

**HOME LITERACY ENVIRONMENT AND ITS IMPACT ON LEARNING OF
ENGLISH LANGUAGE IN MAKUYU ZONE IN MURANG'A COUNTY
KENYA**

JANE WAMAITHA WACURU

C52-6938-2020


**A Thesis Submitted to the School of Humanities and Social Sciences in Partial
Fulfillment of the Requirements for the Award of the Degree of Master of Arts
in Applied Linguistics of Machakos University**

AUGUST 2024

DECLARATION AND APPROVAL

Declaration by the Student

This project is my original work and has not been presented for a degree in any other University or for any other award

Sign..........

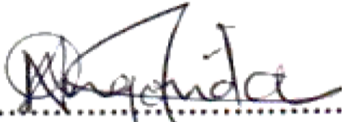
Date21/9/24.....

JANE WAMAITHA WACURU

C52-6938-2020

Approval by the Supervisor

I confirm that the work reported in this thesis was carried out by the candidate under my supervision

Sign..........

Date2.09.2024.....

Dr. Anashia Nancy Ong'onda

Senior Lecturer

Department of Linguistics & Languages

Machakos University

Sign..........

Date21/9/2024.....

Dr. Evelyn E. Simiyu

Lecturer

Department of Linguistics & Languages

Machakos University

DEDICATION

I dedicate this work to my late dad Samuel Wacuru and my dear mum, Leah Wambui for inculcating in me the virtue of hard work and to children Maureen, Tony, Kevin and Martha for standing with me throughout the long journey of doing this degree.

ACKNOWLEDGEMENT

I sincerely thank the Almighty God for enabling me to accomplish this work successfully. I am very grateful to my supervisors, Dr. Anashia Nancy Ong'onda and Dr. Evelyn Simiyu. I appreciate all lecturers of the Department of Languages and Linguistics for the guidance in doing this work. I gratefully acknowledge all the children, parents, and teachers who participated in this study. I feel indebted to my children for their patience and understanding throughout the entire work.

ABSTRACT

The home Literacy Environment is considered one of the significant factors affecting Children's language development. Children differ in their individual resources, basic abilities and other characteristics as well as in their developmental progress. The introduction of the Competence Based Curriculum in Kenya calls for a reconsideration of the learning of English language. One core contributor to the success of the Competence Based Curriculum is Home Environment. Few studies have examined the connection between Competence Based Curriculum and Home Environment. Little is known about the importance of that home environment as a significant predictor of early language and literacy development as emphasized in the Competence Based Curriculum. It is critical to understand home literacy activities that support English language learning in the early years of learners in order to unravel the factors and processes associated with English language learning and to identify the support needed for children and families. The study was guided by four objectives which were to: describe the kinds of home language practices that support children's English language learning, analyze parental involvement in the learning of the English language, explore the impact of competency-based curriculum on Home Literacy Environment and establish the ways of providing home environment that enhances the learning of English language in Makuyu zone Muranga County, Kenya. The study focused on home language practices, parental involvement and ways of enhancing HLE. The study applied social learning/constructivism theory (Vygotsky, 1978) and Epstein's (2001) framework of parental involvement. The study adopted a descriptive survey. Two instruments were used to collect data; questionnaires and interview. The target population in the study was teachers, pupils and parents in 46 public primary and 12 private schools in the Makuyu zone. The sample size was 7 schools attained through stratified and random sampling. 30 teachers were sampled randomly, 30 learners and 30 parents were sampled through purposive sampling. Data was analyzed through descriptive statistics methods. The findings of the study revealed that Home Literacy Environment may impact the development of English Vocabulary, reading, listening, phonological awareness, and letter knowledge and comprehension skills. The results highlight the importance of a literacy-rich home environment for children's development of English as a second language and the need to provide a range of literacy activities to facilitate different language and literacy skills. The study recommends that collaboration between parents and teachers should be tightened in order for teachers to offer parents appropriate materials needed in English, create awareness of the new curriculum and enhance parent-teacher relationship.

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ACRONYMS/ABBREVIATIONS

CBC:	Competency-Based Curriculum
KEMI:	Kenya Education Management Institute
KICD:	Kenya Institute of Curriculum Development
KISE:	Kenya Institute of Special Education
KNEC:	Kenya National Examinations Council
HLE:	Home Literacy Environment
HLR:	Home Literacy Resources
L1:	First Language
L2:	Second Language
LAD:	Language Acquisition Device
MOE:	Ministry of Education
TSC:	Teachers Service Commission implementation
ZPD:	Zone of Proximal Development

OPERATIONAL DEFINITION OF TERMS

Home literacy environment (HLE); refers to the range of literacy-related experiences, resources, and activities available within a learner's home setting. This encompasses the presence of books, reading materials, storytelling, educational toys, parental engagement in literacy activities and overall support for literacy development within the household context.

English language learning (ELL); denotes the process by which individuals acquire proficiency in the English language, particularly as a second or additional language. This includes listening, speaking, reading and writing skills development in English, with a focus on communication and comprehension within various social and academic contexts.

Literacy; encompasses the ability to read, write, comprehend, and communicate effectively using written language. Literacy skills involve decoding written texts, understanding its meaning, and producing coherent written or spoken responses, encompassing both basic and advanced levels of proficiency.

Home environment; refers to the physical, social, and cultural context within which an individual resides, including the family structure, social economic status, cultural beliefs, and educational resources available within the household.

Language development; the process through which individuals acquire and improve their language skills, including vocabulary, grammar, syntax, and pragmatics. Language development may occur through formal instruction, exposure to language rich environments, interaction with others, and personal engagement with linguistic materials.

Family engagement; involves active participation of family members, particularly parents or caregivers, in supporting and promoting a child’s learning and development. This includes involvement in educational activities, communication with educators, provision of resources, and the creation of a supportive learning environment within the home.

Academic achievement; refers to the level of success attained by students in their education pursuits, including grades standard test scores, academic performance, and mastery of learning objectives. Academic achievement is influenced by various factors, including home literacy environment, English language proficiency, social-economic background and educational opportunities

CHAPTER ONE

INTRODUCTION

This chapter provides an introduction to the study. It begins by giving the background to the study, followed by the statement of the problem, research objectives, research questions and research assumptions. Further, the rationale of the study and scope and delimits are provided.

1.1 Background to the study

Home Literacy Environment (HLE) is considered one of the significant factors affecting Children's language development. Researchers have found that the HLE has a great impact on children's language development (Bourdieu, 1990; Liando, 2007; Hamid, 2011). Peeters, et al., (2009) consider HLE as the home literacy materials and experiences, such as exposure to storybook reading, child opportunities for verbal interaction, parental literacy teaching activities and parent's literacy habits. Similarly, Puglisi, Hulme, Hamilton and Snowing, (2017) define HLE as literacy activities or the availability of literacy resources at home which can be used to facilitate children's literacy development. However, children differ in their individual resources, basic abilities and other characteristics as well as in their developmental progress. Moreover, HLE may lead to disparities in the development of language processing such as vocabulary, phonological awareness, and syntax at many different stages of development (Whitehurst et al., 1998) along with memory and cognitive control mental functions (Evans, 2006).

The introduction of Competency Based Curriculum (CBC) in Kenya calls for a gradual shift in the teaching and learning of English language. The overarching aim of CBC is to equip learners with skills for the 21st century. CBC captures the aspirations of the country which places emphasis on the learner's competence, character, patriotism,

citizenship, and ability to coexist as a responsible citizen (Jallow, 2011; Frost et al., 2015). Moreover, learners work at their own pace to demonstrate mastery of competencies in a particular field of study (Gruber, 2018). Since CBC in Kenya is in the initial years of implementation from 8-4-4 to 2-6-3-3 it is important for educators and linguists to pause and provide new methods of learning style in teaching and learning of English as CBC is more of individualized learning that allows learners to experience personalized learning. CBC emphasizes learners demonstrating competency: that is the ability to do something (Amunga, 2020).

Some of CBC competencies can be attained through the learning of English language. Learning English involves all four language skills which are fundamental to speak and understand a language. These four skills are listening, reading, speaking and writing. In fact, Brown (2000) notes that to become proficient in the English language, learners must acquire an adequate understanding and ability for the four basic skills: listening, speaking, reading and writing. The teaching and learning of English language falls within the wider scope of Second language Acquisition. SLA is a complex process, involving many interrelated factors (Krashen, 1987; Ellis, 1994).

This study is based on the view that SL learning is not only embedded in a classroom setting but also within the social fabric of the learners which in the current study is HLE.

CBC calls for a nexus between the school and home environment. In the current competency-based curriculum in Kenya, the home environment plays a key role in children learning. Parental involvement and guidance in English language acquisition are essential for the success of language learning. The framework provides strategies to empower and engage parents in their children's education. Teachers are expected to

give out assignments that are manageable depending on what is available in their localities. The teacher bridges the gap between the home and classroom environment. The connection between the home environments and CBC implementation is evident since CBC does not just rely on the classroom teacher but also on the involvement of the parent. Teacher's today are no longer the only authoritative source of language but instead must focus on assisting students in making the best use of content that they may find themselves. Many researchers agree that family life as well as home environment plays an important role in learning English language (Berstein, 1970; Brown, 1980; Grolnick & Ryan, 1989). That is home conditions are contributory factors to children's learning language. CBC design seeks to make learners competent in seven key areas: communication and collaboration, critical thinking and problem-solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy (KICD, 2017). CBC was implemented in Kenya in 2016 with pilot class in 2017 to help her citizens obtain appropriate knowledge, skills, values and attitudes through education with a focus on providing learners with the ability to obtain, improve and use knowledge, values and attitudes which would then lead to the use of skills acquired (Mulenga & Kabombwe, 2019).

The teaching and learning of English play a key role in ensuring learners acquire competences in key areas: listening, speaking, reading and writing activities.

1.2 Statement of the problem

Little is known about the importance of the home environment as a significant predictor of early language and literacy development as emphasized in Competence Based Curriculum. It is critical to understand home literacy activities that support English language learning in the early years of learners in order to unravel the factors and processes associated with English language learning and to identify the support needed

for children and families. The introduction of the Competence Based Curriculum calls for a reconsideration of the learning of English language. English Language teaching and learning has shifted from traditional methods to constructiveness. One core contributor in the success of Competence Based Curriculum is Home Environment. The study aims to establish some home literacy activities that enhance the learning of English language as well as related factors in children's development of English as a second language in Kenya.

1.3 Purpose of the study

The purpose of this study is to investigate the role of the home environment on the learning of the English language in Kenya.

1.4 Research Objectives

The study was guided by the following objectives; to:

1. Describe the kinds of home language practices that support children's English language learning in Makuyu zone, Muranga County.
2. Analyze parental involvement in the learning of the English language in Makuyu zone, Muranga County.
3. Explore the impact of competency-based curriculum on Home Literacy Environment in Makuyu zone, Muranga County.
4. Establish ways of improving home environment to enhance the learning of English language in Makuyu zone, Muranga County.

1.5 Research Questions

The study was guided by the following research question:

1. What kinds of home language practice support children's English language learning in Makuyu zone, Muranga County?

2. To which extent are parents involved in the learning of the English language in Makuyu zone, Muranga County?
3. How does the implementation of Competency Based Curriculum influence the home literacy environment in Makuyu zone, Muranga County?
4. What are the ways of improving a home literacy environment for learning of English Language Makuyu zone, Muranga County?

1.6 Justification and Significance of the study

Research on language learning environments adds value to the theory and practice of teaching and learning English as L2. It is hoped that the findings of the study create awareness among parents, learners, and all the stakeholders in the education sector, by getting information on the basic language learning environment factors that enhance the acquisition of English. The study reveals a correlation between L2 and HLE. The stakeholders may see the need to provide an enabling academic environment, both at home and in school. The findings of this study also provide important information for language planning and policymaking to the ministry of education.

The role of parents in L2 acquisition is also explored hence the study may enable parents to understand how they can enhance the acquisition of L2 in their children. The findings of this study may enable parents to develop their parental involvement provided for their children's English language learning. English teachers may use the information to design courses and activities that requires involvement from parents.

Therefore, this study is important to KICD, the teacher, and the learner, and with the parents as it provides information on the learning of English language. The study establishes some home- based CBC activities in the teaching and learning of English that are necessary both to the parents, teachers, learners and KICD. The other

beneficiary of study is the Ministry of Education which is responsible for controlling the quality of education in Kenya.

1.7 Scope of the study

The study mainly focused on the influence of home literacy environment on learning of the English language in Makuyu zone, Muranga South District, Muranga, County in Kenya. In this vein the study focuses on home language practices, parental involvement and ways of enhancing HLE. The study focused on the learning of English by pupils in preprimary level to Grade 6, their parents and teachers.

1.8 Limitations of the Study

The study investigated HLE in Makuyu zone. The study restricted itself to the Makuyu zone, Muranga County, Kenya. This was occasioned by inadequate time and resources to allow the researcher to carry out an extensive study in the entire County, otherwise, for a more conclusive result, the whole of Murang'a County should be studied. It was also not be possible to trace other education stakeholders in the region to seek their views on CBC and the teaching and learning of English.

1.9 Summary of the Chapter

This chapter has presented a background to the study. It has also presented the statement of the problem, the research objectives, research questions and assumptions. The chapter also presented the justifications as well as its scope and delimits. The next chapter presents the literature review and the theoretical framework that guided the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Introduction

This chapter review studies related to the home literacy environment and English learning. First the review systematically examines the relationship between HLE and English language practices. The study further discusses the role of the parent in the HLE and English language learning. Impact of Competency Based Curriculum on HLE is explored. This section also discusses ways of providing home environment that promotes the learning of English language.

2.1 Home Literacy Environment

Marjoribanks, (1972) study shows a relationship between home environment and learning as shown by measurable variables such inter alia, parental structure, parent-occupational status, parental involvement and parental-managed learning programs. This study shows that children that are from middle and upper socio-economic families are likely to get more facilities which contribute to learning process. On the contrary, children coming from families with low social status and poor income face difficulties to develop themselves as they suffer from lack of necessary supports from family which are prerequisites for learning.

Trudgil, (1974) argues that environmental factors play a substantive role in the acquisition of a second language of the learner. Trudgil explains that there is direct link of internal and external factors that affect the acquisition of L2. According to Trudgil there are two types of environments that affect one's language: physical or geographical and social. Geographical is related to the physical surrounding of a person like where one lives while social environment on the other hand, embodies factors such as the social class and the social relationships (Trudgil, 1974). Home environment falls under

the two types of the environment and the study explores how it affects the acquisition of L2 (English).

Trudgil further explains how L2 learning outcomes, such as the acquisition of vocabulary, language structures are influenced by an interaction of factors; such as material resources, human capital, social capital and cultural capital. Trudgil's views can be viewed as explaining the relationship between external factors and SL learning. Trudgil show that lack of material resource and financial resource may hinder the acquisition of L2. Trudgil also suggests that there is a close relationship between language and social class. Therefore, language learning is also affected by the socio-economic situation of family. The socio-economic situation may affect L2 acquisition in two ways: either a child will get high efficiency in language or he will go to zero efficiency.

Cherian's, (1991) research in South Africa show a correlation between parental income and academic achievement in developed as well as developing countries. Cherian questionnaire survey data on parental income from 1,021 seventh grade students in the sub-national context of Transkei show that academic achievement could be correlated to parental income.

Englund, Luckner, Whaley and Egeland (2004) study report that Parental Literacy Believe enhanced children's reading performance through intrinsic motivation enhancement but generate inconsistent results on the effect of Parental Literacy Believe on children's reading performance. The current study goes beyond these studies by discussing different types of parental involvement in the learning of English language.

Gutman, (2006) investigated African American high school students and reported a correlation of parents' expectation and their adolescents' academic performance. This study revealed that the adolescents whose parents have higher mastery goals achieve

higher GPAs than those whose parents don't have higher mastery goals. Gutman's study found that adolescents' high math scores correlated with the high expectations of their parents. This study provides some insights on the role of parents in their learning. Similarly, Spera's, (2006) study reported that there is a strong correlation between parental practices and their children's educational achievement. The study points out some of the activities that parents should be involved in such as helping out with the homework which instills more interest about the study in the children. The results also show that expectations from parents about their academic achievement play a significant role in their academic achievement. Thus, parental involvement in homework accomplishment is an important activity.

Landale et al., (2006) in their study show how the home environment plays a vital role in the development of a child's SLA. Family here is key to SLA. A good environment will impact positively to a child's acquisition of L2. Landale et al, (2006) considers the family structure as the members of the family living together in a home. The term also refers to the composition and characteristics of the families such as family size; age, gender, and number of adults, in the household; number of children in the household; and single- or two-parent family. In their study they found that family structure determines potential differences in language interaction setting possibilities. For example, parents in a single-parent household might not have the same amount of time to interact directly with their children compared with those in two-parent household. Interaction time could be affected by there being a single parent who is working full time who is unable to be physically present as often as of the children whose parents do not work full time.

Nelson et al., (2006) study show that children in different settings may have different vocabulary development opportunities, such as a difference in availability of family

resources, availability of parental time, energy, and attention, quality of the relationship with parents, and influence on younger siblings. For example, being part of a large family implies having greater dilution of resources, which is often thought to affect familiar academic advancement. The findings of this study show that children from large families benefit less than small families from parental resources. The study provides insights on the size of family members as a factor that may impact on conducive environment for L2 learning and CBC implementation.

Liando, (2007) study correlates EFL achievement of high school and university students to their social backgrounds together with attitudinal and motivational factors. Students' socio-cultural backgrounds that were investigated included the components of social orientation, parental/family influence and family SES. The study also analyzed how EFL achievement correlates to parental occupation and income, without referring to parental education and other family educational resources which play a crucial role in differential academic achievement. The study found that parents relate to their children differently that some are able to relate well than others. That is some are warm and provide support while others are rejecting and neglecting. Moreover, others have negative attitude towards L2 while others have a positive attitude. Liando's findings provides insights into the analysis of parental role in CBC activities that may enhance L2 teaching and learning.

Bonci, (2008) study shows that parents who are aware of the importance they play in their child's education and their role in their children are learning impact on their achievement. Bonci study shows that it is not only the background variables that affect the impact of the family and home environment (such as socio-economic status, level of parental education, family size, etc) but also parental attitudes and behavior. The

study shows that involvement in home learning activities can be crucial to children's achievement and can overcome the influences of other factors.

Strasser & Lissi, (2009) considers home literacy equipment include (e.g., TV or radio), literacy materials (e.g., story books, CD) and literacy language environment which are available at home for children's literacy knowledge development. They identify two types of HLR - tangible resources vs. intangible resources. Tangible resources mainly refer to the hardware materials (e.g., TV, CD, and literacy books) which are available at times and children can determine whether they need them. The intangible resources refer to the forms of support given by family members (e.g., parental language habit at home, and parental language ability). As these two types of HLR may have differential effects on children's learning, we examine their effects as a potential moderator in the relationship between HLR and reading comprehension. Strasser & Lissi, (2009) study show that the number of Home Literacy Resources (HLR) categories and the amount of HLR available at home are two important factors which contribute to children's literacy knowledge development. The study shows a weak correlation between HLR and children's reading comprehension performance.

Harris & Robinson, (2016) study on home influence on child's academic performance found that parental involvement actually bears mixed fruit. The findings of this study show that the involvement of parents in learners' studies may bring positive results in some cases or hinder the progress of the children in most of the cases. Parental involvement may also be affected with variables such as educational background, socio-economic status, teacher-parent relationship, child's age and time. Robinson and Harris, (2014) study provide insights on a subjective analysis of parental involvement in learning and teaching of English language.

Puglisi et al., (2017) empirical research shows that four key HLE factors contribute to children's reading development. These are: (i) parental literacy beliefs (PLB), also referred to parental expectations of children's performance; (ii) parental education years at school (PEY), also called parental education level; (iii) parental literacy involvement in their children's activities (PLI); and (iv) home literacy resources. This study focusses on the effects HLE on children's reading comprehension development only. The current study incorporates the factors in the analysis of parental involvement. The connection between HLE and CBC has been unclear.

2.2 The Concept of Parental Involvement

Reynolds & Clements (2005), define Parental Involvement as the manners that parents influence their children. This effect occurred when children were at their house or school and also included the anticipation of their children's academic plan. Bakker and Denessen, (2007) observes that the concept of parental involvement comes from the Language Compensation Programs used in America and Europe during 1960 – 1970. The main objectives of the program were to reinforce people in low socioeconomic status (SES) and the minority people to take good care of their children's academic attainment and to avoid any educational problems. Thus, parental involvement refers to direct and indirect intellectual influences to children from parents' conduct. Bakker and Denessen, (2007) observe that parents' beliefs and attitudes towards their children are also regarded as parental involvement. Parental attitudes lead parents to support their offspring in many aspects especially the academic encouragement. The concept of parental Involvement is applied in the analysis of the role of parents in the learning of English language. The study identified Parental literacy involvement in their children's activities. That is literacy activities in which parental behaviors interact with children's

English language learning. Such activities include interaction with their parents and reading comprehension.

Arguea & Conroy, (2006) highlights various approaches to perform parental involvement at school including joining their children's class, being a part of school lessons or connecting with teachers. Such activities prove that parents' support has strong influence on young children between grades 1 to 5. This study shows that parental involvement for children at this age, can have both beneficial and destructive effects on children's academic success.

Castro et al., (2015) describes parental involvement as the personal obligations to the community from people within a household. In this case, all members of the family are responsible for making sure their young children follow the rules of the community. Thus, parents should be concerned about their children's studies, manners and school activities. Castro et al., (2015) identify some activities related to the learning process of children e.g., teaching homework, reading practice and joining school meetings. Some relevant activities at home that count the parental involvement include time watching television, staying at home and doing homework. Parents who conduct these activities could be considered as highly involved with their children. Parental literacy activities are incorporated in the analysis of parental involvement of their children learning of English language.

Harris & Robinson, (2016) argue that parents should carefully observe their children's characteristics and then chose the appropriate parenting styles for their children. Moreover, for the success in learning of children, parents should point out the importance of academic success to their children and keep supporting them in their best effort. Thus, the expectations for their children's academic achievement indicated the amount of their encouragement and support given to them.

2.3 English language learning and parental involvement

Burgess et al., (2002) study describe two types of HLE; passive or active. In a passive environment, parents indirectly model behaviors such as parental leisure reading, parental literacy beliefs, the number of books at home, and public library visits. In an active environment, parents engage children in literacy activities, such as shared reading activities. Similarly, Sénéchal & LeFevre (2002) consider home literacy activities as informal or formal. Informal experiences focus on information in a storybook, such as the meaning of a story, while formal literacy experiences center on print, such as talking about the letters or providing the names and sounds of specific letters. Studies by Burgess, Hecht, and Lonigan (2002) and by Sénéchal & LeFevre, (2002) are from studies with English native speakers rather than English language learners. The current study focused on children learning English as a second language. Li (2006), focuses on parents' attitudes toward their status as a minority group and toward their heritage language predicts the language choices of their children. The results of the study show that the attitude that parents take toward a language may be positive or negative feeling. In addition to positive or negative feelings, parents may have instrumental or integrative attitudes toward learning a language. Those parents with instrumental language attitudes have utilitarian goals and focus on achieving personal success and status in society, while those with an integrative language attitude are characterized by a desire to be identified with a language-speaking group. The study concludes that positive or negative, instrumental or integrative language attitudes that parents have toward a heritage language directly affect their home language behaviour, which, in turn, inevitably affects the extent to which the home language is maintained. The study provides insights on parental attitude.

Garcia, (2008) research uses a variety of methods and designs (ethnography and case study) to examine how home literacy practices influence ELL literacy development in second language. Garcia study include analyses of how the HLE affects the literacy behavior of Chinese children and, how immigrant parental beliefs affect literacy acquisition. This study focuses on children who were monolingual and shows how HLE shapes the development of English language literacy.

Archer, Francis, B & Mau, (2010) study identify a number of practices of a HLE that positively influence heritage language maintenance. These practices may include, but are not limited to, sending a child to a heritage language school, speaking a heritage language at home, emphasizing the value of learning the language, and parental involvement in heritage language education. Archer, Francis, and Mau (2010) have respondents from a higher social-economic status; the current study has pupils living under the poverty line.

Petchprasert, (2014) studied the effect of parents' attitudes towards English learning, parents' educational background and reading activity on their young children's English vocabulary learning. The participants were fifty-four parents of young children at the age of three to six years old. A test about vocabulary was provided to the children both before and after the study. The research findings showed that parents' attitudes towards English language learning were significantly related to intention in their children's language attainment. Moreover, the results also showed that the reading program between parents and children helped children to develop their English vocabulary skills.

2.4 Competence Based Curriculum and HLE

Ford, (2014) traces the development of CBE to the theory of behaviorism whose proponent is the psychologist B.F. Skinner, as it reflects instructional designs informed by the field of psychology, and measuring what learners are able to 'do' and at what

level. CBC clearly emphasizes on outcomes versus process that is on competencies, values and attitudes, document on learning areas and documents on assessments.

Urunana, (2018) magazine reports that in Rwanda CBC was launched in 2015 and that the Ministry of Education in Rwanda conducted two large scale face-to-face English Language Trainings (ELT) for teachers in Primary and Secondary levels where general English language was taught to teachers to introduce them to the English language and uplift their English language proficiency levels. Rwanda's MOE also conducted School Based Mentoring Programmer (SBMP) with the aim of continued learning of a language, as becoming proficient in a foreign language for academic or professional purposes is quite a big challenge and a long-term endeavor. The magazine also reported that in schools where teachers used CBC techniques, learners enjoyed learning; attendance improved and passes rates increased. Report from this study provides deeper understanding on the role of a parent as the teacher at home in the context of CBC.

Muraya, (2019) reports in Kenya some efforts have been made to implement CBC. In that vein a team of 181 master trainers has since trained 1,165 regular and special needs education curriculum support officers and 1,320 CBC champions as the trainer of trainers. The training aims at impacting teacher's knowledge and attitudes necessary for effective implementation of CBC and the application of innovative pedagogical approaches and models. The teachers are also taught how to demonstrate competencies in assessment and be self-reflective, self-improving and supportive learners themselves. Muraya also points out that 91,000 teachers drawn from both the public and private primary schools have been trained over the holiday period to help them understand the requirements of the curriculum and to acquire the knowledge, skills, and attitudes necessary for effective implementation of the competency-based curriculum.

Muraya's study is an indication on the efforts that have been made so far in the implementation of CBC.

In Rwanda, Harindintwari, Varaeli, and Ogondiek, (2020) examine the influence of materials and utilization in education in implementing CBC in selected nine years basic education in Nyamasheke district. The study sought to find out the level of CBC human school resources and financial availability of materials in selected schools. Through descriptive design the study found that physical school materials and school resources were not adequate. The study also found that there was no correlation between physical resources availability, human resource availability and financial resources availability. The study provides insights on CBC and research methodology. The current study focused on the role home environment activities play in teaching and learning of English language.

Amunga et al., (2020) carried out a study to establish the CBC activities that require parental involvement, parents' opinion towards this expectation, teachers' perceptions of CBC and the challenges they experience in the implementation of the CBC. They collected data using open-ended questionnaires and in-depth interviews, and analyzed thematically. Their findings reveal that, parents were expected to work as co-educators with teachers and provide learning materials for practical sessions, but they were reluctant to do this. This study also points out the challenges that CBC is facing such as lack of materials, parental support, time, and curriculum structure and class size among others. Amunga et al. study show that among the achievements of CBC is that 1165 Curriculum Support Officers and Competence Based Curriculum Champion Teachers have been so far trained as Trainer of Teachers. Other key stakeholders that have been trained include 1468 Education Field Officers including officials from Ministry of Education (MOE) and Teachers Service Commission (TSC) with an aim of

having supervisory roles during the implementation of the competency-based curriculum (Kenya Institute of Curriculum Development, n.d.). This study focused on English as a subject and some of the parental activities that relates to English Language. Owala, (2021) examines the successes and challenges of implementing the competency-based curriculum in Kenya and to explore some recommendations on what can be done to mitigate the challenges. Among the successes that Owala points out is that Kenyan government succeeded in implementing the CBC with the first pilot class in 2017 and that the training of personnel involved in the implementation of the competency- based curriculum in various levels using a multi-sectoral approach (Cf. Ondimu, 2018). The in-service training of head teachers has been going on in preparation of implementation of CBC by trainers from the Ministry of Education, Teachers Service Commission (TSC), Kenya institute of Special Education (KISE), Centre for Mathematics, Science and Technology Education in Africa (CEMASTE), Kenya National Examinations Council (KNEC) and Kenya Education Management Institute (KEMI) have been trained. Amongst the challenges that Owala's study identifies the following challenges in implementation of CBC inadequate learning and teaching materials and inadequate quality textbooks, inadequate human resource and lack of parental support. Owala's study provides knowledge on the key issues that the study handled. The current study focused on the Study of CBC and the teaching and learning of English.

2.5 Theoretical Framework

This study applied Lev Vygotsky's, (1978) social learning/social constructivism theoretical framework which emphasizes the collaborative nature of learning and Epstein, (2001) theoretical framework of parental involvement.

Vygotsky's, (1978) theory was applied in the analysis of language practices in home environment and ways of enhancing HLE. Epstein, (2001) theoretical framework of parental involvement was applied in the analysis of types of parental involvement in the learning of English language.

2.5.1 Social Learning/social constructivism theoretical framework

Social learning/social constructivism theoretical framework theory advocates for learners being guided by the teachers in self-discovery experiences that yields effective learning.

Social learning concept help us to understand how people learn in social contexts (learn from each other) and informs us on how teachers, construct active learning communities. In social learning Vygotsky observed that crucial learning by the child happens through social interaction, indicating the need for an involved community and family. In other words, Vygotsky emphasizes on how the social environment influence the learning process that is the world of learning is defined by interpersonal interactions between a student and teacher, or student and peer, or student and adult. That is learning takes place through the interactions students have with their peers, teachers, and other experts. Moreover, teachers have the responsibility of creating a learning environment that maximizes the learner's ability to interact with each other through discussion, hands-on activity, and feedback.

One key element that is Central to Vygotsky's theory is the Zone of Proximal Development (ZPD). Orla (2000) states that ZPD is a zone or gap that exists for children on their own and what they can achieve or accomplish with the help of more knowledgeable others. The knowledgeable others in this context are parents and teachers.

According to Vygotsky learning happens when a child interacts socially with a competent instructor. Thus, understanding of meaning is through instructions from teachers and parents. Once a child internalizes the instructions given; it leads to leads to advanced thinking skills.

The social learning perspective is crucial to this study as this study analyzed how home-based environment is key in the teaching and learning of English. The researcher establishes home literacy activities that are necessary to learning of English. The study establishes the role of parents in the learning of English language as part of ZPD. Vygotsky's ZPD advocates for assistance children get from adults when they are learning. Moreover, learning extends to home and out-of-school environment. Thus, the social learning is relevant in assessing the role that home environment plays in the learning of English when children leave school. In this sense, parents are also seen as social actors in learning which is symbolic of CBC and that learning becomes a social and collaborative activity as advocated by Vygotsky.

Constructivism theory emphasizes on a student-oriented approach where learners must individually discover and transform complex information if they are to make it their own Bartram, 200(5). In other words, the focus is on the active role for students in their own learning than is typical in many classrooms. The role of the teacher on the other hand is to guide learners to discover their own meaning instead of lecturing and controlling all classroom activities. Thus, constructivism theory is applicable in the analysis of the knowledge that learners generate when they are left alone such as self-innovation.

2.5.2 Epstein's Framework of Parental Involvement

This framework was introduced by Epstein in 2001. The framework was developed from many research studies conducted with teachers, parents and students from primary

to high school. This framework has been widely utilized to help teachers, parents and researchers create effective learning programs for students (Epstein, 2001).

Epstein's framework focuses on six types of parental involvement which can be categorized as follows: Type 1 Parenting: This type focuses on a good understanding of parents' abilities in supporting their children. Providing suggestions about home conditions that helps enhance children's learning and encouraging families to share their background information about their children with teachers and other parents are some practices in this type. These practices enable children to be positive about themselves and their parents. Moreover, this enables parents to have more understanding in rearing their children.

Type 2 Communicating: This type is concerned with the communication between teachers and parents about their children's performance and school lessons. Parents should attend conferences at school at least once a year and take interest in their children's grades reports. In addition, parents should have a clear understanding about their children's programs and the school's conditions. These activities help parents to monitor their children's development and efficiently deal with their problems.

Type 3 Volunteering: The willingness to support teachers, children and other parents is the main point of this type. Parents should join or arrange a center that calls for other volunteer who have the ability to develop a school program. They should have other parents' names and telephone numbers in order to provide information about class activities and problems.

Type 4 Learning at home: This type concentrates on supporting children's homework and planning for their academic achievement. The preferred activities for this type include helping children with their homework, providing activities that enhance their children's skills and allowing children to join learning programs during the school

break. These activities enable children to perceive that their parents have the same role as teachers, which creates a positive attitude towards learning.

Type 5 Decision making: This type focuses on the role of parents to make decisions at school. Parents should actively participate in the parents' councils or committees in making decisions for the school development. This is advantageous for children since their families are a part of school decisions. For parents, they were capable of voting for some policies or conditions that meets their children's academic needs.

Type 6 Collaborating with community: In this type, the main focus is on ways to make use of properties and services of the neighborhood in enhancing the curriculums of schools, and their children's learning. Parents should have information about the community services and activities such as museums, sports and other special programs. As a result, children can get involved in activities that improve their abilities and understandings towards their community while their parents having chances to contact other parents.

Epstein's Framework of Parental Involvement was applied in the analysis of parental involvement in the learning of English language.

2.6 Summary of Chapter

The study reviewed the relationship between home environment and language learning. The study points out some of the activities that the parents should be involved in such as helping out with homework which instills more interest in children. A good environment will impact positively to a child's acquisition of L2. The study identified parental literacy involvement in their children's activities where parents' behaviors interact with children's English language learning. Such activities include reading comprehensions and playing games. The study concludes that language activities and parental involvement are key aspects for the success of CBC in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter describes the procedures that were used to collect and analyze data. It focuses on research design, the study location, target population, the sampling procedure, sample size, instruments, data collection, and analysis.

3.1 Research Design

This research adopted a descriptive survey design as it is aimed at description of state of affairs as they exist (Kothari, 2004). Descriptive research design describes the key features of an occurrence, people, society or a target population. Surveys are only concerned with conditions or relationships that exist, opinions that are held, or processes that are going on. Surveys are also concerned with evident effects or trends that are developing (Kothari, 2004). Moreover, the descriptive survey is the only means through which opinions, attitudes, and suggestions for improvements in educational practices and instructions can be collected (Cresswell, 2012).

Descriptive research design is more of a fact-finding enterprise, focusing on relatively few dimensions of a well-defined entity (Cresswell, 2012). The purpose of a descriptive research design is to describe and give interpretation of individuals, objects, settings, conditions or events. Descriptive research design describes a thing, situation or phenomena and seeks complete and accurate description of a situation at hand. The researcher therefore found this design appropriate because it gave a great deal of accurate information and described the influence of HLE in the learning of English language. Moreover, descriptive surveys enabled the researcher to capture influences of socio-economic and community-based factors on parental involvement in the learning of English language in Makuyu zone, Murang'a County in Kenya. The

descriptive survey was suitable for study as it enabled the researcher to describe the situation, opinions, attitudes, and perceptions toward English language learning.

3.2. Location of Study

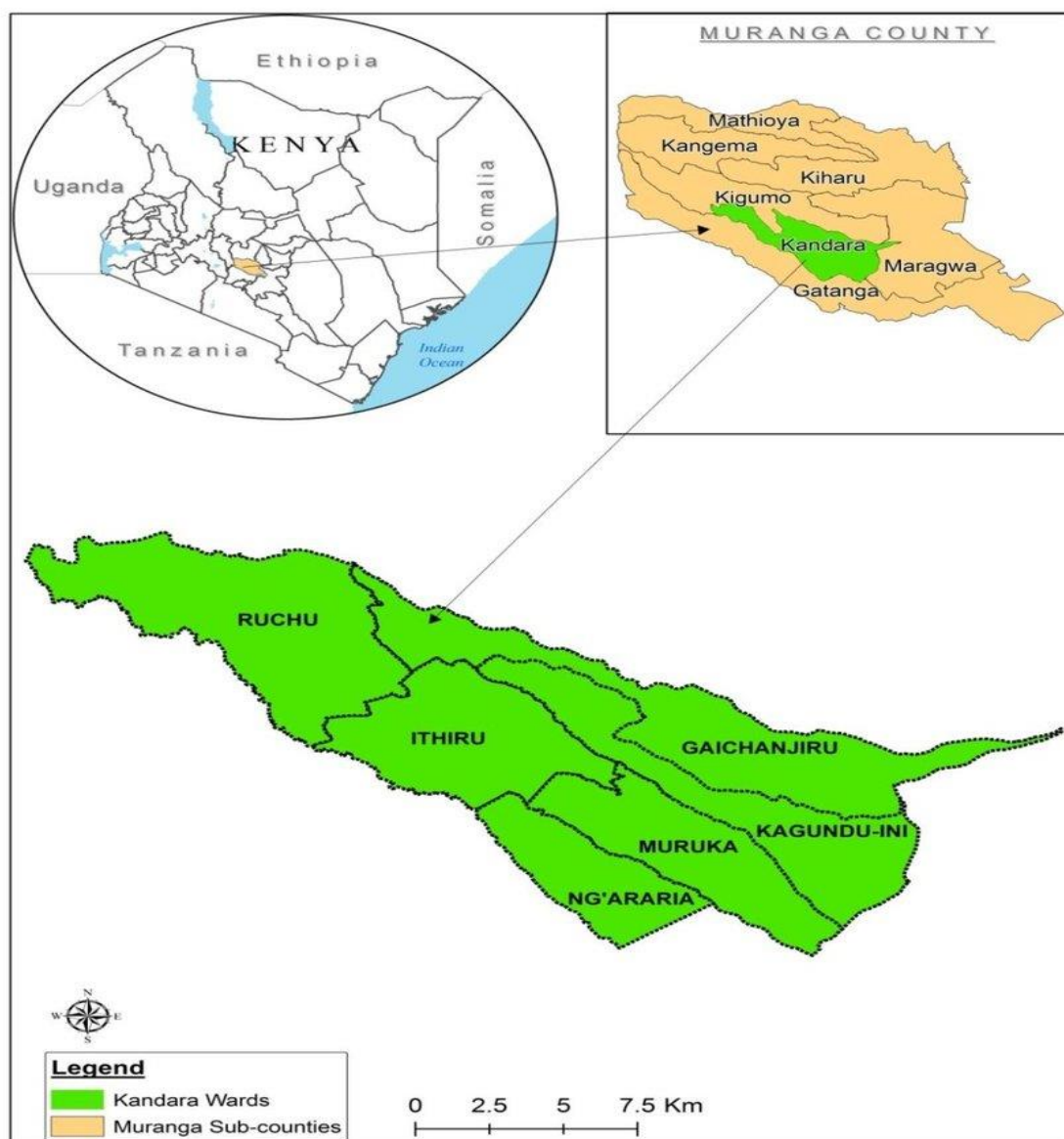
The study was conducted in the Makuyu zone, Murang'a County in Kenya. Murang'a County is in the Central part of Kenya, about 70 kilometers East of Nairobi. Murang'a South, Sub-County, neighbors seven other Sub-Counties which include Kahuro, Kangema, Kigumo, Kandara, Murang'a East, Gatanga, and Mathioya. Murang'a County is one of the five counties in Central region of the Republic of Kenya. It is bordered to the North by Nyeri, to the South by Kiambu, to the West by Nyandarua and to the East by Kirinyaga, Embu and Machakos counties. It lies between latitudes $0^{\circ} 34'$ South and 107° South and Longitudes 36° East and $37^{\circ} 27'$ East. The county occupies a total area of $2,558.8\text{Km}^2$.

Muranga South sub-county has two education zones namely, Makuyu north and makuyu south. There are 46 public primary schools and 12 privates in Muranga South sub-county. The total number of registered TSC teachers is 435.

The researcher chose this area due to a declining standard of performance in English at the primary level which should worry many teachers and stakeholders in the education sector. While releasing KCPE results in 2023 the education minister Dr Ezekiel Machogu sighted improvement of English language performance National. Even though performance of English language in Makuyu zone had registered a drop of 8.03 from KCPE 2022 results. This had been a worrying trend amongst education stakeholders for more than five consecutive years. The researcher sought to find out how home environment activities may contribute to the teaching and learning of English in Makuyu zone.

Table 1: English language performance in selected schools in Makuyu zone.

SCHOOLS/YEARS	2018	2019	2020	2021	2022
PUNDAMILIA	51.79	44.06	44.72	43.05	47.00
PRY					
HUHOINI PRY	43.56	45.65	41.83	44.32	44.03
NDERA PRY	48.32	44.95	48.87	46.20	43.32
M.T.C COLLEGE	56.23	55.21	57.23	56.98	55.21
PRY					
MAKUYU PRY	38.76	39.21	35.47	36.21	35.59
KIMORORI	48.54	47.53	49.22	47.78	46.93
MIHANGO PRY	36.58	35.32	36.21	34.21	36.58
DON BOSCO PRY	51.23	50.59	51.23	53.39	52.29
(Private)					
BISHOP MOROW	53.24	52.48	49.98	52.32	50.46
PRY(Private)					



3.3 Target population

The target population in the study was (Grade1 to Grade 6), their teachers, and their parents within 46 public primary schools in the zone and the 12 private schools in Makuyu zone; Murang’a Sub-County. They were found ideal because it is hoped that they would give desirable and reliable information regarding the HLE, and parental factors, which come into play and determine the learning of the English language. There are 20 public primary schools in Makuyu north zone and 20 in Makuyu south making a total of 46 public primary schools. Muranga South sub-county has 12 private primary

schools, 3 in north and 9 in south sub-zone. The total number of registered TSC teachers is 435. The table shows the total number of schools in Makuyu zone

Table 2: Number of schools in Makuyu zone

Makuyu north sub-zone	26	3	29
Makuyu south sub-zone	20	9	29
Total	46	12	58

The table shows the total number of schools in Makuyu zone

3.4 Sample and Sampling Procedure

Kothari, (2004) defines a sample as a representative part of a population. Thus, by studying the sample one can be able to know about the population without having to study the entire population. The researcher employed the following sampling methods to determine the sample size for the schools.

The sample of this study was drawn from all the public primary and private schools in the Makuyu division. Due to their disproportionateness, schools were stratified according to the two education zones namely, Makuyu north and Makuyu south Education Zones. The two therefore constituted the strata. This sampling design ensured that each zone contributed to the sample a number proportional to its size in the population.

Simple random sampling that utilizes the lottery technique was used to select schools from each stratum. Mugenda & Mugenda, (2003) note that simple random sampling offers every member (school) of the stratum an equal chance of being selected. Therefore, out of 46 public schools, 5 public schools and 2 private schools were randomly selected giving a sample size of 7 out of 58 schools. This number of schools

is slightly higher than what Gay (1996) recommends for a survey study which is 10%.

The researcher finds it ideal because reduced the standard error.

Table 3: Schools sampling

SUB-ZONES	SELECTED PUBLIC SCHOOLS	SELECTED PRIVATE SCHOOLS	TOTAL SCHOOLS SELECTED
Makuyu north sub zone	3 /26	1/3	4
Makuyu south subzone	2/20	1/9	3
Total schools selected	5/46	2/12	7/58

The table indicates the total number of public and private schools in Makuyu education zone. The selected schools are labeled blue against the total number of schools.

The purposive sampling technique was used to sample Grade 4 to 6 from the who participated in the survey questionnaire (see Appendix IV) in each school. A total of 30 pupils participated in the survey. Four learners were selected from every public school and five learners from each private.

Table 4: Learner's sampling

Sub-zones	Schools	Learner	Totals
Makuyu south	3	4	12
Makuyu north	2	4	8
Private schools	2	5	10
Totals	7		30

The table shows the number of learners selected from the school from north and south both from public and private schools.

In every selected school, a simple random technique was used to draw teachers of English from lower (Grade 1 to 6) to participate in the survey. A total of 30 teachers from 7 schools participated in the study. 30 parents/guardians of the 30 pupils were purposefully selected to participate in the study.

3.5 Data Collection Instruments

The researcher used two sets of questionnaires; for teachers and for pupils and structured interviews for parents.

3.5.1 Teachers Questionnaire (Appendix II)

The researcher used questionnaires for teachers since they are literate enough to read, comprehend and fill in the questionnaire. The questionnaire was used to collect information on the relationship between the home environment and learning of the English language and linguistic competencies. The questionnaire was divided into two sections. Section A gathered information about the background of the English teachers and section B dealt with home language research and their impact on language development, section C focused on CBC competencies.

3.5.2 Structured Interviews (Appendix III)

Interviews were used to collect Structured data on parental involvement in their children's learning of English language. The researcher developed a set of questions on their background information, their role of in their children's learning of English language, and HLR. Structured interviews were important for this study since they allowed the researcher to collect information with ease from illiterate parents.

3.5.3 Pupils' Survey Questionnaire (Appendix IV)

The pupils' Survey Questionnaire was used to collect information on the views of learners about the English language learning and the support they get from their home

environment. The learners were asked questions about their home environment and how it support activities that accelerate the learning of the English Language.

3.6 Validity and Reliability

Validity is the extent to which research instruments measure what they are intended to measure (Kothari, 2004). It refers to the extent in which an instrument asks the right questions in terms of accuracy (Kothari, 2004). To ensure validity of the instruments, the researcher discussed the instruments with the supervisors to assess the relevance of the content used in the instruments developed and made structural changes for the purpose of improvement of the instruments before embarking on the actual data collection.

Reliability is the degree of consistency that an instrument or procedure demonstrates (Bland, 2000). It is the measure of the degree to which an instrument yields consistent results or data after repeated trial (Mugenda & Mugenda, 2003). Reliability was ensured by pre-testing the instruments in a selected sample on a school from the target population. Muranga primary was selected due to its central location between the two sub-zones. The composition of the school population fetched from both subzones.

3.7 Data Analysis

Descriptive statistics was used to summarize the data (frequencies and percentages). Analysis of data obtained from interviews and questionnaires was done by identifying common themes from the respondents' descriptions of their experiences.

Frequency counts of the responses were obtained to generate descriptive information about the respondents who participated in the study and to illustrate the general trend of findings on the various variables that are under investigation. Tabulation of this

information indicated how many respondents shared certain opinions. Thematic analysis, analyzing transcripts and identifying themes within the data was also used.

This involved the use of percentages and tables because according to Mugenda & Mugenda (2003), they help to summarize large quantities of data whilst making the report reader-friendly. The key findings of the study were reported under the main themes generated from open coding while others were paraphrased. Verbatim quotes were also recorded from respondents (parents) since it enabled us to capture the opinions that were raised on HLE activities that may enhance learning of English.

3.8 Ethical Considerations

Creswell, (2012) observes that ethical considerations in research involve outlining the content of research and what will be required of participants, how informed consent will be obtained and confidentiality ensured. It concerns the protection of respondents; autonomy, and maximizing good outcomes while minimizing unnecessary risk to research assistants. In conducting the study, therefore, explanations about its aims were made to the respondents, to obtain their informed consent. The anonymity of the respondents was assured and the data that they provide was treated with the utmost confidentiality and they were to participate voluntarily.

The researcher sought permission to carry out the study from the post-Graduate School, Machakos University. Having been granted permission by the graduate school the researcher sought a research permit from the Ministry of Education through the National Council for Science, Technology, and Innovations. The permit was presented to the County Director to be granted a letter of permission and introduction to school heads through the District Education Officer.

In every school where the researcher collected data, the researcher formally sought permission from the head teachers before embarking to carry out participant

observation. The integrity of the teachers, pupils, and schools involved was not revealed to unconcerned persons.

3.9 Summary of Chapter

This chapter has focused on the research methodology adopted in the present study. It has presented the research design, the sampling procedures used, the sample size and the study population, the data collection procedures adopted, methods of data analysis, and presentation and ethical considerations made for the study. The chapter that follows presents the analysis and interpretation of data the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION.

Introduction

This chapter presents the analyzed data for the three objectives of the study: describe the kinds of home language practices that support children's English language learning, analyze parental involvement in the learning of the English language in Makuyu zone Muranga County, Kenya and to establish the ways of providing home environment that enhances the learning of English language in Makuyu zone Muranga County, Kenya. The data interpretation and discussion were based on the research questions. The purpose of this study was to investigate the role of the Home Literacy Environment on the learning of English language in Kenya.

Therefore, the chapter has five sections. Section 4.1 presents demographic characteristics of the study participants. Section 4.2 presents information on home language practices that support children's English language learning, Section 4.3 presents data and information on parental involvement in English language learning while section 4.4 presents information on the ways of providing home environment that enhances the learning of English language. Analysis of data is presented in frequency Tables.

This chapter ends with section 4.5 which provides the summary of Chapter 4. The analysis and discussions in this chapter are based on Vygotsky's (1978) social learning/social constructivism theoretical framework which emphasizes the collaborative nature of learning and Epstein's (2001) Framework of Parental Involvement.

4.1 Demographic Information of respondents

The demographic information of the participants was obtained in order to understand the characteristics of the different categories of the respondents in this study and to determine if samples are representative of the populations of interest. The demographic data on pupils' gender and age, teachers' gender, age of teachers, years of service, gender and age of parents, education background of parents and English proficiency of parents is captured to help create a mental picture of the subgroups that exist in the target population.

4.1.1 Pupils' Gender and Age

Out of 30 pupils who participated in the study, 15(50%) of the pupils were males and 15(50%) were females. This indicates that there was a perfect gender balance and representation among pupils who participated in the study. Table 5 presents distribution of the pupils' age.

Table 5: Distribution of Pupils' Age

Age-Bracket (years)	Grade	Frequency	Percentage
6 – 9	1-3	6	20
10– 11	4-5	14	47
12 – 13	5-6	10	33
Total	-	30	100

Table 5 show that out of 30 pupils who participated in the study, majority (47%) belonged to 10 – 11 years age bracket. Those aged between 8-9 years were 8(27%), 12-13years were 10(33). The pupil's questionnaires targeted grade 4-6 pupils who could read and write hence the justification for age 9-13. These findings indicate that majority of respondents were old enough to provide reliable information for the study. According

to Harcourt & Sargeant, (2011) children from an early age can understand basic elements of the research process and their role within it, provided the information is presented in an age-appropriate manner, which was the case for this study.

4.1.2 Gender of Teachers

Table 6 below presents findings on gender distribution of teachers.

Table 6: Gender distribution of teachers

Gender	Frequency	Percentage %
Male	11	46
Female	13	54
Total	24	100

Table 6 above shows there was an overall fair distribution of gender among teachers that participated in the current study.

4.1.3 Age of Teachers

The study sought to establish the age distribution of respondents and the results are shown below

Table 7: Age distribution of teachers

Age Interval	Frequency	Percentage %
Under 25 years	0	0
26-35 years	12	50
36-45 years	8	33
46-55 years	4	17
56 and above	0	0
Total	24	100

The study established that the majority (50%) of the teachers were in the age bracket of 36-45 years. The study further established that (33%) of the respondents were in the age bracket of 36-45 years 25 years while (17%) were aged 46-55 years.

4.1.4 Years of Service

The study sought to establish the years of service of the teachers and the results are indicated on the table 8 below.

Table 8: Years of service

Years of service	Frequency	Percentage %
Below 1 year	2	8
1-5 years	5	21
6-10 years	6	25
11-15 years	11	46
16 and above	0	0
Total	24	100

Table 8 above shows that majority of the teachers (46%) have an experience of above 11 years of teaching English language. Moreover, 25% of the teachers have an experience of 6 to 10 years while 21% of have an experience of 5 years and above. While 2 teachers have an experience of 1 below 1 year. These findings imply that most teachers of English sampled had good experience to effectively implement teaching and learning of English in their schools.

4.1.5 Gender and age of parents

Out of 30 pupils who participated in the study, 20(67%) of the parents were females and 10(33%) were males. The majority of parents who participated in the study were females. Table 9 presents distribution of the parents' age.

Table 9: Parents Age

Age Interval	Frequency	Male	female	Percentage %
21-29 years	8	3	5	27
30-39 years	14	8	6	46
40-49 years	6	4	2	20
50 and above	2	1	1	7
Total	30	16	14	100

Table 9 shows that the majority of the respondents in this category were in the age group between 30 – 39 years old at 46% followed by the age group between 21 – 29 years old at 27%; meanwhile; 20% of them were 40 – 49 years old while the respondents in the age group of 50 and above totaled 7%.

4.1.6 Educational Background of parents

The study sought to establish the educational background of parents and the data on Table 10 reveals the findings.

Table 10: Educational Background of parents

Academic qualification	Frequency	Percentage %
Form four	10	33
Primary level	12	40
Vocational certificate	6	20
Degree	2	7
Masters	0	0
Total	30	100

Table 10 shows that, most of the respondents (12%) had gained primary certificate while 33% of them had secondary certificate. The percentage of the respondents who gained a vocational certificate was 20% and 7% of them received degree certificate. These findings show that most parents had acquired the basic literacy skills that any Kenyan should have. The education level of majority of the parents (73%) places them in lower social economic status.

4.1.7 Regarding the level of English Proficiency of parents the data on Table 7 below reveals the findings.

Table 11: English Proficiency of Parents

Academic qualification	Frequency	Percentage %
Poor	9	30
Fair	11	37
Good	4	13
Excellent	0	0
Missing	6	20
Total	30	100

The findings in Table 11 reveal that, the majority of the respondents (37%) identified their English language proficiency as fair while 30% of them regarded their English skill as poor; 13% of them saw themselves as having a good level of English proficiency. None of them thought that they were excellent in English while 20% of our respondents revealed that they lack English proficiency. This study findings shows that majority of parents have the potentiality to support their children in learning of English language.

4.2 Home language practices that support children’s English language learning

The first objective was to determine home language practices that support children’s English language learning. The data collected through questionnaires revealed that HLE is a significant predictor of language development. The focus is on English language activities in CBC that may be enhanced in home environment. The data collected through questionnaires and interviews reveal that among the English language activities that may be provided in home environment are parent-child shared reading (dialogic and picture reading), parent-child conversational activities (storybook reading, dialogues and storytelling), playing games and puzzles and talking and song singing activities.

One of the language practices that was predominantly mentioned by teachers as factor that would enhance the learning of English is Parent-child shared reading as shown in table 12 below:

Table 12: The influence rate of parent-child shared reading on reading and vocabulary development

	No influence	Influence	Great influence
Teachers’ response	0	3	21
Percentage	0	12	88

Table 12 shows that 100% of the teachers were aware on the influence of parent-child shared reading on reading and vocabulary development. While 12% of the teachers agreed that there is an influence 88% of the teachers agreed that parent-child shared reading has great influence on reading and vocabulary development. Following Vygotsky, (1978) social learning/social constructivism theoretical framework children develop early linguistic competences during the interaction with their parents. Thus,

this study considers parent- child shared reading as one of the ways HLE provides opportunities for teaching and learning activities that support the reading skills of a child.

Through the questionnaire teachers were asked to explain why parent-child shared reading is important and the responses were as shown below:

- Parent-child shared reading supports children's linguistic development
- Parent-child shared reading supports literacy competences
- Parent-child shared reading makes children to develop expressive vocabularies
- Parent-child shared reading improves fluency of a child
- Shared reading allows parents to engage their children in a story which is good for reading skills
- Parents may help children to read new words when they stumble when reading
- Parents may show a child a connection between words and a picture
- Parent-child shared reading is enjoyable

The data above clearly show that shared reading at home provide an opportunity for children to develop linguistic competences. The data reveal that shared reading at home may lead to language production competences such as vocabularies, for instance the teachers reported that through shared reading parents or caregivers may introduce learners to new words. This then implies that HLE is key in the development of vocabularies.

Moreover, parents may improve the learner's reading fluency and proficiency by introducing them to reading strategies. Teachers reported that among the reading strategies that CBC emphasizes on are assignments on dialogic reading versus typical reading. Zevenbergen & Whitehurs (2003) consider dialogic reading as a set of book-

sharing techniques designed to encourage children to formulate and articulate their ideas about book content, eventually acting as narrators who re-tell stories and actively engage instead of passively listening to them.

In preprimary and lower primary one of the assignments given to children as they go home is dialogic reading where children will read a storybook and their parents become listeners and the audience for the child. Thus, in this sense the child reads and the role of the parent is to ask questions which will prompt the child to say something about the book, for instance, key words with Peter and Jane 3b is a story book read by PP2 children where Peter and Jane are at home playing. A parent after acting like an audience may ask the child what Peter and Jane are doing. In this vein, the parent is able to evaluate the child's response, expand the child's response by rephrasing and add information to it and repeats the prompts to ensure that the child has learnt from the expansion.

The second reading strategy in preprimary as mentioned by teachers that may assist in parent-child shared reading is picture book reading. Picture book reading at home exposes learners to vocabulary, sound structure, the meaning of print, the structure of stories and language, sustained attention, and the pleasure of learning. Thus, picture book reading may be key in prompting the child to say something. For instance, Pg.6 of Peter and Jane below represents a picture that may prompt the parent to ask question. The key words to be identified are the pronoun *me* and the preposition *up* as shown in picture 1 below:



Picture 1: Sample text where parent-child may engage in dialogic and picture reading

Thus, picture reading enhances word reading skills and also children may appreciate the aesthetic in the visual drawing that they see. Picture reading above may be accompanied by taking turns to read the pages since shared reading is a parent-child interactive experience. Shared reading may therefore help model reading fluency and experience of a child. The study therefore considers dialogic reading and picture reading as some of literacy activities at home that may enhance the learning of English language. Shared reading may thus contribute to significantly to the development of receptive and expressive vocabulary as well as listening comprehension.

In PP1 and PP2 teachers disclosed that one of the recommended books for reading skills is ladybird series a to c (with 12 series each) of Peter and Jane that exposes learners to key words. One of the learning activities in this book are a follow up assignment for parent- child shared reading. The data collected from private schools reveal that shared reading is emphasized and that parents have to assess whether their children's articulate

words correctly. The teachers reported that such activity develops the reading proficiency of a child and enhance English vocabulary skills.

Furthermore, parent-child shared reading may provide learners support on word knowledge and reading fluency. The findings of the current study are in line with Nicklas & Schneider, (2013) who argue that literacy activities such as shared reading may develop a child’s language production competencies such as receptive vocabulary and phonological awareness. Thus, in the home environment parent-child shared reading has effects on language development when parents stimulate dialogue related to the content of the story.

4.2.1. Shared reading and development of Competence Based Competences

The first competence that CBC aims at developing is communication and collaboration. The data collected discloses that shared reading is a collaborative activity that enhances development of communication and collaboration skills as shown in Table 13 below:

Table 13: The influence rate of parent-child shared reading on communication and collaboration

	No influence	Influence	Great influence
Teachers’ response	0	2	22
Percentage	0	8	92

The results in the above in the above table show that 92% of the teachers agreed that parent-child shared reading greatly influences development of communication and collaboration skills. In addition, 8% of the teachers reported that parent-child shared reading influence development of communication and collaboration skills. The study therefore concludes that parent-child shared reading contributes significantly to the

development of communication and collaboration skills which is one of the competencies that CBC aims at developing in learners.

The analysis on picture reading also depicts that picture story books may not only have a positive impact on the child’s learning process but also develops children’s aesthetic ability. Aesthetic ability is emphasized in the third competence that CBC aims to develop; the rate of imagination and creativity. Table 10 below reveal the influence rate of parent- child reading on shared reading on imagination and creativity:

Table 14: The influence rate of parent-child shared reading on imagination and creativity

	No influence	Influence	Great influence
Teachers’ response	0	3	21
Percentage	0	14	86

Table 14 above shows that while 86% of teachers agree that parent-child shared reading greatly influence the development of imagination and creativity 14% agree that it has an influence. The data collected reveal that imagination and creativity is enhanced through picture reading. In fact, Wolfe and Flewitt (2010) argue that children find it interesting to decode a message in a wordless book and while the book not only amuse parents and child, but also elevate parent-child shared reading warmth interactions. Pictures reading thus are a form of aesthetics that enhances the creativity, expression and appreciation as shown in Picture 2 below from key words with Peter and Jane on pg. 9 where the lexical building is on the word *draw* and *us*.



Picture 2: A sample of a picture showing aesthetic abilities

Picture 2 above shows a sample of picture in preprimary reading book that is meant to arouse aesthetic abilities of a learner. Picture reading by parent and child enhances imagination and creativity in a child since children are able to see the images and objects in the book and relate them to real life experiences. Secondly, parents may prompt the child to express their understanding of these images and develop a creative mind that is capable of imagining and deriving the relationship that exists between the images. Lastly, by children being able to interpret the pictures implies that the child acquires appreciation which is an aesthetic ability.

Teachers reported that picture parent-child reading in early years is an enjoyable activity. This is because shared reading is an interactive reading experience. The parents get an opportunity to guide and support their children thus building on fluency and expressive use of language. Focusing on ladybird series the books have enlarged print and pictures that are illustrative which makes the reading experience enjoyable both at home and in school. Moreover, parent-child shared reading in preprimary mostly are aesthetic picture books that may include wordless images and pictures hence enhancing

imagination and creativity as emphasized in CBC. Moreover, picture reading may be accompanied by reading aloud where the parent may read as the child points out on the appropriate picture. This strategy is appropriate in preprimary

Following Vygotsky's, (1978) theory that was applied in the current study children's social interactions with knowledgeable adults can shape their later skills and behavior. Thus, the researcher also tasked grade 4 to 6 teachers on the impact of parent-child shared reading. The data collected revealed that children's attitude on reading is determined by the support they receive from their parent. Thus, parent-child pleasurable reading experiences may impact on their desire to read books later. This then, implies that parent-child shared reading contributes to a propensity toward reading in later childhood.

The findings of the study are therefore in tandem with Weinberer (1996) study that suggests that early enjoyable reading experiences contribute to children's involvement with reading for pleasure as they age. The results also suggest that children develop vocabulary and language comprehension skills differently basing on the support they receive at home.

The research therefore reveals that parent-child shared reading and mostly storybook reading is one of the ideal contexts that enhance the learning of English language. Shared storybook reading for instance offers both contextual and social support for language development that matches an interaction environment that a child needs (Cf. Vygotsky, 1978). Moreover, shared reading may expose learners to vocabularies that they may not have encountered.

In the data collected teachers reported that shared reading allows learners to enjoy to read materials that they may not be able on their own which may provide an opportunity for interactive questions and active dialogue with their parents. The results shows that

shared story book reading not only foster children's cognitive competencies in the early years, but also supports their early socioemotional learning. Consequently, supporting children's home learning environment may improve children's socioemotional competencies through linguistic learning. Thus, support of linguistic competencies in home environment in particular, frequent reading to children and an early onset of reading are crucial (Niklas, Cohns et al., 2016).

The English reading texts in preprimary expose and provide a context for learners to label pictures. This then clearly show that parents may be involved in helping children to learn new vocabularies and a more complex language structure. Thus, parent-child shared reading is positively correlated with the children's vocabulary development.

In summary, the findings of this study reveal that increasing parent-child shared reading may provide a proximal process that may enhance both oral and reading proficiency in a child. The results reflect a triad language learning process through parent-child shared reading that involves parents, children and the books. The results show interplay between parents, children and the books which may impact positively on vocabulary development and reading proficiency.

Parent-child conversational activity

The study also identified parent-child conversational activity as one of the home literacy activities that enhances the learning of English language. Following Vygotsky's (1978) social learning/social constructivism theoretical framework children's knowledge and skills develop in the context of interactions with others who have more experience such as parents, caregivers and other adults.

The analysis of the data collected through the questionnaires show that support of learners' conversational skills may enhance the learning of English language especially vocabulary development. The National Institute of Child Health and Human

Development, (2000) views vocabulary as one of the five pillars that support literacy. Table 15 below provides the findings on the teacher views on the influence of parent-child conversational activity on the development of vocabulary.

Table 15: The influence rate of parent-child conversational activities on speaking skills and vocabulary development

	No influence	Influence	Great influence
Teachers' response	0	2	22
Percentage	0	8	92

The results in Table 11 show that parent-child conversational activities may have an influence on speaking skills and vocabulary development. While 92% of the teachers agree that parent-child conversational activities greatly influence the development of speaking skills and vocabulary development 8% agree. The results therefore suggest that English language input in the home environment may have an impact on vocabulary development which consequently impacts on oral and reading proficiency. Through the questionnaire teachers were asked to explain why they think parent-child conversational activity impact on vocabulary development and the responses were as shown below:

- Parent-child conversations may increase the number of words the child has acquired
- A parent who has some knowledge in English language and interacts with the child through speech improves the vocabulary of a child
- Involvement in any discourse at home may increase both vocabulary and structure

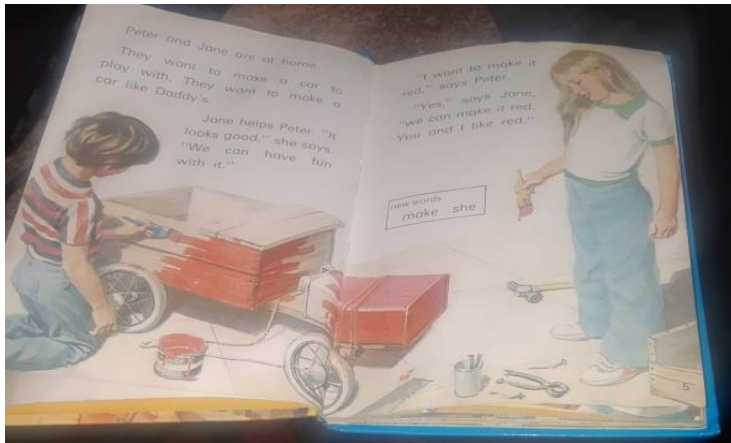
- Home environment provides different settings that enhances vocabulary development

From the data above it is clear that parent-child conversation may increase or support vocabulary development in young children. The data show that home environment provides a linguistic environment that increases responsive talk that enhances oral language development. The teachers reported children who interact with their parents in English language showed a high level of vocabulary development as compared to those who did not. Thus, the study conclude that parent-child conversational activities may account for vocabulary level that pupils in preprimary and lower primary possess. The teachers in preprimary level reported that children who frequently interacted with their children in English contributed significantly to their vocabulary development.

4.2.2 Storybook Reading

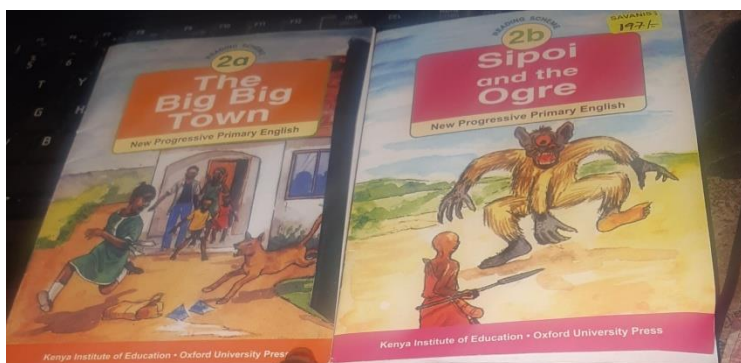
Parent-child conversational activities are one way of providing language input by exposing the child on the English language. One of the activities that enhance parent-child conversational activities is storybook reading as explained in section 4.2.1. The data collected revealed that shared reading allows parents to provide feedback about the story and ask questions that promote conversation. Such activities may target specific vocabulary words.

For instance, in preprimary ladybird series 4a parent-child activities targets lexical building on words such as *make, she draws, us, house, children, be, off, there, then, work, away, his, fire, big, keep and little*. Through dialogic and picture reading both the teacher and the parent at home aims at supporting the child to expand. Picture reading below for instance aims at enhancing on the lexical building of the word *make* and *she* in a learner.



Picture 3: Sample of a picture that enhances lexical building in a child

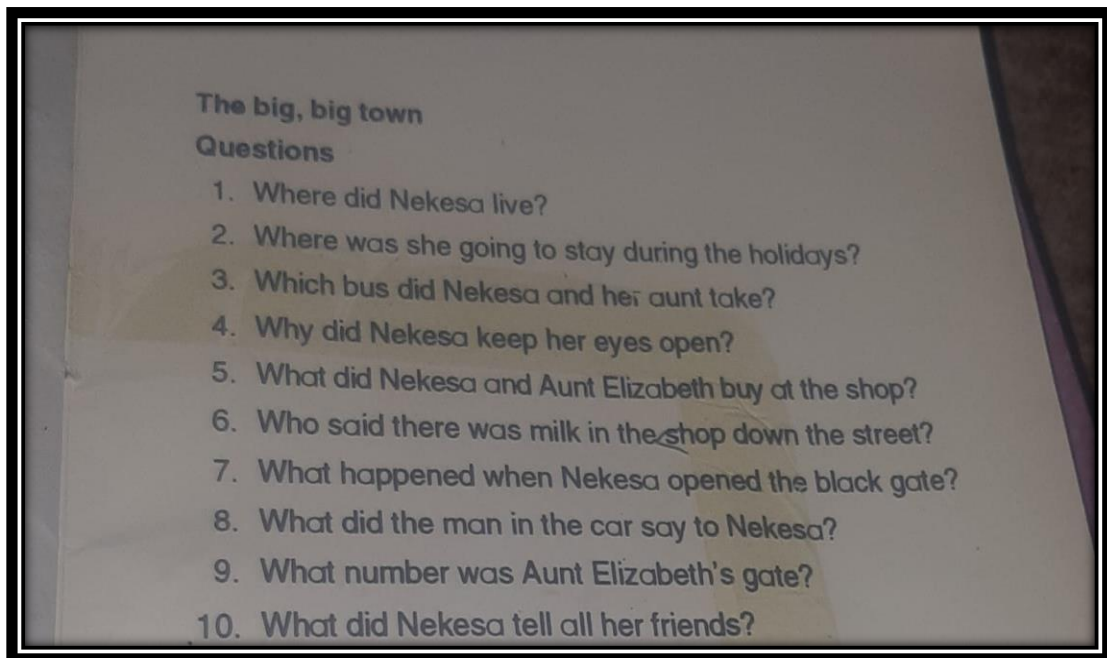
Picture 3 above shows with parent's intervention the child may be able to build new lexical terms make and she. In both Lower primary (Grade 1 to 3) and upper primary Grade 4 to 6 among the activities that may enhance conversations among parents and children is an interactive storybook reading. The teachers reported that in Lower primary (Grade 1 to 3) among the interactive story books that have been identified by Kenya Institute of Education are *The Big Big Town* and *Sipoi the Ogre* which are 16 pages each and with big print out. The storybooks are attractive both to parents, teachers and the children and their main aim is to entertain by providing fun. The story books emphasize on specific language skills. The books are shown below:



Picture 4: Sample of storybooks recommended for parent-child reading in preprimary

The storybook reading aims at expanding the lexical density of a child. The assignments to this storybook is for Grade 2 parents who engage the child in prompt question that triggers the child to speak about the story. For instance, *The Big, Big Town* is a story about Nekesa who travels from Kitale to Nairobi, the big town.

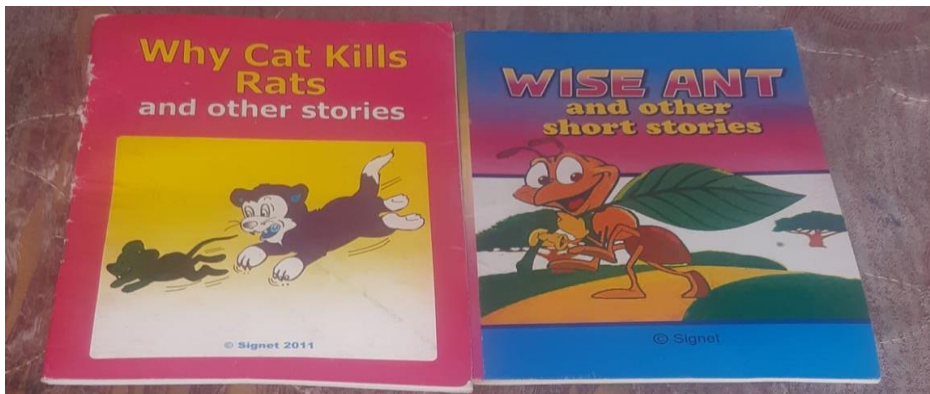
A follow up assignment for parent to engage their children in a conversational activity that may enhance vocabulary development is shown below:



Picture 5: Assignment 1

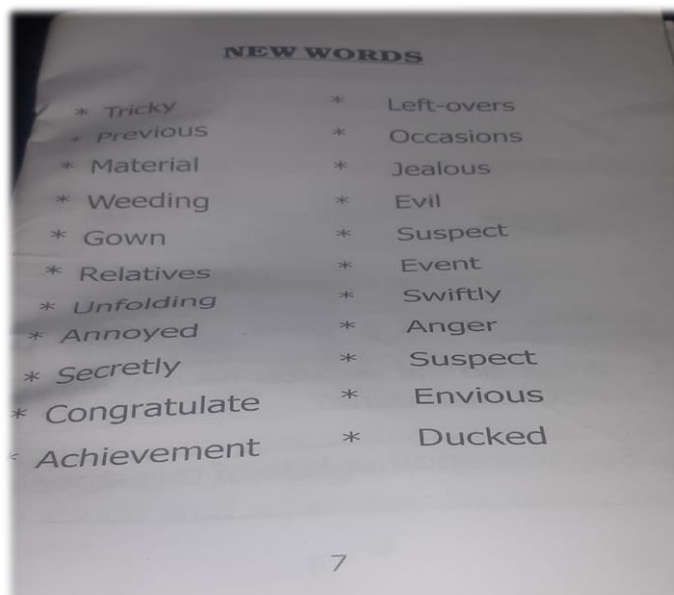
Assignment 1 above gives the parent an opportunity to prompt the child to say something about the book, then the parent may evaluate the child's response and expands on the child's response by rephrasing and adding information to it, and repeats the prompt to make sure that the child has learned from the expansion. All the questions above also are the questions that gives children an opportunity to recall and express themselves using language. Thus, such activities enhance vocabulary development. Moreover, since the assignment is dialogic it may stimulate dialogue between parent and child. The interactive questions and active dialogue about the story ready allow the child to feel supported while reading the book.

In Grade 4 and 5 the learners' storybooks are advanced in terms structure and word density. A sample is given below:



Picture 6: Sample of storybooks recommended for parent-child reading in grade 4 and 5

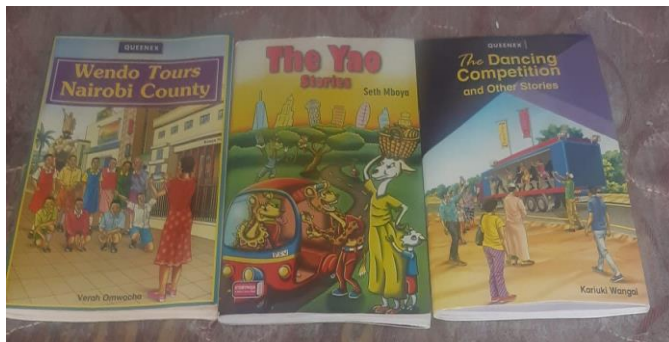
1. The story books above have three main functions; to entertain, educate and to give moral values to the young ones. In terms of language the text are meant to build the lexical knowledge of the child by introducing complex vocabulary. In the story *Why Cat Kills Rats* the story aims at developing vocabularies of children by introducing them to complex words as shown below:



Picture 7: Assignment 2

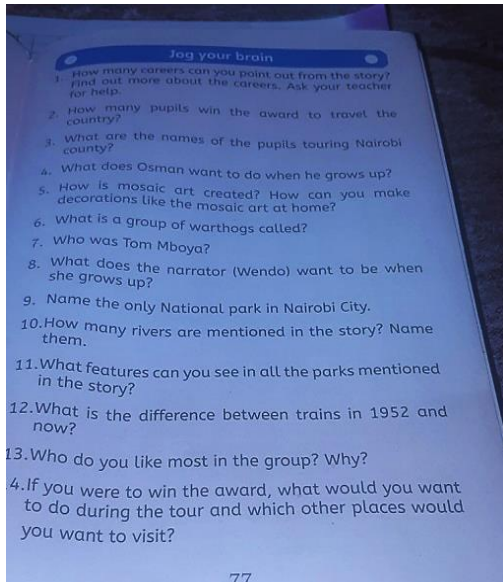
Assignment 2: A sample of an assignment that aims at building lexical items for the child

The data above shows that in upper primary vocabulary is introduced during book reading and the meaning is explained as the word is encountered in the story. The parent should therefore initiate purposeful conversation that may enhance learning of new vocabulary and meaningful ways in which the word may be used. Some of the recommended books in Grade 6 include: *Wendo Tours Nairobi County* by Vera Omwocha, *Yao stories* by Seth Mboya and the *Dancing completion* by Kariuki Wangai as shown below:



Picture 8: Sample of storybooks recommended for parent-child reading in Grade 6

Picture 5 above shows sample of selected texts that may be used by parents to engage in storybook reading with their children. The storybook *Wendo Tours Nairobi County* for instance is about Wendo Wanani a pupil at Kaptiket primary school in Kericho County who visits Nairobi for the first time. The book introduces learners on different carriers. Thus, one of the way parents are encouraged to prompt dialogue in this story is through prompt question on different carriers through assignment 2 :



Picture 9: A sample of an assignment 3 that may prompt parent-child conversation in Grade 6

The parent-child assignment above aims to facilitate of conversation between the parent and the child. In this context, responsive conversations between the parent and the child are needed to sustain receptive and promote expressive vocabulary. Teachers reported that parent-child interactive storybook reading when given as an assignment to children and a follow up by responsive interaction from teachers confirms that the strategy is an effective tool to improve vocabulary knowledge. Parent-child conversation skills due to storybook reading thus enhance vocabulary knowledge in children with low vocabulary skills.

4.2.3 Parent-child dialogues

Another strategy that may enhance parent-child conversation activities is dialogue. The teachers reported that home environment may provide the learner with different settings that may provide opportunities for the child to build their vocabularies. For instance, when sharing a meal parents may engage in a multiparty dialogue. Such a setting may be considered to provide a warm and encouraging setting for discourses to take place.

Home environment thus provides an environment that support vocabulary and oral language development.

For example, in this context a child may be probed to use expressive language skills to describe the meal. The parent on the other hand may use a diversity of words in the dialogue. Dialogues provide opportunities for children to talk and use language in meaningful contexts which consequently promote vocabulary development in preschoolers for children. Home environment therefore provides learners with to hear words in meaningful context so they can begin to solidify the association between a word and its meaning and how the word can be used in communicating with others. Another context that may provide a context for meaning conversation between child and parent is when they engage in activities such as cooking. Cooking may provide parents an opportunity to give instruction which may in turn promote active listening.

4.2.4 Storytelling

Storytelling is another conversational activity that was reported as a mean of enhancing vocabulary growth. In quest to measure the influence rate of storytelling on vocabulary development 90% of teachers reported that it greatly impacts on vocabulary development while 10% agreed that it has an influence as shown in Table 16 below:

Table 16: The rate of influence rate of storytelling on vocabulary development

	No influence	Influence	Great influence
Teachers' response	0	3	21
Percentage	0	10	99

The above table clearly shows that the use of parent-child story may have a significant impact on vocabulary development. The teachers reported that increased conversational

features such narrative storytelling and responsive turn taking may have positive effects on children's vocabulary use.

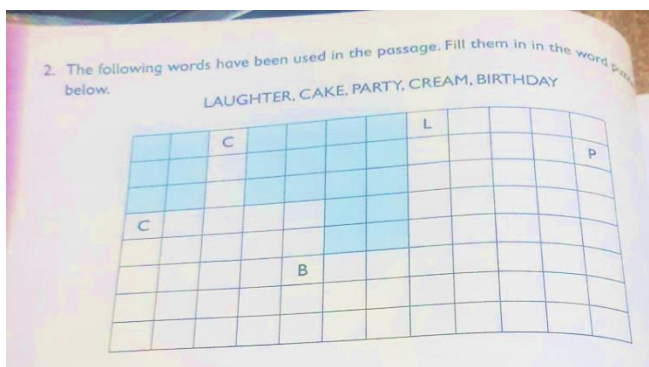
In summary, intensive parent-child conversations are a means of improving and supporting vocabulary development. Parents should be made aware of their role in facilitating children's expressive vocabularies. The parent-child conversational activities clearly show that the more the child receives input of the English language through parent-child conversational activities the more the child advances in terms of vocabulary development. Moreover, vocabulary learning entails item learning hence vocabulary learning may vary from child to child. Hoff et al (2012) argue that children's language skills are highly varied due to the variability in their language skills. Therefore, in Kenyan context there is a likely hood that children in private schools may have more word density as compared to public schools due to socio-economic factors. CBC emphasizes on the growth of literacy skills. The results in this section clearly show that early development of vocabulary knowledge play a significant role. This is because language development in oral language skills leads to growth in reading skills. Moreover, storybooks with emotional content may promote socioemotional skills by focusing on emotional vocabularies that may evoke emotional responses from children. The schools should therefore be involved in book choices that may enhance development of emotional vocabularies. This is because a well mediated home environment that provides linguistic abilities may enhance the development of socioemotional competencies.

4.2.3.1 Playing games and puzzles

The study established that another important activity that may enhance parent-child interaction is puzzle playing. The teachers noted that currently Grade 4 to 6 books have inclusion of games and puzzles. The teachers reported that sometimes to involve parents

in the learning of English language they give puzzles as assignment where the guardian may be the one reading the question as the child responds. The teachers reported that puzzles both at school and home promote interaction, thinking, learning, and enhance the development of problem-solving strategies. Moreover, puzzles and games provide students a hypothetical environment where they learn to strategize by providing alternatives.

A sample of a puzzle for grade 5 pupils is given below:



Picture 10: Assignment 4 A sample of a puzzle assignment for grade 5

The assignment above is a sample of puzzle activity that may be done both at home with the help of parental guidance or at school with the help of the teacher. Puzzles help improve communication. Puzzles and games require both verbal and nonverbal communication. They are an excellent choice for promoting parent-child interaction, as they allow parents to provide instruction and guidance while children work on solving the puzzle independently. Moreover, they provide children an opportunity to think flexibly.

Other games that teachers reported that may lead to vocabulary development at home are card games. Card games develop social interaction and vocabulary associated with the game. Card games promote conversations between the child and the parent. They also encourage the use of a language. However, the construction of cards should be

aided by the teacher to allow for strategic conversation between the child and parent or siblings that focus on explicit development of vocabularies through multiple activities and experiences.

Puzzles and games therefore are one of the home environment activities that should be enhanced since they encourage growth of collaboration and interactivity skills. Collaborative and interactive skills have both performance and social benefits. They are also good for holding memory since the learner is encouraged to use the language spontaneously. They also enhance development of creative and cooperation skills.

4.2.3.2 Talking and song singing activities

The findings of the study reveal that talking and song singing activities are literacy activities that children can be exposed to while at home. At preprimary level talking and singing with young children helps them to develop listening and speaking skills. Parents are encouraged to sing with their children since it is fun and also prepares children to read. Through music children hear the smaller sounds of words and builds vocabulary. For example, parents in private schools reported that they are guided on songs that they can listen to and sing along with their children. Mostly, the songs that are emphasized on are songs with rhymes commonly known as nursery rhymes.

Nursery rhymes utilize the use of rhyme, repetition and rhythm. Such songs include:

Song 1: Baa baa black sheep

Baa baa black sheep

Have you any wool?

Yes, sir Yes sir

Three bags full

One for the master

One for the dame

And one for the little boy
Who lives down the lane.

The song above introduces children to smaller sounds. The song above helps children to develop language through repetition. Song 2 below is an example of a nursery rhyme that makes use of a combination of strategies that may introduce children at preprimary level to a number of vocabularies.

Song 2: Miss Polly had a dolly

Miss Polly had a dolly who was sick, sick, sick
And she called for the doctor to come quick, quick, quick
The doctor came with his bag and his hat
And he knocked at the door with a rat-a-tat-tat
He looked at the dolly and he shook his head
And he said, "Miss Polly, put her straight to bed"
He wrote on a paper for a pill, pill, pill
I'll be back in the morning if the baby's still ill
Miss Polly had a dolly who was sick, sick, sick
And she called for the doctor to come quick, quick, quick
The doctor came with his bag and his hat
And he knocked at the door with a rat-a-tat-tat
He looked at the dolly and he shook his head
And he said, "Miss Polly, put her straight to bed"
He wrote on a paper for a pill, pill, pill
I'll be back in the morning if the baby's still ill

Song 2 above is an example of a nursery rhyme that utilizes both rhymes and repetition and rhymes. The song clearly introduces children to new words and concepts. The context in the song is of a doctor and patient and the child is introduced to vocabularies such as *doctor*. Through repetition the child is introduced to the vocabularies sick, quick, pill while through rhymes the child is introduced to words such as *sick and quick, hat and tat, head and bed, pill and ill*. Parents who could not sing the song noted that the songs may be found the net and they could listen and sing along. In fact, audiotapes to inspire your child to listen, move, dance, and sing along. While viewing the songs directly on television or phone could enhance the aesthetic abilities and print knowledge. Singing therefore introduces words, nonsense sounds such as a rat-a-tat-tat, rhymes and rhythms that are enjoyable. Parents, siblings and caregivers are encouraged to repeat sounds that their children make.

The song above is also a song that enhances the development of socio-emotional competencies of children. The mood of the song is a sad one and triggers the children's emotions. Teachers also reported that they encourage parents to expose their children's songs that may involve direct teaching such as letter recognition and letter sounds. Such songs may predict children's alphabet knowledge. Among the nursery rhyme that was recommended is the alphabet song:

Song 3: Alphabet song

The USA version

A-B-C-D-E-F-G

H-I-J-K-LMNOP

Q-R-S

T-U-V

W and X

Y and Zee

Now I know my “ABCs”

Next time won't you sing with me?

Parent and children singing of the alphabet song above exposes children to the basics of English language especially reading and writing skills. In general, music promotes language acquisition, listening skills, memory, and motor skills. Moreover, songs introduce new words as shown in Song 2 through rhyme or repeat, which makes them easy to learn. Singing also facilitates bonds between adult/parent and child.

Parents are also encouraged to use talking to help children to develop listening and speaking skills. In the home environment talking can occur at mealtimes and vocabularies about how the food tastes can be use or to talk about the food they are preparing and how they are doing to it. Parents may also talk about objects inside and outside the house – for example, the rustling of leaves, or the sounds of the birds or traffic as they introduce vocabularies in meaningful context.

Section 4.2 basically discusses literacy activities that are home based and when well utilized may enhance the learning of English language. The joint literacy activities such as shared reading, parent-child conversational activities, games and puzzles and talking and singing songs when well observed may lead to development of listening, speaking, vocabulary and reading skills. Vgotsky (1978) argues that repeated scaffolding of all these activities provide strategies that enable children to internalize these more advanced modes of action and apply them independently in similar situations.

4.3 Parental involvement in the learning of English language

This section focuses on parental involvement in the learning of English language. The analysis and discussions are pegged on the premise that parental involvement is a significant factor that influences second language development. Moreover, parental involvement is one of the most significant factors in children's L2 learning and development. This section is in line with Epstein (2001) framework for parental involvement that was developed from many research studies conducted with teachers, parents and students from primary to high school. This framework has been widely utilized to help teachers, parents and researchers create effective learning programs for students (Epstein, 2001). This section therefore analyzes parental involvement in the learning of English language in terms of types and levels of parental involvement in their children's English learning process, other opinions on parental involvement in the learning of English Language and factors that may hinder parental involvement in English learning.

4.3.1 Types and level of parental involvement in their children's English language learning

The second part of the interview schedule sought to find out the strategies of parental involvement in their children's English language learning. The interviews were in line with Epstein's, (2001) six types of parental involvement which are parenting, learning at home, cooperation with school, volunteering, collaboration with community and other supports.

The first section entailed a discussion on the type of Parental involvement in their Children's English Language Learning. The researcher used Close-ended statements to explore the types and levels of the respondents in parental involvement in their children's English language learning. The use of percentages revealed the levels of the

respondents' parental involvement in their children's English language learning. The results were interpreted in terms of level as shown below

Percentage	Level
85-100%	Very High
69%-84%	High
52%-68	Moderate
36%-51%	Low
10%-35	Very low

The results in this section are presented in Table 13:

Table 17: Level of 'parenting' and level of parental involvement in their children's English language learning

Item	Statements	No of parents	Percentage	Ranking	Level
1	Encouraging your children to understand the importance of learning English	27	90%	1	Very High
2	Observing your children's English language development in every skill	20	67%	3	Moderate
3	Accepting and willing to help your children to improve their problems in English language learning	27	90%	1	Very High
4	Knowing the English skill(s) that your children are good at and willing to support your children in that skill (s)	20	67%	3	Moderate
5	Encouraging your children to practice English in daily life	24	80%	2	High
Average			394=79%		

The results in Table 13, above shows that most of the respondents encouraged their children to realize the importance of English language learning as shown with the highest percentage (90%) which is interpreted as high level. The results also show that in item 3 90% (high level) of the parents are accepting and willing to help their children to improve their problems in English language learning. The above item was very high regardless of the level of background of background of education and socioeconomic factors. 67% (moderate level) of the respondents encouraged their children to practice English in daily life. A moderate level was also reported in item 4; Knowing the English skill(s) that your children are good at and willing to support your children in that skill with 67% of parents only. The score may have been moderate due to the level of education of parents and their proficiency in English. However, 80% (high) of the parents reported that they encourage their children to practice English in daily life. This was due to parental attitudes towards the learning of English Language.

Therefore, the mean score of this section was 79%, which could be interpreted as a high level of “Parenting” type of parental involvement in supporting their children in learning English. This section was high basing on the perception that parents have about learning the English language. Most of them reported that it was important for their children to learn English because it would be useful for work-related activities. Another response that was present was that English is a job requirement nowadays. Thus, respondents perceive the high significance of English language hence leading them to have a very positive attitude towards English language. The findings of this study are close to (Pino-Juste & Rodríguez-Lopéz, 2007) study in Colombia whose results also showed that parents hold learning English in high esteem, and that they expect their children to start learning it at an early age and express how it can be beneficial for the children’s future.

The second section focused on the level of learning at home. The study was set to establish the level of learning at home as shown in Table 14 below:

The results were interpreted in terms of level as shown below:

Percentage	Level
85-100%	Very High
69%-84%	High
52%-68	Moderate
36%-51%	Low
10%-35	Very low

Table 18: Level of learning at home: type of Parental Involvement in their Children’s English Language Learning

Item	Statements	No of parents 30	Percentage	Ranking	Level of involvement
1	Assisting your children in their English homework	20	67	2	Moderate
2	Exchanging opinions about learning English with your children	12	40	5	Low
3	Preparing a proper home environment for learning English e.g., reading room, assignment room	18	60	4	Moderate
4	Helping your children to set a goal in learning English each term e.g., getting higher grades, arranging a reading plan and some other skill development	24	80	1	High
5	Arranging time for your children to do and review their English homework	20	67	3	Moderate
Average		314=63			

The results in Table 14 above revealed that the majority of the respondents set goals in learning English with their children each term 80% this was regardless of their level of

education and their level of proficiency in English language. Moreover, 67% of parents and provided assistance in their children’s English homework. These results were in close relation to the level of proficiency of parents in English language. While 37% of the parents reported that they were fair in English only 13% reported that they were good. 67% of the parents also arranged time for their children to do and review their English homework and prepared a learning atmosphere at home for their children (60). This was regardless of the education background and the level of English proficiency. The last level of parental involvement is about exchanging opinions about learning English with their children (40%). Most parents expressed that they lacked knowledge on how they could enhance the learning of English language.

The average score on the involvement of parents in the learning of English language is 62.8 which indicate respondents have a moderate level of learning home.

The study also sought to establish the level of cooperation with school as a type of parental involvement in their children’s English Language Learning. The results are presented in Table 15 and were interpreted in terms of level as shown below:

Percentage	Level
85-100%	Very High
69%-84%	High
52%-68	Moderate
36%-51%	Low
10%-35	Very low

Table 19: Level of “Cooperation with School” Type of Parental Involvement in

Item Statements	No of parents	Percentage	Ranking	Level of involvement
	30			

1	Being a part of the schools' parents committee and attending meetings at the school	12	40	4	Low
2	Talking with your children's English teacher and other parents in planning the curriculum of English	20	67	3	Moderate
3	Coordinating with English teachers to solve the problem of your children's English learning	22	73	2	High
4	Being a part of the team that can implements the school policy in enhancing the English language learning of your children	6	20	5	Very low
5	Knowing your children's English grades at school	24	80	1	High
	Average		280=56%		

The results in table 15 show that the highest percentage (90%) indicated that the respondents knew their children's English grades at school. Furthermore, the respondents coordinated with English teachers to solve their children's problems in learning English (73%) and also talked with their children's English teacher and other parents in planning the curriculum of English. The results also that 40% of parents were

a part of the school committee and attended school meetings. However, only 20% of parents reported to being a part of the team that can implement the school policy in enhancing the English language learning of your children. The mean score of this section was 56% and it showed that the respondents had a moderate level of “Cooperation with school” type of parental involvement in their children’s English learning.

Another indicator for parental involvement in their children’s English Language Learning is level of volunteering. The study established the level of parental volunteering as shown in Table 16 below:

The results are presented in Table 16 and were interpreted in terms of level as shown below:

Percentage	Level
85-100%	Very High
69%-84%	High
52%-68	Moderate
36%-51%	Low
10%-35	Very low
Below 10	poor

Table 20: Level of “Volunteering” Type of Parental Involvement in their Children’s learning

Item Statements	No of parents	Percentage	Ranking	Level of involvement
	30			

1	Volunteering to be coordinators for English teachers and other parents	8	26	3	Very low
2	Volunteering to be coordinators between English teacher and students	10	33	2	Very low
3	Participating in the school's activities about English language learning	26	87	1	Very high
4	Being a guest teacher or inviting experienced English teachers to teach English at your children's school	1	3	5	Poor
5	Being a guest teacher or inviting experienced English teachers to teach English at your children's school	2	6	4	Poor
	Average		155=31%		

Table 16 above shows that the respondents supported English language learning at their children's school at the highest mean score (87%) by participating in the school's activities about English language learning. Parents reported that they participated in terms of material, providing time for their children at home and by being in touch with

the teachers of their children. 33% of the parents' volunteer to be coordinators between English teacher and students while 26% volunteered to be coordinators for English teachers and other parents. Only 6% of the parents volunteered to be a guest teacher or inviting experienced English teachers to teach English at your children's school and 3% volunteered to a guest teacher or inviting experienced English teachers to teach English at your children's school. This is because the respondents were a teacher by profession. The average mean score for this section was 31%, which indicated that the respondents had a very low level of "Volunteering" type of parental involvement in their children's English language learning.

The last section sought parental involvement in their Children's English Language Learning within the community. The results are presented in Table 17 and were interpreted in terms of level as shown below:

Percentage	Level
85-100%	Very High
69%-84%	High
52%-68	Moderate
36%-51%	Low
10%-35	Very low
Below 10	poor

Table 21: Level of "Collaborating with Community" Type of Parental Involvement

Item Statements	No of parents	Percentage Ranking	Level of involvement
	30		

1	Encouraging your children to participate in English learning activities in your community	0	0	0	Poor
2	Taking your children to learn English at the library, museum and learning center in your community	6	20	2	Very low
3	Arranging activities that enhance English learning for students in your community e.g., helping with homework, storytelling and providing cartoons or movies in English	14	47	1	Low
4	Collaborating with the community in arranging English learning activities	0	0	0	Poor
5	Giving advice about English language learning to other parents in the community	0	0	0	Poor
	Average		67=13		Very low

This section presents very low parental involvement this was due to lack of awareness by parents and lack of resources. The highest score in this section was 47% that entails parents arranging activities that enhance English learning for students in their community such as e.g. helping with homework, storytelling, talking and songs and

providing cartoons or movies in English. The parents reported that they were aware of songs and cartoons that would enhance the learning of their children’s English as some teachers could direct them to provide them.

For instance, one parent from a private school reported that they were asked to expose their children in PP1 to the following cartoon; *Dora*, *crybabies* and *Masha and the bear*. Only 20% of the respondents reported that they take their children to learn English at the library. All parents reported that there were not aware of any museum and learning center in their community. Moreover, all parents reported that they were not aware of English learning activities in their community thus they could not give advice about English language learning to other parents in the community. Thus, the mean score of this section was 13%, which showed a very low level of “Collaborating with Community” type of the respondents’ parental involvement in their children’s English learning.

The findings of the study show the level of the respondents’ parental involvement in their children’s English learning of each type of involvement is summarized in the Table 19 below:

Table 22: Level of each Type of Parental Involvement in their Children’s English

Item	Type of parental Involvement	Mean	Ranking	Level of involvement
1	Parenting	79	1	High
2	Learning at home	63	2	Moderate
3	Cooperation with school	56	3	Moderate
4	Volunteering	31	4	Very low
5	Collaboration with community	13	5	Very low

Average	242=48%	Low
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Table 19 above indicates that the type of parental involvement in their children’s English learning that the respondents were most involved with was “Parenting” type (mean score = 79%), which can be regarded as a high level of involvement. On the other hand, the type of parental involvement that the respondents were least involved with in their children’s English learning was “collaboration with the community” type (mean score =13%), which was a very low level of parental involvement. This was due to lack of awareness. The total mean score of the respondents’ parental involvement in their children’s English language learning was 48%, which can be regarded at a low level.

4.3.2 Opinions and suggestions about parental involvement in children’s English Language Learning

The last of structured interview guide focused on some additional opinions and suggestions in open-ended questions. Their answers are summarized as follows:

4.3.2.1 Opinions about how they got involved with their children’s English language learning and the reasons

The first question was about opinions about how they got involved with their children’s English language learning and the reasons. Most of the respondents revealed that they were involved in their children’s English language learning by buying their children at least some of the recommended storybooks which were relatively cheaper worth about Ksh 200 to Ksh 300. They believed that extra story books would increase the level of their readership. Few parents who owned television respondent that they supported the viewership of relevant TV programs Akili kids, watching of cartoons and Afrocinema. They believed that these learning materials could effectively attract the attention of the

learners and could be enhance their vocabulary development. Other parents who could read answered that they usually helped their children in doing English homework and answered their children's questions about English language learning.

On the other hand, a few respondents revealed that they did not get involved with their children's English language learning because of a lack of English knowledge, time and money. They also answered that the involvement in their children's English learning was the duty of the English teachers at school. 2 respondents revealed that they were involved in their children's English language learning by talking to their children in English.

4.3.2.2 Opinions about the types of parental involvement that can best develop their children's English language learning

All respondents pointed out that "Parenting" type of parental involvement could best develop their children's English language learning. They suggested that they fully understand the role of English language in the society hence they encouraged their children to understand the importance of learning English. Moreover, the respondents believed learning at home could support their children English learning. However, they suggested that they should be guided on how to prepare a literacy environment for their children. They also suggested if Information about selecting books and to what extent they should help their children should be made available.

The respondents also thought that watching cartoons and movies in English helped enhance the young learners' English proficiency effectively. The respondents agreed that they were not aware of community involvement in their children's learning English hence they suggested that they needed more exposure.

4.3.2.3 Opinions about the effectiveness of the parental involvement in enhancing their children's English skills

All respondents agreed with the effectiveness of parental involvement in developing their children's English skills. This view was supported because of the close relationship between parents and children, which could best motivate their children in their learning process. However, a few respondents did not agree with the effectiveness of the parental involvement because they rarely supported their children's English learning. Some of the respondents felt that they would support their children better if they had had more knowledge and money. Moreover, parents argued that they should be made aware of community resources that could enhance the learning of English Language.

4.3.2.4 Suggestions about the parental involvement in children's English language learning

The respondents suggested that parents should support their children in reading skills by buying the necessary storybooks and reading with children at home. This would be made possible by teachers providing information about selecting books. The respondents also suggested that information about what is expected of parents pertaining to the completion of homework should be made available.

Moreover, the respondents felt that parents should provide a learning atmosphere for learning English to their children e.g., a good home environment. In addition, the respondents pointed out that parents should encourage their children to understand the importance of English language learning in their future careers.

Respondents also reported they help children by providing emotional support in their studying process (61%, 8 participants). Thereafter, 6% reported that they helping by

showing them videos in English and by giving them drawings to color and finally, by playing games such as word cross with them (3%).

4.3.3 Factors that may hinder parental involvement in English learning

The first factor that was prominent for lack of parental involvement in English learning is lack of parent education to help with schoolwork. Basing on the educational background of parents only 2 parents had attained a degree certificate while 10 had form four certificate, 6 had vocational certificate and 12 had the knowledge of up to primary level. This data clearly show that parents lack education to help in English school work. That is, they lack perceived value of education and parental competency that influence parental involvement. For instance, some respondents reported that they could not speak English hence they rely mostly on the teacher at school. The respondents reported regardless of them feeling incompetent in English they were much aware of the value of their children learning English language. Lack of knowledge in a subject by a parent may lead them to place low value on their child's English education.

Moreover, parents and family members who have a good command in English provide a good exposure to English that contribute to develop their overall skill in the language. Few parents reported that they once in a while use English language while at home. The findings of the study are in line with Brown's (1980) study who found illiteracy of the family members really affects the learning process of the children, and that the children from lower class families get less encouragement for learning English from their parents or elders.

The second factor that hinders parental involvement in English learning is social economic status. To establish the socioeconomic status of pupils were asked questions on who takes care of them at home, the type of work their parents' do, parents highest

education level and the type of house their family lived in. From the analysis, the majority 27(90%) of pupils are taken care of by their parents while 3(10%) are taken care of by guardians. Table 20 presents findings on parents' occupation.

Table 23: Parents occupation

Father's occupation	F	%	Mothers Occupation	F	%
Small scale farmer	9	30	Small scale farmer	8	27
Small business entrepreneur	5	17	Small business entrepreneur	6	20
Teacher	1	0.03	Teacher	1	0.03
Soldier	3	0.1	Community health worker	2	0.7
Gate keeper	2	0.06			
Technician	3	0.1	Nurse	1	0.03
Mason	3	0.1			
Driver	1	0.03	House Wife	10	33
Carpenter	3	0.1	Manual Worker	2	0.7

Table 20 shows that most 9(30%) fathers and most 8(27%) mothers are small scale farmers, while 5(16%) father and (20%) of mothers are small business entrepreneurs. This indicates that most parents are involved in menial jobs which places majority of them in low or average social economic status. More worrying is that 33% of mothers are housewives.

From the representation in table 2 above low socio-economic status is one of the major impediments for parental involvement in the learning of English language. Due to lack of money the respondents reported that they could not support their children by providing enough facilities such as extra story books, they could not afford a home tutor for development English skills or afford to admit children in well-known educational

institution actually. Lack of facilities hampers home learning that enhances the development of language skills. These findings are in tandem with (Bourdieu, 1990) study that shows a correlation between home environment and learning. The study shows that children of well-to-do families are likely to get more facilities which contribute to learning process while the children coming from families with low social status and poor income face difficulties to develop themselves as they suffer from lack of necessary supports from family which are prerequisites for learning.

The third factor that hinders parental involvement in English learning is Parents-Teacher's relationships. The study found that parent's views and relationships with teachers and school staff is a great predictor of parental involvement in their children's academics. The study sought the following questions to gauge the relationship between parents and the teachers: i) are you in touch with teachers? ii) Do teachers phone you when your child misses an assignment or does poorly in exams? iii) Do you let the teacher know that you your children's study habits and attitude towards school and iv). Do you ask the teachers how you can support your child in areas he/she may need to improve?

The results were 21(70%) of the parents reported that they are in touch with their English teachers. 15% of parents reported that teachers phone them when their children miss an assignment or does poorly in exams. 6(5%) of the parents reported that they let the teacher know what their children's study habits and attitude towards English. 3% of the parents reported that they ask the teachers how they support their child in areas they may need to improve. The above activities show the level of relationship between the parent and teacher's relationship.

The results also show that schools should enhance communication between teachers and parents since it is an effective way to enhance social functioning and address

problem behaviors both in class and at home. Moreover, schools should create programs that encourage parents to get more involved through volunteering in their children's classrooms and attending PTA (Parent-Teacher Association) meetings since parental involvement has many benefits. Furthermore, programs that work to create and improve relationships have been shown to increase the likelihood that parents will take an interest in their child's schooling and become more involved not only in the home but at the actual school as well. Thus, the collaboration between parents and teachers is necessary for providing an environment that assists their children's learning English language.

The fourth factor that was reported is the child's age. Respondents reported that parental involvement was much easier in preprimary and lower primary than in upper primary. They reported that they deem it acceptable to lessen their watch over their children's homework as they get older, more mature and more independent. On the other hand, children in grade 5 and 6 feel independent and that they need their parent's assistance less as they age. This push towards a more independent lifestyle is a natural development and can be directed through effective communication between parents, students, and academic establishments.

The fifth factor that is discussed is lack of time. Some respondents reported that they lack time to assist their children with homework in English. They argue that their role is to fend for the basic needs of the child as the teacher in school provides knowledge to their children. 17 out of 30 respondents reported that they could not provide proper guidance to their children as they have to be busy with work all day. Moreover, some parents reported that they lack knowledge about English curriculum hence they had inability in ensuring the basic necessities that contribute to learning.

This view also reveals parents' beliefs about parental duty. Other general factors as revealed in the audience include; lack of knowledge about curriculum, parents' beliefs about their skill to develop learning, the child's gender and the Parents' gender.

4.4 Ways of providing home environment that enhances the learning of English language

This section focuses on ways of providing a home environment that enhances the learning of English language. Following Vygotsky, (1978), children can extend their language skills when they act in the zone of proximal development in collaboration with adults. Adults in the context of this study are the parents, caregivers and older siblings. Vygotsky, (1978) also argues that children's learning is facilitated through a guided participation in culturally determined and meaningful situations. Moreover, children's language skills are supported by adults' input, questions, and feedback, which creates a "scaffold" that facilitates children's development in the zone of proximal development, allowing them to reach a higher level of functioning. This section thus discusses the following: availability of English language learning resources at home, adequacy of literacy activities at home, appropriate parental role and parental attitude.

4.4.1 Availability of English language learning resources at home

The study sought information on availability of English language learning resources at home resources at home. Pupils were asked whether they have story books, newspapers, magazines, watching English programs on television and whether they play word puzzles in their home. Table 20 presents the findings.

Table 24: Availability of English language learning resources at Home

Type of resource	Frequency	Percentage
Story books	20	67%
Newspapers	8	26%
Magazines	2	0.2%
Media (Relevant programs on TV)	5	16%
Internet (relevant cartoons)	1	0.03
Word puzzles (on their parents' phones)	3	10%

Table 20 shows that majority of the pupils 20(67%) have story books in their homes while 8(26%) have newspapers. Only 2 pupils reported that they magazines. 16% of the pupils reported that they watch English programs on television especially Akili kids. 10% of the pupils reported their parents would play with them word puzzles on the phone. These results indicate that in majority of homes there are adequate story books but they lack other necessary resources that may enhance English language skills.

Availability of English language resources play a key role in language development since it exposes children to the target language. Thus, children's exposure to input at home and at school ensures impacts on the usage of English language by the child. However, the result shows that the only available resource that most children could access is the story books. This implies that a majority of the children lack other resources such as newspapers, magazines and media. Thus, many children do not have access to linguistically rich experiences that promote language development especially vocabulary, reading and speaking. This finding is true basing on the socioeconomic factors as discussed in Section 4.3.3. The study found that most of the households do not own a TV and few could access resourceful cartoons on the cartoons that would

enhance both vocabulary development and enhance communication, imagination, creativity and socioemotional skills. Hargrave and Sénéchal (2000) argue that exposure to storybooks has a direct, positive, causal impact on children's vocabulary and language skills.

Then, the low socioeconomic level of most pupils exposes children to a limited number of vocabulary words and conversations that allow them to use the language that they hear. Zauche, Thul, Mahoney, and Stapel-Wax, (2016) argue that the availability of storybooks in the home and the quantity and quality of parents' reading engagements with their children are consistently associated with children's cognitive and language development, school readiness, and achievement. Moreover, research has shown that one reason children living in poverty do not achieve their potential in terms of language development and emergent literacy is that they do not have access to linguistically stimulating home environments (cf. Can & Ginsburg-Block, 2016). Therefore, availability access to linguistically stimulating environment enhances language development.

4.4.2 Adequacy of literacy activities at home

The study sought information on whether pupils are involved in adequate language literacy activities at home such as shared reading, parent-child conversation activities, playing games/puzzles, watching relevant program/movies/cartoons, library visits and storytelling. Pupils were also asked if anybody helps them do English homework. Table 22 below presents the findings of the study:

Table 25: Adequacy of Literacy Activities at Home

Type of Activity	Frequency	Percentage
Reading story books on your own	26	87
Parent-child shared reading	14	47
Parent-child conversational activities	6	20
playing games/puzzles on the phone	2	0.06
Watching relevant program/movies/cartoons	5	16
Storytelling	5	16
Any family member assists you in your English assignments	16	53
Mum or Dad read books for you	12	30
Library visits	0	0

Table 22 shows that majority of the pupils (87%) read story books at home. Parent-child shared reading was rated at (14)47% while parent-child conversation activities were at 6(20%) These results correlates with the educational background of parents as presented in section 4.1. The results also show that at least two children are exposed to word puzzles on the phone which they try out together with their parents. 16% of the pupils reported that they at least watch relevant program/movies/cartoons. This was also reflected in the item where they were to agree or disagree regarding to whether they are encouraged to watch English movies/cartoons/ animated movies to improve their English at home (e.g., Akili kids). While 5(16%) strongly agreed, 60% strongly disagreed and 10% agreed. The results are in correlation to socioeconomic factors of the pupils. In addition, 16% of the pupils also reported to engaging in storytelling with

their family members. A fairly good number of pupils 16(53%) of the pupils responded that there is someone who assist them in doing English homework, while 14(47%) of the pupils said no one assists them. 30% of the pupils also reported that either Mum or Dad read books for them. None of the student were yet to visit any community library. At least 87% of the pupils agreed that they engage in reading activities when at home. The above data shows that home learning environment provides numerous opportunities for learning activities that support the children's linguistic and literacy abilities. Following, Vgotsky (1978) children develop early linguistic competencies during interaction with their parents. Thus, a multifaceted home environment comprising of shared reading, parent-child conversation activities, playing games/puzzles, watching relevant program/movies/cartoons, library visits and storytelling provides an opportunity to children to learn English language as discussed in Section 4.2. This study is in line with Ip et al (2016) study that demonstrated that storybook reading and storytelling and recreational activities (listening to music and playing together) in the home learning environment significantly mediated socioeconomic gradients in children's school readiness. Moreover, parent-child reading also revealed positive effects on children's language and literacy development. However, these factors depend on the socioeconomic factors of different families. Adequacy of literacy materials in the home is very key. Niklas & Schneider, (2013) perceives that children's literacy activities at home are associated closely with their language production competencies such as expressive vocabulary, as well as with language comprehension competencies and their precursors, e.g. receptive vocabulary and phonological awareness.

4.4.3 Appropriate Parental Role

The study acknowledges that parents or other caregivers are the first teachers of children and this role continues even when they start school. Through interviews mothers were asked about literacy activities in the home. Such activities included book-reading, storytelling and teaching of letters, words and numbers. The preprimary parents reported that they assisted their children in book reading and recognition of letters. Moreover, all parents in preprimary recognized that homework in preprimary is designed to elicit parental involvement. Most of the homework required the both the parent and the child. For instance, one respondent reported that her PP2 child has always requested her to read as she listens or to identify sounds. Such assignments are associated with higher language development in early childhood: skills in vocabulary, narrative construction, phonemic awareness, print concept knowledge, and positive attitudes towards literacy. Moreover, children's knowledge and skills develop in the context of interactions with others who have more experience, such as caregivers and adults (Cf. Vgotsky, 1978).

Another appropriate parental role is to ensure quality of mother-child interaction. Such exposure to rich, varied and complex language in the early years improves language development, as does parental responsiveness and sensitivity. Moreover, parents have the responsibility to ensure the appropriate learning materials are present in the home. Through the questionnaire the pupils reported that among the learning materials that were available at home were storybooks, picture books and magazines. The presence of books in a household has been linked to a child's expanded vocabulary. The preprimary parents reported that they buy relevant toys to their children that elicit symbolic play, such as telephones and tea sets, assist language development in early

childhood. They also reported that they buy charts of letter names and sounds that enhance formal literacy interactions and shared reading.

Some parents reported that they were responsible for re-arranging warm reading environment and atmosphere that can strengthen children's reading motivation. For instance, 70% of the parents reported that they provide a place for children to contact with books anytime. The colorful storybooks and picture books can rouse children's attention and mobile power for the reading materials. Therefore, they should be displayed in areas where can contact more easily. This approach enhances their confidence and sense of achievement. Therefore, the physical environment within home environment can be positive on children reading.

Two respondents reported that they provide all necessary facilities for their children to study English language since English is really necessary for them to get a good job. The study sought to establish the level of encouragement by asking pupils to respond to five main activities shown below:

- My parents encourage me to learn English.
- I get help from my parents in studying English at home
- I read English story books at home with my parents
- My parents converse to me in English

97% of pupils strongly agreed that their parents always try to motivate and encourage them in Learning English while 53% agreed that they get help from their parents in studying English at home. In addition, 47% agreed that they read English story books at home with their parents whereas 13% of pupils agreed that they read English story books at home with their parents. However, only 10% of the pupils reported that their parents converse to them in English. The survey clearly shows that pupils are receiving

some level of exposure in English which may enhance language development. Moreover, 88% of strongly agreed that their parents buy the English story books which is a form of encouragement.

Through teachers survey it was reported that parents need to design developmentally appropriate strategy for their children and for the children in Grade 5 and 6 parents need to use more extra-textual dialogue, examples and verbal communication to combine storybooks with children's daily life experience; while for lower primary, parents need to use more scaffolding and praise to assist children recognize the knowledge, the image of the objects and items from story books. The teachers also reported that parents should provide diversified interactive materials that make children enjoy in reading. For instance, parent-child shared reading may include toys, dolls, animal puppets, drawing tools, blocks and music, computer-media for the parents that can afford them. Learning takes place when a child is able to attach meaning to the kind of images and objects they see (Kindle, 2011).

The teachers also reported that some parents have more ideas in sharing stories which they could utilize. Story telling enhances interaction between a child and a parent. In fact, Vygotsky, (1978) observes that children during the interaction, a conversation or activity are co-constructed between a child and another person (Vygotsky, 1978). Moreover, van Kleeck, (2003) postulates that children can become more active in the co-construction of narratives and also understand the more difficult concepts if they are embedded in concepts that they have already mastered, and adults can discuss in a more sophisticated way about the story after a basic understanding of the story has been established.

4.4.4 Parental attitudes

Parents play an important role in maintaining their children's language ability as well as in participating for the success of school and learning. Thus, how parents feel and behave may influence language development. Thus, parental attitude about the learning of English language is important. The study reveals that most parents are willing to provide at least one or two of the literacy materials and even willing to participate in the literacy activities. Thus, the results of the study indicate that parental attitudes towards English language learning may impact on the quality of home literacy environment. For instance, parental attitudes towards shared reading, storytelling and role playing in turn influences on children's linguistic abilities as discussed in section 4.2. The study found that active participation in literacy activities impact positively on the children's language development.

In Section 4.3 most of respondents (97%) expressed that they were aware of the importance of knowing English for their child's future career. The results of this study provide evidence that most parents have a positive attitude towards the learning of English language because they believe it can productively promote career opportunities. This attitude pushes most of them to buy the necessary resource materials for their children. Thus, parental attitude towards English language is an aspect of a broader construct of the home literacy environment. Moreover, parents who have a positive attitude are likely to act as role models of their children and that their attitudes are likely to impact on their children's attitude towards language learning. For instance, parental attitudes towards shared reading and literacy in general may be important to language development.

Parents who put value in literary activities such as storytelling, shared reading and informal interactions on picture reading are likely to promote language development.

Noteworthy, the availability of literacy resources is associated with the socioeconomic status of families. For instance, well to do families may have more home literacy environment cultural capital in terms of number of storybooks, picture reading and print materials and cultural praxis, which is all literacy activities such as seeing their siblings and parents reading for pleasure. Such families provide an environment that gives children an opportunity to experience with literacy activities. Moreover, reading channeled through informal interactions with preprimary children is enjoyable. Therefore, parental attitudes may have an impact on linguistic outcomes on children.

4.5 Summary

This chapter has investigated three main objectives of the study which were: kinds of home language practices that support children's English language learning, parental involvement in the learning of the English language and ways of providing home environment that enhances the learning of English language. Further, it has attempted to account for the frequency of occurrence of the different question types in each objective. The overall observation is that home literacy environment is an important factor in the growth and development of English language. The next and last chapter presents the summary of the findings, conclusions, recommendations and suggestions for further research

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This study investigated the role of home literacy environment on the learning of English language in Makuyu zone, Murang'a County, Kenya. The study was based on the assumption that access to a linguistically rich environment enhances language development. The study was guided by four objectives, which were to: (i) describe the kinds of home language practices that support children's English language learning, (ii) analyze parental involvement in the learning of the English language, (iii) explore the impact of competency-based curriculum on Home Literacy Environment and (iv) to establish the ways of providing home environment that enhances the learning of English language in Makuyu zone, Muranga County, Kenya.

The Summary of the findings of the analysis for each objective are presented in the sections in this chapter. The chapter also makes recommendations based on the study findings and suggestions for further studies.

5.1 Summary of findings

This section presents a summary of the findings of each of the objectives.

5.1.1 Summary on home language practices that support children's English language learning

The first objective of this study was to determine home language activities that support children's English language learning. The data collected through questionnaires revealed that home literacy environment is a significant predictor of language development. The data collected through questionnaires and interviews reveal that among the English language activities that may be enhanced in home environment are

parent-child shared reading, parent-child conversational activities, picture reading, story book reading, and playing puzzles.

The findings of the study revealed that parent-child shared reading is one of the home literacy activities that would enhance the learning of English language. The study considers parent-child shared reading as one of the ways HLE provides opportunities for learning activities that support the reading skills of a child.

The respondents reported that shared reading at home provide an opportunity for children to develop linguistic competences. The finding of the study shows that picture reading enhances the aesthetic skills of children and creative and imaginative skills.

Shared reading may thus contribute significantly to the development of receptive and expressive vocabulary as well as listening comprehension. The findings of the study also reveal that story book reading not only foster children's cognitive competencies in the early years, but also support their early socioemotional learning.

The second literacy activity that the study identified was parent-child conversational activity. The study established that parent-child conversational skills may enhance the learning of English language especially vocabulary development that is one of the five pillars that support literacy. Parent-child conversations may increase the number of words the child has acquired, a parent who has some knowledge in English language and interacts with the child through speech improves the vocabulary of a child, involvement in any discourse at home may increase both vocabulary and structure and that home environment provides different settings that enhances vocabulary development.

The study revealed that activities that could enhance parent-child conversational activities include storybook reading that may target specific vocabulary words, picture reading that may enhance lexical building in a child as revealed in Picture 3.

The study also revealed that parent-child dialogue may enhance parent-child conversation activities is dialogue. The teachers reported that home environment may provide the learner with different settings that may provide opportunities for the child to build their vocabularies such as when sharing a meal parents may engage in a multiparty dialogue or when cooking. Food preparation activities may provide parents an opportunity to give instruction which may in turn promote active listening. Storytelling is another conversational activity that was reported as a mean of enhancing vocabulary growth. The teachers reported that increased conversational features such narrative storytelling and responsive turn taking may have positive effects on children's vocabulary use. In summary, intensive/quality parent-child conversations are a means of improving and supporting vocabulary development. The study reveals that parent-child conversation are key to the development of literacy skills that CBC emphasizes on.

The study also established that another home literacy activity that may enhance parent-child interaction is puzzle playing. The results of the study show that puzzles both at school and home promote interaction, thinking, learning, and enhance the development of problem-solving strategies. Puzzles help improve communication and collaboration which may lead vocabulary development at home.

The last home literacy activity that was identified in the study was talking and song singing activities. The results reveal that talking and song singing activities in the home environment help young children to develop listening and speaking skills.

5.1.2 Summary on parental involvement

The second objective was set to establish parental involvement in the learning of English language. The analysis was pegged on the premise that parental involvement is

a significant factor that influences second language development. The analysis was in line with Epstein (2001) framework for parental involvement.

Section 4.3.1 focused on types and level of parental involvement in their children's English language learning. The analysis was in line with Epstein's (2001) six types of parental involvement which are parenting, learning at home, cooperation with school, volunteering, collaboration with community and other supports. However other supports were not analyzed. The findings of the study revealed that the first type of parental involvement was 'parenting'. Parenting was reflected in terms of parents encouraging their children to realize the importance of English language learning as shown with the highest percentage (90%) which was interpreted as high level and by parents accepting and willing to help their children to improve their problems in English language learning (90%). Generally, the parenting type of involvement had the mean score of this section was 79%, which could be interpreted as a high level of "Parenting" type of parental involvement in supporting their children in learning English.

The second type of parental involvement that was reflected in the data collected was the level of learning at home. The findings of the study revealed that the majority of the respondents set goals in learning English with their children each term 80% and this was regardless of their level of education and their level of proficiency in English language. The study also revealed that 67% of parents provided assistance in their children's English homework. These results were in close relation to the level of proficiency of parents in English language. The average score on the involvement of parents in the learning of English language is 62.8 which indicates respondents have a moderate level of learning at home.

The third type of parental involvement in English language learning was discussed in terms of the level of cooperation with school. The findings of the study revealed that

(90%) of parents indicated that the respondents knew their children's English grades at school. Furthermore, the respondents coordinated with English teachers to solve their children's problems in learning English (73%) and also talked with their children's English teacher and other parents in planning the curriculum of English. However, only 20% of parents reported to being a part of the team that can implement the school policy in enhancing the English language learning of your children. The mean score of this section was 56% and it showed that the respondents had a moderate level of "Cooperation with school" type of parental involvement in their children's English learning.

The fourth indicator for parental involvement in their children's English language learning is level of volunteering. The findings of the study show that (87%) of parents participated in the school's activities about English language learning in terms of providing material, providing time for their children at home and by being in touch with the teachers of their children. However, only 33% of the parent's volunteer to be coordinators between English teacher and students while 26% volunteered to be coordinators for English teachers and other parents. Only 6% of the parents volunteered to be a guest teacher or inviting experienced English teachers to teach English at your children's school and 3% volunteered to a guest teacher or inviting experienced English teachers to teach English at your children's school. The average mean score for the level of volunteering was 31%, which indicated that the respondents had a very low level of "Volunteering" type of parental involvement in their children's English language learning.

The last type of parental involvement in their Children's English language learning was within the community. The results reveal very low parental involvement within the community and this was due to lack of awareness by parents and lack of resources. The

highest score in this section was 47% that entails parents arranging activities that enhance English learning for students in their community such as e.g., helping with homework, storytelling, talking and songs and providing cartoons or movies in English. Only 20% of the respondents reported that they take their children to learn English at the library. All parents reported that there were not aware of any museum and learning center in their community. Thus, the mean score of this section was 13%, which showed a very low level of “Collaborating with Community” type of the respondents’ parental involvement in their children’s English learning.

In summary, the findings of the study reveal that the type of parental involvement that the respondents mostly got involved with in their children’s English language learning was “Parenting” type (mean score = 79%), which can be regarded as a high level of involvement. On the other hand, the type of parental involvement that the respondents were least involved with in their children’s English learning was “collaboration with the community” type (mean score =13%), which was a very low level of parental involvement. This was due to lack of awareness. The total mean score of the respondents’ parental involvement in their children’s English language learning was 48%, which can be regarded at a low level.

The study also sought to establish other opinions and suggestions about parental involvement in children’s English Language Learning. Most of the respondents revealed that they were involved in their children’s English language learning by buying their children at least some of the recommended storybooks which were relatively cheaper (Ksh 125 to Ksh 250). Few parents who owned television respondent that they supported the viewership of relevant TV programs Akili kids, watching of cartoons and Afro cinema. They believed that these learning materials could effectively attract the attention of the learners and could be enhance their vocabulary development.

However, a few respondents revealed that they did not get involved with their children's English language learning because of a lack of English knowledge, time and money.

The findings of the study show that "Parenting" type of parental involvement could best develop their children's English language learning. The respondents suggested that they fully understand the role of English language in the society hence they encouraged their children to understand the importance of learning English. However, they suggested that they should be guided on how to prepare a literacy environment for their children. The respondents suggested that parents should support their children in reading skills by buying the necessary storybooks and reading with children at home.

The last section focused on factors that may hinder parental involvement in English learning. The results revealed that lack of parent education may impact on parental help with schoolwork. Basing on the educational background of parents only 2 parents had attained a degree certificate while 10 had Form Four certificate. The findings of the study also show that lack of perceived value of education and parental competency has an influence parental involvement. Lack of knowledge in a subject by a parent may lead them to place low value on their child's English education. The second factor that hinders parental involvement in English learning is social economic status. The study revealed that most 9(30%) fathers and most 8(27%) mothers are small scale farmers, while 5(16%) father and (20%) of mothers are small business entrepreneurs. This indicates that most parents are involved in menial jobs which places majority of them in low or average social economic status. More worrying is that 33% of mothers are housewives. The study then reveals that due to lack of money the respondents reported that they could not support their children by providing enough facilities such as extra or more story books, they could not afford a home tutor for development English skills

or afford to admit children in well-known educational institution actually. Lack of facilities hampers home learning that enhances the development of language skills.

The third factor that hinders parental involvement in English learning is Parents-Teacher's relationships. The findings of the study reveal that 21(70%) of the parents reported that they are in touch with their English teachers. A notable 15% of parents reported that teachers phone them when their children miss an assignment or does poorly in exams while 6(5%) of the parents reported that they let the teacher know what their children's study habits and attitude towards English. In addition, 3% of the parents reported that they ask the teachers how they support their child in areas they may need to improve. The above activities show the level of relationship between the parent and teacher's relationship. Age was also reported as a factor. Respondents reported that parental involvement was much easier in preprimary and lower primary than in upper primary. The study also established some parent's lack of time to assist their children with homework in English. They argue that their role is to fend for the basic needs of the child as the teacher in school provides knowledge to their children. A substantial 17 out 30 respondents that they could not provide proper guidance to their children as have to be busy with work all day. Other general factors as revealed in the audience include; lack of knowledge about curriculum, parents' beliefs about their skill to develop learning, the child's gender and the Parents' gender.

5.1.3 Summary on ways of providing home environment that enhances the learning of English language

The findings of the study revealed that home environment be enhanced to support the learning of English language in four basic ways availability of English language learning resources at home, adequacy of literacy activities at home, appropriate parental

role, and parental attitude. The findings of the study revealed that majority of the pupils 20 (67%) have story books in their homes while 8 (26%) have newspapers.

Only 2 pupils reported that they read magazines. However, 16% of the pupils reported that they watch English programs on television especially Akili kids while 10% of the pupils reported their parents would play with them word puzzles on the phone. These results indicate that in majority of homes there are adequate story books but they lack other necessary resources that may enhance English language skills. However, majority were not exposed to a rich linguistic environment. Most of them lacked media, newspapers and internet. The results reveal that many children do not have access to linguistically rich experiences that promote language development especially vocabulary, reading and speaking. This finding is true basing on the socioeconomic factors as discussed in Section 4.3.3.

The findings of the study revealed that providing adequate of literacy activities at home such as shared reading, parent-child conversation activities, playing games/puzzles, watching relevant program/movies/cartoons, library visits and storytelling would enhance the learning of English language learning. The findings of the study revealed that among the literacy activities that were at home were parent-child shared reading was rated at (14) 47% while parent-child conversation activities were at 6 (20%) These results correlated with the educational background of parents as presented in Section 4.1. A fairly good number of pupils 16 (53%) of the pupils responded that there is someone who assisted them in doing English homework, while 14 (47%) of the pupils said no one assists them. However, none of the pupils were yet to visit any community library.

The study also revealed appropriate parental role would enhance the learning of English language. Among the roles of parents are; assisting their children in book reading and

recognition of letters, ensuring quality of mother-child interaction and buying relevant materials for their children such as toys that may assist in language development in early childhood. They also reported that they buy charts of letter names and sounds that enhance formal literacy interactions and shared reading. Another appropriate role is rearranging warm reading environment and atmosphere that can strengthen children's reading motivation. A striking 97% of pupils strongly agreed that their parents always try to motivate and encourage them in Learning English. A remarkable 53% agreed that they get help from their parents in studying English at home while 47% agreed that they read English story books at home with their parents. In addition, 13% of pupils agreed that they read English story books at home with their parents. However, only 10% of the pupils reported that their parents converse to them in English.

The study also reveals parental attitudes towards the learning of English language are important. The results of the study indicate that parental attitudes towards English language learning may impact on the quality of home literacy environment. For instance, parental attitudes towards shared reading, storytelling and role playing in turn influences on children's linguistic abilities as discussed in Section 4.2. In Section 4.3 most of respondents (parents) (90%) expressed that they were aware of the importance of knowing English for their child's future career. The results of this study provide evidence that most parents have a positive attitude towards the learning of English language because they believe it can productively promote career opportunities. Parental attitude towards English language is an aspect of a broader construct of the home literacy environment.

5.2 Conclusion

This study aimed to explore the role of home literacy environment on the learning of English language in Makuyu zone, Murang'a County. The study concludes that one

aspect of language literacy activity may not be associated with language development but a combination of literacy activities. The findings of the study however show that the provisions of home literacy activities closely correlate with the socio-economic family background.

Secondly the study establishes the level of each type of parental involvement and the type of involvement in which the respondents were most and least involved with respect to their children's English language learning. The study concludes that parental involvement in their children's English language learning was achieved through "Parenting" type. The respondents rarely participated in their children's learning activities at the community level. The respondents also gave the opinions and suggestions on parental involvement. The study concludes that a well-designed parent-child sharing training program may impact positively on the learning of English language. The study concludes that positive parental engagement behaviors in language learning such as parents' motivation and support in their children's learning English enhances the learning of English language. The last conclusion is on the ways of enhancing home literacy environment. The study concludes that investing in children early in their development by providing relevant home literacy environment can have high returns in language development.

5.3 Recommendations for further action.

The findings of this study open up some issues about language development and Home Literacy Environment.

The first recommendation is on home language practices that support children's English language learning. The study shows that literacy activities such as parent-child shared reading, parent-child conversational activities, puzzles and games and talking and song singing. The study recommends that schools should organize a well-designed parent-

child book-sharing training program in schools. Moreover, schools should organize parent's engagement meetings to expose them to knowledge on the new curriculum, relevant materials and their roles in the new curriculum. The findings of the study also showed that home literacy activities correlate to the socioeconomic status of families. The study recommends that the government should organize Programs that distribute children's storybooks to vulnerable families. Such programs may include Reach Out and Read – which combine book distribution and parent education –improve literacy outcomes among vulnerable children.

The second recommendation is on parental involvement in the study of English language. The study shows that the highest level of involvement is shown in parenting type. The findings of the study suggest a positive attitude towards parental environment in the learning of English language. However, the parents expressed lack of awareness at voluntary and community level. Therefore, the study recommends parental engagement meetings in school that focus on awareness of parental involvement should be organized. The study also shows that parental involvement can be affected by several, such as socioeconomic condition, educational family background and parental attitude. Therefore, the government through the MOE should be able to identify vulnerable families that may need cultural capital.

The third recommendation is on the ways of providing home environment that enhances the learning of English language. The study recommends that collaboration between parents and teachers should be tightened in order for teachers to offer advice on appropriate materials needed in English, create awareness on the new curriculum and to enhance parent teacher relationship.

5.4 Suggestions for further studies

The findings of this study elicited pertinent concerns that warrant further research. The following areas were recommended for further research.

- i. A study on the impact of home literacy environment to language development should be undertaken with a close reference to characteristics of different families. Moreover, a longitudinal study may show the impact of literacy activities in home environment to language development.
- ii. This research has only focused on the parents' involvement in English language learning. Teachers' perspectives could also be examined for further investigation. Such a study could show the nature of their partnership for developing more effective strategies in order to enhance teacher-parent partnership.
- iii. The present study is conducted in the rural area with most parents are involved in menial jobs which places majority of them in low or average social economic status. Another study may be based in upper classes to gauge the impact of class on early language learning.
- iv. More research is needed to examine psychometric properties along with its Potential to be used in different cultural contexts to allow for comparisons between different populations and English language learning.

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Appendices

Appendix I: Informed consent

My name is Jane Wamaitha a student from Machakos University pursuing a Master of Arts degree in Applied Linguistics. I am researching **THE ROLE OF HOME LITERACY ENVIRONMENT ON THE LEARNING OF ENGLISH LANGUAGE IN MAKUYU ZONE, MURANG'A SOUTH DISTRICT, KENYA.**

I am seeking your consent to participate in the study whose findings will benefit KICD in areas of curriculum development and implementation. The study will also benefit other Education Stakeholders such as the Ministry of Education, Parents, teachers, and learners.

There will be no direct reference for your name nor will your contact information be published at the end of the study. No financial or other personal benefit shall be gained from participating in this study and there are no risks to you resulting from your participation either. If you decide to pull out of the study, you will be free to do so without any intimidation.

Your participation is voluntary and it will be highly appreciated.

You are kindly expected to sign or thumb-print below to indicate that you have understood the purpose of the study and you have agreed to participate in the study.

Signature/ thumbprint of the participant..... Date.....

Yours Faithful,

JANE WAMAITHA WACURU

REG NO: C50-6938-2020

CONTACTS: 0721703667

Appendix II: Teachers' Questionnaire

The purpose of this questionnaire is to collect data on **THE ROLE OF THE HOME LITERACY ENVIRONMENT ON LEARNING OF ENGLISH LANGUAGE IN MAKUYU ZONE, MURANG'A SOUTH DISTRICT, KENYA**. The researcher assures you that the information gathered will be treated with the utmost confidentiality and for academic purposes only. Please tick (X) where appropriate or fill in the required information.

Section A: Background information

1. What is your gender? Male Female
2. Level of education Masters Bachelors Degree B. Ed Diploma Others (Specify).....
3. For how long have you been teaching in this school? 1 – 5 years 6 – 10 years
11 – 15 years 16 and above

Section B: ENGLISH LANGUAGE ACTIVITIES

4: What are some English language activities that can be developed for the skills below in home environment?

- I. Reading:
 - II. Vocabulary development:
 - III. Speaking and listening:
5. What is the impact of each activity on language development?
 6. How should parents be engaged in developing language skills of their children?
 7. What could be the impact of children's media use on language skills?
 8. What are the reading strategies that you encourage parents and learners to utilize?

PART B: INFLUENCE OF HOME ENVIRONMENT ON ENGLISH LANGUAGE LEARNING

Below are statements that portray the role of Home Environment on Children’s English language learning. State the extent to which you agree or disagree with each statement by ticking in the box corresponding with your best opinion

- i) The influence rate of shared reading on reading and vocabulary development

	No influence	Influence	Great influence
Participant response			

- ii) The influence rate of parent-child conversational activities on speaking skills and vocabulary development

	No influence	Influence	Great influence
participant response			

- iii) The influence rate of storytelling on vocabulary development

	No influence	Influence	Great influence
Participant response			

- iv) The influence rate of word reading

	No influence	Influence	Great influence

Participant response			
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v) The influence rate of singing songs and rhymes

	No influence	Influence	Great influence
Participant response			

vi) The influence rate of watching educational television Programs

	No influence	Influence	Great influence
Participant response			

vii) The influence rate of reading aloud

	No influence	Influence	Great influence
Participant response			

viii) The influence rate of playing word games

	No influence	Influence	Great influence
Participant Response			

Ix The influence rate of writing letters

	No influence	Influence	Great influence
Participant Response			

PART C: CBC Competencies developed by English home language practices

i) The influence rate on communication and collaboration

	No influence	Influence	Great influence
Participant response			

ii) The influence rate of parent-child shared reading on imagination and creativity

	No influence	Influence	Great influence
participant response			

iii) The influence rate of puzzles on Self efficacy

	No influence	Influence	Great influence
Participant response			

iv) The influence rate of picture reading on socioemotional competencies

	No influence	Influence	Great influence
Participant response			

v) The influence rate of teaching environment management

	No influence	Influence	Great influence
Participant response			

vi) The influence rate of teaching evaluation way

	No influence	Influence	Great influence
Participant response			

vii) The influence rate of visual resources on Digital Literacy

	No influence	Influence	Great influence
Participant response			

viii) The influence rate of teaching style

Section D Effects of the economic status of parental involvement in learning of English

7. Do you think the economic status of parents influences the teaching and learning of English in primary schools?

Yes []

No []

If yes, please explain.....

8. The table below shows the influence of the economic status of parents teaching and learning English within the realm of CBC tick according to your level of agreement.

Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

	1	2	3	4	5
How often does the learner participate in activities which might lead to development in written/spoken English,					

such as debate and drama or music?					
What is the ability of the learner to read English articles in class?					
Does the parent/guardian respond promptly when called to the school to discuss the performance of the learner, especially in English?					

SECTION D: GENERAL QUESTIONS ON CBC AND TEACHING OF ENGLISH

- i) What are some of the skills or competencies you emphasize when teaching English?
 - ii) What are some challenges you are facing when teaching English within the realm of CBC?
 - iii) What support would you want children to receive from parents?
 - iv) How does the home environment contribute to learning English?
- V). What activities should learners participate in at home that relate to English?

Appendix III: Structured Interview guide for parents

Dear Respondent

The researcher is a student undertaking a Master’s Degree in Applied Linguistics at Machakos University. The researcher seeks information on **THE ROLE OF HOME**

LITERACY ENVIRONMENT ON THE LEARNING OF ENGLISH LANGUAGE IN MAKUYU ZONE, MURANG'A SOUTH DISTRICT, KENYA.

The information you provide will be treated with confidentiality and entirely used for this study.

SECTION A: Personal information of the respondents

1 What is your Age?

Parents Age

Age Interval	Frequency	Percentage %
21-29 years		
30-39 years		
40-49 years		
50 and above		
Total		

What is your Educational Background

Academic qualification	Frequency	Percentage %
Form four		
Primary level		
Vocational certificate		
Degree		
Masters		
Total		

What is your English Proficiency?

Academic qualification	Frequency	Percentage %
Poor		
Fair		
Good		
Excellent		
Missing		
Total		

4 What type of occupation are you engaged in?

4. Are you in touch with teachers?

5. Do teachers phone you when your child misses an assignment or does poorly in exams?

6. Do you let the teacher know that you your children's study habits and attitude towards school?

7. Do you ask the teachers how you can support your child in areas he/she may need to improve?

SECTION B

SECTION 2: PARENTAL INVOLVEMENT IN THEIR CHILDREN'S ENGLISH LANGUAGE LEARNING

Type and level of parental involvement in their children's English language learning

Item	Statements	No of parents	Percentage	Level
		30		

1	Encouraging your children to understand the importance of learning English			
2	Observing your children's English language development in every skill			
3	Accepting and willing to help your children to improve their problems in English language learning			
4	Knowing the English skill(s) that your children are good at and willing to support your children in that skill (s)			
5	Encouraging your children to practice English in daily life			

Level of learning at home: strategy of Parental Involvement in their Children's English

Language Learning

Item	Statements	No of parents	Percentage	Level
		30		
1	Assisting your children in their English homework			

2	Exchanging opinions about learning English with your children			
3	Preparing a proper home environment for learning English e.g., reading room, assignment room			
4	Helping your children to set a goal in learning English each term e.g., getting higher grades, arranging a reading plan and some other skill development			
5	Arranging time for your children to do and review their English homework			

Level of “Cooperation with School” Type of Parental Involvement in their Children’s English Language Learning

Item	Statements	No of parents	Percentage	Ranking	Level of involvement
1	Being a part of the schools’ parents	30			

	committee and attending meetings at the school				
2	Talking with your children's English teacher and other parents in planning the curriculum of English				
3	Coordinating with English teachers to solve the problem of your children's English learning				
4	Being a part of the team that can implement the school policy in enhancing the English language learning of your children				
5	Knowing your children's English grades at school				

	Average				
--	---------	--	--	--	--

Level of “Volunteering” Type of Parental Involvement in their Children’s

English Language Learning

Item	Statements	No of parents 30	Percentage	Ranking	Level of involvement
1	Volunteering to be coordinators for English teachers and other parents				
2	Volunteering to be coordinators between English teacher and students				
3	Participating in the school’s activities about English language learning				
4	Being a guest teacher or inviting experienced English teachers to teach English at your children’s school				

5	Being a guest teacher or inviting experienced English teachers to teach English at your children's school				
	Average				

Level of “Collaborating with Community” Type of Parental Involvement
in their Children’s English Language Learning

Item	Statements	No of parents 30	Percentage	Ranking	Level of involvement
1	Encouraging your children to participate in English learning activities in your community				
2	Taking your children to learn English at the library, museum and learning center in your community				

3	Arranging activities that enhance English learning for students in your community e.g., helping with homework, storytelling and providing cartoons or movies in English				
4	Collaborating with the community in arranging English learning activities				
5	Giving advice about English language learning to other parents in the community				
	Average				

Section 3 Opinions and suggestions about parental involvement in your children's English language learning

- i. Have you ever gotten involved in your children's English language learning?
Please provide some explanations.
- ii. Which type of parental involvement that can best develop your children's English language learning?
- iii. Why it is effective? Please provide some explanations. Does the parental involvement help enhance your children's English skills? Why does it effective?

Please provide some explanations.

- iv. Please provide your opinions or suggestions about the parental involvement in children's English language learning.
- v) Do you commonly use the English language at home for daily communication with children when they come back from school?

Appendix IV: Survey Questionnaire for pupils

Section A: Demographic and Background Information about YOU:

1. How old are you? a. 9, b. 10, c. 11 d. other_____
2. You are _____ a. male, b. female.
3. Do you practice English lessons with younger/elder siblings at home if you have any?
a. I have and I practice with him/her, b. I don't have and can't practice as a result, c. I have but I don't practice.
4. Which language do you speak at home?
a) Kiswahili b) English C other
5. What type of school do you attend?
a. private, b. public
- 6 What is your Parents Occupation? Tick one

Father's occupation	F	%	Mothers Occupation	f	%
Small scale farmer			Small scale farmer		
Small business entrepreneur			Small business entrepreneur		
Teacher			Teacher		
Soldier			Community health worker		
Gate keeper					
Technician			Nurse		
Mason					
Driver			House Wife		

Carpenter			Manual Worker		
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7 What of the following resources do you have at home?

Availability of English language learning resources at Home

Type of resource	Frequency
Story books	
Newspapers	
Magazines	
Media (Relevant programs on TV)	
Internet (relevant cartoons)	
Word puzzles (on their parents' phones)	

In section B in this section of the questionnaire, you will circle the number in the box that best indicate to whether you agree or disagree with the statement. Please see the example given below:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	(6)

My parents encourage me to learn English.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

1. I get help from my parents in studying English at home

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
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1	2	3	4	5	6
---	---	---	---	---	---

2. I read English story books at home with my parents

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

3. I engage in reading activities when at home

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

4. My parents converse to me in English

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

6 I am encouraged to watch English movies/cartoons/ animated movies to improve my English at home (eg Akili kids)

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

5. My Parents regularly engage in storytelling and singing rhymes with me

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
----------------------	----------	----------------------	-------------------	-------	-------------------

1	2	3	4	5	6
---	---	---	---	---	---

6. My parents meet my English teacher at school to discuss my progress in the language.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

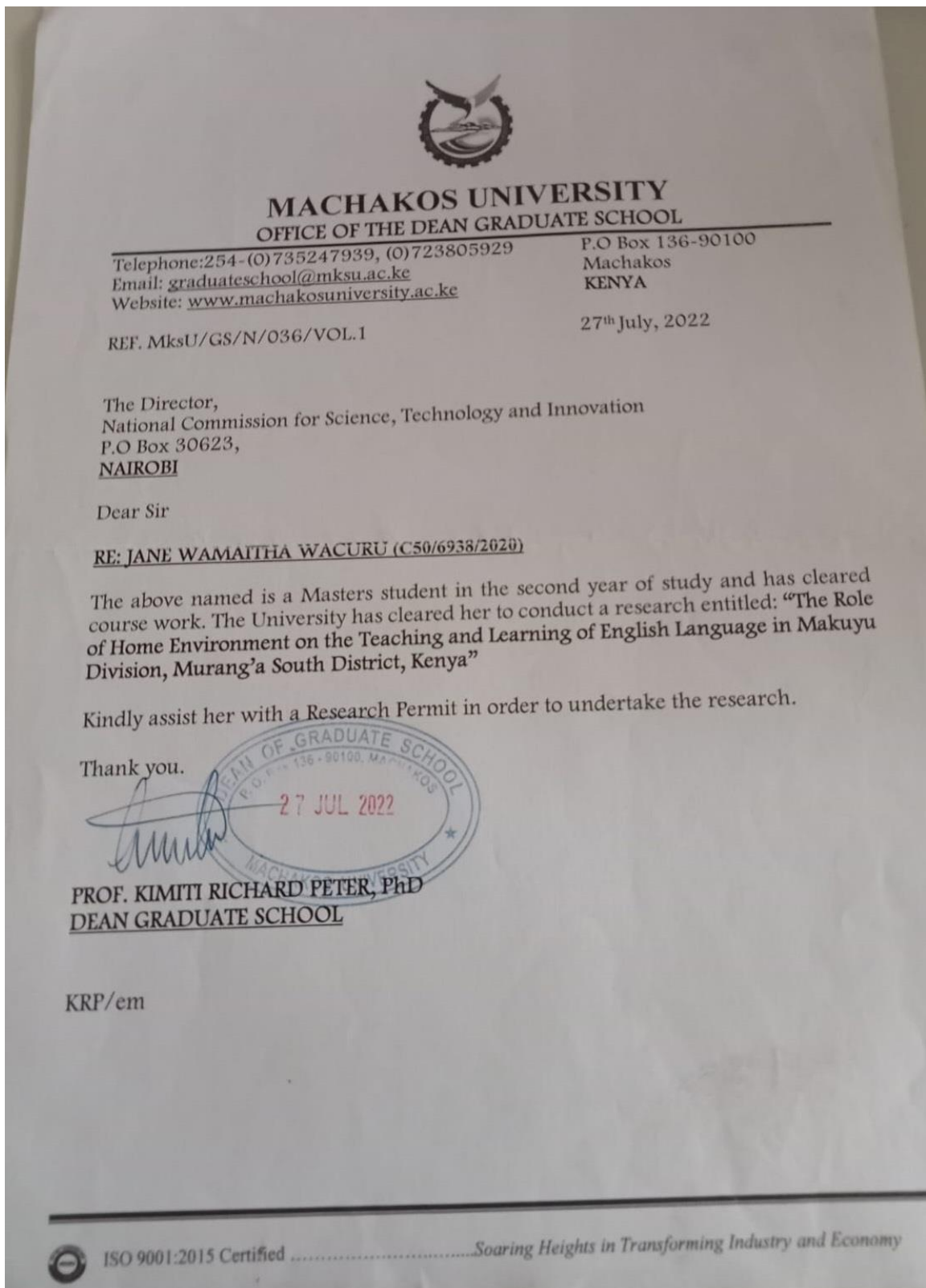
7. My parents buy me English story books/novels.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6


8. My parents think learning English is not important at all.


9. Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

Appendix V: Introduction Letter from Machakos University




Appendix VI: Approval Letter from NACOSTI


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
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Ref No: **785772** Date of Issue: **11/August/2022**

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This is to Certify that Ms. Jane Wamaita Wamaita of Machakos University, has been licensed to conduct research in Muranga on the topic: The role of Home Environment on Teaching and Learning of English Language in Makuyu zone, Murang'a County-Kenya for the period ending : 11/August/2023.

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Appendix VII: Similarity Index

