

**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

## **Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya**

By

Jaluo Murunga William  
University Of Eldoret, Kenya  
E-mail: [mjaluo2001@gmail.com](mailto:mjaluo2001@gmail.com)

### **Abstract**

English Language Reading Readiness (ELRR) is preparation of children by giving them the chance to improve the ability to listen, and speak effectively, to apply the desired vocabulary, and develop the appropriate academic readiness skills. English Language Reading Readiness is of great importance in improving equity in access to learning language and education results, particularly for juvenile delinquency. Children in rehabilitation schools have a vital social issue that every Nation tries to contain its control amongst the clear evidence, with the correct nurturing such as psychotherapeutic interventions is not provided to the young offenders, they may eventually graduate to hardcore criminals. Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them. The objective of the study was to establish the effect of the phonics teaching method on English Language Reading Readiness of children in class one at Kericho Rehabilitation School. The study also utilized the hypothesis which stated that there is no significant difference between the mean score of the group of children taught without using the phonics instructional method and the mean score of the group taught using the phonics instruction in English Language Reading Readiness of children in class one at Kericho Rehabilitation School. However, little research has been done on the effect of phonics method on English Language reading readiness in rehabilitation schools setting. The study specifically assessed the phonics instructional method on English language reading readiness of children in class one at Kericho Rehabilitation School. The study adopted a case study research design that utilized a quasi-experimental design. The target population included 1 Head teacher, 3 teachers and 25 learners in class 1 at the Kericho Rehabilitation School. Data collection was done using a combination of an English Language Reading Readiness Test, a questionnaire, document analysis and observation. The data was analyzed both descriptively and inferentially. The findings revealed that the null hypothesis was rejected and adopt the alternative hypothesis. The results show that the children's performance in English Language Reading Readiness can be improved when the teachers use phonics instructional method.

**Key Words:** Kenya, Kericho Rehabilitation School, Instruction, Phonics, Readiness, Case study

**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

## **Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya**

By

Jaluo Murunga William

### **Introduction**

Reading is an extraordinary thing. It is one of the most important skills acquired in early childhood. And while it's distinctly unnatural, it forms an intrinsic part of our lives. Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them. The phonics method is widely promoted by researchers, literacy experts and teachers as the most effective way children learn to read.

Kericho Rehabilitation School is one of the ten Children's Correction and Rehabilitation Centres in Kenya that are run by the Department of Children's Services. The Department also runs twelve Children's Remand Homes as well as three Children's Rescue Centres. These institutions have various rehabilitation programmes, carried over from the colonial administration, including education service to Kenyan juvenile children, aged 10 – 12 years who are found to be in conflict with the law.

### **Statement of the Problem**

Kericho Rehabilitation School caters for the rehabilitation of boy-children between the ages of 10 - 12, but the overall effect of these programmes is rather weak because the mechanisms in place often lean more towards behavior adjustment rather than address the existing English language Reading Readiness in learning situations (Kinyua, 2014). A survey conducted by Uwezo Kenya (2009-2013) on monitoring learner achievement indicates that for the first three years, the state of literacy skills in Kenya is grim. It exposed that actually nationally, only 3 out of 10 children in class 3 can do the work of class 2. A whopping 4.6% and 0.9% of children in class 3 and 8 respectively cannot read at all! (Uwezo, 2013: 8). There was also a general drop in comprehension levels. The number of children in class 4-5, for example, who cannot read and comprehend a class two level story increased to six out of ten in 2012 from five out of ten in 2011 (ibid: 15), seven out of 100 children in class 8 can neither read a simple story in English nor Kiswahili (ibid: 3). This further motivated the researcher to conduct the study in a boy's school and in a rehabilitation school. Therefore, the current study sought to address the effect of phonics method of instruction on English language reading readiness of children in class one in Kericho Rehabilitation School.

### **Objective of the Study**

The study sought to establish the effect of the phonic teaching method on English Language Reading Readiness of children in class one at Kericho Rehabilitation School.

### **Hypothesis of the Study**

The study sought to establish that:

H<sub>01</sub>: There is no significant difference between the mean score of the group of children taught without using the phonics instructional method and the mean score of the group

**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

taught using the phonics instruction in English Language Reading Readiness of children in class one at Kericho Rehabilitation School.

### **Significance of the Study**

The findings of this study may help the Ministry of Education (MOE) to formulate and implement classroom practices for class one learners in the rehabilitation schools. The findings of this study may be useful to the Kenya Institute of Curriculum Development (KICD), in coming up with appropriate and clear policies to guide learning in rehabilitation schools to enhance English Language Reading Readiness. Teachers may also use the findings to develop standardized classroom practices for rehabilitation schools. It is also believed that the data generated will constitute part of the knowledge pool from which future research can borrow and form a basis for further related research.

### **Literature Review**

#### **Concept of English Language Reading Readiness**

According to UNICEF (2012) there are three segments of English Language Reading Readiness which consist of: Ready children (focusing on children's learning and development), Ready schools (focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children) and Ready families (focusing on parental and caregiver attitudes and involvement in their children's early learning and development and transition to school). All three segmentations are of significance and must work in tandem, because English language reading readiness is a period of transition that needs the interface between individuals, families and systems. The recent literature has a common theme that English language reading readiness is an 'encompassing' concept, which includes cognitive, socio-emotional, and physical components (Janus & Offord, 2007).

Research studies on the prevalence of speech and language impairments propose that approximately 7% of children in primary schools usually exhibit difficulties (Law, Boyle, Harris, Harkness & Nye, 2000a; Tomblin, Records, Buckwalter, Zhang, Smith, & O'Brien 1996). Increasingly it is recognized that children with identified language challenges have low academic performance in comparison to their peers in secondary and primary schools. (Stothard, Snowling, Bishop, Chipchase, and Kaplan, 1998; Conti-Ramsden, Durkin, Simkin, Knox, 2001; Conti-Ramsden, Durkin, Simkin & Knox, 2009). There are now distinct causal associations between a child's degree of language and communication development at school entry age and how this impacts on their literacy learning and resultant attainment (Catts, 2002; Catts & Kamhi, 2005; Nathan, Stackhouse, Goulandris, & Snowling, 2004). However, as with typical development, there is variation in how children with speech and language impairment progress. Lately, there has been a major concern on late development of language in early readers. Until relatively recently, concerns about the development of language were purely the responsibility of the parent and the early years practitioner (health visitors, early educators, speech and language therapists, psychologists and the like).

#### **The Phonics Instructional Method and English Language Reading Readiness**

Reading is an extraordinary thing. It is one of the most important skills acquired in early childhood. And while it's distinctly unnatural, it forms an intrinsic part of our lives. Phonics is

**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them. The phonics method is widely promoted by researchers, literacy experts and teachers as the most effective way children learn to read.

Phonics is a method of instruction that helps children learn and be able to use the alphabetic principle – the concept that words are made up of letters, and letters represent sounds. Phonics instruction does this by teaching children to decode words by sounds – showing them how to make connections between the letters of written texts (graphemes, or letter symbols) and the sounds of spoken language.

One of the major difficulties children can have when learning to read is understanding phonics. Failure to grasp that printed symbols represent the sounds of spoken words makes it impossible to become a fluent reader. Children who are unable to link letters to their sound(s) will struggle to read. Research shows that phonics instruction is essential for any programme that aims to teach children how to read. Synthetic phonics is the process in which words are broken up into the smallest units of sound (phonemes). Children are taught the letters (graphemes) that represent these phonemes and also learn to blend them (or synthesise them, hence the name) into words. For example, a child is taught to read the letters in a word like b-a-t, and then merge them to pronounce the word bat. A phoneme can be represented by one, two, three or four letters (such as "ough" in "dough").

Beard (1987) justifies the effectiveness of the phonics method in teaching reading, arguing that the method has been in use since the middle of the 19th century. Phonics instruction is built upon teaching letter sound relationships. Learners are taught these techniques so that they are able to identify words that they do not recognize in print. According to Beard (1987), the method has three major purposes. First, the new reader learns that printed letters and letter combinations represent speech sounds, which are heard in words and that speech sounds heard in words are quite different from "cat" in the sentence "the cat ran after the mice". Second, the reader learns to blend the sounds represented by the printed letters when he/she meets a word he/she does not recognize (Heilman et al. 1981).

Third, the reader masters the use of allavailable cue systems in combination with letter-sound relationships, to identify words and comprehend written text. In teaching phonics, word meanings and comprehension should be given proper attention. In a study of schools at the coast of Kenya, Dubeck et al. (2012) argue that the teaching of letter-sound relationship as extremely efficient to teaching reading, and that systematic phonics instruction is a sure means of promoting reading achievement (citing Snow et al. 1998 and NICHHD, 2000). While the phonics method is increasingly becoming entrenched in reading instruction in Kenya, a study by Maneno (2008) on identification processes of articulation and phonemic disorders in children with communication disorders in Nairobi established that most teachers did not have phonological skills needed to effectively handle children with phonemic problems. The study also determined that children with learning disabilities who had phonological problems were labelled slow learners and could not get any assistance from their class teachers. Arguably, the whole-word method (chanting, or look-say) is the most utilized method in teaching reading in Kenya (Dubeck et al. 2012).

In this method, it is expected that learners will be able to identify words on sight without first having to go through conscious letter-by letter analysis. The method is also referred to as "look and say" because learners are expected to say (identify) a word as soon as they look at it. According to Durkin (1983), whole word methodology is simply a matter of

**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

naming words and is used frequently by teachers and nonteachers. Students establish automatic stimulus - response patterns for dozens of frequently used words. Durkin (1983), further observes that these words must be "over-learned" to the point where recognizing words as whole words is automatic

Of course, there are some words that cannot be learned by breaking them into smaller parts. Children must learn them by sight, and these words are known as sight words. Helping a child learn to read is complex, and it requires expertise. Since reading is such an essential skill for children to learn, it's important to get it right. Teaching reading should be guided by a solid scientific knowledge base, with support starting from home.

## **Methodology**

### **Research Design**

The research design of a study describes the principal approach that researchers use to respond to their research questions (Polit & Beck, 2010). The study adopted a case study research design because the study was done in one institution that utilized a quasi-experimental design where the phonics instructional method was the independent variable while the English Language Reading Readiness of the children was the dependent variable. For the purpose of this study, a one group pre-test post-test quasi-experimental design was used. This is because the subjects could not be randomly assigned to either the experimental or the control group and the researcher couldn't control which group would get the treatment. In other words, participants were not entitled to the same opportunity of being in the control or the experimental groups, or of receiving or not receiving the treatment (Best & Kahn, 2003). In this study, there was only one selected group under observation, with a careful measurement being done before applying the experimental treatment and then measuring after.

### **Target Population**

Kericho Rehabilitation School is the only school in Kenya that offers educational and rehabilitation programmes for boys in class one to three who are admitted to the school through a judicial process. Polit and Beck (2010) contend that quantitative researchers should select the largest sample possible so that it acts as a representative of the target population. Since the study was about children in standard one, the researcher used all the 25 children in class one. Additionally, all the four teachers and the head teacher were included in the study.

### **Data Collection Instruments**

The researcher used a triangulation approach to collect data from the respondents. In this case, data collection was done using a combination of an English Language Reading Readiness Test, a questionnaire for head teacher and teachers, document analysis on the availability/non-availability of the various documents and records used by teachers and other school departments in class one and observation schedule for classroom teaching.

### **Data Collection Procedures**

Before the start of data collection, the researcher obtained an introductory letter from University of Nairobi, School of Graduate Studies, authorizing implementation of the study. A permit from the National Commission of Science, Technology and Innovation (NACOSTI) and permission from the Department of Children's Services to carry out the study was also acquired. The researcher then proceeded to the rehabilitation school where he sought audience

**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

with the head teacher and Manager for reconnaissance. The teachers and the head teacher were issued with the questionnaires to respond to. The researcher allowed the respondents sufficient time to accurately fill in the copies of the questionnaire with the required information after which the documents were collected for data extraction and analysis.

### **The Findings**

The study sought to establish the effect of the phonics instructional method on English Language Reading Readiness of children in class one at Kericho Rehabilitation School through the following null hypothesis:

H<sub>01</sub>: There is no significant difference between the mean score of the group of children taught without using the phonic instructional method and the mean score of the group taught using the phonics instruction in English Language Reading Readiness of children in class one at Kericho Rehabilitation School.

### **Children's Pre-test performance in English Language Reading Readiness test**

In the study, the pre-test was administered to the fourteen children in order to establish their level of performance in English Language Reading Readiness before administering the intervention. The individual children's mean scores for the pre-test results were obtained by marking the children's test out of 10 marks per every item. Table 2 presents the results of the children's marked scripts for the pre-test English Language Reading Readiness test.

**Table 1: Pre-test Mean Scores of children**

Class one children	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Score	18	20	18	18	16	12	09	12	08	06	08	06	04	00
Percentage	36	40	36	36	32	24	18	24	16	12	16	12	08	00

Overall mean score = 11.071 (22.14%)

Source: Researcher

Table 1 shows a total of 14 children took part in an English Language Reading Readiness pre-test. The test consisted of 10 short answer structured questions with a maximum score of 50 marks. The questions were based on the different aspects of the class one English syllabus. The English Language Reading Readiness Test items were based on; set scores in letter sounds, spelling, reading and writing simple English words. The highest pre-test score was 20 (40%), scored by one child, three children scored 18 (36%) while the lowest score of 0 (0%) was scored by one child. All the children scored below the half mark 25 (50%). This is an indication that almost all the children had low pre-test scores. The overall mean score in the English Language Reading Readiness pre-test was 11.071 (22.14%).

The low performance in the English Language Reading Readiness test by the class one children was due to the fact that they were evaluated before the phonics instructional method was applied. The children did not understand how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns and to help them learn how to apply this knowledge in their reading. During the English Language Reading Readiness test, the children found it difficult to translate spoken word into its written form and vice versa. They could tell the meaning of the word by hearing the sound but they could not read any written words. According to Fambro (2011), one reason that explains this inability is that the children do not have basic phonics skills to help them to read. Children should be taught phonics, in a

**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

whole group setting using story text, basal readers and during a scheduled, direct phonics instruction time.

A t-test of the mean of pretest and post test was done. The results of the unigroup independent sample t-Test are indicated on Table 3.

**Table 2: Independent Sample t-Test on pre-test scores**

	Mean	Std. Error Mean	T	DF	Sig. (2- tailed)
Equal variances assumed	.458	.188	2.27	13	.32

Source: Researcher

Table 2 contains the t-test on the pre-test scores. The T value of 2.27 with a degree of freedom of 13 and a 2-tailed significance of 0.32 means that we accept the null hypothesis that there was no significant difference between the mean score of the group of children taught without using the phonics instruction teaching method and the mean score of the group taught using the phonics instruction in English Language Reading Readiness of children in class one at Kericho Rehabilitation School.

### **The Intervention**

Before, the teachers were trained on the phonics teaching methods, the researcher observed that the English teacher entered class, greeted the learners and embarked on using the class one English text book to read the words indicated in the text book. The researcher observed that most learners were not able to read and neither were they interested in the reading process. The researcher observed that some learners didn't even bother opening their text books as the teacher had instructed. There was even a learner who was seen leaning on the desk, in a sleeping manner, probably to show his dislike for the subject or for the reading activity. The same learner who slept on the desk told the researcher that he didn't know his own name, when the researcher asked him for his name. Generally, most learners weren't enthusiastic about the reading activities. The researcher further observed that the English teacher wasn't bothered by the fact that the learners weren't following the teacher's instructions. The researcher also observed that it was a usual approach that the teacher used to teach English in general and particularly when teaching the children how to read.

Having established the low mean scores of the children in the English Language Reading Readiness test, the study sought to find out the influence of using the phonics instructional method on the English Language Reading Readiness. This was done through training the English teacher on the suggested method. Teacher applied the new method for a period of six weeks. The researcher observed a re-awakening of the learners' interest in reading. Most learners were eager to try reading most written materials around them. The most interesting was the learner who previously leaned and slept on the desk who developed a lot of interest in reading. He could be seen even struggling to read from the cover of his exercise book. Generally, all the learners showed a lot of improvement and the teacher also liked the class.

**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

This study administered a post-test to fourteen class one children after their teachers had been trained and applied the phonics instructional method. Table 3 presents the pre-test and post-test mean score.

**Table 3: Pre-test and Post-test Mean Scores**

Class one children	Pre test score	%	Post Test score	%	Post test (%) gain
1	18	36	44	88	52
2	20	40	48	96	56
3	18	36	36	72	36
4	18	36	42	84	48
5	16	32	36	72	40
6	12	24	36	72	48
7	09	18	28	56	38
8	12	24	34	68	44
9	08	16	26	52	36
10	06	12	28	56	44
11	08	16	28	56	40
12	06	12	22	44	32
13	04	08	22	44	36
14	00	00	08	16	16

Overall mean: Pre-test=11.071 (22.142%) Post-test=31.285 (62.571%)

Source: Researcher

Table 3 shows the pre-test and the post-test mean scores for each child in English Language Reading Readiness test. The highest post-test score is indicated as 48 (96%) as compared to the highest pre-test score of 20 (40%). The lowest post-test score was 8 (16%) as compared to the lowest pre-test score of 0 (0%). The results in table 3 shows that no child scored a score higher than 50% in the pre-test as compared to post-test where 11 children out of the 14 got a score more than 50%.

These results on Table 3 are indications that the students performed better in the post-test English Language Reading Readiness test than in the pre-test. The results obtained indicate that using phonics can help the learners learn to read and form words effectively. Furthermore students' word recognition significantly improved. It seems that teaching reading through phonics can enhance learners' word reading for many reasons. Firstly, synthetic phonics played an important role to guide learners to learn how to read. After teaching phonics, children were able to pronounce sounds example the sound /b/, then /a/ and the then /t/, blended together to say /bat/, which are represented by individual letters and pronounced together as a word (Martinez, 2011). In addition, the children who are skilled in phonics can sound out the words they have not seen before, without first having to memorize them. It means that the learners have learnt a technique that they can use for themselves.

The teacher selected various phonics activities for the children which included dictation games, spelling games, word search, flash card and colored picture books. These made the learners remember and retain the knowledge of words in long term memory. Most importantly, these also played important roles in capturing learners' interest and motivation in learning. In conclusion the students practiced word recognition and word reading with enjoyment. Moreover, using phonics in teaching, children should be given more continued and regular practice in order to make it effective.



**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

The classroom environment might have played a role in learning. The teacher provided opportunities for them to practice their phonemic awareness, namely, word cards on the classroom wall, short stories for students to practice oral reading. Reading out-loud while getting guidance and feedback from the teacher, promoted reading fluency. Children gain fluency in reading by practicing reading until the process becomes automatic; guided oral repeated reading is one approach in helping children become fluent readers.

The teacher was observed not to provide opportunities for children to work in pairs to support each other in learning. Learners with more ability in learning helped those whose learning ability was lower as they learnt better with the help from the teacher and their classmates. The finding showed that most learners showed significant improvement. Although the researcher had introduced the alphabet and letter sound to them for three periods, children with low English proficiency still required many opportunities with various phonological awareness tasks to become successful. Furthermore, the finding showed that children with strong alphabet knowledge and letter sound learned phonics faster than those with poor skills. According to Fambro (2011:3) and Hoffman (2014), all reading programs should contain a phonics component and students who learn phonics early do better in reading than those who do not.

The researcher observed that after the teacher underwent training and was applying the new approach to teaching English and in particular reading, most children became more active in attempting to spell simple words as well as make a deliberate effort to read. The researcher had also observed that the classroom lacked the English reading corner; a section of the classroom with displays of simple reading and spelling materials for the learners. The teacher was able to provide for the corner after the training. The researcher was able to attend live lessons as the teacher taught using the phonics method, while infusing singing as well as the “look and say” technique. This was in order to establish whether the new instructional method had any influence on the children’s level of performance in English Language Reading Readiness.

In order to establish whether this difference in the mean was significant, a paired samples t-test was computed, as indicated on Table 4, to test the hypothesis that:

Ho1 - There is no significant difference between the mean score of the group of children taught without using the phonics instruction teaching method and the mean score of the group taught using the phonics instruction in English Language Reading Readiness of children in class one at Kericho Rehabilitation School.

**Table 4: Paired Sample t-Test on Pre-test and Post-test Scores**

Paired Samples t-Test of Pre-test and post-test scores						
Mean	Std Dev	Std Error Mean	T	DF	Sig.(2-tailed)	
1.29	2.025	0.052	12.25	13	.0000	

=0.05

Source: Researcher

Table 4 shows a paired sample t- test which was computed to test the null hypothesis of whether there is a significant difference between pre-test and post-test mean scores of the learners who did both tests. The table shows a mean difference of 1.29, a T value of 12.25 and a two tailed significance of 0.000. Since a two tailed significance of  $0.000 < 0.05$  was observed, this means we reject the null hypothesis and adopt the alternative hypothesis that

**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

there is a significant difference between the post-test and pre-test mean scores. This significant difference between pre-test and post-test mean scores could be attributed to the teaching of phonics instructional method, before the children were given the post-test. The results show that the children performance in English Language Reading Readiness can be improved when the teachers use phonic instruction teaching method. The children were found not to possess skills of hearing sounds within words (known as phonemic awareness) and to automatically recognize letters of alphabet. It was indicated that synthetic phonics played an important role to guide students to learn how to read. After teaching phonics, children were able to pronounce sounds, for example the sound /b/, then /a/ and the then /t/, blended together to say /bat/, which are represented by individual letters and pronounced together as a word.

### **Conclusion and Recommendations**

The study notes that Rehabilitation Schools in Kenya are offering the education service as well as offer the corrective programmes to children whom the judicial process places them in the institutions. The study recommends that the Department of Children Services should establish an ECDE Centre in order to lay a foundation for the learning of children within the rehabilitation schools. The Department should hire ECDE teachers to help children in class one who still require ECD services. The further notes that the Quality Assurance Department of the Ministry of Education should focus more on the quality of education offered in Rehabilitation Schools. It's also recommended that the teaching of English should emphasize the integration of the phonics instructional method in the foundation of pre-reading skills among the learners of class one in rehabilitation schools. Lastly, it's highly recommended that further research on the teaching and learning of children in rehabilitation schools be conducted to establish if the service is beneficial to the learners in all the rehabilitation schools in Kenya.

**Citation:** Jaluo, M. W. (2019). Assessment of Phonics Instructional Method in English Language Reading Readiness Of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of African Interdisciplinary Studies*. 3(4), 68 - 78.

## References

- Best, J. W., & Kahn, J. V. (2003). *Research in Education* (9th ed.). Boston: Allyn and Bacon Publishers.
- Beard, R. (1987). *Developing Reading* 3-13. London: Hodder and Stoughton Publishers Limited.
- Catts, H.W. & Kamhi, A. G., (2005). *Language and Reading Disabilities*. Boston: Allyn& Bacon Publishers.
- Catts, H.W., Fey, M.E., Tomblin, J.B. (2002). A Longitudinal Investigation of Reading Outcomes in Children with Language Impairment. *Journal of Speech, Language, and Hearing Research*, 45 1142-1157.
- Dubeck, M, Jukes, M. & Okello , G. (2012). Early Primary Literacy Instruction in Kenya. In *Comparative Education Review*, Vol. 56, No.1. February 2012.
- Durkin, O. (1983). *Children who read early*. New York: Teachers College Press.
- Heilman, A. W. Blair, T. R & Rupley, W. H. (1981). *Principles and practices of teaching*. (5th ed.) Columbus. Ohio: Charles E. Merrill
- Janus, M. & Offord, D. R. (2007) Development and psychometric properties of the Early Development Instrument (EDI): A measure of children's language readiness. *Canadian Journal of Behavioural Science*, 39, 2, 71-75
- Kinyua, P. M. (2014). *Exploring Giftedness among Learners with Juvenile Delinquency in Selected Rehabilitation Schools in Kenya* (Doctoral dissertation, Kenyatta University).
- Law, J., Boyle, J., Harris, F., Harkness, A., & Nye, C. (2000b). The feasibility of universal screening for primary speech and language delay: A systematic review of the literature. *Developmental Medicine and Child Neurology*. 42, 190-200
- Law, J., Boyle, J., Harris, F., Harkness, A., & Nye, C. (2000a). The relationship between the natural history and prevalence of primary speech and language delays: Findings from a systematic review of the literature. *International Journal of Language and Communication Disorders*. 35, 2, 165-188.
- Maneno, R.,]. (2008). *Identification Processes of Articulation and Phonemic Disorders in Children with Communication Disorders in primary Schools*. Nairobi Province Kenya. A Ph.D Thesis at Kenyatta University.
- Mugenda, O. M. and Mugenda, A. G. (2003) *Research Methods*: Acts Press, Nairobi.
- Stothard, S.E., Snowling, M.J., Bishop, D.V.M., Chipchase, B.B. and Kaplan, C.A., 1998, Language-impaired preschoolers: A follow-up into adolescence, *Journal of Speech and Hearing Research*, 41: 407-418
- UNICEF.(2012). Language readiness.A Conceptual Framework. New York: United Nations Children's Fund.  
Retrieved from: [http://www.unicef.org/education/files/Child2Child\\_ConceptualFramework\\_FINAL\(1\).pdf](http://www.unicef.org/education/files/Child2Child_ConceptualFramework_FINAL(1).pdf)
- Uwezo.(2013). Monitoring Learner Achievement Report. Retrieved from <http://www.uwezo.net/wp.content/uploads/2009/13/ke - 2013 on 16th December 2015>.