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**English Second Language (L2) Literacy  
Instruction and Acquisition in Kenyan Rural  
Primary Schools**

**A thesis submitted in partial fulfilment of the requirements for the  
degree of**

**M. Ed (Special Education)**

**Massey University**

**Palmerston North, New Zealand**

**by**

**Grace Njoki Mwathe**

**2003**

I certify that the thesis entitled “English Second Language (L2) Literacy Instruction and Acquisition in Kenyan Rural Primary Schools” and submitted as part of the degree of Master of Education (Spec Ed) is the result of my own work, except where otherwise acknowledged, and that this research thesis (or any part of the same) has not been submitted for any other degree to any university or institution.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

15<sup>th</sup> May 2023

## ABSTRACT

Teachers' literacy instructional approaches in English language for children in lower primary (Year 1 to Year 3) Kenyan schools were investigated. Fifteen teachers were given an error scenario task and a questionnaire task, which were used to categorise them as either using context-based, word-based, or mixed (using both context-based and word-level strategies) approaches. The aim was to determine which instructional approach is most effective for early literacy development in a second language context. The results indicated that slightly more than a half of the teachers preferred to use mixed approaches. Further, children who received mixed approach instruction performed significantly better on all literacy and literacy-related measures than children who did not receive such instruction.

Language, reading and reading-related tasks in English Language were administered to 148 children. The aim was to investigate the literacy developmental trends across the years and establish which of the two variables, word identification skills or second language oral ability, influenced reading comprehension performance. The results indicated that word identification skills independently influenced reading comprehension performance in both Year 2 and Year 3 classes, but language skills did not.

## ACKNOWLEDGEMENTS

A number of people contributed to the completion of this research project. First, I would like to thank the children who missed a lot of playing in their school free time to take part in this project. Second, I would like to thank the classroom teachers for their involvement and continued support especially with the children, throughout the project.

Third, I would like to thank the principals for allowing me access to the teachers and children. I also wish to thank Kibwezi Division Education Office in Kenya, for allowing me to conduct this research in the area.

Finally, my sincere thanks and gratitude must go to my chief supervisor, Professor Bill Tunmer, and to my co-supervisor, Dr Keith Greaney, for their continued professional guidance and support throughout the project.

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