



## EXAMINING THE TEACHERS USE OF INSTRUCTIONAL RESOURCES IN TEACHING AND LEARNING READING WITH THE GRADE THREE PUPILS IN NAIROBI COUNTY, KENYA

Winfred Ngunjiri,  
Teresa Mwoma,  
Yattani Buna  
School of Education,  
Kenyatta University,  
Kenya

### Abstract:

Reading skills are vital to lower primary school pupils because it is the foundation for learning. However, studies worldwide indicate low levels of reading skills in schools and little has been done to find out how different instructional strategies used in lower grade schools influence learners' acquisition of reading skills. The purpose of this study was, therefore, to establish the use of instructional strategies and resources on acquisition of reading skills among Grade Three Pupils in Embakasi, Nairobi County, Kenya. The research was guided by Robert Gagne Instructional Theory. The study results imply that instructional resources being scarce, the acquisition of reading skills in the study county could not be possible. The study recommended that MoE should provide refresher courses to teachers on teaching methodologies that would improve reading skills among the Grade Three pupils.

**Keywords:** grade three, learners, instructional strategies, reading, reading skills

### 1. Introduction

Instructional strategies are approaches or plans of action used by teachers to enhance acquisition of reading skills. Reading strategies are the key essentials in enabling children to acquire reading skills. They help teachers to make learning enjoyable and help learners desire to learn (Jamison, 2012). Instructional strategies focus on not only the method and environment of the teaching process but also on the educational content. Learners' development of reading skills is paramount while choosing a particular teaching learning strategy so that they can accomplish their goals (Mashau,

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<sup>1</sup> Correspondence: email [ngurewinfred@yahoo.com](mailto:ngurewinfred@yahoo.com)

2014). Abagi (2012) asserts that, the main aim of the classroom teacher is to support the teaching of reading to children with a variety of teaching strategies.

Acquisition of proper skills in reading depends on the correct utilization of instructional strategies and instructional resources by the teacher because they both facilitate the understanding of difficult concepts (Hanson & Padua, 2014). More so, if well utilized, the resources make it easier for learners to follow, understand and retain content of the lesson (Mubichakani & Koros, 2014). Also, the availability of instructional resources may influence the level of reading skills among the learners in lower primary (Torgesen, 2012). Mubichakani and Koros (2014) assert that instructional resources are the teaching and learning aids used in the learning process to make the content of what is presented more vivid, interesting and pragmatic to learners.

A study conducted in Nigeria by Namdi (2005) indicated that instructional materials vary from simple to expensive ones. The simple ones are such as the chalkboard, pictures, textbooks, flash cards, counters and worksheets among others. The more complex and perhaps expensive ones are like the television, computers and slides among others. These resources are vital ingredients in learning, because they facilitate the learning process (Snowling & Hulme, 2011). In essence, lack of proper, plenty and variety of instructional resources in a classroom situation could result to serious reading problems (Connor & Morrison, 2009).

The role of teachers, in terms of teaching strategies and use of instructional materials in early literacy acquisition as rooted in the Education Policy Review Commission report (EPRC, 2002), indicate that the teachers ensure that instructional resources are available as part of the instructional process (Lindsay & Knight, 2007). Indeed their responsibility revolves around instructional strategies and materials used in imparting early reading skills. Chall (2003) reports that teachers are said to be partners, clients, consumers and educational assistants in as far as acquisition of reading skills and their roles in imparting of such skills is concerned. Despite this, studies by UNESCO (2011) have demonstrated that in spite of the accessibility of strategies for teaching reading and regardless of the fact that the teachers in Grade Three should integrate teaching resources in their teaching of reading, pupils' world over have low reading abilities.

A study by Taylor and Taylor in South Africa (2013) found that the average Grade 3 learners scored 20% in English reading test. Similarly, a report by the Southern and Eastern Africa Consortium for Monitoring Education (SACMEQ, 2007) indicated that reading achievement across Africa is very low. For instance, O'Connor and Geiger (2009) ascertained that most of the schools in developing countries do not use efficient instructional resources and strategies needed for reading.

In Kenya, learners may face serious reading challenges in future due to lack of appropriate instructional methods and resources (IPAR, 2008). Uwezo (2012) indicated that nationally, only about 32% of the standard three pupils could read a standard 2 passage in English and Kiswahili. Further, the study showed that 40% of children in standard eight could not read a standard two level story while slightly more than half couldn't read even a paragraph.

Furthermore, a study conducted in Kenya on the role of instructional materials on reading skills, revealed improved reading skills among early childhood and primary school learners with effective availability and application of the reading instructional materials (Omuna & Kimutai, 2016). This implies that effective use of instructional materials is an important educational component which needs to be factored in reading instructions.

From the foregoing, use of inappropriate and inadequate instructional strategies and resources could lead to children's inability to acquire reading skills. In-depth studies should therefore be conducted in the use of the instructional strategies and resources in early childhood education because there is scarcity of recorded research reports in this field. The present study therefore sought to establish the effect of use of instructional strategies and resources used by teachers on reading skills among grade three pupils in Embakasi, Nairobi County.

This has raised a point of concern to the Education stakeholders since learners achievement in reading affect all the subjects across the curriculum. Moreover, studies related to what measures were being put in place to correct utilization of instructional strategies and resources by both the teachers and the learners in Kenya were scarce. In view of this, indepth study in the use of instructional strategies and resources among grade three learners was necessary because very little was known on teachers' use of instructional strategies and resources geared towards acquisition of reading skills by their learners. Thus, there was dire need to conduct this study to establish the situation on the ground because if the situation remains the same, there would be dismal academic performance.

## **2. Literature Review**

### **2.1 The Instructional Theory by Robert Gagne**

This study was also guided by The Instructional Theory by Robert Gagne (1999). The theory is grounded on three theoretical stances which include constructivism, cognitivism and behaviourism. The instructional theory assists teachers in creating situations that improve the likelihood of learning. This theory, describes how the instructional process and practice should be conducted. It outlines the strategies that a teacher can employ to attain the desired learning objectives (reading skills). The theory could be employed as an educational tool which grade three teachers use to help learners acquire desired skills in reading.

It emphasises on full participation by learners as compared to direct instruction where the teachers dominate the learning process. In this theory learners are usually more motivated when they participate actively in the instructional process by interacting with the learning resources. This theory blends various instructional models, instructional strategies and instructional methods, thus its relevance in this study. Given that the major variables of this study were instructional strategies and resources, the theory helped us to understand how these variables interacted in this study as presented in the following conceptual framework.

Research has shown that, proper instructional strategies in reading can improve young children's language proficiency such as vocabulary development and comprehension skills as well as aspects of reading literacy such as phonemic awareness and print knowledge (Hassan & Makamen, 2013). Proper instructional strategy has positive effect on learners' reading skills acquisition which in turn is associated with better reading (Cregan, 2008). Evidence has accumulated to suggest that the principles of good teaching are essentially the same for all children, including those with special educational needs (Rouet & Britt, 2011). While teachers may need to make 'normal' adaptations to teaching methods in class teaching for the majority of children, a greater degree of adaptation may be required for those with more significant learning needs (Vural, 2013)

Learners with special needs may require high levels of practice, more examples of a concept, and greater error-free learning to master key skills in reading (Bell & Limber, 2010). Others may benefit from intensive multi-sensory learning opportunities. This work can be supported by the use of a three-tiered approach to assessment where pupils at risk of failing can be provided with targeted teaching to help them catch up. This should include specification of learning targets as part of an individual educational plan as indicated by National Association of State Directors of Special Education, (2007). Runo (2010) asserted that scholars have tried valiantly, inventing many teaching methods in reading, in the hope that all children could be taught to read better. In Kenya, the primary school English syllabus spells out the objectives of teaching English in primary school but remains silent about the competences in each language skill that should be developed in the learners including reading (Hang & Hwang, 2012). Methodology on how to teach the content is not suggested in the syllabus which becomes a problem for the language teacher whose level of English language might also be low (Akbari, 2014). This study therefore sought to find out the influence of instructional strategies on acquisition of reading skills among Grade Three Pupils.

### **3. Research Methodology**

The study adopted the descriptive study design and specifically mixed methods whereby quantitative and qualitative data were collected and interpreted. Quantitative data were derived from teachers' questionnaires on Grade Three children reading skills and using the reading test. Qualitative data were derived from head teachers interviews and the observation checklist (Creswell, 2009).

The design was appropriate for this study as it helped the researcher to establish the instructional strategies and resources used to enhance pupils reading skills and brought rich data analysis based on teachers and head teachers' responses which further helped the researcher to understand the research problem. The researcher compared the two data sets by bringing the separate results together in the interpretation (Ngunjiri W., 2019).

This study adopted mixed methodology approach, that is, both quantitative and qualitative data were collected in the study process. This involved collection of

numerical as well as non-numerical data (Ngure 2019). In this study, [qualitative research](#) was used to generate rich, detailed data that were utilized to get in-depth understanding of underlying causes, views, and inspirations of respondents. It also provided insights into the problem in order to uncover trends in thought and opinions, and goes deeper into the problem (Kothari, 2005). Likewise, quantitative research was employed to generate numerical data which were transformed into usable statistics. It was used to quantify attitudes, views, actions and other stated variables. It also allowed the utilization of measurable information, put together facts and unearth patterns in research. It also allowed generalizations of results from a sample to an entire population of interest.

The research study was carried out in Embakasi sub-county of Nairobi County, Kenya. Nairobi County was selected using purposive sampling. This is due to its high population density of 690 persons per km<sup>2</sup> (Kenya National Bureau of Statistics, 2009) and a large number of primary schools spread across its 10 sub-counties including Embakasi which was randomly chosen. In addition, the high population rate in Embakasi alongside other Nairobi sub-counties has created great challenges in the education sector in the locale with instances of low accessibility, high drop-out rates and poor performance of learners in national examinations as well as low transition rates to higher institutions. Further, Embakasi alongside her sister sub-counties of Nairobi have contributed to numerous cases of failure to achieve reading skills among learners in the upper primary classes let alone those in lower sections (Ministry of Education, 2014).

The target population comprised all public primary schools or two hundred and seventy-five (275) and thirty thousand (30,000) grade three pupils (Nairobi County Education Office, 2015). The study further targeted 3 teachers on average from each school making a total of 675 grade three teachers of English. Further a total of 225 head teachers were selected. The study targeted Grade three because it is a critical stage that marks the transition to upper primary school because it is in the next grade where pupils start using English as a medium of instruction and the pupils are expected to be proficient enough in English in order to learn all the other subjects. The target population is as shown in Table 1.

**Table 1:** Target population of the study

Categories	Target Population
Head teachers	225
Grade Three Teachers	675
Grade Three Pupils	30,000
<b>Total</b>	<b>30, 900</b>

Multi-stage sampling was used to obtain participating schools, teachers and pupils. Multistage sampling divides large populations into stages to make the sampling process more practical. First Nairobi County was purposively selected before selection of Embakasi sub-county. Embakasi sub-county was picked through random sampling.

Thus Embakasi sub-county was used to represent the rest of the regions in Nairobi County since all of them were similar and without distinguishing factors among them. Embakasi sub-county is subdivided into Embakasi East, West, South, North and Central district. Each district formed a strata from which 2 schools were purposively selected based on the highest and the lowest performance in the preceding end of the term English exams making a total of 10 schools out of 20 schools in Embakasi Sub-county (Ngure, 2019).

Further, purposive sampling technique was used to select a total of 10 head teachers from the sampled schools. Purposive sampling technique was also used to select 15 Grade Three Pupils from each of the 10 sampled schools by selecting 5 high performing pupils, 5 average and 5 below average based on the preceding end of the term test giving a total of 150 pupils. In addition, the researcher used purposive sampling to select 3 grade three teachers on average from each of the 10 sampled schools totaling to 30 teachers.

**Table 2: Sample frame**

Categories	Target Population	Sample Size	Sampling Method
Head Teachers	225	10	Purposive sampling
Grade III Teachers	675	30	Purposive sampling
Grade III Pupils	3245	150	Purposive sampling
<b>Total</b>	<b>30,900</b>	<b>190</b>	

Data collection was done by use of questionnaires for Grade 3 Teachers and interview schedules for head teachers. There was also an observation check list and reading test to determine the instructional strategies and resources in use.

The researcher conducted face to face interviews where she spent at least one hour with each respondent and took notes during the interviews. Secondly, the researcher met with Grade Three teachers as she was distributing the questionnaires from selected schools and discussed with them the data she required from Grade Three Pupils.

An observation schedule was prepared by the researcher. The classroom observation schedule enabled the researcher to observe the instructional strategies used for teaching reading skills. The resources used in teaching reading were observed too.

Ethical considerations in research involved outlining the content of research and what was required of participants and informed consent was obtained and confidentiality ensured. The researcher obtained an introductory letter from The School of Postgraduate Studies of Kenyatta University and Authorization Letter and research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought for an authorization letter from The County Commissioner and County Director of Education, Nairobi. These letters introduced the researcher to different sampled primary schools to carry out the study in Nairobi County. In this study, privacy and confidentiality of the respondents were a major ethical concern. All

responses were confidential and anonymous. The researcher observed three universal ethical principles, including respect for participants, beneficence and justice.

## 4. Results and Discussion

### 4.1 Instructional Resources and Acquisition of Reading Skills among Grade Three Pupils

The study sought to assess the adequacy and use of reading instructional resources and how teachers' use of instructional resources as a strategy influenced Grade Three Pupils' acquisition of reading skills. Data were collected from Grade Three teachers and results are shown in Table 3.

**Table 3:** Adequacy of instructional resources in use in grade three

Items	None	Few	Adequate	Plenty
	%	%	%	%
Presence of reading books	7.1	60.7	17.9	14.3
Pupil book ratio	3.6	57.1	32.1	7.2
Classroom library	28.6	53.6	10.7	7.2
Resource centre	57.1	32.1	7.2	3.6
Presence and use of technology	32.1	57.1	7.2	3.6
Age appropriate books	28.6	57.1	7.1	7.1
Charts on the walls	32.1	60.7	3.6	0.0
Writing opportunities	35.7	42.9	14.3	7.1
Recognizing diversity in the classroom	39.3	46.4	7.2	3.6

Table 3 indicates that a small proportion 2 (7.1%) of the Grade Three teachers admitted that reading books are present in public primary schools, 17 (60.7%) indicated that reading books are few, 5 (17.9%) of the teachers indicated that reading books are present and adequate whereas 4 (14.3%) of the Grade Three teachers noted that reading books are present and in plenty. Similar views were expressed by the head teachers (Ngure, 2019).

The respondents also stated that their schools had reading books. However, through observations, the researcher noted that books were inadequate. A small proportion (3.6%) of the Grade Three teachers admitted that pupil book ratio is not adequate, slightly more than half (57.1%) of the Grade Three teachers indicated that pupil book ratio is fairly, slightly less than a third (32.1%) indicated that pupil book ratio is adequate whereas 7.2% indicated plenty. Scarcity of reading books was a phenomenon as the head teachers who were interviewed indicated. The results imply that instructional resources being scarce, the acquisition of reading skills in the study county could not be possible (Ngure 2019).

The findings are consistent with the findings of a study by Tiemensma (2009) carried out in South Africa in which they found that many difficulties learners experience include; lack of and limited access to libraries in schools and community and lack of appropriate reading materials, multilingualism, illiterate parents, and socio-

economic conditions and lack of support from government at various levels. Previous studies have also indicated that a book-rich environment positively influences the acquisition of literacy reading skills. This study showed that, there was scarcity of teaching resources for instance schools had children uncomfortably sharing meagre resources like textbooks.

A study by Koskinen (2010) on the impact of using book-rich classroom environments and home reading on the reading motivation, comprehension, and fluency revealed that a book-rich classroom enriches reading of comprehension. Reading of books increased the pupils' reading. Therefore, the low reading skills acquisition in the study area could be due to low pupils- textbook ratio experienced in schools that were sampled.

These findings are indicative of the fact that resource centres with reading materials of sufficient quantity, quality and variety serve a considerable role in successful early grade literacy acquisition. This implies that, such materials guide pupils through learning of essential reading and writing skills and also provide them with a crucial link between skills acquisition and meaningful use of literacy throughout their life. The study also established that 32.1% of the Grade Three teachers noted the presence and use of technology in teaching reading skills, slightly more than half (57.1%) of the Grade Three teachers noted few presence and use of technology, 7.2% indicated that technology is rarely used in teaching reading and only a paltry 3.6% indicated that technology is present in plenty and is used in teaching reading skills. Regarding the use of modern technology, the head teachers found sense in this as one of them indicated, *"use of technology is in-thing in most public primary schools, though its use in teaching reading skills has not been fully embraced."*

The researcher also observed that despite the scanty presence of technology in most of public primary schools, its use in teaching Grade Three Pupils reading skills is yet to be realized. These findings lend credence to the assertions of ADEA (2012) that the literacy material comprises books, adequate age and language appropriate materials and scalable technologies that improve reading. Teaching resources seemed to be very important as far as acquisition of reading skills was concerned.

At the same time, 28.6% of the Grade Three teachers noted inadequate use of age appropriate reading books, slightly more than half (57.1%) indicated that age appropriate reading books are few, 7.2% indicated adequate whereas 7.1% indicated that age appropriate reading books were in plenty. Head teachers also responded in favour of the view that, in most cases, their pupils lack age appropriate reading books. This was a drawback to the acquisition of reading skills among Grade Three children in the study county.

These findings are thus in line with the assertions of IPAR (2012) that reading materials of sufficient quantity, quality and variety serve a considerable role in successful early grade literacy acquisition. Pupils need to access age appropriate and interesting books in addition to instructions in literacy skills that teachers provide in order to develop reading skills (Gambrell, Malloy & Mazzoni, 2007). Without proper materials, it is impossible to improve reading skills acquisition at any case.



Such materials guide pupils through learning of essential reading and writing skills and also provide them with a crucial link between skills acquisition and meaningful use of literacy throughout the pupils' life. In the same vein, 32.1% of the sampled Grade Three teachers indicated that there are no charts on walls for reading, majority (60.7%) of the teachers indicated that charts are available on the walls though few, 3.6% indicated that charts on the walls are adequate where no Grade Three teachers indicated that the charts are in plenty. This pronounced inadequacy of teaching and learning resources in the schools investigated.

During interviews with the investigator, headteachers also echoed similar sentiments. They responded in favour of the view that most public primary schools have very few charts on walls. One such headteacher from one of the public primary schools sampled remarked, *"My lower primary classes, especially class III, lack suitable and relevant teaching aids for improving reading skills. My school lacks wall charts, maps, audio-visuals and pictures which can harness reading skills for learners in class III."*

On the same breath, the researcher also observed that most of the public primary schools Grade Three, had no charts, pictures, maps and reading materials on class walls as one of the strategies that enhance acquisition of reading skills among Grade Three Pupils. The blank walls had a tale to tell. All was not well indeed.

These findings thus are in line with the views expressed by Neuman and Roskos (2010) who asserted that enriched environments tend to arouse more challenging activity, with a greater repertoire of behaviour such as questions, responses, and complexity of language interactions. These findings suggest that a quality literacy environment that provides many opportunities and materials to promote language and literacy development is linked to good acquisition of reading. In other words, a literacy-rich environment setting, stimulates pupils to participate in language and literacy activities in their day to day lives. This propels the level of reading skills among the children.

The study also found that 35.7% of the Grade Three teachers indicated that Grade Three Pupils are never offered writing opportunities and instruction, 42.9% indicated that few writing opportunities and instruction are offered to Grade Three learners, 14.3% indicated the opportunities are adequate, whereas only 3.6% of the participants indicated plenty. Head teachers also indicated that there were no writing opportunities and instruction.

The study also established that 39.3% of the Grade Three teachers noted they did not have recognition of diversity in their classrooms, 46.4% admitted that they recognize diversity in their classrooms on few occasions, 7.2% indicated adequately whereas 3.6% indicated that they recognize diversity in their classrooms in plenty. However, head teachers offered a discounting view stating that all pupils are catered for devoid of their diverse backgrounds. Table 4.17 presents the views.

**Table 4:** Teachers' views on the influence of use of instructional resources on Grade Three Pupils' acquisition of reading skills

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Instructional resources include books, reading appropriate materials, school libraries are necessary for literacy development	75.0	11.5	4.5	7.5	1.5
Inadequate reading resources in the classroom affects acquisition of reading skills by Grade Three Pupils	75.0	10.5	2.5	9.0	3.5
Instructional reading resources of low quality impair pupils' negatively influences Grade Three Pupils' skills to acquire reading skills	88.5	2.5	1.5	4.5	3.0
Quality instructional resources promotes Grade Three Pupils' reading skills	65.5	11.5	4.0	13.0	6.0
Classrooms equipped with age appropriate reading instructional resources help Grade Three Pupils acquire reading skills	70.0	15.5	4.5	7.0	3.5

Table 4 reveals that majority (75.0%) of the Grade Three teachers strongly agreed with the view that instructional resources include books, reading appropriate materials, school libraries are necessary for literacy development as did 11.5% of the Grade Three teachers who agreed. Only an insignificant 4.5% of the head teachers as well as 1.1% of Grade Three teachers were undecided, 7.5% of Grade Three teachers disagreed whereas 1.5% of Grade Three teachers strongly disagreed. During the interviews, the head teachers also responded in favour of the view that literacy-rich environment is critical in enhancing the reading skills among Grade Three Pupils.

These findings corroborate the assertions of Neuman and Roskos (2009) that a literacy-rich environment setting stimulates pupils to participate in language and literacy activities in their day-to-day lives. They ascertained that literacy-rich environment gives learners an understanding of the usefulness and purpose of reading. These findings attest that a literacy-rich environment at school is important in promoting literacy and preventing reading difficulties.

The study also revealed that majority (75.0%) of Grade Three teachers strongly agreed that inadequacy of reading resources in the classroom affects acquisition of reading skills by Grade Three Pupils. On the same breath, 10.5% of the Grade Three teachers agreed. However, 2.8% of the teachers were undecided, 9.0% of Grade Three teachers disagreed whereas 3.5% of the Grade Three teachers strongly disagreed. Head teachers also echoed similar views.

These findings lend credence to a report by ADEA (2012) which noted that literacy-rich environments both at home and at school arouse pupils participation in language and literacy activities. Hence, these findings affirm that reading materials of sufficient quantity, quality and variety play a significant role in successful early grade literacy acquisition. Such materials guide pupils through learning of essential reading and writing skills and also provide them with a crucial link between skills acquisition and meaningful use of literacy. Majority (88.5%) of Grade Three teachers strongly agreed that instructional reading resources of low quality impair and negatively influence Grade Three Pupils' skills to acquire reading skills. A paltry 2.5% of the

Grade Three teachers agreed. At the same time, 1.5% of the Grade Three teachers were undecided, 4.5% of Grade Three teachers disagreed whereas 3.0% of the Grade Three teachers strongly disagreed.

Similarly, majority (65.5%) of Grade Three teachers strongly agreed with the view that quality instructional resources promote Grade Three Pupils' reading skills. Eleven point five per cent (11.5%) of Grade Three teachers agreed. At the same time, 4.0% of the Grade Three teachers were undecided, 13.0% of Grade Three teachers disagreed whereas 6.0% of the Grade Three teachers strongly disagreed. Interviewing of head teachers revealed similar outcomes. The head teachers responded in favour of the view that literacy environments of low quality may impair pupils' literacy learning skills and can contribute to negative attitudes that interfere with successful literacy development.

These findings support the assertions of Kimberly (2013) that a literacy-rich environment at school importantly promotes literacy and prevents reading difficulties. This means that literacy-rich environment setting stimulates pupils to participate in language and literacy activities in their day to day lives. In other words, literacy-rich environment gives learners an understanding of the importance and purpose of oral and written text. Majority (70.0%) of the Grade Three teachers strongly agreed with the view that classrooms equipped with age appropriate reading instructional resources help Grade Three Pupils acquire reading skills as 15.5% of the Grade Three teachers agreed. At the same time, 4.5% of the Grade Three teachers were undecided, 7.0% of Grade Three teachers disagreed whereas 3.5% of the Grade Three teachers strongly disagreed.

## 5. Conclusion

The study findings show that it was evident that instructional materials in public primary schools were inadequate and inappropriate. This indicates that the difficulties Grade Three learners experience are associated with lack of appropriate reading materials, multilingualism, illiterate parents, and socio-economic conditions and lack of support from government at various levels.

Resource centres with reading materials of sufficient quantity, quality and variety serve a considerable role in successful early grade literacy acquisition. Use of technology is still a pipeline dream and its use in teaching reading skills has not been fully embraced. This attests to the fact that, literacy materials comprise books, adequate age and language appropriate materials and scalable technologies that improve reading. Such materials guide pupils through learning of essential reading and writing skills and also provide them with a crucial link between skills acquisition and meaningful use of literacy.

Another challenge in most public primary schools is lack of suitable and relevant teaching aids for improving reading skills. Schools lack relevant wall charts, maps, audio-visuals and pictures which can harness reading skills for learners in class III. In a nutshell, these findings affirm that a quality literacy environment that provides many

opportunities and materials to promote language and literacy development is linked to later reading.

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