

Relationship Between Language Use And Reading Fluency In English Among Class Four Pupils In Busia County, Kenya

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Abstract: This study examined the relationship between language use and reading fluency in English among class four primary school pupils in Busia County, Kenya. A correlation research design was adopted. The target population comprised of all class four pupils in coeducational public primary schools in Busia County, Kenya. Three hundred and eighty-eight pupils from seven schools formed the study sample. Questionnaire was used to collect data on language used while a reading text was used to determine the pupils oral reading fluency. Data collected was analysed using both descriptive and inferential statistics. Quantitative data was analysed by point-biserial correlation and multiple regression analysis at 0.05 level of significance. The results showed no statistically significant relationship between language use and reading fluency in English. However, the use of English in the school context and specifically with the teacher significantly predicted respondents reading fluency. The study concluded that teachers influence the use of English in school while mothers remain key custodians of the dominant language used at home. Based on the findings, the study recommended that teachers should model correct English language use and that books be availed to young readers in different languages that pupils can use for their reading practice.

Keywords: Reading Fluency, Language Use, Grade 3 Pupils, Class Four

I. INTRODUCTION

The United Nations recognises literacy as one of the pillars of sustainable development and life-long learning (UNESCO, 2007). Although one of the goals of enrolling pupils to school is that they acquire skill to read and obtain meaning of written text, there is a gap in realising this. Progress in International Reading Literacy Study (PIRLS) carried out a study on reading achievement among grade 4 pupils in 35 nations across five continents in 2001, 2006 and 2011 that showed that school children's reading achievement is wanting (Mullis, Martin, Foy, & Drucker, 2012). Studies at regional and national levels show poor reading achievement among primary school pupils along varied demographics (Ogetange, 2018; Piper, Schroeder, & Trudell, 2016;

UWEZO, 2012; Abadzi, 2011). The most recent findings of the international reading assessment studies carried out among grade 4 pupils by PIRLS 2016 included pupils from Egypt, South Africa and Morocco and South Africa ranked 50th out of 50 nations that participated in the study. The trend over the last ten years showed no significant difference in reading achievement among the students. In Africa, studies done in Mali, Ethiopia and Kenya, found that majority of the pupils in grade 2 from low-income countries cannot correctly read a single word in a simple paragraph. A Gambian study with a sample of 1200 pupils from 40 schools showed that only 5% of grade 3 pupils met the fluency benchmark of reading at 50 words per minute (Gove & Cvelich, 2011). This is similar in East Africa where research found a deficiency in reading literacy among children in public primary schools in Kenya,

Uganda and Tanzania (Uwezo, 2012). At national level, a study on reading achievement by Kenya National Examinations Council (KNEC, 2010) revealed that primary school pupils performed poorly at reading in English. The inability by pupils in Kenya's public schools to attain basic literacy skills after three years of classroom instruction leaves a large number of struggling readers graduating from class 3 to 4.

Most studies on pupils reading achievement both globally and nationally have focused on early or preschool years (Opiyo, 2017; Schroeder, Piper & Trudell, 2016; Lewis, Sandilos, Hammer, Sawyer & Mendez, 2016; Wang'eri & Mugambi, 2014). It seemed important to study class four pupils because they are expected to read in order to learn and their use of English in learning particularly in public primary school education in Kenya is reinforced at this level. Kenya's education policy requires that during the first three years of primary school, pupils be taught how to read in Mother Tongue or in the language of the catchment area. At this level, pupils are instructed in Mother Tongue or Kiswahili while English is taught as a subject. An often-overlooked language crisis occurs at the period of transition into middle school where after three years of learning in mother tongue or language of catchment area, pupils are required to learn in English (Ogechi, 2009). The requirement to read in English in order to learn, presupposes that pupils at this level have the required proficiency in the language of learning. Many children at this level may not have mastered enough English language to be instructed in it and have little to no use of English outside of school. According to psycholinguists, language proficiency develops in five to seven years (Cummins, 1984). Regardless of their level of English language exposure class four pupils must use English language to speak, read and engage in learning activities at school.

A. LANGUAGE USE AND READING FLUENCY

Language use is the conscious or spontaneous choice of language used for daily communication. Choosing one language over another is influenced by among other reasons one's residential area, cultural identity, context and language policy. For example, children are more exposed to parents' language at home and therefore tend to use their home-language more at home than at school. People generally use different languages depending on activities they engage in and their environment.

Agirad and Vanlaar (2016) study on the relationship between students' language use and reading achievement found that speaking students' language of instruction within the school context was positively related to students reading achievement. They found a positive relationship between the use of Mother-tongue at home and students reading achievement. In their study, language used with participants' friend was associated with reading achievement and the language used with the father was statistically significant with reading scores. Students who used language of instruction the most obtained higher reading scores compared to participants who said they used mostly use home language. The study showed an achievement gap in reading fluency and

comprehension on the basis of language used. The current study is similar in that it considered language use in context.

In the United States of America, the largest segments of bilingual students use English and Spanish. Fritz (2011) study on the influence of language on bilingual children's vocabulary and reading ability found that the study participants preferred using Spanish at home and English outside the home. The study used multivariate regression analysis to determine the association between language use and reading fluency. The study obtained reading scores in Spanish or English as outcome variables, and vocabulary as a mediator variable. Results showed that preference for Spanish language outside the home was associated with lower broad reading in English. The research, which sampled 58 pupils aged 7 to 11 years from public elementary school in Atlanta, Georgia, showed that the use of Spanish outside the home was not associated with reading in either English or Spanish. Although the study showed an association between language use outside the home and reading fluency in English, it was carried out using a smaller sample and in a different cultural context from the current study.

Evidence shows that part of the variance in reading ability among bilingual students may be attributed to the students' language preference. Brenneman, Morris & Israelian (2007) study among Latino children aged 7 to 11 years, found that children used English and Spanish language in a particular context and the pattern of language used predicted their reading fluency. Latino children used English for media purposes and among persons outside the family. Their language preference predicted their reading in English. Earlier studies in the Philippines among Filipino-English speaking elementary boys of mean age of 6 years 2 months also established a language pattern where English language was used in media, school and for religious purposes while Filipino was only used in family situations (Ledema & Morris, 2005). The longitudinal study using factor analysis also found patterns in language used by boys with their father, mother and other family relations. The study participants were younger and in the preoperational cognitive developmental stage, unlike the participants in the current study who at an average age of 11 years have more experience in language use.

Africa is rich in language and school going children oftentimes learn in a language that is different from their home language. In schools, teachers' language of instruction is often guided by government directed education policy. In Kenya, like in South Africa, and other former colonies, teachers in government schools are required first to instruct children in the language of the catchment area or their home language, then in with the 4th graders, the teacher uses a colonial language like Afrikaans in South Africa and English in Kenya.

Language use among school going children becomes challenging when formal learning begins. The language policy requires the use of English language for teaching learners from class 4 and presumes that pupils in this class have attained a sufficient level of Mother-tongue or Kiswahili language to learn English. In reality, these languages are insufficiently developed and some researchers argue that pupils in class 4 are not even ready to use English language for learning (Kembo-Sure & Ogechi, 2016; Gacheche, 2010).

The use of Mother-tongue in early education has been encouraged because research shows that when adequately developed, Mother-tongue facilitates learning in consequent languages (Cummins, 1984). The use of Mother-tongue is however not reinforced at school nor is English language use reinforced in the home (Muthwii, 2002; Mokua, 2014). According to Khejeri (2014), the use of Mother-tongue in lower primary instruction is considered inferior to using English language with teachers in her study showing value for teaching in English over Mother-tongue. Other studies show that teachers subtly or openly punish pupils' use of Mother-tongue particularly among class 4 pupils (Orwenjo, Njoroge & Ndung'u, 2014).

Kiswahili is spoken by over 90% Tanzanians and their teachers are competent in the language of instruction having been instructed in it from elementary to teachers' college. The situation is different in Kenya where teachers are poor role models for students at speaking in English (Ogechi, 2009). As pupils in Kenyan public schools progress from lower to middle primary school, many are forced to use English through rewards and punishment. Sometimes teachers in multilingual schools reinforce the use of English by subtly or openly punishing pupil's use of Mother-tongue (Adhiambo, 2010; Kembo-Sure & Ogechi, 2009). Students who use English more than any other language are advantaged and tend to enjoy the classroom experience more than those who do not because they can engage in classroom activities in the agreeable language (Njeri, 2011).

The use of Mother-tongue, Kiswahili and English almost simultaneously is complex for learning. Studies carried out in Kenya have shown that there is a relationship between the language that pupils use frequently and their performance in reading. Piper, Schroder and Trudell (2016) using data from Early Grade Reading Assessment compared reading among 2,000 class three children from Central and Nyanza provinces. The study involved children with a mean age of 9 years who were assessed in oral reading fluency and text comprehension in Kiswahili, English and Mother-tongue languages. The findings showed that the children were most fluent reading in English than Kiswahili or Mother-tongue. The study did not consider the languages that pupils spoke most frequently in relation to their reading fluency nor did it consider the use of English language in conversation with the teacher and fellow pupils. The current study focused on assessment of English which is the main language of instruction and examination at the completion of primary school in Kenya. The intention of the current study was to look at pupils in class 4 who must read to learn unlike those in class 3 who are learning to read. In Kenya, Class 4 is a transition class where having learnt English as a subject, pupils now use the language to learn all subjects in the curriculum but Kiswahili. Although English is taught in the classroom, its use among classmates and peers in the playfield is often doubtful. Pupils' own practice at speaking English is minimal. In limited cases the use of English is also an important indicator of school progress. Pupils who have had an early start in spoken English will speak the language with ease and show a definite advantage over those with inadequate exposure (Muthwii, 2002). Hirsch (2003) indicates that a decline in reading scores in class 4 could possibly be due to the addition of another language. The

introduction of English language for learning has been shown to lower pupils' spontaneity in learning because pupils are unable to sustain a discussion with their teacher in English (Sifuna, 2013; Ogechi, 2009).

Earlier studies in the Kenyan multilingual context done by Piper and Miksic (2011) among class three pupils found a weak but statistically significant English. Using least squares regression analysis, the use of English language explained 6.9% variance in oral reading fluency in English while Gikuyu explained 7.2% variance in Gikuyu oral reading fluency. The use of Gikuyu among the participants of the study was significantly related to oral reading fluency in Gikuyu. The study was able to establish a relationship between language use and oral reading fluency. The present study did not consider reading in Mother-tongue but focused on class 4 pupils and their English oral reading fluency.

B. PURPOSE, RATIONALE AND HYPOTHESIS

Exposure to three languages namely English, Mother tongue and Kiswahili before any is mastered and failure of the languages used at home to support the language used in the classroom compromises learning for young readers who may find it difficult to process information in English. Research findings show that there is a relationship between language use and reading fluency but there is a gap in information about readers in class 4. Local studies show that pupils whose reading is below expected levels join class four (Uwezo, 2012) where they are instructed in English language that many have not mastered, and which is also not reinforced at home (Mokua, 2014; Ogechi, 2009). Findings on pupils' language use may sensitize curriculum developers on the need to develop books translated into various languages in the readers' environment and give more insight on how language use influences reading fluency in English. It may also inform future development of programs to improve reading fluency among primary school pupils while also revealing the pattern of oral language use among class 4 pupils in and out of the classroom. This study was intended to add to the existing body of knowledge in reading psychology and serve as a stimulus for further research in the same area.

C. THEORETICAL FRAMEWORK

The study was informed by Vygotsky's (1978) Socio-cultural Theory. This is a theory of cognitive development that supports the assertion that without social interaction with knowledgeable others no cognitive development will occur. According to the theory, children learn cognitive tasks through their interactions with others who are more knowledgeable. The person in a child's environment who is more skilled and experienced facilitates the child's learning. Children learn by observing and imitating others who are more knowledgeable and who assist them to learn progressively from known to the unknown. Mediation and scaffolding by a knowledgeable peer, teacher, sibling and parent assists cognitive development. This progression is possible through guidance and encouragement. Pupils are able to accomplish more as readers when working in collaboration with others than without them. Reading stories to young children for example

affects their vocabulary and evokes their interest in reading. A parent's interaction with books may also model reading behaviour that children imitate. Interaction with print material helps children develop new ideas and concepts in written language. For school going children, the teacher's role is crucial because teachers decide pupils' learning activities and plan for pupils' meaningful interaction with language in its various forms. They allow children to listen to spoken language or read written text to fellow learners. The broader and richer the reading experience of a child, the more likely they are to learn to read. This theory was employed in Kenya in a descriptive study of social related factors influencing reading ability among preschool children in Kajiado County (Mokua, 2014) where the researcher explained the place of expert partners in children's reading ability.

II. METHOD

A. PARTICIPANTS

The target population was all class four pupils attending primary schools in Busia County. According to statistics from the Busia County's Education office 2017 there were 3,023 boys and 2,978 girls in class four attend mixed public primary schools. These are children aged on average between 10-12 years old. They have completed three consecutive years of public primary school education and use English, Mother-tongue and Kiswahili with varying proficiency levels. They have increased access to reading material and at class four they are expected to read in order to learn. Language use may be regulated and pupils at this level may be punished for using a language other than English or Kiswahili while in school. Class four English language teachers were also a target population and were instrumental in providing additional information on pupils' classroom experiences and language use that would explain the findings.

B. SAMPLING TECHNIQUES

Stratified random sampling technique was used to select a school from each of the seven administrative sub-counties of Busia County, Kenya. This sampling technique provides rich data from diverse geographical and socio-economic compositions. Mugenda (2008) noted that this technique is ideal when dealing with populations that are not uniform. Busia County primary schools are distributed into sub-counties with different administrative zones. These zones hold differing 5 subgroups of the Luhya language and two zones cover Nilotic Iteso. Some of these schools would have been omitted from the study all together if another sampling technique was employed. Simple random sampling technique was used to select seven public coeducational schools. This ensured each participating school had an equal chance of selection (Cohen et al., 2017). Each of the 404 schools had an identity number which was entered into an online random generator of numbers. Without any duplicates allowed, seven numbers were randomly selected from range of numbers from 1-404. The corresponding school in the selected sub-county was selected to participate in the study. The criterion for

school selection was that the school was co-educational and had pupils from class 1 up to class 8. In each school, a cluster of class four pupils were selected as participants to the study. The sampling technique used was similar to the sampling design applied in the Progress in International Reading Literacy Studies of 2016, 2011 and 2006 of reading comprehension among fourth graders. Their studies used a two-stage stratified cluster sample in the study of grade 3 and 4 pupils' reading achievement. It employed sample of schools and then one or more intact class of students in each sampled school (LaRoche, Joncas & Foy, 2017). Teachers who teach English language to class four pupils were purposively selected to participate in the study. The technique according to the users proved to have minimal burden to students, teacher and pupils.

C. MEASURES

The Language Use Instrument is a two-part questionnaire developed by the researcher and designed to identify pupils' language preference in diverse situations. The 18-item instrument was designed to explore the frequency of language used. It first obtained information on pupils' demographic characteristics then obtained information on context and the different persons with whom the language was used. Respondents were required to tick the appropriate box indicating the language they used with given person (s) at home and at school. The most frequently ticked language was deemed to be the language respondents used the most. The languages are Kiswahili, Mother Tongue and English.

Reading fluency tests are a popular means by which accuracy and reading rate is measured. A fluent reader is one who reads effortlessly probably because they instantly recognise most of the words (Abadzi, 2011). A reading test that consisted of a reading passage in English was given to respondents. The test was done in a quiet location within the respective selected schools and was administered by the researcher assisted by two trained assistants. The reading was done singularly, repeatedly and orally before the researcher or one of the trained assistant researchers and a reading fluency score was determined by the average number of correctly read words in one minute (Abadzi, 2011). Studies on reading fluency have used 45-60 correctly read words in 60 seconds as the standard level of reading fluency for pupils up to class 3. The story format is recognised in reading studies as a valid way of testing reading. Stories in writing are also extensively used in the pupils' classroom experience. This established the instrument's face validity. The reading passage developed by the researcher was approved by four class 4 teachers and deemed to be class appropriate.

Instruments were pre-tested during the piloting study to ensure their reliability. For purposes of internal consistency of the research tools, ambiguous questions were refined. Guidance by a reading expert from a primary literacy initiative *Tusome* meaning "let us read" and an English teacher panel of 3 helped review the items in line with the objective of the study. The language use questionnaire demanded that the respondents read statements and tick appropriate boxes. Respondents filled in the data fields provided in open-ended format. Pupils read a passage out loud while the researcher

and assistant listened and scored reading fluency of each pupil. This was repeated for each pupil in order to obtain an average score.

III. DESIGN AND DATA ANALYSIS

A correlational research design was used. The study employed both quantitative and qualitative data techniques in data analysis. The questionnaire provided both qualitative and quantitative data. According to Creswell (2008) qualitative data assists in the understanding of a social problem through provision of a detailed view of the informant in a natural setting. On the completion of data entry, data cleaning was done to check incorrect entries and possible outliers. Descriptive statistics were used to describe sample characteristics which included frequencies, percentages and measures of central such as means and modes. Inferential statistics were used to test the null hypothesis that there is no significant relationship between language use and reading fluency in English. Point Biserial Correlation statistical test was carried out to test the null hypothesis.

	Language Use	Frequency	Percentage
Heard	Kiswahili	230	59.3
	Mother-tongue	113	29.1
	English	45	11.6
Spoken	Kiswahili	243	62.6
	Mother-tongue	116	29.9
	English	29	7.5
Reading	Kiswahili	186	47.9
	Mother-tongue	07	1.8
	English	195	50.3
Radio	Kiswahili	277	71.4
	Mother-tongue	63	16.2
	English	48	12.4

Note. N=388

Table 3.1: Descriptive Statistics on Language use

The language to which participants heard the most was Kiswahili (59.3%) followed by Mother-tongue (29.1%) and English (11.6%) in that order. Findings also revealed that the language participants used or spoke the most was Kiswahili (62.6%) followed by Mother-tongue (29.9%) and English (7.5%). The findings are similar to Odima (2015) study in Busia among class three pupils which found that English was the language least used by the pupils. In his study, 86.2% of the schools in his descriptive study had an existing English language use policy but 78.1% could not speak English. In this study, participants often listened to radio in Kiswahili (71.4%), Mother-tongue (16.2%) and English (12.4%) respectively. In the current study 50.3% of the participants liked reading in English, followed by Kiswahili (47.9%) and Mother-tongue (1.8%) respectively. This finding was not unusual as the books in schools are mostly available in English.

Language Use	Point biserial Correlation coefficient	p-value
English	-.022	.334
Kiswahili	-.031	.211

Mother tongue	.041	.279
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Note. N=388

Table 3.2: Relationship between Language Use and Reading Fluency

Two of the three languages had a weak and negative correlation with reading fluency and these were English use, ($r_b(388)=-.022, p>.05$) and Kiswahili, ($r_b(388)=-.031, p>.05$). Mother-tongue was the only language used that had a positive relationship with reading fluency $r_b(388)=.041, p>.05$. Each of these languages obtained p -values that were above .05 which implied that there was no significant relationship between the language used and reading fluency. The first supplementary null hypothesis stating no significant relationship between use of English language and reading fluency was accepted and it was concluded that there is no significant relationship between English language use and reading fluency. The second supplementary null hypothesis stated that here is no significant relationship between use of Kiswahili and reading fluency. According to Table 2, the correlation was not statistically significant $r_b(388)=-.031, p>.05$. The null hypothesis was accepted and it was concluded that there is no significant relationship between use of Kiswahili language and reading fluency in English. The third supplementary null hypothesis stated that there is no significant relationship between the use of Mother-tongue and reading fluency. Results indicate that the relationship between the use of Mother-tongue and reading fluency is not statistically significant $r_b(388)=.041, p>.05$. The null hypothesis was accepted and it was concluded that there is no significant relationship between the use of Mother tongue and reading fluency.

To find out the difference in reading fluency scores across language used, a one-way ANOVA was conducted. Prior to this, assumptions were evaluated and it was found that there was independence of errors (residuals as assessed by Durbin Watson Statistic of 1.608), indicating that there was no correlation between individuals. Linearity was assessed by use of scatter plot. Testing for multicollinearity revealed no independent variable had a correlation greater than 0.7 which was acceptable. The results for ANOVA are summarised in Table 3.3

Language Use	Mean	Standard. Deviation
English	45.41	23.78
Mother-tongue	49.42	28.35
Kiswahili	46.90	28.16
Total	47.55	27.88

Table 3.3: ANOVA For Reading Fluency Across Language Use

The highest mean score was obtained by participants who said that they used Mother-tongue the most ($M=49.42, SD=28.35$). Although research shows that home language facilitates learning of subsequent languages, use of Mother Tongue is not examined nor is it used for instruction in higher classes.

English language use was then singled out for further analysis to determine whether its use in various context predicted class 4 pupils reading fluency. This was done on the premise that English is the language of instruction and formal learning at school. Multiple Linear Regression was conducted to determine whether the use of English language significantly predicted reading fluency in English.

Multiple linear regression analysis in the school context found that the use of English language by participants with their teacher, classmates, school workers and playmates at school significantly predicted reading fluency, $F(4,383) = 4.44, p=.002$. A summary of the Beta coefficients of the regression analysis are presented in Table 3.4.

Model	Beta	Sig.
1 (constant)		.000
Teacher	.18	.00
Classmates	-.06	.22
School workers	-.11	.04
Playmates	-.04	.41

Note. $N=388$. $R = .211$ $R^2 = .044$

Table 3.4: Regression coefficients for English at school and reading fluency

The use of English by the participants with their English teacher was positively and significantly related with reading fluency. This is evidenced in the highest positive Beta value (.18) and a corresponding statistically significant p -value ($p=.000$). The model showed explained 4.4% variance in reading fluency which indicates that though 4.4% variance in reading fluency can be explained by use of English in school and 95.6% variance is explained by other variables.

A second supplementary hypothesis stated that use of English language at home does not significantly predict reading fluency in English among class 4 pupils in Busia County. Multiple linear regression analysis conducted in the home context found that the use of English language at home with their parents, siblings and playmates did not significantly predict English reading fluency $F(5,382)=1.31, p=.258$. A summary of the Beta coefficients of the regression are presented in Table 3.5.

Model	Beta	Sig.
1 Father	.097	.080
Mother	.007	.160
Older sibling	.064	.238
Younger sibling	.047	.378

Table 3.5: Regression coefficients for English use at home and Reading Fluency

Although the use of English with the father at home highly contributed to reading fluency it did not significantly predict scores in English reading fluency (Beta =.097, $p>.05$).

IV. DISCUSSION OF FINDINGS

Reading fluency scores were highest among those who used Mother-tongue most. This finding may be as a result of the language policy reinforced in first three years of formal schooling where pupils are taught in Mother-tongue or language of catchment area before learning in English. These findings are in line with previous research that encourages the use of Mother tongue in learning especially during foundational years. This allows for transfer of learning in a new language in higher classes (Nabea, 2009; Muthwii, 2002; Cummins, 1984).

English was most used at school and particularly with the teacher while Kiswahili was most frequently used with classmates and playmates in the field. The use of English by the participants in the school community namely the teachers

and workers were statistically significant with reading fluency but the use of English among family members showed no statistical significance with reading fluency. It may be that English use is not reinforced at home but at school where its function is mainly for learning (Muthwii, 2002). The findings on language use patterns are similar to Ledesma & Morris (2005) who found that pupils who mostly used English outside the home specifically with their teachers and school workers did better in reading fluency than those that did not. Odima (2015) study also found that English language use among primary pupils was largely confined to school.

The findings can be explained by the theory posed in the study by Vygotsky (1978) where social interaction with more knowledgeable others facilitates learning. English use is largely limited to school where many pupils have the scaffolding necessary for communication in English language. Ardoin, Williams, Klubnik and McCall (2009) who studied reading fluency among 11 years old Grade 4 pupils and with a sample size of 4 the researchers also reported gains in reading fluency through modelling of reading by an adult. The teacher serves as a model language user as they use language correctly, pronounce words correctly and use correct expressions while reading aloud. Chorus reading and teacher's guidance through repeated readings influence pupil's reading fluency by giving them a fluent model reader to hear, see and imitate and gives room for practice for new language (Armbruster et. al., 2001). The contribution of teachers in pupils reading fluency is evident in research and theory that recognises the teacher as a model for reading fluency. The findings were similar to Fritz (2011) study among 7-11 years old Spanish- English-speakers from a public school in Georgia, USA. In their study on the use of Spanish and English at home and outside found a positive association between the use of English language and reading. The more pupils used English among people outside the home, the higher their reading scores.

V. CONCLUSION

Findings of the study led to the conclusion that language use is not a significant predictor of reading fluency. However, the use of English in the school context and particularly with the teacher is positively and significantly associated with reading fluency. While teachers influence the use of English in school, mothers remain the key custodians of the dominant language used at home. The school teacher remains an important model for English language use for pupils at school. Pupils in class 4 experience a complex situation with varied experiences of language use, home and classroom literacy experience. After 3 years of schooling, oral reading fluency in English remains a challenge to class 4 pupils.

VI. RECOMMENDATION

Since English language use in the school context and with their teachers should be encouraged. As models of English language use, teachers must be encouraged to use English in its correct form in conversations with pupils and fellow

teachers especially within school. There is need to develop reading materials in languages that are used in the catchment areas of the various schools.

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