

Phonemic Awareness Strategies Used in Teaching English Language Literacy Skills to Grade Three Pupils in Public Primary Schools in Embu County, Kenya

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Abstract: Studies have shown that among the factors that influence acquisition of literacy in a second language (L2) is learners' phonemic awareness (Adams, 1990). This study investigated the phonemic awareness strategies used in teaching English language literacy to Grade Three pupils in public primary schools in Embu County Kenya. The study found out that Grade Three teacher showed inadequate knowledge and skills in using phonemic awareness strategies and approaches in teaching phonemic awareness. The study concludes that equipping Grade Three teachers and other lower grades teachers with phonemic awareness strategies is essential in developing alphabetic principle and orthographic mapping which are key facets in reading and writing. This study will equip primary school teachers in the Early Years Education (EYE) tier of the Competence Based Curriculum (CBC) with linguistic approaches and strategies much needed for successful instruction in English language literacy.

Keywords: Letter- Sound Correspondence, Sight Words, Orthography, Decoding

1. INTRODUCTION

Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words and falls under phonological awareness which is under a broader area of metalinguistic awareness (Chapman, 2003). Phonological skills that are acquired at early stages of a child's life positively influence the development of language literacy at later stages of life. Such skills help learners decode written words thus enhancing fluency in reading and writing. Proponents of phonological awareness have developed a series of activities that help children enhance their phonemic awareness. Hawken et al. (2005) noted that playing with sounds, reading, reciting words or rhythms, sound practice using sounds and using sound for word construction are some of the activities that can be used to help children acquire phonological awareness. According to Ehri, (1995) the development of phonological skills is progressive and begins with basic skills as one move to intricate skills. The orderly manner in which the learning activities should be arranged demands that children would first master segmented syllables, then rhymes before reading initial sounds and then final sounds. Children Phonemic awareness can be taught and measured indirectly through observation and game-like task Yopp (1988).

The 2019 Monitoring Learners Progress (MLP) assessment conducted nationally in Kenya by the Kenya National Examination Council (KNEC) at Grade Three to test the basic acquisition and proficiency in listening and speaking, reading and writing skills revealed that the pupils performed dismally in all the four English language skills with those meeting expectation in each of the four English language skills critical to literacy being rated below 36% (see table 1). This raises concerns on the level of influence phonemic awareness has on acquisition of English language literacy in Embu County and consequently motivates the researchers to conduct this study. This study therefore investigates the phonemic awareness strategies used in teaching English language literacy to Grade Three pupils in public primary schools in Embu county Kenya. The 2019 MLP assessment is shown in table 1:

Teaching English Language And Literacy

**Dominic Wyse, Russell Jones, Helen
Bradford, Mary Anne Wolpert**



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Teaching English, Language and Literacy Dominic Wyse, 2013 Prev ed main entry under Wyse Dominic **Teaching English, Language and Literacy** Dominic Wyse, Russell Jones, Helen Bradford, 2008 This is a text for students on initial teacher training courses which covers the theory and practice of teaching English language and literacy The book is closely related to the new National Literacy Strategy Teaching English, Language and Literacy Dominic Wyse, Russell Jones, Helen Bradford, Mary Anne Wolpert, 2013-07-31 This book is comprehensive up to date critical and authoritative It is also above all well written It will undoubtedly become standard reading for the next generation of teachers in training and practising teachers will also learn a great deal from dipping into its contents David Wray Professor of Literacy Education University of Warwick A well organised and comprehensive guide to the teaching of English and the teaching of language Margaret Mallett Emeritus Fellow of The English Association Are you looking for one book that covers every aspect of the teaching of English at primary level Now fully updated this third edition of Teaching English Language and Literacy includes brand new chapters on children s literature and reading comprehension Rooted in research evidence and multidisciplinary theory this book is an essential introduction for anyone learning to teach English from the early years to primary school level The authors draw on their research scholarship and practice to offer advice on developing reading including choosing texts and phonics teaching improving writing including grammar and punctuation language and speaking and listening planning and assessing working effectively with multilingual pupils understanding historical developments in the subject the latest thinking in educational policy and practice the use of multimedia maintaining good home school links gender and the teaching of English language and literacy All the chapters include clear examples of practice coverage of key issues analysis of research and reflections on national policy to encourage the best possible response to the demands of national curricula Each chapter also has a glossary to explain terms and gives suggestions for further reading This book is for all who want to improve teaching English language and literacy Designed to help inform the practice of students on teacher training courses but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject this book covers the theory and practice of teaching English language and literacy *Teaching English, Language and Literacy* Dominic Wyse, Helen Bradford, Russell Jones, Mary Anne Wolpert, 2018-06-27 Are you looking for one book that gives a comprehensive account of primary and early years English language and literacy teaching This fully revised fourth edition of Teaching English Language and Literacy includes up to date research and updated discussion of effective teaching Throughout the book there is guidance on England s new National Curriculum and its impact Rooted in research evidence and multidisciplinary theory this book is an essential introduction for anyone learning to teach English from the early years to primary school level The authors draw on their research scholarship and practice to offer advice on inclusion and equality including working effectively with multilingual pupils speaking and listening developing reading including choosing texts and

phonics teaching improving writing including grammar and punctuation planning and assessing the latest thinking in educational policy and practice the use of multimedia maintaining good home school links All the chapters include examples of good practice coverage of key issues analysis of research and reflections on national policy to encourage the best possible response to the exciting challenges of teaching Each chapter also has a glossary to explain terms and gives suggestions for further reading This authoritative book is for all those who want to improve the teaching of English language and literacy in schools Designed to help inform trainee teachers and tutors but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject this is an indispensable guide to the theory and practice of teaching English language and literacy

Primary English Teaching Robyn Cox,2011-01-18 This comprehensive introduction to language literacy and learning in the primary school explores the theoretical issues that underpin pedagogical practice in the primary English language classroom in a straightforward manner enabling readers to understand the resulting practice and curriculum offerings in English primary schools today The contributors explore new initiatives in primary language teaching putting these into their theoretical context and offer practical ideas helping students to make the bridge from studying to be a teacher through to the beginnings of their teaching career Diversity and aspects of special educational needs are also considered in each section of the book This book will be essential reading both for undergraduate students of education as well as for PGCE students

Developing Language and Literacy 3-8 Ann Browne,2009-01-19 I would thoroughly recommend this as a book which enables and empowers at many levels of experience Every staff room should have a copy English Four to Eleven The Third Edition of *Developing Language and Literacy 3 8* is an insightful introduction to teaching and learning English in the early years The new edition has been fully updated to reflect requirements for teaching English in the early years including the new curriculum guidance for the Early Years Foundation Stage and the new Primary Framework It covers all aspects of language and literacy and draws on contemporary ideas research and classroom expertise to guide practice The book includes chapters on Speaking and Listening Reading Resources for Language and Literacy Writing Spelling Handwriting and Punctuation Bilingual Learners Language Literacy and Gender Children with Difficulties Involving Parents and Carers Assessment Planning Along with activities to promote reflective practice the author provides suggestions for further reading and useful websites Further resource material for each chapter accompanies the book on the SAGE website www.sagepub.co.uk Browne This book will be an essential guide for early years and primary trainee teachers

English Teaching in the Secondary School Mike Fleming,David Stevens,2009-12-04 A comprehensive guide to the theory and practice of teaching English in secondary schools Teaching English Language and Content in Mainstream Classes Linda New Levine,Mary Lou McCloskey,2012 K 12 classroom teachers get practical ready to use strategies for integrating English language development into the content curriculum and achieving content text comprehension for all students This is the ideal resource for teachers to address today s increased emphasis on integrating content and English language learning in

classroom lessons The authors present practical ready to use strategies to help teachers promote English language development and content achievement for each student in their class Written specifically for content teachers Teaching English Language and Content In Mainstream Classes emphasises practical application of research based second language learning principles in a clear friendly writing style that clarifies concepts defines key terms and offers classroom teachers strategies and tools that help accelerate their students academic achievement Techniques for developing reading writing and speaking skills in content areas are emphasised

International Handbook of English Language Teaching Jim Cummins,Chris Davison,2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF

Teaching English as an Additional Language in Secondary Schools Seán Bracken,Catharine Driver,Karima Kadi-Hanifi,2016-11-10 With increasing numbers of learners in secondary schools having English as an additional language it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them This book provides school leaders trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning building on their prior literacy cultural experiences and language learning It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments Features include tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking Drawing on the daily experiences of teachers and teaching assistants this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential

Teaching

Reading to English Language Learners Socorro Guadalupe Herrera, Della R. Perez, Kathy Escamilla, 2014 This practical research based text is organized around the principles that reading and writing instruction for English learners begins with the student biography and focuses on meaning as its core The authors consider the languages and cultures of English learners as resources to be used in teaching not problems to be solved and throughout the book they guide readers to modify literacy instruction to address both the assets and needs of their students In this book grade level classroom teachers are provided with a research based framework designed to differentiate literacy instruction for ELL students within the classroom Theory blends with practice to give readers the tools they need support English language literacy development with their students in addition to the program the school has in place It addresses the need for current information on how to most effectively approach the literacy needs of English learners Included are strategies for converting research into practical application illustrative student samples from multiple grade levels and language backgrounds teacher insights a look at the sociocultural academic cognitive and linguistic dimensions of the ELL student biography and a number of helpful pedagogical aids

Teaching English in the Key Stage 3 Literacy Strategy Geoff Dean, 2013-10-23 This book will supplement the training currently being offered to all secondary English departments It offers a view of the place of the English strand in the overall Key Stage 3 strategy and gives support to English departments in their preparations for a new way of working It will encourage English teachers to review their current schemes of work offering suggestions for more substantial teaching and learning modules as well as practical ideas for classroom use and recommended resources The book interprets and explains the NLS document for busy practitioners reinforces the messages of the National Literacy Strategy NLS spells out the expectations of the framework and offer guidance on how to fulfil them and describes and explains the types of teaching methods to improve students learning This book includes many practical ideas for classroom activities and offers direct support for the less confident English teacher The book is equally valuable to students and practicing teachers

Teaching English to Young Learners Janice Bland, 2015-11-05 Aimed at student teachers educators and practitioners Teaching English Language to Young Learners outlines and explains the crucial issues themes and scenarios relating to this area of teaching Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language EFL with preteens with clear presentation of the theoretical background and detailed references for further reading providing access to the most recent scholarship Exploring the essential issues critically and in depth including the disadvantages as well as advantages of Teaching English as a Foreign Language TEFL with young learners topics include task based learning in the primary school storytelling drama technology vocabulary development intercultural understanding Content and Language Integrated Learning CLIL scenarios assessment Innovative and rapidly emerging topics are covered such as immersion teaching picturebooks in the EFL classroom and English with pre primary children

The Routledge International Handbook of English, Language and Literacy Teaching Dominic Wyse, Richard Andrews, James V.

Hoffman,2010 Reviews international research that is relevant to the teaching of English language and literacy This book locates research within theoretical context drawing on historical perspectives Literacy Instruction for English Language

Learners Nancy Cloud,Fred Genesee,Else V. Hamayan,2009 Literacy Instruction for English Language Learners turns hundreds of ELL studies into dozens of strategies for regular classroom instruction Nancy Cloud Fred Genesee and Else Hamayan have examined the research evidence to determine what works for ELLs They recommend best practices for teaching English learners to read and write from emergent literacy to primary school and on through middle school and include helpful features that make the research directly accessible to all teachers **Storybridge to Second Language**

Literacy Irma-Kaarina Ghosn,2013-09-01 Storybridge to Second Language Literacy makes a case for using authentic children s literature alternately also referred to as stories or real books as the medium of instruction in teaching English to young learners particularly in contexts where children must access general curriculum subjects in English The author first proposes theoretical foundations for the argument that illustrated children s books are superior to traditional language teaching courses in the primary school She builds the case around the motivational power of stories the language and content of quality children s literature and the potential of literature to contribute to development of second language academic literacy She then reviews research of the past thirty years that clearly supports her claim Finally she uses transcripts from real classrooms to illustrate how teachers in diverse contexts make use of stories Through the classroom vignettes a practical model of literature based instruction emerges that is adaptable to a wide range of primary school teaching contexts including English as a second language contexts in core English countries Storybridge to Second Language Literacy compiles in one volume solid theoretical foundations for story based instruction research evidence of the past thirty years supporting the approach not currently available in a single source and extensive classroom vignettes illustrating diverse practical applications not lesson plans This makes the book valuable for anyone in the field of young learner ELT MA students in TESOL will find the book useful and will develop an understanding of why and how literature based instruction works and develop insight to guide their practice Members of TESOL Elementary Education EFL and Bilingual Education SIGs and IATEFL Young Learner SIG will be interested in the volume Instructors of teacher development courses should also find the proposed volume a valuable addition to assigned readings Each chapter is followed by Think about it questions and Try it out suggestions **Perspectives on Teaching and Learning English Literacy in China** Jiening Ruan,Cynthia

Leung,2012-11-29 This is one of two volumes by the same editors that explore historical philosophical and cultural perspectives on literacy in China This volume focuses on English literacy in China while the other volume is on Chinese literacy In modern day China English has enjoyed an increasingly important status in education but not without challenges The essays in this volume provide a comprehensive cross disciplinary look at changes in English literacy practices and literacy instruction in China from the first English school in the 19th century to recent curriculum reform efforts to

modernize English instruction from basic education through higher education Together the essays address a wide array of topics including early childhood English education uses of information technology to teach English and teaching English to Chinese minority students This work is essential reading for those who want to expand their understanding of English literacy education in China The Education of English Language Learners Marilyn Shatz,Louise C. Wilkinson,2011-08-01 This book presents evidence based strategies for supporting English language learners ELLs school readiness and achievement at all grade levels It examines the importance of communication and language use for children s learning both in and outside of school **Foundations for Teaching English Language Learners** Wayne E. Wright,2019 This comprehensive textbook prepares all teachers to teach English languagelearners ELLs It is widely used in undergraduate and graduate programs including Elementary and secondary teacher education Literacy and special education TESOL and bilingual educationWayne Wright s deep respect for educational practitioners and his passion for Englishlanguage learners right to a fair and full education are evident in every word he writes Hisbook and companion website offer a vision and pathway toward fostering dynamic learningcommunities across schools teacher education programs and communities to improveeducation for ELLs The rest is up to us Nancy H Hornberger University of PennsylvaniaNew to the Third EditionThe textbook and companion website are completely updated while retaining the practicalfeatures of the first and second editions Readers will find New federal regulations accountability requirements and flexibility for ELLs under theEvery Student Succeeds Act ESSA A stronger multilingual perspective on ELL education with attention to new research theory and practice on dynamic bilingualism and translanguaging New research on language literacy and content area instruction for ELLs from theNational Academies of Sciences Engineering and Medicine The integration of new principles by Teachers of English to Speakers of Other Languagesfor the exemplary teaching of ELLs New information about the Seal of Biliteracy now approved by more than 35 states andthe District of Columbia **Debates in English Teaching** Jon Davison,Caroline Daly,2020-04-03 Debates in English Teaching explores the major issues all English teachers encounter daily in their professional lives Written by leading experts in the field the chapters bring together theoretical knowledge and contemporary perspectives to offer fresh insight into the most salient debates in the field of English teaching The book supports critical reflection and will help both novice and experienced teachers to reach informed judgements and argue their point of view with deeper theoretical knowledge and understanding This second edition has been fully updated throughout and features four new chapters Key debates covered include Literacy and social class English and difference Digital literacy English and mental wellbeing Reading for pleasure The literary canon The importance of the media and new technologies With its combination of expert opinion and fresh insight Debates in English Teaching is an ideal companion for all student and practising teachers engaged in initial training continuing professional development and master s level study

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