Organization of Learning Environment in Teaching Language Activities: A Focus on ECD Learners

Celestine Cheptoo Chepkwony[1], Nabwire Violet Kafwa[2], Anne Syomwene Kisilu[3]
1. Raruowa Primary School: Box 33; 40300 Homa Bay, Kenya
2. Department of Curriculum Instructions and Educational Media, Moi University P.O Box   3900-30100 Eldoret Kenya
*E-mail of the corresponding author : chepcele2010@yahoo.com

Abstract

This paper examines how teacher's environmental organization relates to learning language activities in ECD. Organization of learning environment is a vehicle for getting learners from where they are to where they need to be an academic year later. To obtain the results for this study environment organization was examined using observation schedule. It examined the organization of learning environment used by teachers to prepare ECD learners cope with instruction of English language in lower primary. The study was founded on the theory of behaviorism by B.F. Skinner who believes that environmental factors govern language development. Descriptive Survey research design was used to have an in depth focuses of this study. The target population was 335 ECD teachers, 225 ECDE centers. Therefore sample size was 34 teachers and 22 centers. The results demonstrated that environment organization was associated with improvement in learner's language activities performance. It also shows that most of the basic and favorable learning environment were lacking in most of the centers. The study therefore concluded that, majority of learners in ECD were not effectively prepared in language activities to cope with instruction of English language in lower primary. The study then recommended that, the Ministry of Education and KICD to organize regular seminars for head teachers, lower primary teachers and preschool teachers, so as to develop an organized programme that will ensure uniform preparation process of ECD learners in language activities to cope with instruction of English language in lower primary.

Keywords: *Organization, Environment, Learning, Language Activities*, *ECD*

1. Introduction

Early Childhood Development Education (ECDE) is a foundation on which Education For All (EFA) and especially basic education should be founded (Nyamwange, 2012). ECDE is the education given to younger children before the age of entering primary education thus 6 years (Obiweluozor, 2015). The United Nations through Sustainable Development Goals (SDGs) identified ECDE as a key educational goal (United Nations, 2015).

It is often essential in terms of the detection of impediments to quality learning in public schools which if not addressed could affect country's National Goals of Education, Bill of Rights, Education For All objectives and Vision 2030 social pillar goal. Provision of quality education is one of the goals identified in the new United Nations Sustainable Development Goals (UN, 2015). To achieve quality education, learning environment is an important variable. Environmental preferences are other important features for example sitting arrangement, spacing, grouping, wall display, temperature, lighting, noise level among others. These factors affect learners in different ways and are directly related to individual learning styles. Hence how can a teacher address environmental preferences in the classroom? Provide opportunities for children to move around, establish informal furniture arrangement and help learners become aware of their own temperature preferences.

In Kenya there is concern on the quality of early childhood education which is still considered critical to the achievement of Vision 2030 through the National Goals of Education (Uwezo, 2014). Kenya is a signatory to the UN convention and has passed several laws to ensure that all children are entitled to their constitution rights as contained in the Kenyan 2010 Constitution. This was done in the light of the fact that Pre-School is the most critical period for cognitive and social development in all children. The current constitution has uplifted English to an official language (Government of Kenya, 2010). Currently, the Kenya government's policy is to encourage the use of English as the official language and as a medium of communication in schools. English was declared the official language and various local languages continued to serve as the medium of communication in the rural areas and in most communities.

From the above, it is evident that English language plays a pivotal role in our education system since it is a core subject in the school curriculum and is also taught and learnt at all levels of education. Hence interventions should be made to overcome the challenges that would affect the attainment of quality education for all (Republic of Kenya/UNESCO, 2012; Obuchere et al., 2014). Preschool centers are the recipient of the innocent innate children as they transit from home to school. As they move to school, they need to adapt to the new

environment which they must meet a conducive atmosphere right from home to school. Learning environment includes the degree to which the school meets physical needs of the learner, the learners' own characteristics and the characteristics of the instructor. Effective teaching and understanding of the materials in the classroom learning situation depends on the conduciveness of the learning environment. Organization of learning environment not only has been shown to affect learner's outcomes and attainment but is a prominent policy issue in a number of countries and regions. A well-organized classroom is tidy and clean, and furniture should be kept dust free. Classrooms should be well lit and ventilated (Gichuba, et al., 2009).Earthen floor should be sprinkled with water to reduce dust. The actions of learners within classrooms and the creation of a safe and productive learning environment are important for many schools and can be a challenging dimension of teachers' work. Developing a total learning environment for learners in a particular activity is probably the most creative part of teaching. Learning environment includes; the characteristics of the learners; the goals for teaching and learning; the activities that will best support learning; the assessment strategies that will best measure and drive learning the culture that infuses the learning environment.

Because children's experiences are limited by their surroundings, the environment we provide for them has a crucial impact on the way the child's brain develops (Strong-Wilson & Ellis, 2007, p. 43). Therefore a classroom designed for children to learn should be ideal for every child who will in turn find his learning needs fully catered for. The classroom has to be rich to help in the development and acquisition of language, it should promote the development of different skills. These skills include listening skills, speaking skills, reading skills and writing skills. The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as the teacher prepares the classroom for the learners. Is the space warm and inviting? Does the room arrangement match the teacher's philosophy of learning? Do the learners have access to necessary materials? Are the distracting features of a room eliminated? Attending to these and similar questions aids a teacher in managing the physical space of the classroom (Gumo, 2005). This will promote the preparation process of learners to cope with instruction of English language in lower primary.

2. Problem of the Study

  New Constitution 2010 recognizes and elevates English as a national and official language in Kenya. It is evident that mastery of English language seemed to be very low in lower primary in Narok Sub-county. The results revealed that 17% of standard eight pupils could not do the work successfully (Uwezo, 2015). Further a report released by Twaweza East Africa revealed that 21% of standard three learners cannot do standard two works due to unorganized environment among other factors. Kanchora (2010) argues that something must have gone wrong with the teaching of English language in Kenya right from the formative years. Organization of learning environment is a problem in a relatively high proportion of schools and poses a significant challenge for effective teaching. Teachers lose at least 30% of learning time because of poor organization of the environment. Children lack good environment organization which would help them learn with ease and they get frustrated when they cannot easily move through an environment or find what they need. Preparation and development of pre-reading, writing and oral skills in early years is influenced much by the child's immediate environment which should be organized in such a way that it offers rich and valid experience that support and stimulate their development. Organization of the Environment in a classroom has the potential to encourage desirable behavior or contribute to learners' misbehavior. Classroom environment significantly impacts on learners' behavior, and there is evidence to suggest that it impacts on achievement as well (Pace and Price, 2005). Reche et al (2012) says that from the overall performance at the Kenya Certificate of Primary Examinations, many pupils do not join secondary schools because of their performance in English language which is lamentably low. She notes that there is a problem of the medium of instruction, environment organization testing and evaluation.

 Preschool centers being the recipient of the innocent innate children as they transit from home to school, they need to adapt to the new environment which they meet right from home to school. Learning environment is influenced by the guidelines established for its operation, its users, and its physical elements. Learning environment include the degree to which the school meets physical needs of the learner, the learners' own characteristics and the characteristics of the teacher. Teachers often have little control over issues such as temperature but they greatly influence the operation of their classrooms. Therefore it seems prudent to pay careful attention to classroom environmental organization given that it can have as much impact on children's learning.

3. Objectives

i. To establish ways of making learning environment more conducive to prepare ECD learners cope with English language in lower primary

ii. State how to organize materials for independence, easy use and learning in preparing ECD learners cope with English language in lower primary

iii. To find out the benefits of organizing learning environment for learning language activities.

4. Theoretical Framework

The study is based on theory of Behaviorism by B.F Skinner (1957). Skinner argued that environmental factors govern language development. Behaviorists believe the child's environment shapes learning and behavior; in fact, human behavior, development, and learning are thought of as reactions to the environment. There is a relationship between language and behavior. According to behaviorists, language is one of the behaviors exhibited by human beings. They argue that the comprehension and production of language is behavior. Language behavior is expected to influence other forms of behavior in that, what people mean in their language is what they are likely to live (Githinji & wanjohi, 2010). For Skinner, the learning of language was similar to all the other ways children learn all other skills in life. The emphasis on the environment by Skinner is of importance to the teacher, in order to facilitate development and acquisition of language. The learning environment is an important and powerful teaching tool. If the environment is set up with the knowledge of how children learn and develop it can positively support teaching and learning.

The classroom environment includes the use of games to develop language, training children in listening in order to develop listening skills and oral skills. The classroom and the school environment should help the child produce vocabulary. This could be in form of objects and equipment for children to learn and play with. Children play as they learn and learn as they play and the school should create conducive learning environment. From this theory the teachers in ECD should consider the ingredients of learning environment for effective learning in ECD. This include: sitting arrangement, teacher attitude, grouping of learners, and adequate teaching learning resources. If the environment is set up with the knowledge of how children learn and develop it can positively support teaching and learning. Therefore, according to this theory to prepare ECD learners cope with the instruction English language in lower primary learning environment should be conducive.

5. Methodology

In attempt to explore and identify ways of making learning environment conducive, the researcher adopted descriptive survey research design during the study. A cluster random sampling technique was used to select the ECDE centers. Observation guides was used to examine the organization of the learning environment used by teachers to prepare ECDE learners to cope with instruction of English language in lower primary. Data was analyzed using tables and percentages.

6. Results and Findings

Environmental variables were measured through classroom observation. The classroom environment is a teaching resource that should not be ignored. Developing a classroom environment conducive to learning is a process that entails staging the physical space, getting the learners to cooperate and creating a communal environment. Effective teachers look for every available opportunity to increase children's learning.

6.1 The Early Childhood Learning Environment

Observation guide was developed and used for assessing the learning environment used by teachers to prepare ECD learners in coping with instruction of English language in lower primary. The ingredients of preschool learning environment that were assessed included sitting arrangement, type of furniture, child friendly environment, ratio friendly classroom, grouping of learners, teaching learning resource and teacher attitude.

Table1: Learning Environment

Observed Item	Remarks	Remarks
Sitting arrangement	15 (70%)	7 (30%)
Type of furniture	18 (80%)	4 (20%)
Child friendly	6 (25%)	16 (75%)
Learning resources	14(65%)	8(35%)
Teacher attitude	12(35%)	22(65%)

6.1.2 Sitting Arrangement in ECD Classrooms

Table 1 revealed that sitting arrangement in ECD classrooms was inadequate (70%) for learning in sampled centers. The physical space includes the layout and arrangement of the desks or tables, the placement of equipment, and items on the walls. It was observed that the Space between rows was not adequate for free movement. This contradicts the finding by Ogoti (2010), who says, while desks provide helpful space for children to keep their books and materials; it requires creativity to have children move around and work collaboratively in the classrooms. The classroom should be well organized and spacious for free movement of children and teachers to access materials and enable the teacher to pass round assessing children's activities and motivate the learners. If the teacher wants learners to collaborate in small groups, for example, organize them around tables or clusters of desks. Shea & Bauer (2007) reaffirm, for recommendations pertaining to sitting

arrangements, it seems that there is a lack of consensus to guide teachers as they seek to make good decisions about the best arrangement to use for their students.

However 30% centers had adequate space most of these were those sponsored by Non-Governmental Organizations. Effective teachers organize a safe classroom environment, they strategically place furniture, learning corners, and materials in order to optimize pupil learning and reduce distractions. The physical layout reflects the teaching style and encourages participation and learning. Harvey & Kenyon (2013) postulate, learners tend to prefer more flexible sitting arrangements. Sitting arrangements are important classroom setting events because they have the potential to help prevent problem behaviors that decrease learner attention and diminish available instructional time. The physical setup of chairs, tables, and presentation in a classroom can significantly influence learning. Rands & Gansemer-Topf (2017) report, in general, spaces designed in a student-centered manner, focusing on learner construction of knowledge can support pupils learning. Organization of learning focuses on the physical environment. Instructional communication theory suggests that sitting arrangements can impact how the instructor communicates with learners and how the learners interact with one another, impacting engagement, motivation, and focus.

6.1.3 Type of Furniture Found in Early Childhood Learning Centers

It was established from table 1 that type of furniture was the most challenging environmental factor (80%) in early childhood Education centers in Narok North. They lack adequate and inappropriate furniture while some centers had no furniture at all. Most centers used desks which were arranged in rows with all the children facing the teacher which is poor and discouraged learning environment procedure. In some centers children were seated on big and uncomfortable benches which did not support their backs and were also arranged in rows facing the teacher. This meant that, the furniture did not match the physical size and stature of the children. It was observed that few (20%) centers had the right furniture in the classrooms. Tables are most recommended in ECD centers instead of desks or benches for they provide large areas where children can spread out and collaborate on activities. Maronga (2011) reaffirm the finding that tables are more often found in preschool classroom than desks. Therefore it is concluded that most of the centers did not have enough facilities, child sized furniture and age appropriate infrastructure that cater for all round development of learners.

6.1.4 Child Friendly Environment

Analysis of the observation as revealed in table 1 showed that classroom organizations in most centers (75%) were not child friendly. The study found that most of the basic and favorable environment was lacking. The child friendly classrooms capture the interest of a child and then sustain and extend it. This can lead to curiosity among the children for further learning. McLeod et al. (2003) assert that effective teachers decorate the room with learners work; they arrange the furniture to promote interaction appropriately, and have comfortable areas for working. Child friendly environment was worse in some centers visited where classes were held under trees, others in old dilapidated rooms with poor ventilation and bad lighting.

It was also observed that majority of the teachers did not provide for individual differences in their time schedule by failing to provide for free choice activities. Others had free choice on the time table, but instead used the time for other activities like memorizing sounds of the alphabet. When asked why they did this, some teachers explained that they considered free choice activities a waste of time. A daily schedule is essential to the basic structure of each day. Consistency enables children to feel secure, giving them the confidence and freedom to explore the environment. The researcher observed that the daily schedules did not allow sufficient time for children to initiate and complete activities, and participate in creative movement and self-expression. Although consistency is important, it is also necessary to remain flexible. Extra time may be needed if children are particularly interested in an activity or topic. In a child friendly environment teachers prioritize the need for children to interact with their peers, teachers, and learning materials. They alternate active and less active learning moments rather than lengthy periods of sitting still. They should also respect the need for young children to rest or be active as is appropriate and does not compromise quality learning time.

However few (25%) centers had stimulating classrooms. In these centers; furniture were well arranged, teaching learning materials located in the right place and relevant charts were displayed on the wall, the classes had enough space with walkways so that learners can access materials, pencil sharpeners with minimal disturbance to others, and also organized in such a way to allow the teachers to move freely around the room to monitor learner progress.

They also considered learners needs in arranging the room by leaving space for wheelchairs to maneuver in the centers that had children with special needs. The finding is supported by Sadu (2004), each area in the classroom must include space for children to work comfortably and to have their materials close at hand. In a child friendly environment, the most important thing for teachers is viewing children as competent and strong rather than needy and weak. Children must be free to explore and discover, to hypothesize and experiment to increase their knowledge about the world around them. In order to do that, the environment must invite participation and offer a wide variety of choices.

All that was observed explains the difference in learner's ability to cope with instruction of English language in lower primary. Learning environment organization affects the physical elements of the classroom, making it a more productive environment for its users. Classroom organization is evident in a room even if no one is present. But it is evidenced that appropriate child friendly environment can enhance their cognitive abilities as they are active participants in the development of their own intelligence. Such an approach accepts that the environment shapes the learner, and that learners influence their environment.

6.1.5 Learning Resources Found in ECD Centers
Observation of learning resources revealed that there were inadequate learning materials in most of the centers (65%) visited. It was observed that learning resources were not displayed on the wall and for the few that had; they were old and not neatly displayed. Another important aspect noted is relevance of the materials used and subsequently, the content learnt. The researcher observed that most teachers did not consider themes in developing teaching learning resources. Selection of teaching learning resources helps the teacher to pick on the relevant and correct items for a specific theme. Effective selection leads to well-coordinated lesson. Availability of good quality instructional material is an important factor on pupil achievement. Thus, well-produced and easily available reference material is an important aspect. But, the contents that are irrelevant to the experiences of learners, denigrate their culture or ignore their language, and are unlikely to stimulate interest or assist achievement. In this area, the most important aspects are the availability and accessibility to learning materials. Children learn through exploration and investigation of their surroundings. A learning environment should be attractive, exciting, and a place where a child can learn and play using suitable resources (Kaplan, 2006).

 Also observed is the language corner, where the researcher found that in most of the centers teachers did not arrange the learning materials in varied learning corners. This was contrary to findings of Menza (2012) who opined that materials in a preschool class are best arranged in learning corners. Well-arranged and designed corners attract the interest of the learners. They are able to learn on their own which promotes individualized learning and also promote effective and quality instruction because practice makes perfect.

However 35% of the centers had adequate learning resources which were well arranged, located in the right place and relevant charts were displayed on the wall. Also observed is the language corner, where the researcher found that the learning materials were arranged in varied learning corners. Well-arranged and designed corners attract the interest of the learners. Lamlech (2010) highlights that learning corners offer children learning choices and coax and appeal to their individual natural inquisitiveness. Availability of good quality instructional material is an important factor on learner achievement of language. They are able to learn on their own, it also promotes effective instructions of language activities hence helps the learners cope with instruction of English language in lower primary.

6.1.6 Teacher Attitude on Language Activities
On teachers' attitude towards instruction of language activity, it was observed that (35%) of the teachers found the teaching of language activities interesting while (65%) did not enjoy the subject at all. Majority of the teachers did not demonstrate enthusiasm and listened attentively to children. Teacher should develop a positive attitude in the subject if they are to steer the subject towards any meaningful success. It was the feeling of the researcher that teachers needed to be equipped with the new approaches in teaching language activity for them to deliver effectively.

The attitudes of teachers and learners are also very important in a child friendly environment. They have to be friendly towards the children. It was observed that majority of the teachers did not speak to the learners politely and respectfully, most tended to shout. Most children appeared shy, fearful and withdrawn in those classrooms. It was observed that only a small percentage of the teachers, talked to the children politely and warmly. In such classrooms children freely interacted with teachers and were observed laughing and enjoying the lessons. This concurs with Lamlech (2010), who opined that demonstration of the teachers respect and caring for all students through individual personal instruction helps to create a positive and friendly classroom environment.

Practitioners working with young children set the scene for the emotional environment that the children play in. It is important that they are able to represent a secure world in which children are encouraged to take risks knowing that they will be supported if necessary (Skinner, 2007).

6.1.7 Ratio Friendly
Ratio is important to empirically identify aspects of the environment that are key in supporting children's learning outcome.

Table 2: ratio

Ratio	Frequency	Percent
Book	11	32.4
Teacher	14	41.3
Instructional materials	9	26.3
TOTAL	**34**	**100**

Result from table 2 indicates that few (26.3%) had enough instructional materials. On two centers observed the statistic showed that the ratio was 1:7. Matching one instructional material to many learners poses a challenge due to individual differences among the learners. On teacher learner ratio the researcher observed that most (41.3%) centers had the three classes combined, this brought about congestion in classes only few centers had ratio friendly classes. The reason the teachers gave is understaffing, Better ratios increase verbal initiative and more cooperative behavior. The ratio of children to staff is one relatively quantifiable aspect of structural quality identified as a key quality indicator. Large classes, with 30 or more learners, tend to have a larger number of learners off task. The finding is in line with (Bennett, 2008; Johnson, & George, 2007), better ratios during preschool/kindergarten is associated with higher developmental outcomes, although other factors such as teacher qualifications and group size are found to be inextricably linked. However Research findings on associations between child-staff ratios and outcomes have been contradictory. Some studies show that better ratios are associated with improved child outcomes while other studies have not found such linkages or report mixed results.

6.1.8 Grouping of Learners
Grouping is designed to be flexible and responsive. Because it can be challenging and complex, many teachers either avoid using groups altogether or keep learners in the same groups. If a teacher is using interactive approaches such as small groups and cooperative learning, it is especially important to create a classroom where learners feel safe asking questions and contributing to discussions. Grouping practices must focus on the appropriate grouping which facilitates learning. Grouping is a fundamental feature of most efforts to teach in a classroom.

Table 3: Type of Grouping

Grouping According to;	Frequency	Percent
Ability	7	20.58
Mixed	15	44.12
Age	9	26.47
Interest	3	8.82
TOTAL	**34**	**100**

Table 3 reveals how pupils were grouped in their classrooms. The results indicate that majority of the teachers preferred mixed ability grouping (44.12%). It was observed that similar activities were given to all learners. Recent trend is mixed-ability grouping, grouping learners of different ages, language levels, or academic levels together. Today's classrooms are diverse and contain many levels of learners. Each learner has a unique maturity level, strengths, needs, and social abilities. Yet teachers tended to teach the whole class as a group. They do not differentiate activities; they give children the same activities and do not also differentiate the environments by providing different resources. However it is evidenced those pupils who are placed in groups with mixed abilities benefit because they are grouped with other pupils who are not like themselves. This allows for the opportunity to learn about and accept differences. Recent studies have shown that ability grouping can actually be holding your learners back.

Ability grouping was also insignificant (20.58%) teachers used the method. Ability grouping has potential academic benefits for the learners who use it. Ability grouping allows high ability to pursue rigorous academic learning and those with low ability are guided. Some educators support ability grouping as a technique to promote educational excellence and optimally challenge students of all ability levels. Teachers in this study did not consider individual differences as they gave reasons that all children were able to learn, while those who claimed that they always considered individual differences when planning for language activities expressed that it depended on the" theme'' However ability grouping has been a controversial educational issue for years (Loveless, 1998; 2013). The findings contradicts Lamlech (2010) who advocated for the differentiation of instruction to provide equal access to developmentally appropriate learning experiences through multiple pathways to a common goal. Similarly, Jani (2007) criticizes teachers who impose their preferred ways to learn or deal with confusion on every child they encounter. However Ability grouping has been a controversial educational issue for years (Loveless, 1998; 2013). Opponents have criticized ability grouping as elitist and destructive to a classroom's community because teachers develop lower expectations for pupils in lower ability groups and there is fear that pupils in lower ability groups may be denied appropriate opportunities to learn and advance academically.

 In fact, it was worse when it came to children with special needs. The study found that their basic needs were violated by the available school infrastructure which did not respect and respond to their basic needs. In fact the teachers were not trained to respond to their educational needs. Classroom is a social context in which learners learn social lessons such as friendship, cooperation and appropriate behavior. All this takes place provided a teacher has the capacity to attract the learners by demonstrating care and making the classroom fun for young children (Lee, 2006).

Grouping by interest was the least (8.82%), one of the most important things teachers can do to promote learning is to create classroom environments where learners have interest and feel safe. Interest based groupings are learners who are already motivated to pursue an activity (Loveless, 2013). But this was contrary as table 2 indicates; ECD learners are very young therefore it is difficult for the teacher to realize their common interest so that he/she is able to group them according to interest. Studies suggest that when teachers adjust the environment to learners' preferences, the learners perform better academically and are better behaved. Effective teachers create focused and nurturing classrooms that result in increased student learning (Marzano et al., 2003; Shellard & Protheroe, 2000).

7 Benefit of Organizing Learning Environment
The learning environment is an important and powerful teaching tool. If the environment is set up with the knowledge of how children learn and develop it can positively support teaching and learning. Early childhood curriculum is best implemented in an environment that stirs their imagination and is both joyful and fun. The quality of ECDE is determined by the physical and psychological environment, teacher child interactions and community integration. Both boys and girls thrive where there is colorful, happy and age appropriate art, locally appropriate and comfortable basic furnishing. Weiten (2004), Skinner argued that environmental factors govern language development. Behaviorists believe the child's environment shapes learning and behavior; in fact, human behavior, development, and learning are thought of as reactions to the environment. Therefore teachers should organize environment in a child friendly manner an environment in which the learner is motivated to learn even before the lesson is introduced.

A well-organized environment encourages use of learning resources which promote attentiveness and active participation. A classroom with well-arranged furniture, talking wall, good ratio, enough and well prepared learning resources among others. The researcher observed that ECDE centers in Narok North sub-county lacked most valuable language teaching learning resources.

The study reported inadequate learning resources. Observation of children on self-confidence showed disparities across preschools. Learners who had adequate learning resources demonstrated self-confidence while majority of the learners did not demonstrate self-confidence because learning materials were insufficient and some learners were not able to have an opportunity to interact with them. In few centers teachers exhibited more responsiveness and attentiveness to children. Children who are inattentive in class are likely to miss out what is being taught.   This concurs with Rollston (2009) who opined that materials assist children to open up in many areas which lead to holistic learning. He noted that when children are exposed to various teaching learning resources, they tend to be active and involved in the learning process. Therefore few centers showed positive active child-child interaction, child-teacher interaction and interaction of child with materials.   The findings shows that most of the teachers did not emphasize learners responsibility and sense of caring. This contradicts

Lamlech (2010) who claimed that it was important for learners to feel a sense of identity which motivates attendance, cooperative behavior and ability to learn. A teacher experiencing difficulty with learner behavior should carefully evaluate the daily schedule, classroom arrangement, materials within each learning corner, and the curriculum.

8. Conclusion

The study concludes that good learning environmental organization brings powerful help to the teacher. It reduces teacher fatigue, improves learner-teacher relations and increases learner academic progress for it can significantly affects learner's language activities. However majority of teachers indicated that they face challenges in the organization of learning environment due to inadequate facilities and inability of learners to comprehend the language activities. And greater emphasis is on how teachers can improve quality learning environment. Learning environments such as space, arrangement, classroom display among others are vital for improving children's achievements in early instruction. Therefore this leads to a conclusion that most of the basic and favorable environment was lacking in most of the centers that were visited for the purposes of this study. And a clear evidence of poor preparation of ECD learners to cope with instruction of English language in lower primary.

9. Recommendations

The County Government of Narok to purchase and stock resources in ECDE centers as it has been done in primary schools to improve learning environment in ECDE centers especially in procurement of teaching learning materials and infrastructure.

The management of the preschool centers in Narok North Sub County should mobilize the parents and the community and create awareness in them through school parents' days, visits or meetings on the importance of teaching learning materials to children.

Ministry of Education and KICD to organize regular seminars for head teachers, lower primary teachers and preschool teachers, so as to develop an organized programme that will ensure uniform preparation process of ECD learners in language activities to cope with instruction of English language in lower primary.

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Brief Bio-data of authors

Celestine Cheptoo Chepkwony is a M.Phil student in the school of education at the Department of Curriculum Iinstruction and Educational Media, Moi University. Her research interests include preparation process of ECD learners in coping with English language in lower primary schools. I am passionate about promoting equal opportunities to services without discrimination**.**

Prof. Violet Kafwa Nabwire is an Associate Professor in Education Communication and Technology with a long serving experience in: teaching, Research, Curriculum development, and supervision of postgraduate students. An internal and external examiner of theses from various universities and currently a member to Kenya National Academy of Science (KNAS). Has published books/book chapters, and articles in both peer reviewed and referee journals.

Dr. Anne Syomwene Kisilu is a senior Lecturer at the department of Curriculum Instruction and Educational Media, Moi University. She has supervised many post graduate students. Has published articles in both peer reviewed and referee journals.