

Examining the Effect of Checklist Assessment Approach on English Language Reading Readiness of Children in Class One at Kericho Rehabilitation School, Kenya

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Abstract

English Language Reading Readiness (ELRR) is preparation of children by giving them the chance to improve the ability to listen, and speak effectively, to apply the desired vocabulary, and develop the appropriate academic readiness skills. English Language Reading Readiness is of great importance in improving equity in access to learning language and education results, particularly for juvenile delinquency. Children in rehabilitation schools have a vital social issue that every Nation tries to contain its control amongst the clear evidence, with the correct nurturing such as psychotherapeutic interventions is not provided to the young offenders, they may eventually graduate to hardcore criminals. Assessment is an essential element of education used to inform instruction. A checklist is a tool that states specific criteria and allow teachers and learners to gather information and to make judgment about what learners know and can do in relation to the learning outcomes. This process is most commonly discussed with respect to children in developmental psychology. The objective of the study was to examine the effect of the checklist assessment method on English Language Reading Readiness of children in class one at Kericho Rehabilitation School. The study also utilized the hypothesis which stated that there is no significant difference between the mean score of the group of children assessed without using the checklist assessment method and the mean score of the group assessed using the checklist assessment method in English Language Reading Readiness of children in class one at Kericho Rehabilitation School. However, little research has been done on the effect of checklist assessment method on English Language reading readiness in rehabilitation schools setting. The study adopted a case study research design that utilized a quasi-experimental design. The target population included 1 Head teacher, 3 teachers and 25 learners in class 1 at the Kericho Rehabilitation School. Data collection was done using a combination of an English Language Reading Readiness Test, a questionnaire, document analysis and observation. The data was analyzed both descriptively and inferentially. The findings revealed that the null hypothesis was rejected and adopt the alternative hypothesis. The results show that the children's performance in English Language Reading Readiness can be improved when the teachers use modeling discipline management method in rehabilitation schools.

Keywords: Kenya, Kericho Rehabilitation School, Assessment, Checklist, Case study

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