

scanning the internal and external environment with an aim to use the information to advise future action. CUE, ISO and EFA have stipulated principles of quality management as customer focus, leadership, engagement of people, applying a process approach, improvement, evidence based decision making as well as relationship management. All these factors will be interrogated in the process of conducting MI. Customer intelligence would result in achieving good customer focus in planning. Market place intelligence would achieve the quality aspects of leadership, engagement of people, process approach and relationship management. Therefore the quality aspects in LIS education and training will be fully engaged in during the process of an institution exercising market intelligence.

Strategies which have been used to improve quality of LIS education and training

Many institutions globally have adopted strategies towards improving the quality of LIS programs. These include practices such as change of name, creation of new programs, curricula review, broadening of programme aims, change of mode of study or inclusion of other modes of study to include distance education, having a closer liaison with industry and so on. Onyancha and Minishi-Majanja (2009) indicated that change of nomenclature has particularly been used in many institutions. The trend has been a move from librarianship to library studies/ science then to library and Information science and most recently Information Science. Onyancha and Minishi- Majanja (2009) indicated that in the period between 1930s-1960s the nomenclature used was librarianship, between 1970s- 1980s it moved to library studies and library science. Thereafter between the periods of 1980s – 1990s the naming was library and information science. Between 1990s and 2007 the common nomenclature was Information

science. This is indicative of the fact that naming can influence the perspectives that prospective clients have towards making a decision on whether to pursue or not pursue a programme.

Conclusion

There is evidence that QA measures exist in LIS institutions in Kenya. The institutions are largely regulated by internally established quality check mechanisms and CUE. However though these internal mechanisms as well as CUE are in place, they have not been effective in ensuring that quality in LIS education is fully realized. Professional library associations including KLA, AFLIA, IFLA and ISO as an agency have a very limited role in QA of education and training in Kenya. This is unlike in advanced countries such as in United States of America. Here the ALA is an accrediting body for LIS education and training and this ensures that there is advancement in the LIS education. The professional bodies in Kenya however are good at generating valuable knowledge in workshops that can inform good practice in education and training. They do not engage in LIS education control in the country.

Recommendations on quality LIS education and training

Institutions should use MI as a quality practice that generates information to inform decision making in various aspects of development of LIS programmes and training. This will ensure that LIS as a product, its customers, market and competitive issues have been interrogated fully. The Kenyan government should provide an avenue whereby there can be collaboration between LIS professional associations and CUE as a regulating body in quality matters. This can be done by ensuring that the ideas generated through research by professional bodies can trickle down to LIS training institutions. One way of doing this is by incorporating these ideas as part of policy development of LIS programmes. CUE should incorporate MI as a measure of

Effect of Utilizing Educational Oral Skills Interactive Approaches on Development of Reading Ability of Class One Pupils in Kenya

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Abstract

This paper focused on the effect of utilizing oral skills interactive approaches on reading ability of class one pupils in public primary schools in Kenya in reference to Uasin-Gishu County. The Research questions which the study addressed were, To what extent do pupils who have been exposed to oral skills interactive approaches develop reading ability in public primary schools in Uasin Gishu County Kenya? What is the effect of oral skills interactive approaches on the reading ability of pupils of different gender in public primary schools in Uasin Gishu County Kenya? Quasi experimental design was employed. The target population was class one teachers of English and class one pupils. Stratified simple random sampling technique was used. A reading test and an observation schedule were used to collect data. To determine validity, experts were consulted. Reliability of a reading test was determined by use of test-retest technique while split half was used on the observation schedule. To analyze data means, ANOVA, and standard deviations were employed. The finding of the study was that oral skills interactive approaches improved the pupils' reading abilities. The other finding was that there was no significant difference in mean scores in reading ability when pupils were categorized by gender. The researcher concluded that exposure to oral skills interactive approaches had an effect on children's gainful improvement of reading ability. It was concluded that development of reading ability was not dependent on gender of a pupil. The Curriculum Support Officers need to organize refresher courses for class one teachers of English at the Sub County level.

Key Words: Interactive approaches; reading ability, utilizing

Introduction

Martin (2000) asserted that songs, rhymes, storytelling, role-plays and game-like interactive approaches which are rich in language content are important in teaching English skills. According to the author, the approaches enable children to memorize and reproduce large amount of language. The Australian Government's National Inquiry into the Teaching of Literacy Report (2005) equally supported early, systematic, interactive and integrated approaches to conducting instruction of the reading skill as the most effective way of teaching learners to read. Reading is a process that ought to involve the school communities and should teach the following competencies: phonemic awareness which means: the ability to hear and manipulate sounds in listening and speaking; Phonics which refers to: the

correlation between letters and sounds; Vocabulary which is the composition of: new words and their meanings; text comprehension which is: the understanding of what the reader is reading and as well the development of critical thinking skills; and fluency which is: the learner's ability to read quickly and naturally and recognize words automatically (National Inquiry into the Teaching of Literacy Report, 2005).

The oral interactive approaches skills are used to teach listening and speaking. These two skills are as important as reading and writing, and they must be planned for in order to deliver them effectively in the classroom (Kayi & Gibbons, 2002). According to the authors, it is helpful for educators to connect speaking to writing and listening to reading, as each of these two pairs involve similar processes. Speaking and writing are focused on output, while

listening and reading are about input and comprehension (Kayi & Gibbons, 2002). The four main language skills usually develop in the order thus: listening, speaking, reading, and writing (KIE, 2006; Kisilu & Lelei, 2008). This implies that reading and writing greatly rely on oral skills in that pupils will only be able to read and write what they can understand and speak. Consequently, oral lessons form the backbone to the teaching of reading.

Oral skills are a precursor to the development of reading readiness which is developed at Early Childhood (Anthony & Lonigan, 2004, p. 294-311). At this level of learning, the skills needed for reading come into play as children progress in various classes of learning. In the early grades, for example, reading depends heavily on emerging word-reading skills. As children accomplish the ability to automatically and fluently read printed words, language comprehension begins to contribute more to individual differences in reading. At the early childhood stage the learner also relies heavily on the text and focuses attention on visual information (Catts; Hogan & Adlof 2005, pp.25-40). The child begins to stare at print or decode and sounding out words. At the same time, the child attempts to break the code of print, realizes that letters and letter combinations represent sounds, and is aware of vowels and vowel sounds. Specific aspects of early learning experiences at early childhood stage thus oral language, phonological awareness and print awareness are core components of a strong reading readiness foundation even in the later elementary school years (Carlson, & Foorman, 2004; Musonda, 2011; Kaderavek, & McGinty, 2012; Kaunda, 2013).

The oral skills interactive approaches the teacher focuses on should be interesting and those that capture students' attention. In the young learners' classroom, the approaches are usually centred on songs, poems, and drama, stories and games. The

approaches could affect young learners and enhance their language learning (Deesri, 2002). Effectiveness in using learning strategies especially in listening classes would have a multiplier effect on students' performance not only in English but also in other subjects. This is because, listening is the most fundamental skill to develop the other three skills (speaking, reading, and writing) and note-taking abilities, and academically useful for better accomplishment (Nunan, 2002). The instructional approaches provide opportunities for learners to use English in a meaningful, realistic and relevant situation. Games, role play activities, information gap tasks, brain storming exercises, riddles, puzzles, cartoons, jokes, songs, and other low-cost and easily available teaching materials come handy. Learners enjoy toying with the language, experimenting with it and gradually but surely feel confident and comfortable with the language. Once they have got rid of fear complex, they try to use English creatively. Since they are not scared of making mistakes, they try to use as much language as they can and in due course of time pick up more vocabulary and structures (Behloland Anwar, 2011, pp. 202-211; Shamim, 2008).

A song for instance is an important part of language learning, Molinsky (2000); Phillips (2003) and Lindstromberg, (2004). According to the authors, songs are essential parts of language learning for young learners because they enjoy learning and singing. In addition, a song is an element that is much easier to imitate and remember. The following activities can be extracted from a song so as to enhance oral production. For example a teacher can ask students to listen for words with certain sounds in the song and note them down: draw simple pictures to illustrate the story of the song, cut them out, and make a worksheet with the pictures placed randomly. Ask students to listen to the song and put the pictures in order. Mixed - up lines: Mix up the order of the lines; then, ask the students to listen to the song and put

the lines in the correct order.

Goodwin (2001) stated that role play was a particularly effective tool for pronunciation teaching because various components of communicative competence (discourse, intonation, pragmatic awareness, and non-verbal communication) would be practiced in an integrated way. There were some other elements involved in acquiring oral communication skills: adding efficiency to communication and drama activities facilitated the improvement of these elements. Role play was the medium which enabled the students to get an idea about different situations through various activities taken from the scenario of real life. According to Qing (2011, 36-39), role play is defined as the projection in real life situations with social activities. This reviewed work enabled the researcher of the current work to include role play as one of the interactive approaches utilized to teach speaking and listening skills to enhance reading ability.

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According to [Fisher and Medvic \(2003\)](#), the more stories students are exposed to, the more opportunities they would have for hearing rich language, learning new vocabulary, grasping story structures, and gaining of skills which enhance development of reading. Moreover, the authors noted that during storytelling, students are more attentive and relaxed, yet highly focused. The other importance of storytelling is that listening to stories draws attention to the sounds of language and helps children develop sensitivity to the way a language works. Stories also help students develop auditory discrimination, connects the sounds of words, phrases, and passages, thus influencing phonemic awareness in a meaningful way. When children begin to read a familiar story, these sound phrases are often the first words of the story they identify and repeat (Isbell, 2002).

Games are useful because they offer situations that lower students' stress and give students chances to engage in real communication. When students have friendly competition with each other, each student would participate in the classroom. Games are equally an excellent tool for teaching pronunciation to children (Brewster, 2002). Games are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar and the four language skills. When children play games, they use repeatedly the same language structures that they eventually memorize.

Methodology

Quasi experimental design namely pre-test post-test comparison group was used to conduct the study. The study targeted class one pupils in all 42 urban and 360 rural public primary schools in Uasin Gishu County. There were 855 boys and 1210 girls in urban public primary schools. In rural public

primary schools there were 2326 boys and 2822 girls. The sample size was composed of 10 urban and 17 rural School. Stratified simple random sampling was utilized. The instruments used to collect data were an observation schedule and a reading test. To determine whether the research instruments yielded valid results, experts were consulted. The experts specifically were supposed to check whether the tools addressed the following: does the tool have sufficient information to address the research questions; does the tool have mistakes. Split half method was used to determine reliability. Means, ANOVA, standard deviation were used to analyze data.

Results and Discussions

Effect of Exposure to Oral Skills Interactive Approaches on Reading Ability of Pupils

The third research question was on the effect exposure to oral skills interactive approaches on reading ability. In order to answer this research question, the pupils in the comparison and intervention groups were subjected to a reading test. The pupils were expected to demonstrate that they possessed the skills of basic reading competencies. Then, thereafter, the intervention groups of both rural and urban schools were given a treatment. The two groups, (comparison and intervention) were post-tested. The results are displayed in the Tables below.

Table 1: Reading Mean Scores of Comparison and Intervention Groups

	Comparison		Intervention	
	Pre-Test Score	Post-Test Score	Pre-Test Score	Post-Test Score
Mean	75.60	76.63	75.04	113.77
N	48	48	48	48

Data in Table 1 show that 48 of the participants in the comparison groups who participated in the study, registered a mean score of 75.60 in the pre-test and 76.63 in the post test reading test. Pupils in the intervention groups posted a mean of 75.04 when they were pretested and a mean of 113.77 after exposure to oral interactive approaches. The finding indicates that before the treatment was administered, there was a slight difference in mean scores of the groups during pretesting stage. The implication of the finding might be that the pupils were utilizing the reading skills already memorized to read. The finding is in line with Piaget (1987) who established that language was the only one of the many human mental or cognitive activities that emerges within the context of other general cognitive abilities like memory, attention

and problem solving since it is a part of the broader intellectual development.

Results presented in Table 1 show that after the pupils were tasked to a pre-test, only those who were in the intervention group were given treatment and then the two (comparison and intervention) groups were post tested. The mean score obtained by pupils in the intervention group before treatment was 75.04 while that of post-test was 113.77. The finding indicated that the oral skills interactive approaches which were the treatment improved the pupils' reading abilities. The other reason which could be behind the finding might be that effective development of the reading abilities in English depended on how well listening and speaking were developed. The finding is in line with (Anthony & Lonigan, 2004) who

had established that oral skills instruction was a precursor to the development of reading readiness. The other reason that might be attributed to the finding could be that children are influenced by their environment as well as the language input they receive from their caregivers as asserted by (Vygotsky, 1978) in the social interaction theory.

2: Reading Mean Scores Standard Deviation of Comparison and Intervention Groups

Groups	N	Mean	Std. Deviation
Comparison	48	89.63	25.543
Intervention	48	113.77	13.854
Total	96	101.70	23.770

Data presented in Table 2 show that after exposure to oral skills interactive approaches, the comparison group posted a mean score of 89.63 whereas the intervention group attained a mean score of 113.77. The finding meant that the groups that received the treatment performed better than the group that did not receive treatment. The finding implied that oral skills approaches formed the backbone of teaching reading (Kayi & Gibbons, 2002). According to Table 2 the standard deviation of the comparison groups was 25.543 while that of intervention groups was 13.854. This shows that the scores of the comparison group varied greatly about the mean whereas the scores of the intervention group were more concentrated about the mean.

Effect of Oral Skills Interactive Approaches on the Reading Ability of Pupils of Different Gender

The research question sought to investigate the effect of oral skills interactive approaches on the reading ability of pupils of different gender in public primary schools in Uasin Gishu County. The pupils of either gender were subjected to a reading test at a pre-test and the post-test levels. Results of the reading mean scores obtained were presented according to the groups of the pupils. Table 3 show the results

Table 3: Means Score of Reading Ability by Gender

Gender of pupil		Comparison		Intervention	
		Pre-test score	Post-test score	Pre-test score	Post-test score
Male	Mean	73.70	88.78	69.50	112.06
	N	23	23	18	18
Female	Mean	77.36	90.40	77.81	114.63
	N	25	25	38	38
Total	Mean	75.60	89.63	75.04	113.77
	N	48	48	56	56

Data presented in Table 3 show that during pre-test the male pupils in the comparison group scored a mean score of 73.70 and the female pupils in the same group scored a mean of 77.36. The finding implied that the female pupils scored slightly better than their male counterparts. The implication of the finding might be that female students use language learning strategies more frequently than males (Teh, 2009). The other implication of the finding might be that females are reported to be more socially interactive than males. When the

pupils of either gender at the comparison group were post tested, they scored a mean of 88.78 for males and 90.40 for females. The difference between the mean scores is at the margin and, therefore, the pupils of either gender have abilities to develop reading skills at the same time. The other interpretation of the finding is that since the pupils learn under the same classroom environment much difference in reading abilities is not expected. As shown in Table 3, when the male pupils in the intervention group were pretested they scored a mean of 69.50 but when they were post tested, they scored a mean of 112.06.

The female pupils in the same group scored a mean of 77.81 and a score of 114.63 after they were post tested. The finding means that the treatment which they received had an effect on their reading abilities. The implication of the finding is that oral skills interactive approaches contribute to pupils of either gender's reading ability on equal measure. The other meaning of the finding might be that the female pupils performed slightly better than their male counter parts. The implication of the finding is that, females dominate in speech as asserted by (Lado, 1995).

Table 4: ANOVA for Difference in Mean Score in Reading Ability for Boys and Girls

	Sum Of Squares	Df	Mean Square	F	Sig.
between groups	70.042	1	70.042	.360	.551
within groups	8950.438	46	194.575		
Total	9020.479	47			

The results obtained in Table 4.19 show that, after testing the hypothesis there is no significant mean difference in oral skills and reading ability of boys and girls using ANOVA, the F value of 0.390 and the p-value of 0.551 were obtained. The p-value is greater than the significance value $\alpha = 0.05$. The finding implied that there is no statistically significant difference between means of oral skills instruction and reading ability of boys and girls. According to this finding it is evident that reading ability is not dependent on whether a pupil is a boy or a girl because they both learn under the same environment, they are taught by teachers who have been trained and the contents of the curriculum that they are consuming is the same to all learners and, therefore, great variance in the way they performed in the reading test was not expected. The finding is in line with (Bahareh; Saeed & Zohreh, 2011) who established that there was no statistically

significant association between gender and speaking skills. However, the finding differed with that of Wangeri and Mugambi (2014) who established that girls' reading fluency is higher than that of boys. The other meaning which could be deduced from the finding is that both boys and girls are exposed to the same oral skills interactive approaches and hence development of reading abilities is expected to be the same. The finding agrees with that of Piper and Mugenda (2013) who established that for both boys and girls to learn foundational reading skills, they should be provided equal opportunities to access quality education.

Conclusions

The researcher concluded that exposure to oral skills interactive approaches had an effect on children's gainful improvement of reading ability. The study concluded that class one pupils in public primary schools in Uasin Gishu County lacked basic reading

competencies. It was concluded that development of reading ability was not dependent on gender of a pupil.

Recommendations

The Kenya Institute of Curriculum Development ought to infuse cultural heritage in the Kenyan Primary School Curriculum as an emerging issue. This will contribute to promoting the use of oral skills interactive approaches more

frequently and hence positive attitude towards listening and speaking skills.

The Curriculum Support Officers need to organize refresher courses for class one teachers of English at the Sub County level as this will inculcate positive perceptions about oral lessons and update the teachers on the new development concerning English language teaching.

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