

Using Mother-Tongue
Audiobooks for
Language and
Literacy
Development in a
Preschool in Rural
Kenya

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Why Early Childhood Education?

- Essential time that lays the foundation for children's overall growth.
- Provides opportunity to acquire skills for future learning and success, particularly in language and literacy.
- Language was the key factor explored in supporting intellectual development.

Why language in Kenya?

Official Country Language Policy: the language of instruction (LoI) in primary education is to be the language of the catchment area.

Current Implementation in Rural Areas: the national languages, English and Kiswahili, are most used instead of the local language.

Resulting Outcomes: there is poorer literacy learning and learning gaps.

Why audiobooks?

Audiobooks help to...

- Make association between spoken and written words.
- Develop understanding of story structures, written language conventions, and vocabulary.
- Increase emergent literacy skills.
- Foster appreciation for individual cultures.

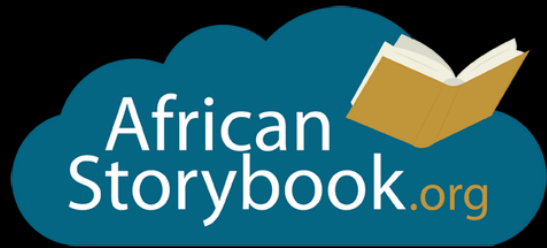
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Research Site

- Operation Blessing Preschool
- Loitoktok, Kenya

Languages

- Maasai*, Kikuyu, Kamba





Audiobook Preparation

Research Components

- Teacher Training
- Bi-Monthly Observations
- Teachers Assessed Student Comprehension and Tablet Accessibility/Skill Development
- Used Daily for 10-15 Minutes





Challenge → Solution

NOISE LEVEL





Challenge → Solution

Tablet Quantity



Qualitative Outcomes

ACADEMIC	SOCIAL-EMOTIONAL	LANGUAGE	COMMUNITY
Print Awareness	Peer Conversation	Vocabulary Development	Decrease in Absenteeism
One-to-One Correspondence	Creativity	Imitating Words	Increase in Enrollment
Comprehension	Confidence	Communication Skills	Parental Support
ICT/Digital Skills	Classroom Contribution	Mother-Tongue as the Lol	
Concentration			
Curricular Integration			



Metili ena tomoronli
nonapita enkerai
enye entim ale
aitou linganyio

teyeu enk'epi
teyioiu alo kang de
ogel ke ditome anag
stere

Kany
oleng