

An Integrative Review of Teaching Reading in Kenyan Primary Schools

Michelle Commeyras and Hellen N. Inyega

Abstract

THIS INTEGRATIVE review on the teaching of reading in Kenyan primary schools provides a foundation for the growing movement there to improve reading education. In gathering sources for this review, we took an inclusive historical stance. Thus, we did not dismiss research reports that lacked traditional indicators of quality such as being published in peer-reviewed journals. We used multiple methods to find relevant research and associated documents, including two trips to Kenya. The review is organized by six topics: (a) language of instruction, (b) reading instruction, (c) reading materials, (d) reading culture, (e) assessment, and (f) teacher development. The review concludes with six proposals for policymakers, educational researchers, and teacher educators for the development of reading instruction based on what we learned in reviewing the literature. The first proposals are intended specifically to address the teaching of reading in Kenya, but they may be relevant to other sub-Saharan nations. The final proposal encourages others to conduct similar reviews to make possible a handbook of reading in Africa.

Keywords: integrative review, teaching, reading, Kenya, Primary Schools,

Full text: <https://ila.onlinelibrary.wiley.com/doi/pdf/10.1598/RRQ.42.2.3>