



## **FACTORS AFFECTING READING - WRITING SKILLS IN LEARNING OF ENGLISH IN PUBLIC SENIOR SCHOOLS IN KAKAMEGA COUNTY, KENYA**

**\*<sup>1</sup>Mark W. Muvango**

**Research Fellow: Department of Educational Communication,  
Technology and Curriculum Studies, Maseno University, Kenya**

**\*Corresponding Author's Email: [markmuvango@gmail.com](mailto:markmuvango@gmail.com)**

### **Abstract**

Developing reading - writing skills in an integrated way provides students with cognitive tools needed for academic success, critical thinking and effective communication. Despite teachers using integrated approach, students' English performance in Kenya Certificates of Secondary Education (KCSE) examinations dipped from 2021 - 2025. The co-occurrence of reading and writing problem is large however; there is little empirical evidence in Kakamega County, Kenya. This research focused on factors affecting reading and writing skills in learning English in public senior schools in the county. The research was guided by Bruner's Constructivism Theory (1990) and adopted descriptive survey design. The study population was 153 principals, 251 teachers of English and 10,131 Grade 10 students. Simple random sampling method used to select 108 principals, 152 teachers and 370 students. Research instruments include: questionnaires and interview schedule. The findings of the study revealed students' motivation and reading habits influence positively writing skills, conducive classroom environment improves students' reading - writing abilities, and inadequate: instructional media, ICT skills, reading texts and ICT libraries impede actualization of reading - writing skills. The study intimated that reading and writing are interwoven which advocates for integrated learning, reading is essential for enhancement of writing skills and teachers use variety of technologies to enhance reading and writing activities. The study recommended that teachers should endeavor to understand integrated approach for learning language skills. Moreover, Ministry of Education (MoE) in conjunction with Kenya Institute of Curriculum Development (KICD) should organize refresher courses on classroom instructional media use.

**KEY WORDS: Reading skills, writing skills, classroom environment, motivation, instructional media use, integration approach**

### **1.0 Introduction**

The study of Kamola (2021) observed that the ability to link sounds together to construct words is reinforced when students read and write the same words in a lesson. With development of interactive and multimedia dynamics on websites and e-learning platforms, have enabled to overcome reading and writing problems. Educational blogs have both advantages and limitations. According to Guadalupe (2012) study, most of the blogs analysed concentrated on information management and organization processes and included materials in which verbal aspects prevail. However, his research focused on new technologies in the university context.

Based on Ankit and Patoliya (2024) research, reading genres distinctively enhance writing development, promoting more adaptive and diverse approach to written communication. This research examined impact of reading on writing quality. In addition, Yusra, Wagner and Lopez

(2015) research insinuated a bidirectional model best fit data at the sentence level. Their study investigated longitudinal relations between reading and writing skills at the word, sentence and text levels. Participants included 316 boys and girls who were assigned annually in grades 1 through 4.

The ability to read and write does not develop naturally. Specific abilities required for reading and writing come from immediate experiences with oral and written language. On the contrary, the analysis of Kenya Junior Secondary Education Assessment (KJSEA) and Kenya Certificate of Secondary Education (KCSE) examinations revealed poor mastery of reading comprehension and essay writing (KNEC, 2025). The scenario has not changed much in Kakamega County whereby English performance in KCSE examinations showed downward trend for past five years (2021 - 2025). The county has little empirical evidence on reading and writing fluency in English. Specifically, the study: focused on factors affecting reading and writing skills in learning English in public senior schools in the county. The key question this study aimed to answer: What are the factors affecting reading and writing skills in learning English in public senior schools in Kakamega County, Kenya?

## 2.0 Methodology

The research adopted descriptive survey design. The study population was 153 principals, 251 teachers of English and 10,131 Grade Ten students. Simple random sampling method used to select 108 principals, 152 teachers and 370 students. The questionnaire for head teachers, teachers of English and students was used to collect primary data. Interview schedule collected secondary data from teachers of English. Quantitative data was transcribed and organized into categories, sub-categories and themes based on the study objectives. Face validity of research instruments was established by judgement of three experts in the Department of Educational Communication, Technology and Curriculum Studies, Maseno University. Reliability of instruments was established through pilot study on 5 principals, 14 teachers of English and 30 students. The computed coefficients of reliability were 0.85, 0.85 and 0.80 for questionnaires of principals, teachers and students respectively. The small scale preliminary study evaluated feasibility and improved the study design prior to performance of a full scale research. Data was analysed through descriptive statistics included frequencies, means and percentages. Statistical Package for Social Sciences (SPSS) was used to analyse data.

## 3.0 Results and Discussion

Students' Questionnaire gathered students' views on what ways reading skills help them in writing. The results presented in Table 1.

**Table 1: Students' Reading Skills help in Writing Development**

*n*=370 Students

<b>Respondents</b>	<b><i>f</i></b>	<b>%</b>
a. Reading a text give them information in writing essays, poems and compositions.	209	56.1
b. Reading a text helps them to understand a topic better thus writing essays, composition, and summary well.	210	56.8
c. Reading a text assists them to elaborate ideas well when writing.	210	56.8
d. They reuse some words from a reading text when writing essays and compositions.	200	54
e. Reading a text is a guideline to write essays, compositions and poems.	195	52.7
Reading a text helps them to construct grammatical sentences.	215	58.1

f.	Reading a text enriches their vocabulary use for writing purpose.	211	57
g.	They write better pieces of writing unlike when they write without reading a text.	205	55.4
h.	Students prefer to open a dictionary when they encounter difficult words in reading a text	213	57.6
j.	They use dictionaries in writing especially when encounter difficult in expressing their thoughts in writing composition, summary, essay and poem.	215	58.1

The results in Table 1 showed that reading has positive effects on students' writing. Reading a text: gives students information in writing essays, poems and compositions (56.1%), helps them to understand a topic better thus writing essays, composition, and summary well (56.8%), assists them to elaborate ideas well when writing (56.8%), is a guideline to write essays, compositions and poems (52.7%), helps them to construct grammatical sentences (58.1%) and enriches their vocabulary use for writing purpose (57%). Thus, reading comprehension and exposure to diverse texts directly improves writing quality, vocabulary and organization.

Reading and writing share many aspects like vocabulary, grammar and critical thinking. The best way student to building vocabulary is to increase knowledge of reading. Students need to continuously build word bank so as to keep improving ability to write clearly and effectively. Specifically, a wide vocabulary range embellished with synonyms particularly useful in tackling summary and comprehension questions.

From interview schedule, 67% teachers concurred that students who are strong in reading texts tend to be strong in written essays, composition, summary and paraphrasing. This is in tandem with results in Table 1 whereby students expressed that: They reuse some words from a reading text when writing essays and compositions (54%) and even wrote better pieces of writing unlike when they write without reading a text (55.4%). Reading texts set a good model for which students transfer into their own writing. Thereupon, (National Association for the Education of Young Children, 2011, Neuman & Roskos, 1993) students reuse information as the previous knowledge in their writing. Reading and writing are connected to each other.

Students also prefer to open dictionary when encounter difficult words in reading a text (57.6%) and they did the same when had difficult in expressing their thoughts in writing: composition, summary, essay and poem (58.1%). This practice severely interrupts reading and writing flow, makes the process tedious hindering development of inference skills. Precisely, a student may guess meaning of unfamiliar word by trying to guess meaning by glancing at the rest of the sentence, keenly focusing at the sentences that surround the new word and analyzing root prefix and suffix of the word.

Conclusively, 97% teachers who were interviewed asserted that relationship between reading and writing is mutual, since exposure to various texts enhances writing abilities by fostering coherence, organization and originality. Additionally, all interviewed teachers (100%) supported that asking predictive and analytic questions before after reading produced positive effects on vocabulary and comprehension.

Students' Questionnaire captured factors affecting learning of reading and writing skills in terms of student's motivation. The results summarized in Table 2.

**Table 2: Students' Motivation improves Reading and Writing Abilities**

*n*= 370 Students

Statement	f	SA	A	U	D	SD
i. I do not read and write efficiently because of inadequate poor light for example dim	152	69	85	31	33	

	light and power outages	%	41.1	18.6	23	8.4	8.9
ii.	I like to read and write compositions and essays though I read incoherently and write ungrammatical sentences.	<i>f</i>	100	115	95	37	23
		%	27	31.1	25.7	10	6.2
iii.	I have hard time reading and writing because of my poor mastery of vocabulary and spelling	<i>f</i>	111	99	97	53	10
		%	30	26.8	26.2	14.3	2.7
iv.	Reading and writing helps me to express my ideas freely and paraphrase texts accurately.	<i>f</i>	107	105	107	33	18
		%	28.9	28.4	28.9	8.9	4.9
v.	I am eager to read and write adequately.	<i>f</i>	87	201	61	21	00
		%	23.5	54.3	16.5	5.7	00
vi.	Reading and writing lessons involve hands-on, minds-on and heart-on activities that stir up learner's interest in learning process.	<i>f</i>	158	100	93	10	9
		%	42.7	27	25.1	2.7	2.4
vii.	I rarely read and write because I feel sleepy due to congestion and stuffiness in the class.	<i>f</i>	91	123	89	63	4
		%	24.6	33.2	24.1	17	1.1
viii.	I prefer reading to writing.	<i>f</i>	94	113	103	50	10
		%	25.4	30.5	27.8	13.5	2.7

Majority of students (59.7%) strongly agreed (41.1%) agreed (18.6%) that do not read and write efficiently due to poor light for example dim light and power outages. These cause insufficient light for reading and writing practices. Moreover, 57.8% students strongly agreed (24.6%) agreed (33.2%) that rarely read and write because they feel sleepy due to congestion and stuffiness in the class. Greatly, to enhance reading and writing fluency, classroom ventilation is necessary. More so, 77.8% students strongly agreed (23.5%) agreed (54.3%) were eager to read and write adequately. This indicated students' willingness and readiness to read and write regardless of several obstacles in learning process.

Students strongly agreed and agreed that: reading and writing help them to express ideas freely and paraphrase texts accurately (57.3%); hence reading and writing lessons involve hands-on, minds-on and heart-on activities that stir up student's interest in learning process (69.7%). Reading exposes students to varied vocabulary, grammatical structures and text organization which activate their writing and academic self-confidence amongst themselves. Reading - writing process increases student-teacher connectedness and peer learning.

Notwithstanding, 55.9% students strongly agreed (25.4%) agreed (30.5%) preferred reading to writing which is relatively high. Factors like poor light and scarce mastery of vocabulary affect acquisition of reading and writing skills. This dampens students' reading and writing spirit. Despite students acknowledging difficulties in reading and writing, they still appreciate reading and writing essence in their daily lives in schools. Significantly, a robust reading habit will cultivate compelling writing; therefore, making reading an essential instrument for writing

advancement. Students encouraged to read critically, observe how language is used. Class readers and literature set books (KIE, 2002) provide sources of writing tasks.

Besides, 56.8% students strongly agreed (30%) agreed (26.8%) had hard time reading and writing because of poor mastery of vocabulary and spelling. Further, 58.1% students strongly agreed (27%) agreed (31.1%) that liked to read and write composition and essays though they read incoherently and write ungrammatical sentences. The interview schedule posits that writing instructions improves reading comprehension including learning of writing skills such as grammar and spelling lessons. The results showed second language students constantly struggle to achieve language proficiency - they find it hard to produce written texts. To enhance acquisition of grammatical proficiency, facilitator has to expose students to writing compositions and drama in the classroom. Specific abilities required for reading and writing come from immediate experiences with reading and writing. Students enhance their vocabulary and knowledge of language use through reading.

51% teachers who were interviewed proposed use of poems to practice the skills of reading and writing. This reinforces mastery of grammar whereby facilitator points out instances of effective use of grammatical items already taught. The teacher (Kenya Institute of Education, 2006) may also generate writing tasks from the read poem.

Furthermore, students' Questionnaire indicated factors affecting learning of reading and writing skills in terms of classroom conditions? The results are found in Table 3.

**Table 3: Conducive Condition increases Reading and Writing Fluency**

*n*=370 Students

Statement		SA	A	U	D	SD
a. I cannot read and write properly because of inadequate furniture	<i>f</i>	111	101	99	49	10
	%	30.0	27.3	26.8	13.2	2.7
b. It is difficult to read and write due to congested and stuffy classrooms.	<i>f</i>	112	109	93	35	21
	%	30.3	29.5	25.1	9.5	5.7
c. I seldom read and write because of inaccessible library resources	<i>f</i>	103	113	99	35	20
	%	27.8	30.5	26.8	9.5	5.4
d. Proper ventilated classrooms enhance reading and writing	<i>f</i>	158	99	103	10	00
	%	42.7	26.8	27.8	2.7	00
e. Reading and writing activities are done easily due to availability of internet, e-readers, tablets and computers	<i>f</i>	43	33	70	64	160
	%	11.6	8.9	18.9	17.3	43.2
f. I don't read and write always because library has insufficient: books, computer, newspapers, internet, e-resources and personnel	<i>f</i>	111	91	100	58	10
	%	30	24.6	27	15.7	2.7
g. We don't have library but bookstore	<i>f</i>	103	113	117	31	6
	%	27.8	30.5	31.6	8.4	1.6
h. Our library is non – ICT compliant	<i>f</i>	101	90	82	97	00
	%	27.3	24.3	22.2	26.2	00

Majority of students (58.3%) strongly agreed (27.8%) agreed (30.5%) do not have libraries instead reading texts are kept in the bookstores. This leads to a reduction in access to information and educational resources thus a negative impact on reading and writing culture. Moreover, 51.6% students strongly agreed (27.3%) agreed (24.3%) that available libraries were non - ICT compliant thus its adverse effects include lower user patronage, inefficient services, limited access to current information, operational inefficiencies and a decline in its overall relevance in the modern digital age.

Further, 54.6% students strongly agreed (30%) agreed (24.6%) that do not read and write always because available libraries have insufficient: books, computers, newspapers, internet, e-resources and personnel. This limits reading writing habits due to inaccessibility of learning resources. Nevertheless, in an environment rich with print, expose children to a variety of print experiences and the processes of reading for real purpose.

Accordingly, 59.8% students strongly agreed (30.3%) agreed (29.5%) that it was difficult to read and write due to congested and stuffy classrooms. This might cause short term effects such as headaches, fatigue, dizziness and eye, nose, and throat irritation as well as cognitive issues such as reduced concentration and productivity of students. Hence, 69.5% students strongly agreed (42.7%) agreed (26.8%) that proper ventilation enhances reading and writing development in the classrooms.

Lastly but not least, 57.3% students strongly agreed (30%) agreed (27.3%) that they cannot read and write properly because of inadequate furniture. Consequently, 60.5% students strongly disagreed (43.2%) disagreed (17.3%) that reading and writing activities are done easily due to availability of e-readers, tablets, computers and internet. Availability of ICT infrastructure improves students' acquisition of reading and writing.

Students' Questionnaire showed factors affecting student's reading and writing skills in terms of instructional media use in the classroom. The results are in Table 4.

**Table 4: Instructional Media enhances Reading and Writing Skills**

*n*=370 Students

Statement		SA	A	U	D	SD
1. I cannot read and write efficiently without laptop, tablet and computer	<i>f</i>	113	89	104	55	9
	%	30.5	24.1	28.1	14.9	2.4
2. I like to read and write essays, summary and compositions using computers, laptops, e-readers and tablets	<i>f</i>	109	101	97	43	20
	%	29.5	27.3	26.2	11.6	5.4
3. I am motivated to read and write because of word processor use in the class.	<i>f</i>	110	109	99	11	00
	%	29.7	29.5	26.8	3	00
4. I am eager to read and write every day using internet search and internet assignments.	<i>f</i>	107	109	91	47	16
	%	28.9	29.5	24.6	12.7	4.3
5. E-mail reading improves writing skills.	<i>f</i>	99	109	97	51	14
	%	26.8	29.5	26.2	13.8	3.8

6. I am having hard time reading and writing because of inadequate ICT skills.	<i>f</i>	82	109	149	25	5
	%	22.2	29.5	40.3	6.8	1.4
7. I wish to do internet search to tackle internet assignments always to improve reading and writing	<i>f</i>	110	111	126	17	6
	%	29.7	30	34.1	4.6	1.6
8. I enjoy using editing tools: thesaurus, autocorrect spelling and grammar checkers when reading and writing	<i>f</i>	111	107	99	46	7
	%	30	28.9	26.8	12.4	1.9

Majority of students (54.6%) strongly agreed (30.5%) agreed (24.1%) that cannot read and write efficiently without laptops, tablets and computer. In consequence, 56.8% students strongly agreed (29.5%) agreed (27.3%) liked to read and write essays, summary and compositions using computers, laptops, e-readers and tablets. Digital technologies are vital for reading and writing exercises. Engagement through interactive tools and multimedia provide personalized and adaptive learning and offer access to vast resources. They also facilitate collaboration and broaden the audience for student work, while tools such as e-readers and online dictionaries provide immediate support for readers. They also contain tasks for students to read and write imaginative, descriptive and expository essays.

For this reason, 58.4% students strongly agreed (28.9%) agreed (29.5%) that were eager to read and write every day using internet search and internet assignments; more so, 56.3% students strongly agreed (26.8%) agreed (29.5%) that e-mail reading improves writing skills. More so, majority of students (59.7%) strongly agreed (29.7%) agreed (30%) that wish to do internet search to tackle internet assignments always to improve reading and writing. Although, 51.7% students strongly agreed (22.2%) agreed (29.5%) had hard time reading and writing because of inadequate ICT skills. This presents significant risks in learning, primarily by exacerbating the digital divide, hindering academic performance and the development of crucial 21<sup>st</sup> Century skills and increasing exposure to online dangers.

59.2% students strongly agreed (29.7%) agreed (29.5%) that are motivated to read and write because of word processors use in the class. Thus, 58.9% students strongly agreed (30%) agreed (28.9%) that enjoyed using editing tools: thesaurus, autocorrect spelling and grammar checkers when reading and writing. As individuals write they clarify and develop their thoughts which make them more perceptive readers. This process helps readers better understand authors' choices, vocabulary and overall craft.

Principals indicated influence of instructional media on student's reading and writing skills. Findings summarized in Table 5.

**Table 5: Instructional Media Influence Reading and Writing Positively**

*n*=108 Principals

Statements	<i>f</i>	%
a. Increase retention rate when reading and also provide thrilling writing experience	56	51.9
b. Simplify reading and writing tasks	65	60.1
c. Enhances understanding when reading and ease students' writing fluency	63	58.3
d. Enhance students' mastery of vocabulary, spelling and sentence	64	59.3

structure

- e. Enable students to read and write grammatical sentences 61 56.5
- f. Make reading and writing activities lively, using authentic experiences from where the text is situated 63 58.3

Principals indicated teachers' use of instructional media in reading and writing skills provide positive learning outcomes such as: increase retention rate when reading and provide also thrilling writing experience; simplify reading and writing tasks; enhances understanding when reading and ease students' writing fluency, enhance students' mastery of vocabulary, spelling, sentence structure; and enable students to read and write grammatical sentences and make reading and writing activities lively, using authentic experiences from where the text is situated. Studies suggest that (Lee & Shin, 2025) AI application support language specific learning by offering adaptive feedback and multimedia content that reinforce comprehension and retention. Students' Questionnaire sought to find out perceptions of students on instructional media in learning of reading and writing skills. Each statement had five possible answers: Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). The findings are in Table 6.

**Table 6: Instructional Media increases Reading and Writing**

*n*=370 Students

Statement		SA	A	U	D	SD
a. They enhance reading and writing skills	<i>f</i>	113	99	91	67	00
	%	30.5	26.8	24.6	18.1	00
b. They increase desire to read and write	<i>f</i>	112	97	99	57	5
	%	30.3	26.2	26.8	15.4	1.4
c. Enhance writing and improve students' vocabulary, grammar, syntax and language competence	<i>f</i>	121	99	99	51	00
	%	32.7	26.8	26.8	13.8	00
d. Make reading and writing exercise an interactive experience in the class	<i>f</i>	123	89	99	50	9
	%	33.2	24.1	26.8	13.5	2.4

Students appreciated use of instructional media in learning of reading and writing. They strongly agreed and agreed that instructional media: enhance reading and writing skills (57.3%); increase desire to read and write (56.5%); enhance writing and improve students' vocabulary, grammar, syntax and language competence (59.5%) and make reading and writing exercise an interactive experience in the class (57.3%). According to Mwangi, Kisirikoi, Gichema and Mukunga (2018), dexterous integration make learning process lively, enjoyable and enriched students learning process.

Students' Questionnaire indicated influence of word processors on reading and writing in the classrooms in terms of Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). The findings summed up in Table 7.

**Table 7: Word Processors enhances Reading and Writing**

*n*=370 Students

Statement	Number of Learners ( <i>f</i> )	Percentage (%)
i. Strongly Agreed	119	32.2
ii. Agreed	109	29.5
iii. Undecided	99	26.8
iv. Disagreed	31	8.4

v. Strongly Disagreed 12 3.2

Word processors influence positively learning of reading and writing lessons. 61.7% students strongly agreed (32.2%) agreed (29.5%) that word processors enhance reading and writing skills. Superior editing tools such as thesaurus, autocorrect spelling and grammar checkers increased students' nosiness of reading and writing. As a result, they enhance students' curiosity of connecting reading skills, writing skills and grammar use in learning of English language.

English Teachers Questionnaire sought out from teachers how much they used integrated approach in the classrooms in terms of very often, often, fairly often, rarely often and never at all. The findings summarized in Table 8.

**Table 8: Integrated Teaching develops Reading and Writing Skills wholly**

*n*= 152 Teachers of English

Language skills and Grammar use		Very Often	Often	Fairly often	Rarely Often	Never at all
i. Reading and writing skills	<i>f</i>	46	41	39	43	1
	%	30.3	27	25.7	28.3	0.7
ii. Reading skills and Grammar use	<i>f</i>	39	47	43	23	0
	%	25.7	30.9	28.3	15.1	0
iii. Writing skills and Grammar use	<i>f</i>	53	39	37	33	8
	%	34.9	25.7	24.3	21.7	5.3

How much teachers used integrated approach in the classrooms? Teachers used integrated approach very often and often in reading skills and writing skills (57.3%), reading skills and grammar use (56.6%) and writing skills and grammar use (60.6%). Reading skills, writing skills and grammar are interwoven hence advocates for integrated approach. Reading is essential for enhancement of writing thus influencing vocabulary, grammar, syntax and language competence. Teachers who were interviewed showed that language skills, instructional media and grammar were integrated very often (57.5%). Especially, interview schedule established that e-readers, computers/laptops and Over Head Projectors (OHPs) were used for learning of reading skills, writing skills and grammar use (61%). Nonetheless, the choice of instructional media is based on content to be learnt and objectives to be achieved in the curriculum.

English Teachers' Questionnaire sought to find out from teachers of English technologies used for learning of reading and writing skills in the classrooms. The findings are in Table 9.

**Table 9: Variety of Technologies used for Reading and Writing**

*n*= 152 Teachers of English

Technologies	Number of Teachers ( <i>f</i> )	%
a) Internet search/use	91	59.9
b) Word processors	93	61.2
c) Computers	87	57.2
d) Internet assignments	95	62.5
e) Over Head Projectors (OHPs)	79	52
f) Whiteboards	93	61.2
g) E-readers	89	58.6
h) E-Newspapers	93	61.2
i) E-mail use	97	63.8

Which technologies used for reading and writing skills in the classrooms? Most teachers used various technologies for reading and writing lessons to enhance learning outcomes. Internet search/use (59.9%), word processors (61.2%), computers (57.2%), internet assignments (62.5%), OHPs (52%), whiteboards (61.2%), e-readers (58.6%), e-newspapers (61.2%) and e-mail use

(63.8%) to improve reading and writing skills. Curriculum implementers must (Muvango, 2021, Muvango, Kowino, Ajuoga, & Okono, 2020) emphasize appropriate use of e-resources so as improve learning outcomes. Inappropriate use of technology directly influenced negatively communication, collaboration and critical thinking during learning process.

#### **4. Conclusion**

Reading and writing skills are best developed when learnt and practiced in conjunction. Reading is essential for enhancement of writing skills thus influencing vocabulary, grammar, syntax and total language competence. Significantly, students' motivation played an important role in reading and writing process. Conducive classroom environment also enhance reading and writing abilities; and lastly, learners enjoyed using instructional media for reading and writing development.

#### **4.1 Policy Recommendations**

From the findings of the study, it was recommended that teachers should: (i) endeavor to understand integrated approach that provide a natural context for learning of reading and writing skills and (ii) Ministry of Education (MoE) in conjunction with Kenya Institute of Curriculum Development (KICD) should organize refresher courses on application of integration of language skills, grammar use and instructional media in learning of English.

#### **References**

- Ankit, S., & Patoliya, V. (2024). *Exploring the Role of Reading in the Development of Writing*, Journal of Visual and Performing Arts, Vol. 5 (7). Doi: 10.29121/shodh  
kosh.v.5.17.2024 – 5063.
- Applebee, A., N. (1984). *Writing and Reasoning*. Review of Educational Research, Vol. 54 pp. 577 – 596.
- Blattner, M., L., & Fiori, M. (2017). *The Advent of Digital Technologies has Significantly Influenced the manner in which Students acquire Various Skills and Writing is no Exception*. International Journal of Teaching and Education, Vol. 4 (6) pp. 38 -39. <https://doi.org/10.20472/TE.2017.4.6.009>.
- Bunyamin, C. (2019). *Developing Writing Skills through Reading*, International Journal of Social Sciences & Educational Studies, Vol. 6 (1) pp. 206 – 214.
- Emig, D. (May 1977). *Writing as a Model of Learning, College Composition and Communication*, Vol. 28 pp. 122 – 128.
- Firyuza, O. (2020). *The way of Improving Reading and Writing Skills During the Lessons*, International Engineering Journal for Research and Development, Vol. 5 (1) pp. 140 – 146.
- Fitzgerald, J., & Shanahan, T. (2000). *Reading and Writing Relations and their Development*. Educational Psychologist, Vol. 35 pp. 39 – 50. Available at: <https://doi.org/10.1207/S15326985EP3501 - 5>.

- Guadalupe, A. (2012). *New Technologies in the University Context: The use of Blogs for Developing Students' Reading and Writing Skills*. International Journal of Educational Technology in Higher Education, Vol. 9 (2) pp. 185 -199.
- Muvango, W., M. (2021). *Assessment of Integration of E-resources in Teaching and Learning of English Language in Public Secondary Schools in Kakamega County, Kenya*. Thesis Submitted in Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Pedagogy (English), Maseno University, Kenya. Available at: <http://www.repository.maseno.ac.ke>
- Muvango, W., M., Kowino, J., O., Ajuoga, M., & Okono, E. (2020). *Perceptions of Teachers on E-resources in Teaching and Learning of English Language in Public Secondary Schools in Kakamega County, Kenya*, International Journal of Research and Innovation in Social Science (IJRISS). Vol. IV, issue IX, pp. 85 – 90.  
Available at: [www.rsisinternational.org](http://www.rsisinternational.org).
- National Association for the Education of Young Children (NAEYC)(2019). *Learning to Reading and Write. What Research Reveals*. <https://www.readingrockets.org> .
- Lee, B. N., & Shin, C. (2025). *Integrating AI in history education: Enhancing learning through innovation*. International Journal of Research and Innovation in Social Science. Retrieved from [https://www.researchgate.net/publication/390441835\\_Integrating\\_AI\\_in\\_History\\_Education\\_Enhancing\\_Learning\\_Through\\_Innovation](https://www.researchgate.net/publication/390441835_Integrating_AI_in_History_Education_Enhancing_Learning_Through_Innovation)
- Kamola, A., S. (2021). *The way of Improving Reading and Writing Skills during the Lessons*. Academic Research in Educational Science, Vol. 2 (2) pp. 1032 – 1040.
- Kim, Y., S., G. (2022). *Co-occurrence of Reading and Writing Difficulties. The Application of the Integrative Dynamic Literacy Model*. Journal of Learning Disabilities, Vol. 55 (6) pp. 447 – 464.
- Kim, Y., G., Wolters, A., & Lee, J. (2024). *Reading and Writing Relations are not Uniform. They differ by the Linguistic Grain Size, Development Phase and Measurement*. Review of Educational Research. Available at <https://doi.org/10.3102/00346543231178830>.
- KNEC. (2026). *The Year 2025 KCSE Examination Report*. Nairobi: KNEC.
- KNEC. (2026). *The Year 2025 KJSEA Examination Report*. Nairobi: KNEC.
- KNEC (2018). *The Year 2017 KCSE Examination Report*. Nairobi: KNEC.

- KNEC (2017). *The Year 2007 KCSE Examination Report*. Nairobi: KNEC
- KNEC (2019). *The Year 2018 KCSE Examination Report*. Nairobi: KNEC.
- Young-Suk, G., K., & Zagata, E. (2024). *Enhancing Reading and Writing Skills Through Systematically Integrated Instruction*. *The Reading Teacher*, Vol. 77 (6) pp. 787 – 799. <https://doi.org/10.1002/trtr.2307>.
- Syayid, S., S., & Syafar, D., N. (2018). *EFL Students' Responses to Learning basic Reading and Writing Skills*. *Studies in English Language and Education*, Vol. 5 (1) pp. 40 – 53.
- Shriver, E., K. (2022). *Reading – Writing Connection*. Nairobi: International Reading Association.
- Sophomore, V., Reyniel, L., Malaki, M., Elmar, C., & Madjid, B. (2023). *Factors affecting the Writing Skills of the Education Students: A Descriptive Study*. *World Journal of Advanced Research and Reviews*, Vol. 18 (2) pp. 1192 – 1201. Doi: 0.30574/wjarr.2023.18.2.0931.
- Yusra, A., Wagner, R., K., W., & Lopez, D. (2025). *Developmental Relations between Reading and Writing at Word, Sentence and Text Levels. A Latent Change Score Analysis*. National Library of Medicine. Available in PMC: 2015 J Educ Psychol2014 Feb 3 Vol 106 (2) pp. 419 -434. Doi:10.1037/a0035692.
- Zaidah, Z., & Siti, H., B., M., H. (2018). *A Study on the Effects of Reading on Writing Performance Among Faculty of Civil Engineering Students, Universti Teknologi Malaysian Instructional Repository*.