

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section VI: Instructional methods in early literacy teaching

Chairs: Patricia Schillings, University of Liège & Renate Valtin, Humboldt University, Germany

Tuesday, July 24, at 11.30–13.00 **Location:** Seminar Building / Room S 23

LITERACY CHANGES LIVES.

Boosting literacy through the learning approach

Presenter:

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Abstract:

Kenya has been described as an examination oriented country because learning in Kenyan schools, overly emphasizes the need for students to pass public examinations. For this reason, students are coached to answer questions under a typical teacher centered learning approach. As a result, Kenyan students who have completed their primary school education have been found not to have sufficiently understood the concepts for which they were examined despite the fact that they sat and passed public examinations very well. In addition, reading literacy among Kenyan primary school children is below average.

Currently, the Kenyan Ministry Of Education is undertaking a curriculum review process to restructure learning in both primary and secondary schools. Besides the government initiative, other stakeholders have come up with other strategies to boost learning in Kenyan schools. Beginning in 2016, Rift Valley Reading Association (RVRA) introduced reading literacy clubs in ten primary schools in Njoro Sub County in an effort to improve reading literacy in the schools. Learning during club sessions follows a curriculum developed by LitWord and Global GLOW and is based on a learner centered leaning approach.

The current study aims at comparing the effectiveness of learner centered and teacher centered learning approaches in imparting reading literacy skills among children in participating schools in order to give direction on the best practice. The study focuses on; reading interest, reading speed, reading comprehension, reading ability, academic performance and student ranking among learners. A preliminary comparison of the scores on these variables indicate that club members, who have been exposed to learner centered learning approach, obtain favorable scores compared to their counterparts, who are exposed only to teacher centered leaning approach. The findings from this study will inform the curriculum review process that is underway by the Ministry of Education.

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Bio note:

Rose Ong'oa has a PhD in Heritage studies. Her area of interest is African Dress as a communicative tool. She teaches at the department of applied community development Studies at Egerton University. She is currently involved in a campaign aimed at developing leadership skills in the girl child by improving literacy levels among girls in primary schools around Egerton University.