

PRAGMATIC APPROACHES FOR PROMOTION OF LEARNING ACTIVITIES IN ENGLISH LESSONS: A CASE OF PRE-SCHOOL CHILDREN IN NAIROBI COUNTY

CATHERINE W. NDUNG'U, MED & AGNES W. KIBUI

Department of Education Communication and Technology, University of Nairobi, Kenya

ABSTRACT

This article discusses the pragmatic approaches teachers use, to assist pre-school children as they learn English in Nairobi County. It adopted a descriptive survey design and employed qualitative approaches. Questionnaires and observational schedule were used to collect data from 22 pre-school teachers and 300 pre-school children. Data were analyzed using percentages, mean and frequencies and were presented through narratives, tables and graphs. The findings of the study revealed that teachers who have good pragmatism skills and are flexible achieved that level of reinforcement that lead children to good performance in English. The study also established that a of the English language should be willing to try a variety of strategies to see what works best with the pre-school children and should have effective classroom management technique so that proper learning can take place. The study concludes that flexibility is important and that teachers who work with children should be patient, enthusiastic and friendly to the children. It recommends that pre-school teachers should learn more concepts of educational psychology in order to understand that children learn differently and that they need flexible learning space and a variety of learning resources.

KEYWORDS: Promotion, Activities, Classroom, Approaches, Pragmatic