	-	District Education Officer
EAQEL	-	East Africa Quality in Early Learning
EFA	-	Education for All
EMACK	-	Education for Marginalized Communities in Kenya
GMR	-	Global Monitoring Report
HALI	-	Health and Literacy Intervention
KCPE	-	Kenya Certificate of Primary Education
KICD	-	Kenya Institute of Curriculum Development
MOEST	-	Ministry of Education, Science and Technology
MRCK	-	Madrassa Resource Centre, Kenya
RtL	-	Reading to Learn
SIP	-	School Improvement Project

TABLE OF CONTENTS

CONTENT   **PAGE**

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The purpose of this study was to assess reading to learn literacy intervention on lower primary pupils' literacy skills in Kwale District. The specific study objectives included; assessing the extent of application of 'reading to learn literacy intervention' in daily learning and teaching of lower primary schools with Rtl programme in Kwale District. To establish how reading to learn literacy intervention has contributed to literate environment of lower primary schools in Kwale District and to evaluate the influence of 'reading to learn literacy intervention' on performance in literacy skills among lower primary pupils in Kwale District. The study adopted a cross-sectional survey research design targeting all the schools, teachers, head teachers, pupils and School Improvement Programme (SIP) officer implementing 'Reading to Learn (RtL) programme in Kwale District. Data was collected using questionnaires, interviews, tests and observations. Collected data was cleaned, coded and analyzed using descriptive statistics such as mean, frequencies and percentages and Analysis of Variance (ANOVA) to describe and summarize data. The study found that; Most lower primary school teachers implement reading to learn programme in their daily instructional practices, In addition, the majority teachers are motivated to implement the programme. The study also found that there was adequate instructional supervision of Rtl programme by the headteachers and SIP officer. It was also evident that lower primary schools were rich in terms of their literate environment. The findings are likely to assist identify contingencies to be tackled in literacy learning. This study is likely to benefit NGOs in their literacy interventions to identify challenges and come up with ways to improve the programs. It will also help Quality Assurance and Standards Directorate in the Ministry of Education Science and Technology to use results of present study to advise on reading instructional materials and resources, in-service teacher training on effective reading instructional strategies appropriate for lower- primary schools. KICD may use findings to improve the curriculum to prepare teachers and improve teaching / learning resources including text books.

INTRODUCTION

1.1 Background to the Study

Literacy is one of the most integral parts of any human development. UNESCO, (2010) defines literacy as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Literacy is a right. Literacy is a foundation for all further learning. Literacy is at the core in meeting the EFA Dakar Goals and Millennium Development Goals by 2015 (UNESCO, 2005a). Although much emphasis is placed on its importance, based on the EFA Global Monitoring Report (GMR) (2010), literacy is still one of the most neglected education goals in many countries, especially among the poorest nations (UNESCO, 2009). The EFA GMR (2011), refers to it as the "forgotten goal" in the EFA framework (UNESCO, 2011). Central to literacy is the notion that language (its use, teaching and learning) works as a mediating, interpretive system in the development of literacy (Banguendano, 2004). Children enter school with varying degrees of competence in speaking their language. Typically they have little knowledge about how to read and write. Many students end up struggling in reading and often lag behind in academic achievement. Across Sub–Saharan African, literacy levels for primary school children are low (UNESCO, 2010). Issues such as poor health, poverty and limited access to print is likely to contribute to delay reading acquisition and even highly trained teachers are likely to struggle in these challenging settings (Glewen and Kremer, 2006).

Literacy has become an inter-disciplinary subject of study that draws attention of many stakeholders worldwide. In the US the seriousness and commitment to literacy education was evidenced by the passage of the "Reading Excellence Act" of 1998. This Act amended Title 11 of the Elementary and Secondary Education Act of (1965) by adding a reading component to ensure that children are provided with reading skills and support they need in early childhood in order to learn to read once they enter school. Every child is provided with opportunities to ensure that she/he is able to read by the end of third grade. Other instructional practices of teachers and other instructional staff are improved in elementary schools. The Reading Excellence Act also supports research – based reading activities that can be integrated into state and local education reform efforts (Bryantshanklin and Jones, 2005).

In 1997, the US Congress requested the appointment of a panel of scientists to review research on reading instruction to determine what could be done to improve reading achievement. The National Reading Panel (NRP) conducted a review of research on elementary and secondary reading instruction (NICHD, 2000) and its report has become a basis of new Federal Education Laws designed to foster improved reading instructions from Kindergarten to third grade (Lee, Grigg and Donahue 2007). According to Shanaha (2006), one program established in pursuit of this policy is Reading First. Reading First provides funding to struggling schools to make more resources available: instructional programs, professional development, assessment, and interventions to address the needs of struggling readers. This effort is concentrated on Kindergarten through Grade 3, and everything in this program must focus on phonemic awareness, phonics, oral reading fluency, vocabulary, and reading comprehension strategies.

NGOs have carried out literacy interventions in early primary grades in Africa. Some of these NGOs include: Save the Children, PRAESA and SIL International. Save the Children has pioneered an intervention called "Literacy Boost" which supports the development of reading skills in young children. Literacy boost uses assessment to identify gaps in core reading skills and mobilizes communities for reading action from Malawi and Mozambique of the Southern part of Africa (TEATA, 2012).

PRAESA's Early Literacy Unit (ELU) has worked to help transform the way young children are taught how to read and write in multilingual school and community settings of South Africa, as well as in other sub – Saharan countries. PRAESA promotes emergent literacy which focuses on the value of using stories for learning. ELU has coordinated stories across Africa, by creating common collection of stories for adults and children to share in African languages as well as in English, French and Portuguese (TEATA, 2012). SIL with its partner agencies have done significant work in Senegal, Cameroon, Ethiopia, Kenya and Burkina Faso. Many of their programs focus on smaller language communities and include the development of their languages for use in education (TEATA, 2012).

Kenya has witnessed intense efforts, interventions and resources put into child literacy following Bill of Rights in the constitution of Kenya (2010) where education is one of the fundamental

rights to every Kenyan. Ministry of Education, Science and Technology (MOEST), in collaboration with donors, NGOs and other stakeholders, has recognized the need to invest in literacy interventions in the primary grades although Kenya is still ranked low in international literacy assessments (UWEZO Kenya, 2011) necessitating the need to investigate further the effectiveness of literacy interventions currently being implemented in many parts of the country.

EAQEL (2011), indicates that lower primary pupils in Kwale and Kinango perform worse in literacy than numeracy according to survey carried out by African population and Health Resource Centre (APHRC) between 2009 and 2010. The findings were shared by Mr. Astrash, the country coordinator of EAQEL- Kenya during stakeholders' forum held in Kinango Secondary School on September 1[st,] 2010. According to the survey, majority of sampled children could describe objects and compose stories well, but less than 40% of them could give directions. Out of a sample of 318 teachers, 75% had professional qualifications while 25% had no training in the last one year.

Within the country Kenya, regional disparities have been noticed where literacy achievement is concerned. AKF (2012) indicates that literacy levels in primary grades in Kwale and Kinango District in the Coast and Ijara, Hulugwa District in North Eastern region of Kenya are low resulting in poor education outcomes among children. On July 4[th,] 2011 Uwezo Kenya presented a report of a national survey conducted to assess literacy and numeracy levels of children aged between 6- 16 years. According to the report, nine out of ten children in class 3 (lower primary) could not read a class 2 story written in English in Kwale County. Neither could 3 out of 4 children in class 3 do class 2 division problem in mathematics. The report titled, "Are our children learning" gave the clearest picture that there is a weak foundation and inadequate school readiness in Kenya and that this has contributed to poor performance of pupils in national examinations specifically K.C.P.E at the end of the primary education cycle. Kwale County has been ranked among the poorest performing counties when it comes to national examination for primary schools (Uwezo, 2010).

The Uwezo study asserts that education seems to have deteriorated. Whereas, on average, only about a third of children in this region pass basic literacy and numeracy skills, only 32 percent of the standard three pupils were able to pass the Kiswahili test for standard two and 29 per cent in

numeracy tests. Only 16 per cent were able to pass English tests while 15 per cent were able to pass both the literacy and numeracy tests combined. Nonetheless, the study established that most pupils acquired standard two level skills in upper primary (between standard four and six). Thus literacy and numeracy skills of most pupils remain low throughout primary school (Uwezo, 2010).

Ironically, Kwale County has over ten NGOs implementing literacy interventions in lower primary schools to boost pupils' literacy skills. Some of these major NGOs include Aga Khan Foundation, Madrassa Resource Centre Kenya (MRCK), Health and Literacy Intervention (HALI) project and Teacher for Teacher (T4T) among others. Many of these NGOs have been in existence for over ten years. The literacy programs included: Buddy reading by HALI Project in 100 schools in Msambweni district, Reading to learn and community library in 67 schools by EMACK, community support programmes, reading to learn and community libraries in 30 schools by MRCK and Reading to learn programme in 195 schools by School Improvement programme (SIP) of Aga Khan Foundation. Kwale district has been purposefully sampled out for the study to assess the influence of one of the literacy interventions: Reading to Learn (RtL) program by School Improvement Programme (SIP) of the Aga Khan Foundation. The researcher assessed Reading to learn literacy intervention of school improvement programme on lower primary school pupils' literacy skills in kwale district. The question that still remains is: "What is the ifluence of Reading to learn literacy interventions in Kwale district on lower primary pupils' literacy skills?"

1.2 Statement of the Problem

Many NGOs in Kenya have taken a keen interest in literacy interventions in lower primary schools. Development partners and other stake holders have invested colossal sums of money to fund different programs aimed at enhancing children's literacy skills. Teachers and pupils have been exposed to new programs at different times by different NGOs. Each NGO evaluates their work individually and writes their own reports. There seems to be insufficient external evaluation of the impact of any of these NGOs' literacy inventions in order to determine their effectiveness against the backdrop of continual poor performance in literacy and numeracy (UWEZO, 2010). This study thus, assessed Reading to learn literacy intervention of school

improvement programme on lower primary school pupils' literacy skills in Kwale District - to determine its effectiveness in developing lower primary pupils' literacy skills in Kwale County.

1.3 Purpose of the Study

The purpose of this study was to assess reading to learn literacy intervention of School Improvement Programme on lower primary school pupils' literacy skills in Kwale District.

1.4 Objectives of the Study

This study was guided by the following objectives

1. To assess the extent of application of reading to learn literacy intervention in daily learning and teaching of lower primary schools with Rtl programme in Kwale District.
2. To establish how reading to learn literacy intervention has contributed to literate environment of lower primary schools in Kwale district.
3. To evaluate the influence of 'reading to learn literacy intervention' on performance in literacy skills among lower primary pupils in Kwale district.

1.5 Research Questions

1. To what extent is the 'reading to learn literacy intervention' applied in children's daily learning/and teaching in lower primary schools?
2. How has 'reading to learn literacy intervention' contributed to children's literate environment in lower primary schools?
3. To what extent does 'reading to learn literacy intervention' influence performance of lower primary school pupils' literacy skills?

1.6 Significance of the Study

This study will tease out what is working and/or not working in the reading to learn intervention in order to provide advice on existing literacy intervention programs and make recommendations for further development of literacy interventions that closely match children's unique literacy needs. The findings of this study will contribute to existing literature on literacy skills development among children. The findings will also help identify contingency to be tackled in literacy learning. This study is likely to benefit NGOs in their literacy interventions to identify

challenges and come up with ways to improve the programs. It will also help Quality Assurance and Standards Directorate in the Ministry of Education to use results of present study to advise on reading instructional materials and resources, in-service teacher training on effective reading instructional strategies appropriate for lower- primary schools. KICD may use findings to improve the curriculum to prepare teachers and improve teaching / learning resources including text books.

1.7 Basic Assumptions of the Study

The researcher assumes that Respondents gave honest responses based on their experiences with reading to learn program and its implementation in classrooms. The use of interview, questionnaire, tests and observation checklists helped to deal with this. It is an assumption that all the lower primary teachers were aware of the RtL programme that they were assessed on. This was catered for in sampling of the schools undertaking the RtL programme.

1.8 Limitations of the Study

The following were limitations of the study: There was a challenge in identifying reading to learn schools since the DEO's office did not have any clear data. The researcher endeavored to create and maintain rapport with the NGO implementing the reading to learn literacy intervention and got the vital information. Some of the schools were inaccessible due to the harsh terrain that Kwale district is known for. The researcher used motorcycles to navigate the difficult terrain.

1.9 Delimitations of the Study

This study was delimited to Kwale District. Specifically, it focused on lower primary schools with RtL programme: 342 pupils, 19 head teachers and 57 teachers and one programme office made the sample size. The study assessed 19 schools out of 54 schools benefitting from reading to learn literacy intervention even when the researcher was aware that there were more than ten other NGOs working in the county. Additionally, the study was delimited to researching children's English subject literacy skills when there are other subjects that could have been researched.

1.10 Definition of Key Terms

Assess	- Refers To figure out the impact or influence of an activity or programme on learners and the instructors.
Environment	- Refers to the surrounding area in school with which the lower primary pupil live.
Influence	- Refers to The capacity to have an effect on the pupils' literacy skills
Intervention	- Refers to A measure applied on teaching and learning process to solve the problem of literacy acquisition.
Literacy	- Refers to Ability to read, write, listen and comprehend conversations, stories and instruction and communicate effectively in English according to the standard level of study.
Literacy	- Refers to ability to read, writes, listen and comprehend and communicate effectively in English.
Literate environment	- Refers to surrounding in the classrooms, facilities in the school and playing space that has all required materials and equipment suitable for learning to take place
Lower Primary	- Refers to The class one, two and three of the primary school levels.
Performance	-Refers to the accomplishment of a given learning task measured against present known standards of accuracy, completeness and speed, or fulfillment of an obligation.

Pupil	- Refers to A child who is in classes one to three of the acceptable age according to FPE 8-4-4 education system in Kenyan primary school.
Reading instructional practices	- Refers to The teaching/learning activities carried out by teacher.
Reading	- refers to interpreting print by being conscious of all cues of speech
Skills	-Refers to being able to read, write and use oral communication in English

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature pertinent to the study as presented by various researchers, scholars, analysts and authors. It includes the extent of implementing of Rtl as a teacher instructional practice in lower primary schools, literate environment and influence of Rtl in relation to performance of lower primary school pupils' in literacy acquisition. It also explains the theory that informed this study: constructivist theory.

2.2 Teachers' Instructional Practices in Lower Primary Schools

Teachers are the key players in enabling children acquire literacy. A teacher, who is successful with literacy, forms a critical foundation block for thriving at school. Teachers need to be trained on how to enable children acquire literacy skills by coming up with better ways of lesson preparation, teaching strategies or methods and teacher motivation (http//code.co.ke/education and training). For the teacher to be effective she/he needs to be motivated and regular observation of teachers' work by administrators.

It is important that reading instruction for pupils at school is conducted by skilled teachers who understand the process of literacy acquisition and are able to base their teaching of reading on research findings. In the case of the teaching of reading and writing, quality teaching involves knowledge of how students learn to read, knowledge of how to assess reading proficiency and growth (Griffi and Nix, 1991; Griffi n et al, 19995a, b, Rowe, 2005; Rowe and Hill, 1996) and knowledge of how to use assessment information to apply the appropriate strategies. The Kenyan lower primary schools are guided by a syllabus which points out the literacy areas to be guided to pupils in order for them to acquire literacy. Teachers from their training have been exposed to various models of teaching language literacy but for a long time, it seemed not to work according to UWEZO Kenya (2011). Following such reports by Uwezo, Aga Khan in its School Improvement programme has implemented 'reading to learn model'

AKF (2011), in their brochure on EAQEL strategies indicated that in lower primary 75.79% of teachers have not received any special training to teach early grades and only 25% of teachers receive on job training. This is true to some extent as the ministry of Education has no clear

organized known programmes to in-service teachers on teaching early grades literacy except for a Teacher Proficiency Course organized by The Teachers Service Commission. The course is applicable to promotion teachers from P2 to ATS III job grades after successful completion of the appropriate Teacher Proficiency Course. The course is conducted by the Director of Quality Assurance and Standards in the Ministry of Education (http://www.tsc.go.ke/index.php/our-services/hr/proficiency, 20th July, 2014).

Teachers need to understand the curriculum and the syllabus for the lower primary classes. This will help in preparation, accountability of what children need to be taught and evaluation of literacy acquisition on children. Teachers have a double job with guiding learners acquire literacy (Rose, 2012). Hence teacher professional developments on instructional practices need to be put into consideration when looking at literacy interventions for children. School Improvement Programme (SIP) has come out to train lower primary teachers on RtL. The question is whether this programme has any influence on lower primary school pupils' literacy acquisition.

How do we decide which instructional practices to focus on in obtaining higher student achievement? According to Tutela (2003), the best instructional practices for teacher will entail the following characteristics: The teacher promotes self-directed learning by offering activities adaptable to individual learning styles. The teacher is a coach, less active than students. The teacher poses questions rather than provides answers. The teacher encourages risk-taking, broad parameters, debate. There is no "one right answer". The teacher supports student decision making. There has been little systemic effort to directly impact the teaching and learning occurring in classrooms (Black and Wiliam, 1998; Schmoker, 2006). Does RtL provide this? In Rtl the teacher is the core in learning having to prepare materials, set the context of a text, paraphrase and make cues. Learners only read, and follow directions giving little room for individual learner to explore literacy.

2.2.1 Teachers' Motivation in Kwale District Lower Primary Schools

World Bank Report (1986), acknowledges that teacher satisfaction is generally related to achievement. Satisfied teachers would concentrate hence enhancing academic performance of

10

their pupils. Majority of the teachers are not motivated with the working environment. The dissatisfaction of these teachers makes them not to concentrate on their work, hence poor performance (Reche et al., 2012).

Smith and Glenn (1994) explain that internal factors have an impact on teachers feeling of success and a number of external forces can either aid or hinder a teachers success. There are number of factors that influence teacher level of motivation: Increased duties and demands on time and low pay. Rtl by SIP has come in with its demands, in addition, lack of support from staff at all levels, low morale among teachers is another very important problem that must be addressed if the problem of teacher motivation is going to change. In order to work toward a solution, the first step is to identify those factors that have the greatest impact on morale levels, both negative and positive.

2.3 Reading to learn (RtL) Program in Lower Primary Schools

Rose and Martin (2012), Reading to learn integrate the teaching and writing across the curricular at all schools levels and the approach has been designed and refined through extensive classrooms applications and professionals learning programs. To begin with, the task of learning, reading is addressed from two perspectives, the problem of teaching reading in the classroom, and the nature of reading itself. This sets the context for describing the reading to learn methodology for reading and writing. This program was to keep needs of indigenous students from remote communities in central Australia. This program was initiated after an alarm that children of Australia were finishing primary schools with no literacy a problem similar to Kwale district. To address this need Rose David initiated the project scaffolding in reading and writing for indigenous children in school, in collaboration with Brian fircy and Wendy Cowey of schools and community centre.

The RtL programme emphasized building understanding of text before starting to read it and carefully planning teacher – learner interactions to provide maximum support. Internationally, RTL has taken root in South Africa Afghanistan, Kenya, Uganda and Scandinavai. RTL is a five step scaffolding approach to literacy instruction building from conceptual understanding of stories to decoding of letter – sound relationship and eventually written production of new sentences and stories taking a Top- Down approach to literacy. These steps include: preparation

before reading and detailed reading, sentence making, spellings and word formation, Shared writing, Individual writing and independent writing. Rtl unfolds in four levels as shown in Figure1.
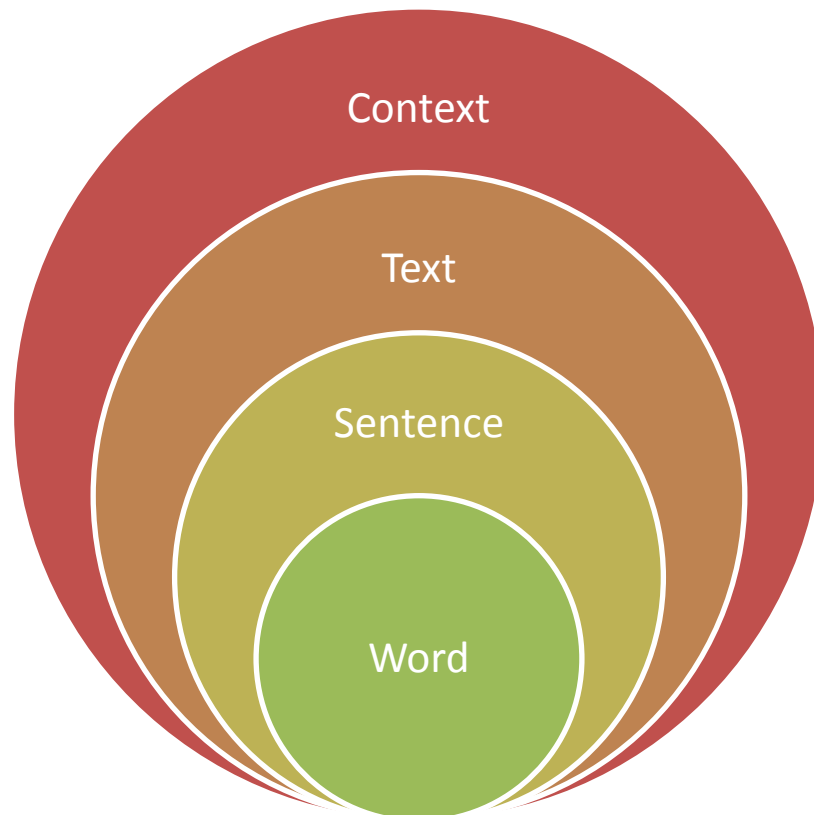
Figure 1.RtL levels of teaching

Figure 1 indicates the RtL levels starting by teacher setting the background of a text (Context)-reading of a text: paraphrasing and cueing the text-Sentence making; choosing a sentence from the text rearranging the words to form other sentences-word spellings. Can these levels fit a fresh learner?

2.4 Literate Environment for Lower Primary Schools

In order to develop a literate and learned individual, there is a need to create sustainable literate environments for that individual to live in because a learned person is a product of literate environments (UNESCO, 2011). Dynamic and stimulating literate environments at home, in the

`classroom, workplace, and the community are essential to literacy acquisition, development and lifelong use (Easton, 2006). The basic elements of literate environments include: literacy materials and activities, physical environment and socio-cultural environment. It is the dynamic relationship among these elements that provide a rich and stimulating literate environment (UNESCO, 2011).

2.4.1 Literacy Materials in Lower Primary Schools

Literacy materials are tools that can facilitate literacy development, acquisition and application. These include reading and writing materials, counting objects and even audiovisual materials. With the advent of new technologies, many of these materials can be provided in electronic formats, thus making the facilitation of learning easier and sometimes faster (UNESCO-Bangkok 2011). Most of our lower primary schools in Kwale district are still wanting in terms of classrooms. How is the safety of these materials assured?

Promoting a literate environment calls for greater attention and focus on access to reading materials or manuals that are responsive to the interests and learning needs of learners in school and more particularly, at home. The relevance and meaning of the information they gain increases their knowledge, wisdom and competencies. These serve as major driving forces that encourage self-learning, learning for life, and productivity. Examples of reading materials include: books, newspapers, magazines, restaurant menus, shop signs, mobile text messages, and even text on food boxes or candy wrappers enable learners to connect their spoken language with the written script thus making reading a natural activity for them (Krolak, 2005). Unfortunately, most of the lower primary schools are not are priority when the school is budgeting and purchasing reading materials in primary school. Lower primary school needs are taken as a by the way.

Good quality reading materials should target all types of learners, from children who are new readers to competent readers (UNESCO, 2003). To do so, the following factors need to be considered: Appropriateness and relevance of materials. Reading materials should be appropriate and relevant to all types of learners. Materials based on the reading level, interests and needs of the learners, written in the languages they speak, addressing the problems they have identified,

and helping to achieve their personal and community goals, will serve as a useful resource for their development (Malone and Arnove, 1998). Kwale district, has its own culture and experiences, do these materials reflect the culture and experiences pupils in Kwale can identify with? Most of them base their grounds on issues unfamiliar to Kwale children.

Involvement of learners and community: Reading materials can be composed by the learners themselves. These are usually referred to as learner-generated materials. Their content can arise from in-class discussions about issues concerning the learners. In this process, learners discuss a relevant topic and based on the discussion they compose their own stories, poems, or songs. Other community members can also compose reading materials about topics that are interesting to the learners in their community. Locally developed materials can communicate functional information to learners in story form. These stories may be about a community health problem, or about a local person who overcame a certain difficulty, or about individual learners who were able to transform their lives. Do our teachers have the technical knowhow in coming up with these materials? Alternative ways of producing materials: Reading materials are sometimes produced by publishing houses and these include textbooks and supplementary materials (UNESCO-Bangkok, 2011).

Audio visual materials: In creating literate environments, while the written word is important, it is not the "final" word. Oral stories, visuals, and ideas expressed in dialogue, folktales, art, rituals and traditions are also bearers of literacy, educational context and meaning. Today's world has become more visual than before and the ability to understand images and symbols is just as important as understanding words (Lim, 2010). Learning from these materials is even made easier with the advent of modern technology that enables learners to view images and hear sounds repeatedly. This has resulted in the development and production of audiovisual materials. Most of the Kwale district primary schools have no electricity or any source of power fixed: how then can technology be embraced in such a case?

2.4.2 Physical Environment in Lower Primary Schools

The physical environment is a "literacy stimuli." It has an effect on the development and functioning of learners. An attractive, organized and inviting environment that encourages

conversations among learners or allows them to work on their own or in small groups, can accelerate their literacy development and promote good reading behavior and habits. The availability of literacy materials as well as how they are organized in space can greatly influence learning and enhance the acquisition of reading and writing skills by learners (UNESCO-Bangkok, 2011).

2.5 Theoretical Framework

Theoretical perspective can be seen as a basic image that guides thinking and research (http://wps.pearsoned.co.uk/wps/media/objects, (14th /10/2013) . This study will be guided by tenets of Social Constructivist learning theory.

The learning theory of Constructivism evolved from the extensive study of cognitive development (i.e., how thinking and knowledge develop with age) by Swiss psychologist Jean Piaget and the Russian psychologist Lev Vygotsky. Their study of cognitive development provided the foundation for the psychological theory of constructivism. Constructivists believe that children develop knowledge through active participation in their learning. Rtl, is a programme that actively involves learners in every level of learning language. However, Vygotsky viewed it as a social process: achieved through interaction with more knowledgeable members of the culture" (Rummel, 2008).

Social constructivist learning theory places its emphasis on learning through social interaction, and the value placed on cultural background. For Vygotsky, culture gives the child the cognitive tools needed for development. Adults in the learner's environment are conduits for the tools of the culture, which include language, cultural history, social context, and more recently, electronic forms of information access. In social constructivist classrooms collaborative learning is a process of peer interaction that is mediated and structured by the teacher. This is evident in how teachers make learning preparations, avail reading and writing materials to learners. Discussion can be promoted by the presentation of specific concepts, problems or scenarios, and is guided by means of effectively directed questions, the introduction and clarification of concepts and information, and references to previously learned material, (Driscoll and 2005).Teachers are the knowledgeable members expected to guide learners in learning language.

Meaningful learning is at the core of Social constructivist theory. Language cueing systems – syntax, semantics, graphic/phonics, pragmatics in a learner has always been initiated by peers and teachers. Reading becomes a whole-to-part-to-whole process. Rtl has heavily borrowed from this.

2.6. Conceptual Frame Work

This is the tool used by the study to organize variables that informed the study and guide on how ideas would be arranged. It provides the structure/content for the whole study based on literature and experience. Figure 2 shows the Conceptual frame work. In the frame work the Rtl in its instructional practices and promotion of literate environment influence the acquisition of literacy skills of lower primary school pupils.

Instructional Practices
- Teachers
- Head teachers
- SIP officers
- Pupils

Reading to Learn Intervention
- Preparation
- Detail reading
- Sentence making and spellings
- Constructive writing
- Individual and independent writing

Literacy Skills of Lower Primary Pupils

Literate Environment
- Reading and writing Materials
- Physical Environment
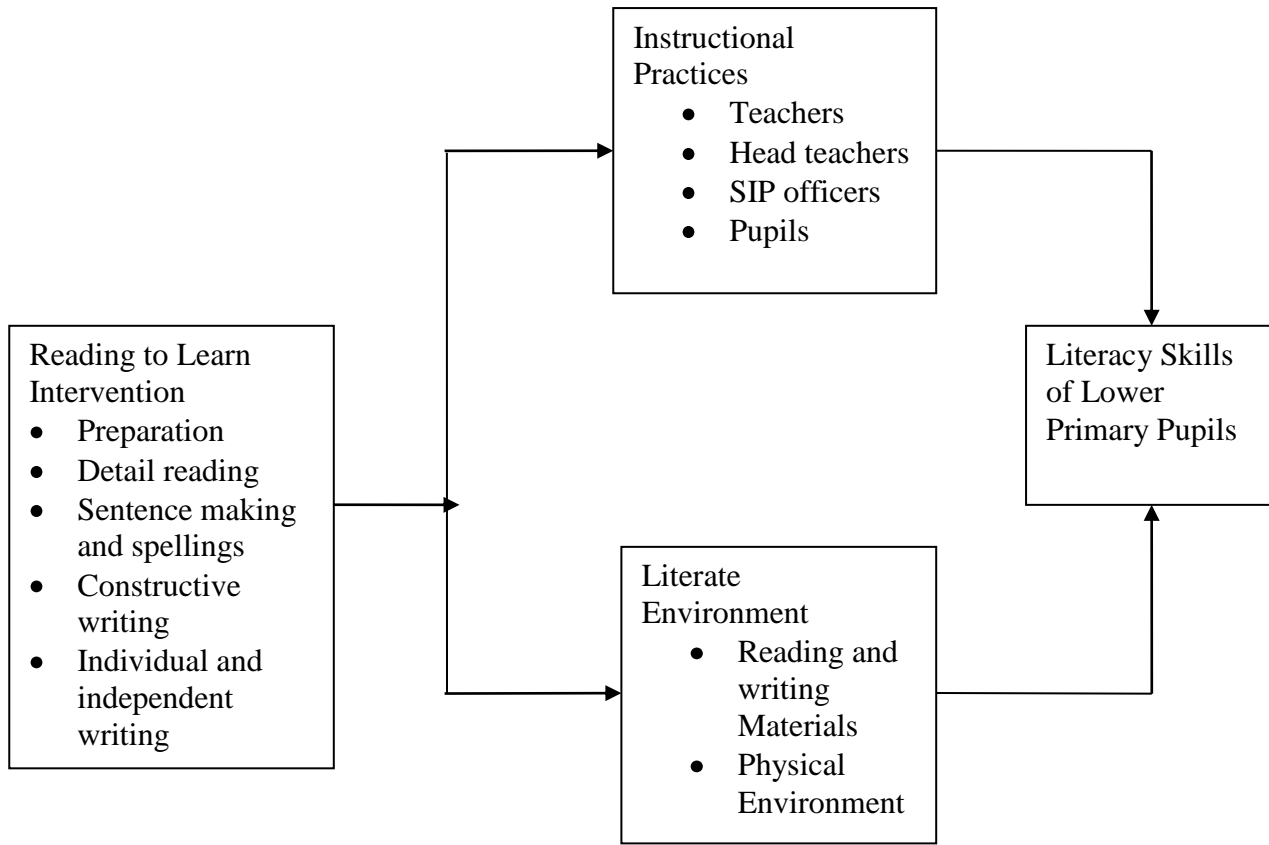
Figure 2.Conceptual Frame Work

Source: Author

Figure 2 shows how Reading to learn programme which has clear steps to be followed which include; preparation for reading, detailed reading, sentence making and spellings, constructive writing, individual writing and independent writing. RtL is viewed in the following perspectives: Instructional practices where the teachers, Head teachers, pupils and SIP officers have a role to play in order to influence literacy skills of lower primary pupils. Teachers have to instruct and guide learners by providing all necessary conditions required for learning. Head teachers have to play their role as instructional supervisors to ensure teaching and learning through the Rtl programme is done. SIP officers need supervise the programme and make sure it takes place as expected. For learning to take place, Literate environment for lower primary is rich in terms of Reading and writing material and the physical environment in order to enhance literacy skills of lower primary pupils.

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology. Specifically, it focuses on the research design adopted, target population, sample size and sampling procedures, instruments for data collection, validity and reliability of data collection instruments, data collection procedures and techniques for analyzing data collected.

3.2 Research Design

This study used cross-sectional survey research design. Purpose of the cross-sectional survey research design is for researchers to describe the attitudes, opinions, behaviors, or characteristics of the population based on data collected from a sample or a population. Important Issues in Survey Research Design is Sampling. In a cross-sectional design different children at different classes are assessed at the same time. In this case, researcher was interested in how Rtl literacy intervention on lower primary pupils in acquiring English literacy skills. Different classes of lower primary children at class 1, 2, 3 were given tests that assessed their literacy skills. In a very brief time the researcher had an idea of how this important skill changes with class (Teti, 2006).

This design was suitable for this study in that it gave the researcher opportunity to observe and describe what is observed and was also appropriate for collecting both descriptive and explanatory data concerning Rtl programme. It allowed researchers to gather information, summaries, present and interpret for the purpose of clarification (Orodho, 2000). According to Kothari (2000), descriptive research design is used when the researcher has certain issues to be described by the respondents about the problem. In this case the researcher went to the population in a bid to tackle the topic of the study.

This design is intended to produce statically information of RtL literacy interventions to lower primary pupils in Kwale district.

3.3 Target Population

Target population consisted of 57 lower primary schools with 162 teachers, pupils, 57 head teachers, involved in the implementation of various RtL literacy intervention programs of SIP by

Aga Khan Foundation in Kwale District. It also included Program Officer in the county involved in implementing the literacy programs.

3.4 Sample Size and Sampling Procedures

This study used purposive sampling procedure in order to select schools with the SIP RtL program. SIP was purposefully selected because it covered more schools in Kwale district than the EMACK and MRCK programmes of Aga Khan Foundation. The respondents who formed the sample size comprised of pupils, teachers, head teachers and SIP Programme officers to determine the appropriate sample size. To determine sample size a response rate of 30% of the population was considered (Dierckxon, 2013). Then, stratified random sample method was in addition used to select target schools. This method was preferred because it took care of some characteristics or interests applicable to various individual schools like urban and rural schools. It helped to avoid ending up with one type of a group. Schools were also stratified according to various clusters where they are located (Kombo and Tromp, 2006). The figure below shows how the schools in different clusters were ratified in order to come up with a good sample. Table 1 shows different number of schools with the Aga Khan Foundation programmes.

Table 1: Schools Implementing Aga Khan Programmes

Programme	Number of schools	Percentage %
MRCK	9	12
EMACK	12	16
SIP	54	**72**
Totals	**75**	**100**

From Table 1, it is clear that SIP Rtl programme covers many schools of up to 72% of all schools with literacy interventions, giving it an opportunity to be purposefully sampled out for this study. Kwale district had a total of 57 lower primary schools implementing Rtl programme.

Kwale district has 54 schools implementing Rtl programme. The schools are in 6 clusters in Kwale district, each cluster having a certain number of schools implementing Rtl programme.

Table 2 shows how the sample size for the study was derived at for the lower primary schools in Kwale District.

Table 2: Lower Primary Schools Sample in Kwale District

District	Cluster	No. of schools	sampled schools	Percentage %
Kwale	Kiteje	8	3	6
	Waa	9	3	6
	Mkongani	8	3	6
	Tiwi	11	4	7
	Golini	10	3	6
	Tsimba	8	3	6
Total		**54**	**19**	**30**

Table 2 shows the sample size of schools that were assessed on Rtl literacy intervention programme on lower primary school pupils' literacy skills in Kwale District. The sample size came to 19 schools out of the total 54 schools making the 30% of the population.

3.5 Research Instruments

The study used questionnaire, observation checklist, interview schedule, and test as instruments for data collection. The questionnaires were suitable since they had the ability to collect a large amount of information within a short period of time (Orodho, 2004) and they were less costly to use (Kombo and Tromp, 2004). There were three types of questionnaires: for Teachers, Headteachers and SIP programme officer. All Questionnaires; for teachers, head teachers and SIP officer had four sections each; A, B, C and D. Section A was an introduction on instructional practices of teacher where the teacher was to indicate the class they handle, whether or not they were trained on RtL, how long they have had an experience with RtL, the extent of using RtL in their daily teaching and learning process and their level of motivation to carry out Rtl. Section B was based on Literate environment. Teacher had to indicate adequacy of literate materials, language of communication within the lower primary and availability of play space and play materials. Section C looked at the instructional supervision. Respondents had to indicate extent of instructional supervision by both Head teacher and the SIP officer. In section D, the questionnaire wanted the opinion of the respondents in terms of what works well about Rtl,

challenges of Rtl and what needs to be improved about Rtl for it to work better. Both open-ended and closed ended types of questions were included in the questionnaires. Closed ended questions were used to allow respondents to use one of alternatives given while open ended questions were included to give respondent ability to respond in their own words (Mugenda, 2003).

On the other hand: interview Schedule provided in – depth data which is not possible to get using questionnaire (Mugenda, 2003). Interviews were scheduled for the teachers and headteachers. Interview guide had questions focusing on the three objectives and questions to be answered: Instructional practices, literate environment for lower primary school and instructional supervision by headteachers and SIP officer. The interview was both structured and unstructured. The unstructured interview allowed flexibility in questioning the subject whereas the structured interview guided the researcher to stick to the objectives and questions of the study.

Observation checklist also helped researcher to record what she observed during data collection. This permitted the observer to think about what is occurring and it enhanced accuracy of the study (Mugenda, 2003). This was used to check pupils work in their books, literate environment and the teacher instructional practices records.

Test was also used to collect data. The instruments were developed by the researcher assisted by the study supervisor. The tests included items of literacy that was oral, reading and writing. Tests were used to get the overall picture of influence of Rtl on lower primary pupils' literacy acquisition. Each sampled pupils per class were handled separately. In all instruments, confidentiality of the information from respondents was assured by all instruments not reveling names of the respondents.

3.6 Validity of the Research Instruments

Validity is how accurate the research instrument is in measuring what is intended to measure. This was censured by developing instruments based on research objectives and research questions in order to ensure validity of items in the instruments. The supervision counter checked and made judgment. Questions on the questionnaire as well as those for the interview were structured in such a way that they evoked similar reaction to questions but with personalized responses to them (Mugenda and mugenda, 1999).

The research instruments were pretested in order to assess their validity and reliability. This was done in one school which was picked randomly from the entire population. This helped to detect any ambiguity in items, make corrections, deletion of addition or change where necessary. The response did not form part of the main research study but a preparation part. Content validity was determined by consulting the research supervisor for her judgement, corrections and verification of instruments. According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment.

3.7 Reliability of the Research Instruments

Mugenda and Mugenda (2003), define reliability as a measure of the degree to which instrument yields consistent results or data after repeated trials. To establish the reliability of the research instruments, the pilot study helped the researcher to assess the clarity of the questionnaire, Test, interview and observation schedule items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. Respondents were issued with questionnaires for them to fill and the same questionnaires were subjected to a retest to see how the response was (Orodho, 2005).

3.8 Data Collection Procedures

Data of the study was collected through questionnaire, interview, and test and through observation. A research permit was obtained from the school of Educational, Communication and Technology. On obtaining the permit permission will be sought from the District Education office to collect data in the district. This was followed by a visit to all sampled schools in liaison with the head teachers and sought appointment dates for the admission of research instruments and a visit to School Improvement Project- AKF offices.

On the appointment day, the instruments were taken to the sampled schools in person. The respondents were briefed on the respective instruments and what was expected of them before they were allowed to respond to the items. Close monitoring during administering of the instruments was done especially for the case of teachers and pupils. Sampled pupils to take test from class 1, 2, and 3 were put separately according to their classes. Instructions were clearly elaborated to pupils. For the oral part one pupil after the other were handle separately as individuals.

Questionnaires were given to teachers and head teachers separately. The objectives and purpose for the questionnaires were explained to teachers and their confidentiality assured. The researcher kept on checking the teachers and head teacher to ensure they were alright. All instruments were collected the same day they were administered. For correspondents who were not around another date was arranged to administer questionnaires, interview and make observation to them (Kombo and Tromp, 2011).

3.9 Data Analysis Procedures

This study examined data collected and made deductions and inferences. Data was analyzed using descriptive statistics that summarized the ideas that explained influence of Rtl on lower primary school pupils' literacy skills. Tables (Kombo and Tromp, 2011), Figures, summery which summaries key findings and Analysis of variance (Anova) was also used to present the analyzed data.. For example in focus group in this case the impact of RtL literacy initiatives to lower primary pupils, the researcher noted down the frequent responses of participants on various issues, give explanation, interpretation and conclusion (Kombo andTromp, 2011). The data was also be analyzed using key themes and reported in narrative style using the themes as sub-headings. Specifically the researcher developed a summary report identifying major themes and topics and the association between them as they come up is discussions and use graphics and direct quotations to present the findings (Kombo and Tromp, 2011).

3.10 Ethical Considerations

The researcher maintained integrity in carrying out research, in data analysis and data presentation. The researcher presents the findings honestly and objectively, avoid untrue, deceptive or doctored results. She handled respondents with respect and honor despite of their age, status or professionalism (Kombo and Tromp, 2011) and treated all information shared with the highest level of confidentiality. Permission was sought from the administration to have children participate. Children were in a separate class from normal class and no names were required for individual pupils.

4.1 Introductions

This chapter presents an analysis of the findings of the research. Several descriptive analyses were made to achieve the objective of the study which assessing the Rtl literacy intervention programme by SIP on lower primary school pupils' literacy skills in Kwale district. The results of the study are as depicted below.

4.2 Characteristics of the Respondents

The study sought views from 419 respondents, that was 57 teachers, 19 headteachers, 342 pupils ans 1 Sip officer with a wide range of demographic characteristics. These characteristics are summarized and presented in this section.

4.2.1 Response Return Rate

The study used various instruments to collect data which included: Questionnaire fotr teachers, head teachers, and SIP officers and Test to pupils in class 1, 2, and 3. the instruments were administered to respondents then collected. Table 3 shoes the number of research instruments presented to respondents for data collection and the rate of returning the instruments.

Table 3 Response Return Rate

Response	Frequency	Percentage
Questionnaires returned by teachers	57	100%
Questionnaires returned by head teachers	19	100%
Questionnaires returned by SIP Officer	1	100%
Tests done by children	342	100%

Table 3 shows that all the respondents reached in the wake of collecting data duly filled in and returned the questionnaires. This was a pointer to a clear understanding of the items in the questionnaires and the ability of the respondents to appreciate the essence of participating in the study hence assurance of validity. In this regard, it is clear that there was enough sample data to be analyzed.

4.3 Findings on Research Question1

To what extent is 'Reading to Learn Literacy Intervention' in Learning/ and Teaching in Lower Primary Schools?

To answer this question, the study characterized its findings in terms of the extent of application of the programme, Motivation of teachers into implementing the programme and supervision of the programme by headteachers and SIP officer.

4.3.1 Extent of Implementation of Rtl programme in Teaching and Learning

The study analyzed the extent by which teachers use Rtl programme in their daily teaching and learning instruction practices. Table4 shows the extent of application of Rtl programme in teaching and learning of lower primary schools.

Table 4 Extent of Implementation of Rtl programme in Kwale District School

Response	Frequency	Percentage %
Always use Rtl	38	67
Sometimes use Rtl	13	22
Not at all use Rtl	6	11
Total	57	100

From Table 4: majority of teachers use Rtl programme in their daily instruction. This means: Rtl has an influence on lower primary pupil' literacy acquisition. We cannot ignore the percentage of those who don't use it regularly or do not use it at all. The majority teachers who always use it appreciated the way Rtl helps learners to acquire reading skills faster and effectively and the support by Aga Khan in providing literacy materials in schools. On the other hand those who used it only sometimes blamed it on the demand of material development, that it emphasizes more on Reading and note comprehension, writing and other areas of literacy. Those who did not use it at all said that they were not trained for the programme or not motivated.

4.3.2 Motivation level of teachers in using rtl programme

The study sought to know whether teachers are motivated or not in implementing Rtl. Figure 3 gives the extent by which teachers are Motivated in implementing Rtl.
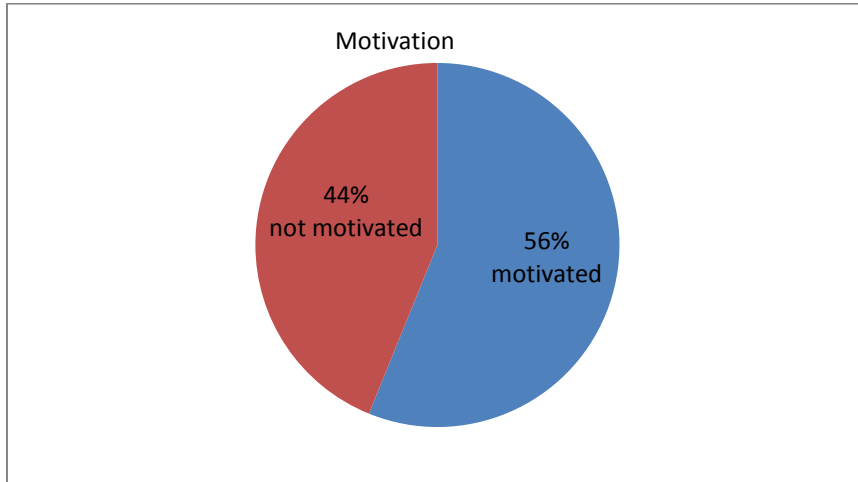
Figure 3. Motivation of teachers in using rtl programme

From Figure 3, it can be seen that 56% of teachers appeared to be motivated in implementing the Rtl programme while 44% seemed not motivated in implementing the Rtl programme. This means the majority of teachers were motivated to use the Rtl programme in their daily teaching Instruction.

4.3.3 Supervision of Rtl Teaching Instructions in Lower Primary Schools by Head teachers

In this case the study looked at number of times teachers are observed by headteachers to ensure Rtl is taking place .The results analyzed data is shown in figure 4.
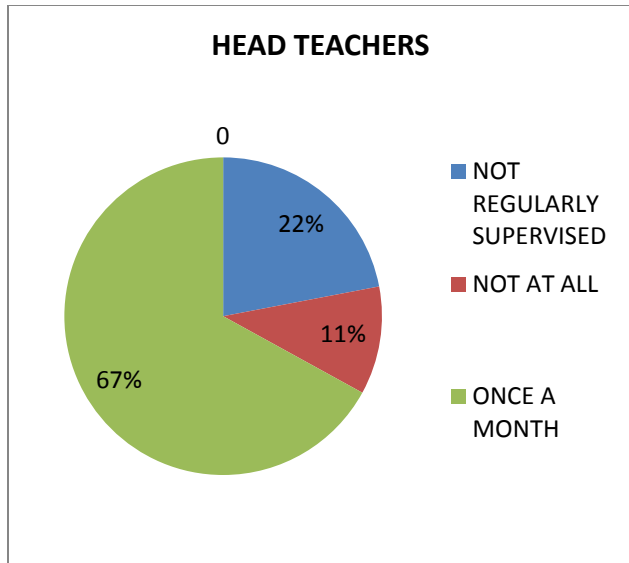
Figure 4. Supervision of Rtl in Lower Primary Schools by Head teachers

From figure 4 it is clear that head teachers supervise Rtl programme in its instructional practice to ensure it is implemented in schools. This will no doubt influence extent of implementing Rtl intervention by teachers in their daily instructional practices in lower primary school in Kwale district.

4.3.4 SIP Officer Supervision of Rtl Teaching Instruction in Lower Primary

To be able to answer research question 1, the study also sought to know the extent of Rtl supervision by SIP officer. The results analysed are shown in Figure 5.
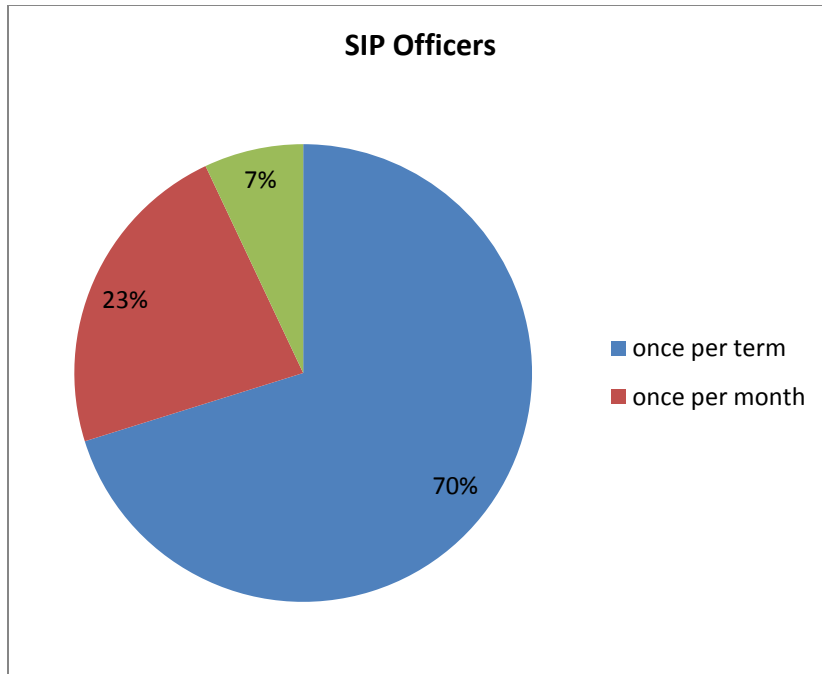
Figure 5. SIP Officer Supervision of rtl teaching instruction in lower primary

The outcome as shown in figure 5 is that 70% of the respondents said SIP officer supervised Rtl programme at least once per term 23% said once per Monthe and 7% said they are not supervised at all. It is clear from the data that Rtl is being implemented to bring out the expected influence on lower primary pupils literacy acquisition.

From the findings it appears that Rtl is being implemented in the lowere primary schools since majority teachers indicated that they implement the Rtl programme, majority of teachers are motivated to implement the programme and there is constant instructional supervision by headteachers and SIP officer.

4.4 Findings of Research Question 2

How has 'Reading to Learn literacy intervention' Contributed to Children's Literate Environment in Lower Primary Schools?

To answer question 2 research question, the study analyzed the data in terms of provision of literate materials in lower primary schools. The study analyzed the provision in terms of text books, charts displayed in class, play ground in the school, story books, preparation materials like mark pens, manila papers, sugar paper and also looked at the play materials. The analyzed data is shown in figure 6.

Figure 6.
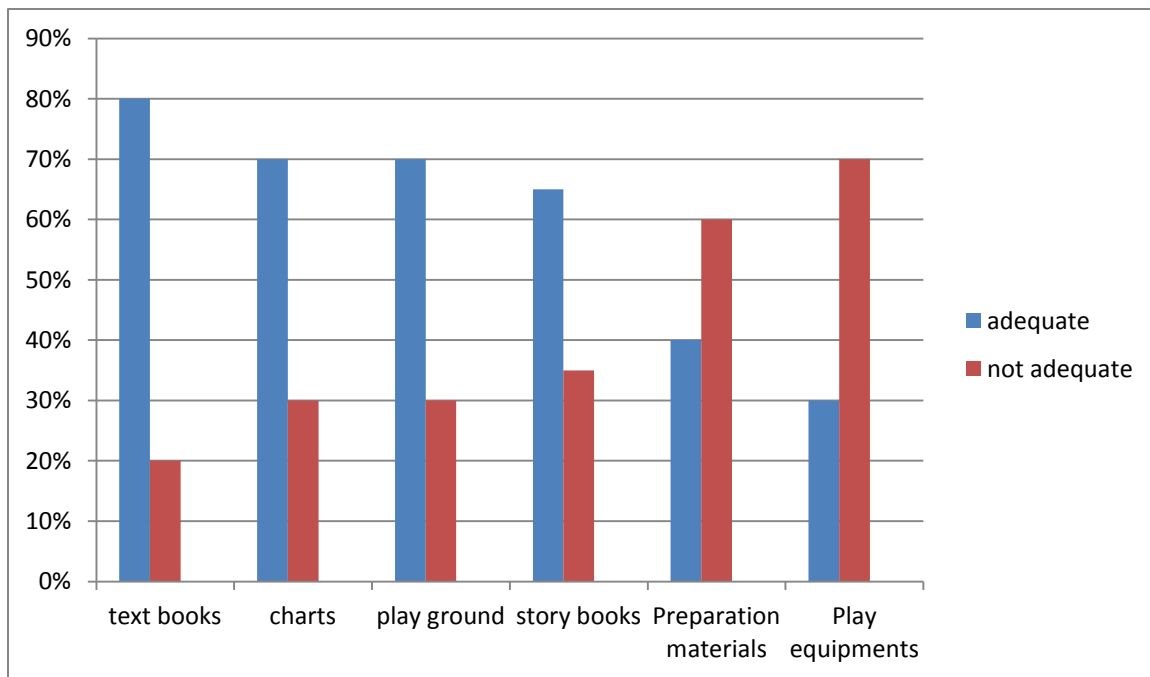
Figure 6. Adequacy of literate materials in lower primary schools

From Figure 6 : 80% of respondents said there were enough text books provided while 20% said there was no adequate provision of text books. Charts and play ground both at 70% the respondents said they were adequately provided while 30% respondents said that they were not adequately provided. 65% of respondents said that story books were adequately provided while 35% said they were not. On the other hand, preparation materials and play equipment seemed not to be adequately provided rating at 60% and 70% respectively while 40% and 30% indicated that they were adequate. This means that Rtl programme has enhanced adequate provision of materials to enrich the literate environment of lower primary schools in Kwale district.

4.5 Research Finding Question 3

To what extent does Reading to Learn Literacy Intervention Influence Performance of Lower Primary School Pupils' Literacy Skills?

To answer the above question, pupils were exposed to a test which included the major elements of literacy: Oral skiils, Reading skills and Writing skills.

4.5.1 Reading to learn (RtL) program in Lower Primary Schools

The study tested pupils on reading to influence of Rtl programme on pupils' literacy skills. The test scores were analyzed and are shown in Figure7
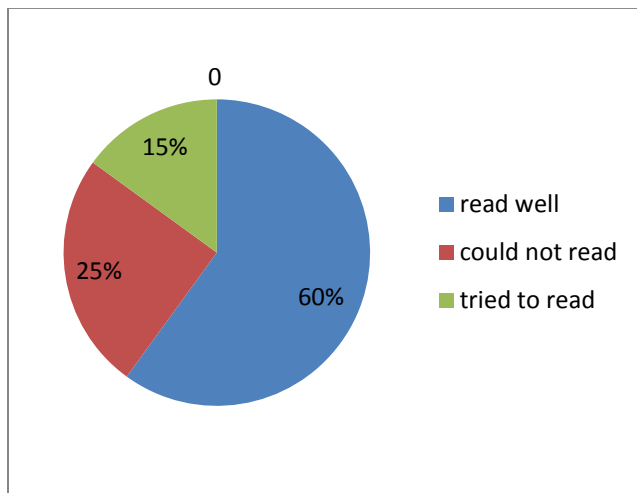
Figure 7. Pupils' reading test scores in kwale district lower primary schools

In figure 7 the study found out that those who read well were 60%. While those who tried to read were 15%: and 25% could not read. This means rtl had positive influence on children's reading skills

4.5.2 Pupils' Writing Test Scores in Kwale District Lower Primary Schools

The study also exposed pupils to writing test where pupils wrote words and sentences. The analysed results are shown in Figure 8.
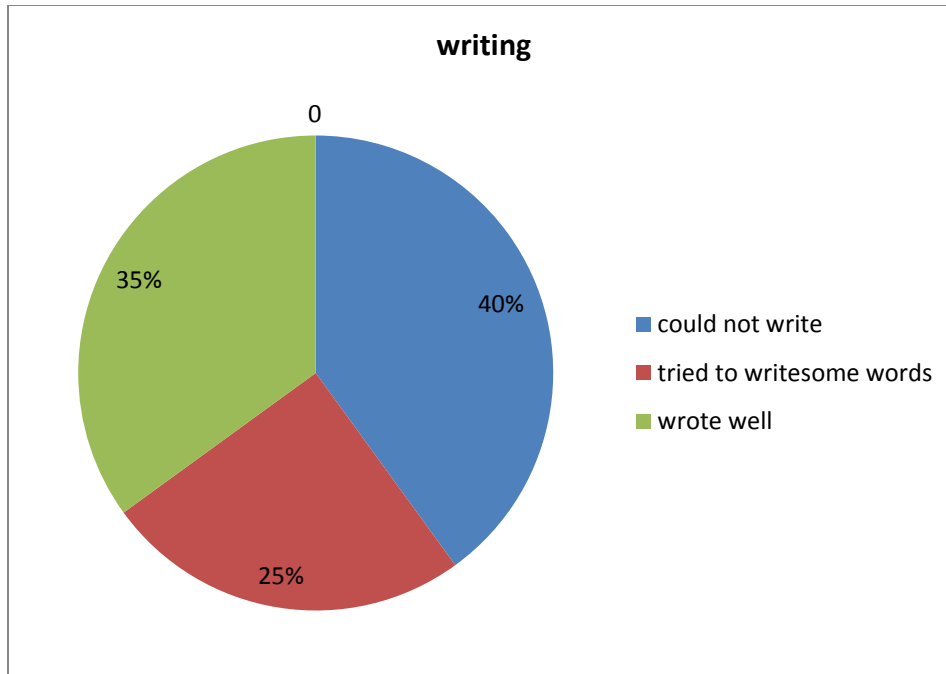
Figure 8. Pupils' reading test scores in kwale district lower primary schools

In figure 8 the biggest percentage of 40% could not write well as required. Only 35% seemed to have written well and 25% tried. This means that Rtl has no much influence on learners writing skill**.**

4.5.3 Pupils' Oral Test Scores in Kwale District Lower Primary Schools

In the study pupils were exposed to oral test where they were engaged on conversation, given instructions and told a story to answer questions orally. figure 9 shows the results for the test scores shown in figure 9.
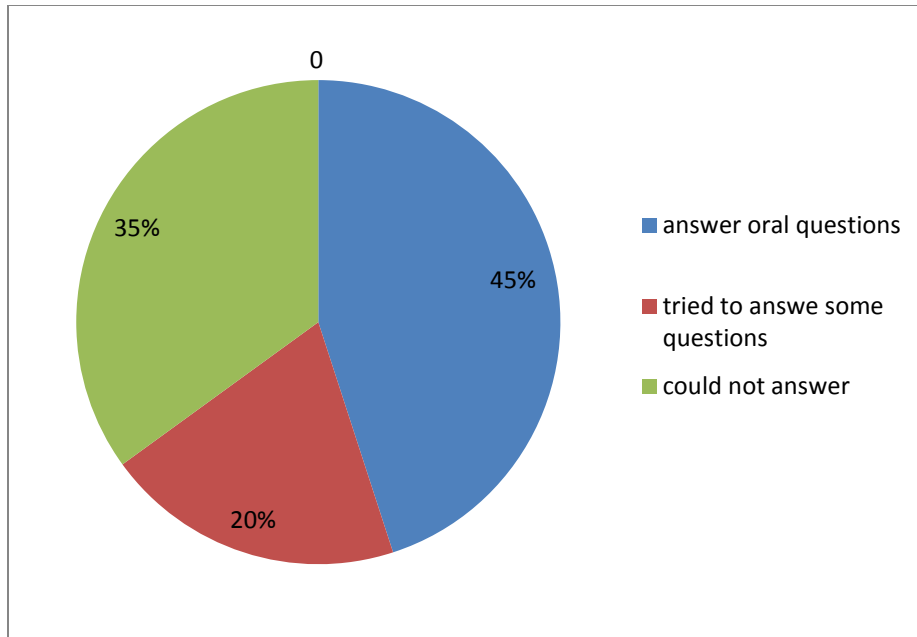
Figure 9. Pupils' reading test scores in kwale district lower primary schools

Figure 9, it appears 45% could engage in oral language, 20% tried and 35% could not converse in English. This means that Rtl has positive influence on pupils literacy skills.

From the findings we can conclude that Rtl has a positive influence on children performance in literacy skills.

4.5.4 Analysis of Variance for Oral, Reading and Writing Test Scores in lower primary Schools in Kwale District

The study sought to compare the performance the three levels of lower primary classes to see how the various Variances of literacy and groups faired. Table 5 shows the analyzed results.

Table 5: Comparison of Oral, Reading and Writing Test Scores in Kwale Lower Primaries

	ss	ms	df	f	p
Between groups	1144.22	572.11	2.00	36.26	6.94
Within groups	60.11	30.11	2.00	1.91	6.94

In Table 5 F=36.26, p=6.9 and the p value is greater than 0.5. This means that there is no statistical difference among in performance among the literacy skills tested and no difference in performance among class 1,2 and 3

It can be concluded that Rtl has a positive impact on children's oral, reading and writing skills.

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is a summary of the findings, conclusions, recommendations of the study and areas that require further research. The broad objective was to assess Reading to learn literacy intervention programme by SIP on lower primary pupils' literacy skills in Kwale District.

The study was a descriptive survey design based on the following areas:

1. To assess the frequency of application of reading to learn literacy intervention in daily learning and teaching of lower primary schools with Rtl programme in Kwale County.

2. To establish how reading to learn literacy intervention contributed to literate environment in Kwale County schools.

3. To evaluate the effect of reading to learn literacy intervention on performance in literacy skills among lower primary pupils in Kwale County.

Data was analyzed according to the objectives of the study. The aim of the study was to assess Reading to learn literacy intervention programme by SIP on lower primary pupils' literacy skills in Kwale District. A profile of data from each of the respondents was compiled and subjected to analysis. The summary of the results are represented in the tables, charts and percentages.

5.2 Summary

The study sought to assess Reading to learn literacy intervention programme by SIP on lower primary pupils' literacy skills in Kwale District. There were three key areas to be answered according to the objectives and questions of this study which included:

1. To assess the extent of application of reading to learn literacy intervention in daily learning and teaching of lower primary schools with Rtl programme in Kwale District.

2. To establish how reading to learn literacy intervention has contributed to literate environment of lower primary schools in Kwale district.

3. To evaluate the influence of Reading to learn literacy intervention on performance in literacy skills among lower primary pupils in Kwale district.

The findings in this study were categorized in terms of instructional practices which looked at extent of application of Rtl by teachers in their daily teaching and learning activities, teacher motivation and teacher instructional supervision by head teachers and SIP officers. The following were the findings:

1) Most teachers apply Rtl programme in their daily teaching and learning instructional practices although a significant number of teachers apply it rarely or do not apply it at all.

2) Most teachers appreciate the programme in that it has clear steps in guiding learners on how to read although they raised concern about the increased demand in preparation stage specifically material development.

3) Most teachers were motivated to be using the Rtl methodology. The reasons given were due to the regular support given by AKF and the nature of the programme being stimulating to learners.

4) It was found out that Head teachers and SIP officers regularly supervised instructional practices to ensure full implementation of the Rtl programme in lower primary schools. Some few respondents felt that there is need for headteachers and SIP officers to make supervision a regular practice.

The second area that the study looked at in order to answer the Research questions was the Literate Environment of the lower primary schools. The findings were:

1) There were adequate textbooks, story books, charts and other reading and writing materials available in lower primary schools. Some of the materials were provided by AKF to support the Rtl programme.

2) The preparation materials were wanting: manila papers, flip charts, carton boxes and so on. Although the schools and AKF tried to provide they are still wanting due to the tasking demant of the Programme.

3) Most schools had enough play space for children to socialize and enhance literacy development.

4) Outdoor playing materials were few in that pupils had to put up with activities that require less play equipment and materials or no materials.

5) The common language of communication commonly used was Kiswahili in lower primary schools, possing a challenge in developing English language policy.

The third area that the study assessed was the influence of Rtl Programme on lower primary pupils literacy skills. Pupils were submitted to a test that covered three areas of oral, Reading and writing. The study came up with the following findings:

1) In oral communication that the researcher engaged the pupils, pupils tried to comprehend and follow what is required although most of them had difficulties in this area.
2) Most pupils could read fluently, though some a few of the pupils were not conscious of punctuations especially classes one and two.
3) Learners were more interested with the reading section and even those with difficulties tried to make their way.
4) Writing was challenging to all pupils as they scored low in this area.

5.3 Conclusion

From the research findings, it is evident that Rtl has contributed to literacy acquisition in learners but teachers need to be motivated to implement the programme fully in order to realize the objectives. Most learners could read but in oral and writing areas are still wanting.

5.4 Recommendation

From the findings of the study several recommendations were suggested in various aspects which would go a long way in improving performance of public schools that will use Rtl method in Kwale District.

1) Stakeholders need to focus on all aspect of English language learning in lower primary. Teachers need to be trained intensively.
2) Teachers need to be motivated by the Aga Khan Foundation and School administration in order to implement the programme. Use of incentives or recognition of committed teachers should be done to motivate them more. These can be done organising for termly price giving day
3) The school administration and other education stakeholders should ensure that enough text books are provided to students for revision, give priority to construction of enough library rooms.
4) The school management, Administration and AKF to support lower primary schools by providing playing materials.

5) School administration through the headteachers should ensure close monitoring of teachers in class, checking of their lesson plan and schemes of work every month and observing the lessons carried out.

6) Aga khan Foundation: through the ministry of Education to implement the programme in teacher training colleges.

REFERENCES

Ball Jessica (2010). *Promoting Young Indigenous Children's Emergent literacy in Canada*, Canadian Child care federation.

Didier Dierckxon (2013)www.checkmarket.com/2013/02/how-to-estimate-your-population-and-survey-sample-size/

Driscoll, M. (2005). *Psychology of learning for instruction.* Allyn & Bacon, Boston: MA

Kombo D. K. and Tromp D. L.A (2011) *proposal and thesis writing: an introduction* Paulines Publications Africa, Nairobi – Kenya.

Krolak, L. 2005. *The Role of Libraries in the Creation of Literate Environments.*

Lim, M. 2010. Personal communication.

Lytle, S. L. & Wolfe, M. 1989. *Adult Literacy Education: Program Evaluation and Learner Assessment.* Columbus, USA, ERIC Clearinghouse on Adult, Career and Vocational Education.

Malone, S. E., & Arnove, R. F. 1998. *Planning Learner-Centred Adult Literacy*

Margaret M. Dubeck, Mathew C.H J.,Okello G. (2012). *Early primary literacy instruction in Kenya,* University of Chicago Press. *Programmes.* Paris.

Oketch, M. , Ngware, M, Mutisya, M., Kassahun, A. , Abuya B. , Musyoka P. (2012*) East Africa Quality In Early Learning (EAQEL) Impact Evaluation Report* Nairobi- African Population Health Research Centre

Orodho J. A (2006). *Proposal and Reports* Masola Publishers, Nairobi Kenya.

Rachmiati, M. (2010). *The Role of Community Learning Centres, Museums and Local Publishing.* A paper presented during the Regional Experts' Meeting on Developing a Resource Pack on Creating and Sustaining Literate Environments held on 24-26 November 2010 at SEAMEO INNOTECH, Philippines

Rose D. and Martin J. R (2012*). Learning to write, Reading to learn.* Equinox publishing Ltd. US

Rotfeld, H. H. (2007). Theory, data, interpretations, and more theory. *The Journal of Consumer Affairs, 4*1(2), 376-380.

Rummel, Ethan. (2008). Constructing cognition. *American Scientist, 96(1), 80-82*

Shanahan Timothy , (2006). *The national reading panel report: Practical Advice for Teachers.* Neperviville. Learning Point Association publishers. Chicago

Smith.J.K, & Smith.L.G. (1994) *Education today the foundations of a profession*. St. Martin's press, Inc.

Teti, D. M. (Ed.). (2006). Handbook of research methods in *developmental science*. Malden, MA: Blackwell

UNESCO (2003). *Education in a Multilingual World.* Paris, UNESCO.

UNESCO (2005a). *Education For All Global Monitoring Report 2006: Literacy For Life.* Paris, UNESCO.

UNESCO (2008b). *Global Literacy Challenge: A Profile of Youth and Adult Literacy at the Mid-Point of the United Nations Literacy Decade 2003-2013*. Paris, UNESCO.

UNESCO (2009). *Education for All Global Monitoring Report 2010: Reaching the Marginalized.* Paris, UNESCO.

UNESCO (2011). *Education For All Global Monitoring Report 2011: The Hidden Crisis: Armed Conflict and Education.* Paris, UNESCO

Wagner, D., Day, B. & Sun, J. (2004) . *Information, Technologies and Education for the Poor in Africa.* (ITEPA Report).

Wakefield, J. C. (2007). *Is behaviorism becoming a pseudoscience*? Replies to Drs. Wyatt, Midkiff and Wong. Behavior and Social Issues, 16(2), 170-190.

Appendix I: Head Teachers Questionnaire (HQ)

The following are the questions that shall be used during the study.

*NOTE:*Confidentiality will be maintained and no part of this document will be used for any
other purpose other than the intended study.

SECTION A

INTRODUCTION

1. Sex (A)   Male   (B) Female (**Cross the appropriate answer)**

2. Name of the school…………………………………………………..

3. For what duration has Reading to Learn program been in existence in the school?

(A) 0-5   (B) 5- 10   (C) 10-15   (**Cross the appropriate answer)**

4. Which is highest upper primary class that interacted with Reading to Learn programme in their
lower primary level? (**Cross the appropriate answer)**

  (A) Class 4

  (B) Class 5

  (C) Class 6

  (D) Class 7

  (E) Class 8

  (F) None

 NB: The higher value in the scale of 1-6 indicates higher favorability.

SECTION B

SCHOOL BASED FACTORS

  5.   Do majority of lower primary school pupils attend school regularly as required?

       Yes ☐

       No   ☐

   If no, give reasons…………………………………………………………………………………

  6. Does the school have adequate facilities to support Reading to Learn programme in the
       school? **Tick where appropriate.**

          i.   Textbooks ☐   adequate ☐   inadequate   ☐
          ii.   Library with books   ☐   adequate   inadequate   ☐

iii.	Wall maps	☐ adequate	inadequate	☐
iv.	Exercise books	☐ adequate	inadequate	☐
v.	Playing ground	☐ adequate	inadequate	☐

7. How many students are there per stream at different lower class levels?

Nursery classes…………….

Class one…………………..

Class two…………………..

Class three…………………

8. How often do lower primary teachers go for Reading to learn workshops? **(Cross the appropriate answer)**

    (A) More than twice a month

    (B) Twice a month

    (C) Once a month

    (D) Other (specify)………………………………

9. How often do you observe lower primary teachers' lessons in progress carried out using Reading to learn programme?

(Cross the appropriate answer)

(A) Once a month

(B) Once a term

(C) Rarely

(D) Other (specify)…………………………….

10. What is your assessment concerning teachers preparation on reading to learn before attending classes?

(Cross the appropriate answer)

    (A) Good

    (B) Fair

11. How often do School Improvement Programme officers visit the school to supervise teacher's lessons in progress or Reading to learn activities in your school? Explain.

………………………………………………………………………………………………

SECTION C

TEACHER BASED FACTORS

12. How do you rate the teachers' commitment implementing Reading to learn programme ?

    (Cross the appropriate answer)

(A) Good

(B) Fair

(C) Poor

(D) Other (specify)……………………..

13. What is your perception on the frequency of teachers implementing Reading to learn programme? **(Cross the appropriate answer)**

(A) Moderate

(B) Low

(E) High

    Give a brief explanation……………………………………………………………

14. Are your teachers motivated or not motivated to undertake reading to learn programme?

    (Cross the appropriate answer)

(A) Motivated

(B) Not motivated.

    Give a brief explanation…………………………………………………………….

    ………………………………………………………………………………………

    ………………………………………………………………………………………

SECTION D

STUDENT BASED FACTORS

15. Which language is mostly used by lower primary pupils in the school?

Mother tongue ☐   English ☐   Kiswahili ☐   Kiswahili and English ☐

16. Are all lower primary classes using reading to learn programme?

    (A) Yes

    (B) No

        If No, explain

        ………………………………………………………………………………

17. What is the general performance of lower classes in academic performance?

Very good ☐   Good ☐   Fair ☐   Weak ☐

SECTION E

READING TO LEARN BASED FACTORS

18. Is the reading to learn programme effective for instructional practices in school?

☐ Yes   ☐ No

Give brief comment for the answer you have given above.

………

………

………

19. What is the teachers' attitude towards reading to learn programme?

Good ☐   Satisfactory ☐   Poor ☐

20. What are the strengths of the reading to learn programme in your school?

Explain briefly

………

………

………

21. What are the challenges of Reading to learn programme in your school?

Explain briefly

………

………

………

22. What is your opinion or recommendation about the reading to learn programme?

………

………

Appendix II: Teachers Questionnaire (TQ)

The following are the questions that shall be used during the study

*NOTE:*Confidentiality will be maintained and no part of this document will be used for any other purpose other than the intended study

<div align="center">

SECTION A

INTRODUCTION

</div>

1. Sex (A)   Male   (B) Female

2. Teacher for class …………………………………………..

3. Teaching experience.   **(Cross the appropriate answer)**

(A) 0-5   (B) 5- 10   (C) 10-15   (D) 15 and above

4. Highest Education Level.   **(Cross the appropriate answer)**

   (A) Primary

   (B) Secondary

   (C) College

   (D) University

   (E) Postgraduate

   (F) Others (Specify)…………………………………………………………………………

5   Have you trained on Reading to learn teaching methodology?

   (Cross the appropriate answer)

   Yes

   No

   6.   How often do you practice Rtl when teaching in class?

          (A) Always

          (B) Some times

          (C) Not at all

      Give a brief explanation

       ………………………………………………………………………………………

       …………………………………………………………………………………

SECTION B

SCHOOL BASED FACTORS

7. Do majority of lower primary school pupils attend school regularly as required?

   Yes [＿＿＿]

   No [＿＿＿]

   If no, give reasons………………………………………………………………………………

8. Does the school have adequate facilities to support Reading to learn programme in the school? **Tick where appropriate.**

vi.	Textbooks	[＿] adequate	inadequate [＿]
vii.	Library with books	[＿] adequate	inadequate [＿]
viii.	Wall maps	[＿] adequate	inadequate [＿]
ix.	Exercise books	[＿] adequate	inadequate [＿]
x.	Playing ground	[＿] adequate	inadequate [＿]
xi.	Manila/sugar papers	[＿] adequate	inadequate [＿]
xii.	Cutting materials(scissors)	[＿] adequate	inadequate [＿]
xiii.	Sticking materials e.g glue	[＿] adequate	inadequate [＿]
xiv.	Others………….		

9. How many pupils are there in your class?

   Class………………… Number of pupils…………No of girls………No of boys………

10. How often do you as a lower primary school teacher go for Reading to learn workshops?

    (Cross the appropriate answer)

    (A) More than twice a month

    (B) Twice a month

    (C) Once a month

    (D) Other (specify)………………………………

11. How often does the headteacher observe you when lessons in progress carried out using Reading to learn programme?

    (Cross the appropriate answer)

    (A) Once a month

(B) Once a term

(C) Other (specify)…………………………….

12. What is your assessment concerning preparation on reading to learn before attending classes?

(Cross the appropriate answer)

(A) Good

(B) Fair

13. How often do School Improvement Programme officers visit the school to supervise teacher's lessons in progress or Reading to learn activities in your school? Explain.

……………………………………………………………………………………………

SECTION C

TEACHER BASED FACTORS

14. How is your rate of commitment to your work?

☐ Good   ☐ Fair   ☐ Poor

15. Are you motivated in implementing reading to learn programme?

☐ Motivated   ☐ not motivated

Explain.

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

SECTION D

STUDENT BASED FACTORS

16. Which language is mostly used by your class pupils in the school?

Mother tongue ☐   English ☐   Kiswahili ☐   Kiswahili and English ☐

17. How often do you use reading to learn programme in your instructional practices?

(A) Always

(B) Some times

(C) Not at all

Give a brief explanation

………

………

18. What is the general performance of your lower class in academic performance?

Very good ☐   Good ☐   Fair ☐   Weak ☐

SECTION E

READING TO LEARN BASED FACTORS

19. Is the reading to learn programme effective for instructional practices in school?

☐ Yes   ☐ No

Give brief comment for the answer you have given above.

………

………

18. What is your attitude towards reading to learn programme?

☐ Good   ☐ Satisfactory   ☐ Poor

19. How has the school or pupils benefited from the School improvement programme by Aga khan?

………

………

20. What are the strengths of the reading to learn programme in your lower primary class that you handle?

Explain briefly

………

………

21. What are the challenges of Reading to learn programme do you face as a teacher?

Explain briefly

………

………

………

………

22. What is your opinion or recommendation about the reading to learn programme?

……

……

……

……………………………………………………………………………………

Appendix III: Programme Officer Questionnaire (PQ)

The following are the questions that shall be used during the study

NOTE:Confidentiality will be maintained and no part of this document will be used for any other purpose other than the intended study

SECTION A

INTRODUCTION

1. Sex (A)   Male   (B) Female

2. Which Sub- county are you in charge of………………………………………..

3. For how long has reading to learn programme taken effect in this area mentioned above?

(A) 0-2years   (B) 2-4years   (C) 4-6years   (D) 6-8years   (E) 8 years and above

(Cross the appropriate answer)

4. In how many schools has School Improvement Programme implemented reading to learn programme? Sub-county……………………………….. Number of schools……………………..

SECTION B

TEACHER BASED FACTORS

5. How is teachers' rate of commitment to their work on Reading to learn?

      Good   ☐   Fair   ☐   Poor   ☐

   20. What is your perception on the frequency of teachers using reading to learn programme in their daily instructional practices?

    (Cross the appropriate answer)

     Moderate   ☐   Low   ☐   High   ☐

SECTION C

READING TO LEARN BASED FACTORS

21. How often do you gather teachers for a Reading to learn workshop?

(A) Once per term

(B) Once per month

(C) Other (specify)………………………………………………………….

22. What do you do to ensure reading to learn programme followed in school you selected?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………..

23. Do schools support Reading to learn programme?

Yes ☐   No ☐

Briefly explain your answer above

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

24. Does school environment support Reading to learn programme implementation?

(**Tick where appropriate)**

(A) Yes   (B) No

If No, mention some of the factors that disrupt learning in the school.

…………………………………………………………………………………………

25. What are the activities of School improvement program by Aga Khan Foundation in schools? (What does your organization do in implementing Reading to learn progaramme?)

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

26. What facilities does your organization provide to schools to support reading to learn programme?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………..

27. What challenges do you as an organization face in implementing Reading to learn in schools?

....

....

....

....

....

....

28. What is your opinion and recommendation for the success of the Reading to learn programme in schools?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………..

Appendix IV: Teacher Observation Protocol

Materials Needed:

- One teacher observation protocol for every teacher being observed
- Watch or mobile to gauge time

Demographic Profile (5 minutes to complete before or after observation):

This section allows for the collection of demographic information.

Introduction

School _____

Name of Observer/Data Collector _____

Date of Observation _____

Was this teacher trained through Reading to Learn   yes _____   no _____

Number of Reading to Learn training workshops the teacher has attended _____

Class/ Standard _____   Subject the teacher is teaching _____

Class period _____   Starting time _____ Ending time _____

Number of pupils in classroom during observation period _____

Number of special needs pupils in the classroom _____

Description of special needs _____
_____
_____
_____

Special circumstances, if any, surrounding the observation
_____
_____
_____
_____
_____
_____

(In this section, write any special circumstances that took place during the observation that may have influenced the observation. Special circumstances are incidences that happen that are not normal in the daily routine of the classroom – emergencies, visitor, first day back to school, etc).

1.How were the pupils grouped for instruction?   (Tick all that apply)

☐   One-on-one with the teacher

☐   Small groups or pairs

☐   Whole group

2.What texts were incorporated in the lesson? (Tick all that apply)

☐   Chalkboard

☐   Charts/Posters

☐   Paper (Notebooks, Exercise Books)

☐   Textbooks – used by teacher ☐   in the hands of the pupils ☐

☐   Supplementary books – in the hand of the teacher ☐ in the hand of the pupils

☐   Other

3.What was the teacher's role during the lesson? (Tick all that apply)

☐   Lecturing and asking the class to repeat

☐   Guiding practice

☐   Circulating or overseeing instruction

☐   Questioning

☐   No active involvement

4.What kind of writing was observed? (Put a 1 next to the texts viewed most often, a 2 next to the texts viewed next most often, a 3 (etc.)

☐   On the chalkboard

☐   Copying on paper or in exercise books

☐   Composing on paper or in exercise books

☐   Recording observations or discussion

☐   Other _____

Notes on observed instruction: (e.g., is there anything in particular that stood out in terms of the teacher's instruction)

_____

_____

_____

_____

5.Describe any special accommodations for the special needs learners (such as, the teacher was attentive to their individual needs and was able to address their needs, or not, etc.)

_____

_____

_____

_____

Reflections on Lessons: Pupils' Engagement and Participation in the Class

_____

_____

Eyes on Print

1a. What **proportion of the class time** was looking at print? <25% ☐ 25-50% ☐ 50-75% ☐ >75 ☐

Print includes the chalkboard, a book at their own desks, a Big Book or a combination of these. This is calculated as a percentage of the class time.

1b. What **proportion of the total number of pupils** was looking at print?
 <25% ☐   25-50% ☐   50-75% ☐   >75 ☐

This is when they were asked to. The question is getting at the idea that some pupils are engaged while others might not be.

Hands on Print

2a. What **proportion of the class time** were pupils holding text?
<25% ☐   25   50% ☐   50-75% ☐   >75 ☐

Text could include textbooks, supplementary books, exercise books and other teaching and learning materials.

2.b. What **proportion of the total number of pupils** was holding text?
<25% ☐   25-50% ☐   50-75% ☐   >75 ☐

_____

_____

Hands Writing

3a. What **proportion of the class time** were pupils was engaged in writing?
<25% ☐   25-50% ☐   50-75% ☐   >75 ☐

3b. What **proportion of the total number of pupils** was engaged in writing?
<25% ☐   25-50% ☐   50-75% ☐   >75 ☐

During the time the pupils are supposed to be writing, what proportion of the pupils are actively participating? What proportion are not? This is calculated as a percentage of class time.

_____

_____

Reading to learn approach as used by teacher in class   **adequately**   **fairly**   **inadequately**

1. Teacher is goal oriented   ☐   ☐   ☐

2. Teacher displays enthusiasm (for teaching,   ☐   ☐   ☐

   Pupils/ for content of lesson)

3. The teacher demonstrates and models learning   ☐   ☐   ☐

4. The teacher provides variability in participation   ☐   ☐   ☐

5. Methodologies and interaction patterns   ☐   ☐   ☐

Identify the strength of Reading to learn programme as was used by the teacher during instruction.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

What challenges did the teacher seem to have in using Reading to learn programme during the lesson?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Appendix V: Literate Environment Checklist

1. What is the proportion of local texts in English vs. Swahili?

      English   <25% ☐   25-50% ☐   50-75% ☐   >75% ☐

      Kiswahili   <25% ☐   25-50% ☐   50-75% ☐   >75% ☐

2. What is the overall quality of the local texts?

      5 - Extremely Rich 4 - Rich 3-Functional 2- Limited 1-Inadequate

3. Availability of reading materials

   (**Tick appropriately**)

i. Text books   (a) Adequate…………………   (b) Inadequate……………….

ii. Story books   (a) Adequate…………………   (b) Inadequate……………….

iii. Charts   (a) Adequate…………………   (b) Inadequate……………….

iv. Flash cards   (a) Adequate…………………   (b) Inadequate……………….

v. Library   (a) Adequate…………………   (b) Inadequate……………….

vi. Others (specify)……………………………………………………………………

4. How is the physical environment in promoting literacy?

   (**Tick appropriately**)

i. Playing ground   (a) Available with enough space……………. (b) Inadequate……..

ii. Playing equipment (a) Available and adequate……………. (b) Inadequate……..

iii. Others (Specify)……………………………………………………………………

5. Availability of ongoing observational assessment by the teacher

   (**Tick appropriately**)

i. Samples of children writing/drawings (a) Available………….. (b) Not available……….

ii. Pupils' progress records   (a) Available………….. (b) Not available……….

iii. 0thers (Specify)……………………………………………………………………

6. Check on availability of records of materials i.e. text books, story books, play equipment in the school.

(**Tick appropriately**)

i.   Text books record   Available……………….   Not available………

ii. Story books records   Available……………….   Not available………

iii. Play equipment records   Available……………….   Not available………

iv. Others (Specify)…………………………………………………………….

Appendix VI: Teachers Interview Guide

This guide entails questions that will guide the researcher in interviewing the teacher. Information received will be treated with high confidentiality for use in the study.

School…………………………………

1. Which class do you handle?
2. How many pupils do you have?
3. Are you aware of Reading to learn programme? .... What is reading to learn?
4. Have you been trained on Reading to learn programme?
5. How many workshops have you attended so far? What entails the workshop?
6. How often do the teachers of lower primary classes attend RtL workshops?
7. When are the workshops held? (When schools are on session week days, weekends or School Holidays?)
8. How does Aga Khan Foundation support RtL programme?
9. How is Reading to learn different from what you used to practice before rtl or what you were taught in college?
10. How often do you use Reading to learn in teaching instruction?
11. Compare the literacy performance of your pupils before and after using RtL programme.
12. What is required for RtL to be effective?
13. What are the strengths of RtL Programme?
14. What are the challenges of RtL programme?
15. What are your views, opinions or recommendations on reading to learn programme.

Appendix VII: Headteacher interview schedule

This guide entails questions that will guide the researcher in interviewing the teacher. Information received will be treated with high confidentiality for use in the study.

School……………………………………

1. How many levels of nursery school classes do you have?
2. How many streams of class 1-3 do you have?
3. Are you aware of Reading to learn programme by Aga Khan Foundation?
4. What do you understand by RtL?
5. Have you attended any Workshop on RtL? What did you gain from the workshop if you attended?
6. How often do the teachers of lower primary classes attend RtL workshops?
7. When are the workshops held? (When schools are on session week days, weekends or School Holidays?)
8. Do all Teachers of Lower primary go to workshop at same time?
9. How does Aga Khan Foundation support RtL programme?
10. How often do you observe teachers in lower primary classes whe lessons are on progress? What can you say about their teaching instruction?
11. What is the strength of RtL programme?
12. Compare the performance of pupils befor and after RtL. Discuss
13. What are the challenges you face as a school with RtL programme? Give opinions, views and recommendations about RtL programme.

Appendix VIII: Class Two Pupil's Test on Literacy

Pupil's Gender		Class	
Pupil's Age		School	
Pupil's Code		District	

INSTRUCTIONS
Read the questions to the child. It is important to read only the bold text in quotations marks. *Award marks as indicated.* *When complete, add up the number of correct responses out of 50.*

SECTION A Listening and Speaking
Engage the child with the following questions and instructions.

1. "How are you?"	/1
2. "What is the colour of grass?"	/1
3. "Go and bring me your English exercise book."	/1

4. "Put the book in your bag."	**/1**
5. "How many stones are there on the table?"	**/1**
Award marks for appropriate verbal and action responses. **Total**	**/5**

SECTION B

Letter Sound Knowledge

6. "I would like you to tell me the sounds of some letters." *Show the child an example and say,* **"For example, these letters' sounds are: A v L"**

<div align="center">

A   v   L

</div>

"Here are some more letters. Please tell me the name of each letter starting with the first letter and continuing to the end."

   c   e   m   t   b   A   F   B

   N   r   S   d   o   W   k   z   **/4**

   V   L   y   p

   /4

   /2

Award ½ mark for each letter sound read correctly **Total**	**/10**

7. "Here are some words. I would like you to read them to me."	
Greet Assembly Flower Playground	**/2**
Sunrise Morning Outside Across	
Chalk Village	**/2**
	/1
Award ½ mark for each word read correctly **Total**	**/5**

SECTION C **Dictation**	
8. "I will read out some sentences for you. I would like you to write them on the piece of paper you have been given."	
I have a black book.	**/2**
Tom is running.	**/2**
The cat is under the tree.	**/2**
Yesterday was Monday.	**/2**
Is there something in the box?	**/2**
Award 2 marks for each correct sentence **Total**	**/10**

SECTION D

Reading Comprehension

9. **"Read the following story and answer the questions that follow."**

   Mrs. John at the Market

   Last Saturday Mrs. John went to the market. She had nine hundred shillings. At the market, there were more fruits than vegetables. There were fewer cabbages than bananas. She stopped at a fruit stall.

   "Show me fresh cabbages," Mrs. John asked the seller.

   "Here they are. One costs twenty shillings," said the seller.

   "I will buy some for two hundred", Mrs. John said. She also bought tomatoes for one hundred and sixty shillings.

   a) Who went to the market? _____

   b) When did Mrs. John go to the market? _____   **/2**

   c) How much money did Mrs. John have? _____

   d) What two things did she buy? _____ , _____   **/2**

   /2

   /4

Award 2 marks for each correct answer	**Total**	**/10**

64

SECTION E
Writing

10. Write the plurals of the following words.

Example: Man - Men   **/1**

a) Mango - _____   **/1**
b) Child - _____
c) Woman - _____   **/1**
d) Flower - _____
e) Knife - _____   **/1**

                                                                  /1

11. Write the following numbers in words.
Example: 200 – two hundred   **/1**
a) 300 - _____
b) 450 - _____   **/1**

12. Write in numbers
Example: Two hundred and sixty – 260   **/1**
a) Six hundred and thirty five - _____
b) Five hundred and fifty - _____   **/1**
c) Seven hundred and forty- _____
                                                                  /1

| *Award 1 mark for each correct answer* | **Total** | **/10** |

| | **Final Total** | **/50** |

Appendix IX: Class Three Pupils' Test

Pupil's Gender		Class	
Pupil's Age		School	
Pupil's Code		District	

INSTRUCTIONS

Read the questions to the child. It is important to read only the bold text in black in quotations.

Award marks as indicated.

When complete, add up the number of correct responses out of 50.

SECTION A
Listening and Speaking

Engage the child with the following conversation and questions.

1. **"What is your name?"**	/1
2. **"Rub the chalk board."**	/1
3. **"Raise your left hand."**	/1
4. **"Where do you go for prayers?"**	/1
5. **"Can you sing the first verse of the national anthem in English?"**	/1
Award marks for appropriate verbal responses. **Total**	**/5**

SECTION B **Reading**	
6. "Here is a short story. I want you to read it aloud, quickly but carefully. When I say "begin" read the story as best as you can until I say stop. We will keep quiet and listen to you. Ready? Begin." **Our School** It was on Monday morning and all the children were at the school assembly. The children were standing in neat rows. They were neatly dressed in their school uniform. The head teacher was standing next to the noticeboard. "Can you see the scouts? What are they doing?" My friend Mary asked. "They are raising the flag," I answered. When the school assembly was over, all the children went to their classes. Lessons began. English was the first lesson in our class timetable. The teacher came to class carrying a ruler. "We shall learn spelling and handwriting today," she said. She gave us an exercise. "Peter, Will you bring the books to the staffroom for me to mark?" asked the teacher? "Yes, I will" said Peter.	
Total	**/20**

SECTION C

Reading Comprehension

Comprehension Questions

Learners will be given the text on our school to read twice. The text will then be taken away from them. The teacher will read for them the comprehension questions below and the learners will write answers in the provided writing materials.

	Story: Where is my school	**Questions**	Answer
7.	It was on Monday morning and all the children were at the school assembly.	**Where were all the children?**	At the assembly /1
8.	They were neatly dressed in their school uniform.	**What were the children wearing?**	The school uniform /1
9.	The head teacher was standing next to the noticeboard.	**Where was the teacher standing?**	Next/ near the noticeboard
10.	"Can you see the scouts? What are they doing?" my friend Mary asked. "They are raising the flag," I answered.	**What were the scouts doing?**	They were raising the flag /1
11.	When the school assembly was over, all the children went to their classes.	**Where did the children go after assembly?**	To their classes /1
12.	English was the first lesson in our class timetable.	**Which was the first lesson in the class timetable?**	English /1
13.	The teacher came to class carrying a ruler.	**What was the teacher carrying when she came to class?**	A ruler /1

14.	"We shall learn spelling and handwriting today," she said.	**What were they going to learn that day?**	Spelling and Handwriting
15.	She gave us an exercise. "Peter, Will you bring the books to the staffroom for me to mark?" asked the teacher.	**What did the teacher ask Peter to do?**	To take the books to the classroom for marking **/1**
		Total	**/10**

SECTION D
Dictation

16. Here we have some words. I will read them loud and I would like you to write each word on the paper provided. a) Assembly b) Neat rows c) Uniform d) Noticeboard e) Flag f) Lesson g) Timetable h) Ruler i) Spelling j) Handwriting	
Award a mark each for words written correctly Total	**/10**

SECTION E		
Writing		

17. Ask the pupil to match the words / phrases in columns A, B and C to make five correct sentences.

A	B	C
We have to They have to	trim take comb	good care of our bodies. our nails short. their hair.

a)_____

_____

b)_____

_____

c)_____

_____

d)_____

_____

e)_____

_____

Award 1 mark for each sentence written correctly	Total	**/5**
	Final Total	**/50**

Appendix XI: Class One Pupils' Test on Literacy

Pupil's Gender		Class	
Pupil's Age		School	
Pupil's Code		District	

INSTRUCTIONS
Read the questions to the child. It is important to read only the bold text in black in quotations.   *Award marks as indicated.*   *When complete, add up the number of correct responses out of 50.*

SECTION A **Listening and Speaking**	
Engage the child with the following conversation and questions.	
1. **"Good morning."**	**/1**
2. Show the child a picture of a family. Say, **"Here is a picture of a family. What family members do you see in the picture?"**	**/1**
3. **"Can you please give me a book?"**	**/1**
Award marks for appropriate verbal responses. **Total**	**/3**
SECTION B **Reading Readiness**	

4. *Give the child a book. Ask the child,* **"Can you show me how you read a book?"** *(Award mark for reading a book upright)*	**/1**
5. *Ask the child,* **"Can you recite the letters of the alphabet?"** *(Award mark for correct recitation of all the letters of the alphabet)*	**/1**
Total	**/2**

SECTION C **Letter Name Knowledge**	

 6. "I would like you to tell me the name of some letters." *Show the child an example and say,* **"For example, these letters' names are: a, k, z."**
 	
                               a   k   z
 "Here are some more letters. Please tell me the name of each letter starting with the first letter and continuing to the end."
 	
                        B   q   t   v   W
                      H E k w b	

Award 1 mark for every correct letter name	**/10**

SECTION D **Letter Sound Knowledge**	
7. "I would like you to tell me the sound of some letters." *Show the child an* *example and say,* **"For example, these letters' sounds are: a, k, z."** d h m **"Here are some more letters. Please tell me the sound of each letter starting** **with the first letter and continuing to the end."** a b c j w p g f r u	

8. "Here are some words. I would like you to read them."
 	
    a) Jug
    b) Book
    c) Please
    d) Hand
    e) parent	

Award marks for correct letter sounds and reading of words.	**/15**
SECTION E **Dictation-Writing Letters**	
9. *Dictate to the children and tell the child, "* **Copy the following letters in** **your exercise book."** b d m n h q u f t p	
Award mark for correct copying of letters	**/10**

SECTION G	
Writing-Filling Gaps	

10. *Tell the child,* **"Fill in the gaps with missing letters to make complete words."**
 	
    a) St_ _l
    b) T_ble
    c) S_st_r
    d) Ch_st
    e) J_mp	

Award mark for each correct word written	**/5**

SECTION H

Matching

11. *Tell the child,* **"Match the pictures with their names by drawing a line between them."**

a)   Plate

b)   Knife   **/1**

c)   Clock

                                                                                                /1

d)   Chair

                                                                                                /1

e)   Table

Award mark for each correct matching of picture to word   **/5**

Total Score	**/50**

Appendix XII: University Permission Letter for Research

UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION & EXTERNAL STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL COMMUNICATION & TECHNOLOGY

Telephone: 020-2500759, 020-2500760
NAIROBI

P.O. BOX 30197, 00100

020-2500762, 020-2460056

P.O. BOX 92, 00902 KIKUYU

16th January 2014

T O   W H O M   I T M A Y   CONCERN

RE: _____   **REG No:** – _____

This is to certify that _____ is a bonafide student of the University of Nairobi, Department of Educational Communication and Technology. Currently she is doing M.Ed in Early Childhood Education. Her project Title is "_____

_____

_____."

Any assistance accorded to her will be highly appreciated.

Yours faithfully,

Dr. John Mwangi

M.ED ECE COURSE COORDINATOR

76

Appendix XIII: D.E.O`s Permission Letter for Research

Celine N. V. Lusweti,

P.O. Box 56-80403,

10th June, 2014.

Kwale.

The D. E. O Kwale

P. O. Box 20-80403,

Kwale.

Forwarded

FOR: DISTRICT EDUCATION OFFICER
KWALE DISTRICT

13/06/2014

Through:

The TAC Tutor,

Tsimba/Tiwi Zone.

Forwarded

11/06/2014

Through:

The Head teacher,

Ziwani Primary School.

Forwarded for action

ZIWANI PRIMARY SCHOOL
HEAD TEACHER
DATE 10/6/2014

Dear sir/madam,

RE: Permission to carry out Research on impact of literacy intervention program (RtI) in Tsimba/Tiwi Zone

I request permission to undertake a research as stated above. I am undertaking Master of Education at the University of Nairobi and the research is a requirement for fulfillment of the course.

My Research topic is: Impact of Reading to learn programme to lower primary school pupils in Tsimba/Tiwi Zone.

Thank you for your support.

Yours faithfully,

……………………………..

Celine N. V. Lusweti