



**A STUDY OF ENGLISH TEACHERS' PERCEPTION OF PREPAREDNESS
AND PRACTICE OF TEACHING EARLY GRADE READING**

ENDRIAS YISIHAK UKUMO

DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
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POST GRADUATE PROGRAM

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This is to certify that the thesis prepared by Endrias Yisihak Ukumo entitled ‘A Study of English Teachers’ Perception of Preparedness and Practice of Teaching Early Grade Reading’ submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy in English Language Teaching (ELT) compiled in line with the guidelines of the university and met the accepted standards with respect to originality and quality.

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DECLARATION

I declare that this thesis entitled ‘A Study of English Teachers’ Perceptions of Preparedness and Practice of Teaching Early Grade Reading’ comprises my own work conducted under close supervision of Abebe Damtew (PhD). The thesis is my original work and all the sources I have cited have been properly acknowledged and referenced.

Endrias Yisihak Ukumo

ABSTRACT

The purpose of this study was to investigate English teachers' perception of preparedness and practice of teaching early grade reading. The context of this study was randomly selected public primary schools in Hawassa City Administration, Sidama National Regional State, Ethiopia. To achieve its objectives, this study chose a descriptive research design of mixed methods. Quantitative data were gathered from 125 English teacher of 20 randomly selected schools through questionnaire of closed ended items of four scales adapted from (Salinger et al, 2010; Nguyen, 2013) and knowledge assessment test of 40 multiple choice items; qualitative data were gathered through unstructured classroom observation of 60 video recorded lessons, two focus group discussions, 15 written classroom assessment activities and semi-structured interviews. The data gathered through knowledge assessment test and questionnaires were analyzed by using Statistical Package for Social Sciences (SPSS Version 25.0). The qualitative data from focus group discussions and interviews were coded by using grounded theory techniques, and categories were identified for interpretation and discussion. It has been learnt from the teachers' responses that teaching early grade reading got little emphasis of coursework and practicum of primary English teacher preparation. As result, the teachers are not completely sure how to use the strategies and activities with students in all early grades and at all reading levels. Moreover, the results have revealed that early grades English teachers have serious knowledge limitations of early grade reading instruction; the average knowledge assessment test score is 36.4%; 113 (90.4%) teachers scored below 50% and 57.5% of the items were answered incorrectly. The results of classroom observations also reveal that participant English teachers are not properly employing the strategies for effective early grade reading instruction. The participant English teachers are not systematically assessing and recording students' progress of learning to read; some of the classroom assessment activities have been repeatedly used with no relevance to language and literacy skills development; instead such repeated and irrelevant assessments may have detrimental effects. That is, teachers are inadequately prepared and are teaching and assessing inappropriately. Therefore, due attention should be paid to revising primary school English teacher preparation curriculum with particular focus on teaching early grade reading and providing systematic, explicit and hands-on training to teachers on early grade reading instruction and assessment techniques. However, the implementation of curricular revision of primary English teacher preparation and professional development activities would be effective if the trend of attracting potential teachers of poor academic performance and low interest to the profession is improved.

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ABBREVIATIONS AND ACRONYMS

EGR-Early Grade Reading

EGRA- Early Grade Reading Assessment

FDRE-Federal Democratic Republic of Ethiopia

HCTE – Hawassa College of Teacher Education

NLA- National Learning Assessment

NRP-National Reading Panel

MOE-Ministry of Education

TESO –Teacher Education System Overhaul

UNESCO –United Nations Education Science and Culture Organization

USA-United States of America

USAID- United States Agency for International Development

CHAPTER ONE

INTRODUCTION

This chapter presents the general overview of the issue being considered in this study from historical, theoretical and empirical bases. The chapter mainly focuses on the preparation of primary school English teachers in light of teaching early grade reading, the history of developing attention paid to teaching English and preparation of teachers to teach English in Ethiopia. The performance of Ethiopian primary school English teachers in terms of teaching early grade reading as studied by previous researches has been reviewed.

1.1 Background of the Study

Teachers are now seen as self-reflective, inquiring and critically motivated practitioners and researchers. A shift made from regarding a teacher as an object to transfer knowledge to creative, problem solver and decision maker has required teacher preparation and training to consider different approaches and strategies that influence their classroom teaching (Robert, 1998). Second language teacher preparation has also changed following the change in academic and research interest in the field that started in the 1960s. The emergence of new practice and pattern does not mean the total disappearance of the old ones (Kanakri, 2017).

1.1.1 Developments in Teacher Preparation

The speedy expansion of teacher preparation programs in the 1960s continued to the 1970s and paid attention increasingly to quality preparation of second language teachers (Freeman, 2009). In behaviorist approach the focus was on the effective teaching behavior, effective student performance and student-teacher exchanges. "... the intent of second language teacher education must be to provide opportunities to the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use" (Richards & Nunan, 1990:15). Teachers of second language are expected to understand the principles of language and their

application via teaching experiences. They are also required to use effective techniques of assessment to monitor students' progress (Kanakri, 2017).

Anthony and Crymes(1977) in Kanakri (2017) state the recommendations of teacher preparation committee conference of 1966 that second language teacher preparation programs ought to consist of the academic courses of specialty, pedagogy that involve practical experiences , second language learning experiences of student teachers and skills of assessment. The 1960s and 1970s put their focus on the descriptive accounts or theoretical pieces than empirical research bases. There was also lack of consensus about the purpose of the courses on language teacher preparation programs and in-depth analysis of teachers' ability. Objectives of teacher preparation are required to be presented in measurable and operational expressions, stating the environment for teacher practice, observable teacher behavior and the required accuracy level of performance.

It was also at this time that a shift from prescriptive courses to focusing on measurable competencies was made (Richards & Nunan, 1990). The student teachers are viewed as those who receive knowledge from their educators and imitate them in their later teaching. That is, would be teachers are no more part of the learning process or constructing knowledge. Then the communicative approach to second language teacher preparation evolved following the importance of English for international trade and communication. The development of communicative approach during the 1970s influenced teachers' practices with the intent of recreating the real – life social and functional situations in the classrooms. The school leaders and university faculty who did not actually teach in the classrooms were in favor of this approach, but classroom teachers viewed it as superficial, uninspiring and unorganized (Burns & Richards, 2009; Widdowson, 1978).

Later, in the mid-1970s new research perspective revitalized the role of teachers as active participants in the teacher learning process that teachers can have their own theories and understand the processes involved in their learning to teach (Richards & Nunan, 1990). The 1970s also saw research attentions paid to teacher cognition, with the intention of broadening our understanding of what teachers know, where their

knowledge comes from and how they integrate it into classroom practices (Golombek, 1998).

Instead of relying on other disciplines for theories relevant to language learning and teaching, the field of language teaching became an independent on its own right, so that teacher training for different levels of education, especially second language teacher training started. As an approach, applied linguistics, which is problem-based and interdisciplinary, serves as source of important understanding for language teachers (Kanakri, 2017). Applied linguistics approach emerged when teacher preparation programs failed to prepare teachers to handle the dynamic classroom situations. It was to enable language teachers to come up with their own solutions for classroom problems instead of waiting for ready-made remedies. That is, teacher preparation programs should teach teaching, not about teaching. This approach was challenged by the introduction of changes to English as a second language teacher preparation and development with emphasis on subject content knowledge and ability to teach. Issues like classroom observation, action research, linguistic awareness, supervision and mentoring were introduced (Brumfit, 1983; Bruner, 1986).

Mid 1980s started to see another perspective, socio-cultural approach to second language teacher preparation, which considers the complexity of teachers' practices and the way their practices are influenced by their previous learning, practical knowledge, values and beliefs they developed. In this approach student teachers do not come into the program empty minded and empty handed to be equipped with the theoretical knowledge and pedagogical skills. Instead, teachers' knowledge of teaching is built through social interaction with students , other teachers, leaders and others of stake in the teaching force as a social setting (Johnson,2009).

Thus, pre-service second language teacher preparation is considered as the beginning of their professional development when prospective teachers practice in the school classrooms where they share experiences with peers, tutors and mentors and connect theories learnt in the college coursework and actual classroom-based teaching through field-experiences(practicum). Being able to reflect on one's practice enables teachers to critique, make better informed decisions and improve their teaching. Human

learning and development, according to constructivist theorists (e.g. Vygotsky, 1978; Bruner, 1986), occur in cultural contexts and are negotiated by language and other symbols (Nodoushan & Pashapour, 2016).

The developments in teacher preparation as well as second language teacher preparation have had their own influence on Ethiopian teacher preparation effort over different ruling regimes. The behaviorist approach was evident in the imperial regime teacher preparation from 1960s to 1970s. The 1980s paid attention to communicative approach in which the student-centered active learning was reflected in Ethiopia's policy framework, but not fully implemented in actual teacher preparation. The reflective practice model of teacher preparation was recommended in the curriculum framework for teacher preparation, but the actual teacher preparation is dominated by Applied Science Model of teacher education (Mebratu, Abiy, Woldemariam & Yirgalem, 2020).

In Ethiopian teacher preparation efforts the practice of admitting academically weak and poorly motivated young Ethiopians to the profession and lack of clear alignment between what teachers learn in colleges and what they teach in schools still prevail (MOE, 2022). Socio-cultural approach to second language teacher preparation mainly guides this particular study which sets out to investigate primary school English teachers' perceptions of preparedness and practice of teaching early grade reading in Ethiopian primary schools.

1.1.2 Literacy and Teacher Preparation

Literacy, known to contribute to lifelong learning and sustainable development is as fundamental as the ability to read and write. It has been witnessed in the research works that early grade reading is a key to success in a formal education system and in later life. Hence, ability to read and write is really associated with citizenship, cultural identity, socio-economic status, human rights, equity, etc. (Smith, Stone & Comings, 2012).

Reading proficiency provides the basis of future educational attainment. There are negative social and financial implications for people without sufficient reading skills.

Socially, those who are unable to read well often experience shame about their inability to read (Stygles, 2016). Students who underperform in reading are more likely to drop out of high school (Vaughn et al., 2015). A number of social ills are linked to illiteracy. For example, poverty, crime, and imprisonment are linked to illiteracy (Cuevas, Irving & Russell, 2014). In addition to social issues there are financial problems that may arise for people with poor reading skills.

Reading skill impacts a person's ability to earn a living (Wexler, Pyle & Fall, 2015). There is a demand for highly skilled workers who are college educated (Autor, 2014). Individuals who struggle in reading are more likely to work low-skilled, low-paying jobs or be unemployed (UNESCO, n.d.). Literacy skills are necessary to complete a job application, apply for a loan, and balance a checkbook. In addition to financial problems, reading proficiency has an impact on the global economy. The global economy is dependent on well skilled workers. Therefore, a knowledgeable and competent teacher makes a great difference in the education of children (Kornhaber, Griffith & Tyler, 2014).

It is wiser to make sure that students are good readers in the early grades than to wait until their last opportunity may have been missed and then try to give curative reading instruction that may not work out. One of the demanding responsibilities of teachers is teaching young learners to read. Successful accomplishment of these responsibilities needs knowledge of effective teaching procedures and readiness to implement them. Teachers who teach reading in early grades need to have profound understanding of the five components of early grade reading and use strategies and materials that lend themselves for successful teaching. Effective instructional packages and materials emphasize the five essential elements of effective reading instruction: phonemic awareness, phonics, word recognition (vocabulary), fluency, and comprehension. These packages and materials provide instruction in the five components that is explicit –focused, clear and involves much modeling of how to use each skill and systematic-precisely planned, sequenced, and comprehensive. They provide plenty time for students to learn, practice, and apply the skills they have been taught in reading meaningful text (Learning Point Associates, 2004).

The evidence bases for planning and implementing language and literacy instruction for young learners are effective reading instruction, language of instruction and effective teacher training and professional development. This indicates that as a result of specific teacher trainings on how to do successful language and literacy instruction, young learners' reading and language skills improve (Smith, Stone & Comings, 2012). Learning to read mainly takes place in primary schools, especially in early grades.

However, questions are often raised whether primary school system is enabling the children to succeed in learning to read. The literacy achievement of several African nations' formal education system has not reached the expected level of ensuring the desired outcomes. The primary curriculum expectations of literacy learning in early grades are not sufficiently being addressed. Among other things, teacher capacity is central to the entire effort of early grade literacy learning. Obviously, the teachers who are well trained, mentored and supported can help make a difference between failure and success for the early grade reading achievement (Ibid).

1.1.3 Teacher Preparation in Ethiopia

In fact, the definition given to quality teacher varies. As a result, countries in the world have been following different formats of teacher preparation on the basis of contemporarily overwhelming theories and the preference of their respective leadership (UNESCO, 2005). Following the expansion of modern education in the 20th century, Ethiopia's imperial regime was concerned with assigning enough teachers to the schools (Pankhurst, 1972; Tesfaye, 2013).

Attempts had been made to see different options of obtaining teachers such as importing expatriate teachers from countries that had a good diplomatic relation with Ethiopia at that time (e.g. France, USA, and Great Britain) and the Coptic Church of Egypt (Tefaye, 2013). Ethiopia's education system has undergone different reforms to its policies, programs and strategies (Tefaye, 2014). The first teacher preparation institute was opened at Menelik II Secondary School in 1944. After two years a real teacher training institute was opened at Gulele, Addis Ababa. Thirty years later, three more teacher training institutes were opened in Harar, Debre Berhan and Jimma. To upgrade the capacity of graduate teachers three more teacher training colleges at

diploma level were opened in Addis Ababa (Kotebe), Bahir Dar (Academy of Pedagogy now Bahir Dar University) and Harar (Alemaya College of Agriculture now Haramaya University) (Tesfaye, 2013; Kelemu, 2000).

Teacher preparation reforms of different time and regimes in Ethiopia had different requirements and passed certain phases. Candidates were required to complete certain grade levels (6-10) to join teacher preparation programs at different phases during Hailesillasié's regime (Tesfaye, 2014). During Derg regime completing grade 12 was the only requirement to join teacher preparation program. The worse, certain candidates were allowed to teach without any pedagogical preparation to address acute shortage of teachers (Alemayehu, 2012). Primary teacher preparation programs started to receive those who failed to join higher learning institutions to study other disciplines and the quality of teaching and the reputation of the profession has deteriorated (Alemayehu, 2012; Tesfaye, 2014).

After the downfall of Derg regime, a new education and training policy (1994) was formulated and upgraded teacher training institutes to diploma level colleges and also added certain new colleges. A part of Education Sector Development was the teacher development program which contained the activities related to English Language Improvement Program (ELIP), teacher preparation methodology, knowledge, skills and attitudes of those involved (Ahmad, 2013).

In 2003 Teacher Education System Overhaul (TESO) was launched with the aim of bringing about a paradigm shift in Ethiopian education system. It introduced practicum, professional courses, action research, assessment, and other courses to primary pre-service teacher preparation programs. Admission criteria and candidate selection were changed from grade 12 to grade 10. An average of 50% was also required in grades 9 and 10 transcripts. The candidates were trained for one year certified (10+1) for lower primary (grades 1-4) and for three years (10+3) diploma upper primary (grades 5-8) (MOE, 2003).

However, TESO did not go uncriticized. First of all, the document (curriculum) was produced without active involvement of local stakeholders. It also lacked appropriate strategies as to how the program would be put into action (Amare, 2006; Dawit 2008).

Although TESO promised that candidates who are of interest and academically able would be attracted to the teaching force of primary schools, it could not happen (MOE, 2003). Another pre-service primary teacher preparation program was put in place: the cluster level which prepares teachers in composite of three subjects for lower primary (grades 1-4) and the linear level which prepares teachers in major and minor subjects for upper primary (grades 5-8) .

Though the revision has been done to the pre-service primary teacher preparation program to increase subject matter content, professional courses and practicum, and prioritized reading, science and mathematics, variations were observed across colleges (MOE, 2013). The education system is still under reform in the Ethiopian Education Development Roadmap (2018-2030). In the new education development roadmap primary school teachers are no more selected from grade 10 following the restructuring of education system (MOE, 2018). However, the teaching profession still attracts academically weak and poorly motivated candidates and there is lack of effective alignment between what is taught at teacher preparation colleges and what they teach in Ethiopian primary schools (MOE, 2022). Furthermore, teacher educators in colleges lack professional knowledge on reading instruction; there is no explicit training on primary reading instruction in teacher preparation programs, and teacher educators have not got any training on teaching teachers how to teach early reading. That is, teacher preparation failed to offer adequate training to enable pre-service teachers to successfully teach reading in early grades. All it could offer is deficient and inappropriately focused (USAID & MOE, 2013).

1.1.4 English Language Teacher Preparation in Ethiopia

Preparation of English language teachers in Ethiopia has passed certain phases under education sector reforms of various regimes. The issue of preparing English teachers in Ethiopia got prominence with the introduction of modern education in the 1940s. The first English curriculum was developed in the history of the country's education. The entrants of the profession had to take an examination and required to do further reading in English. The curriculum was dominantly planned around grammar and vocabulary, and lacked a course on language teaching methodology. Moreover,

teacher educators were the expatriate teachers some of whom did not have any qualification as English teachers and /or language teacher educators. The materials they had used did not reflect the local contexts though the language was the medium of instruction starting from early years of schooling (IIR briefing paper, 2012) in (Mebratu et al, 2020).

English language teacher preparation showed advance in the 1970s with the opening of colleges offering diploma in teaching. The expatriate trainers run the programs by the help of materials imported from Great Britain (Kelemu, 2000). The training was dominantly guided by Applied Science Model with structural approach of language teaching. It was mainly aimed at raising prospective teachers' content knowledge and English language proficiency. Due to absence of courses on language teaching on the curriculum and teacher trainers' lack of proper qualification as language teachers or language teacher educators, the trainee English teachers were inadequately prepared to teach English in Ethiopian primary schools (Rodgers, 1955) cited in (Mebratu et al, 2020).

Unlike the imperial regime, the socialist regime (Derg) curriculum for teacher preparation included courses on general teaching methodology and educational psychology. Moreover, local teacher educators and cultural contexts became part of the program. English started to lose its status as medium of instruction in early schooling and was taught as a subject starting from grade three. Although teacher preparation introduced a course on teaching practice, it was after all the courses on linguistics, literature and pedagogy were finished. That is, what the prospective teachers learnt in college coursework emphasis were put into practice far in time, near the end of the program; as result , the college-school link was poorly handled and the graduate English teachers were inadequately prepared (MOE, 2008).

After the downfall of Derg, a new Education and Training policy (1994) was in place. Though teacher preparation promised to bring about a paradigm shift by introducing scientific issues such as professional courses, practicum, action research, active learning and continuous assessment, it could not keep its promises. It was rather

criticized for reducing the subject matter knowledge, poor college-school link, failure to implement active learning methodology, etc. (MOE, 2008; Dawit, 2008).

From the overview of the reforms that primary school teacher preparation in general and English teacher preparation in particular have undergone it could be understood that success has been recorded in terms of helping Ethiopian children access primary education, but the quality of education in general and English language teaching in particular remain a serious concern. Inadequate teacher preparation has been reported over various education sector reforms carried out by Ethiopian ruling regimes, among other factors. It is learnt from this overview that primary school English teachers have been deficiently prepared; consequently, the teaching of English language in general and early grade reading instruction in particular have suffered.

The poor English language proficiency and the desperate early grade reading regardless of linguistic variation (e.g. Piper, 2010) and national learning assessment achievement in Ethiopia (MOE & USAID, 2008) are significantly attributed to deficient teacher quality. English teachers' knowledge, perception of preparedness and practice of teaching early grade reading need to be investigated if English teacher preparation, early grade reading instruction and children's literacy learning achievement are to be improved. Empirical evidences on the extent of teacher preparation attention paid to early grade reading instruction both in coursework and practicum, teachers' preparedness and instructional practices would inform decisions made to revise teacher education and early grades English education curricula, and plan and implement interventions that enhance English teachers' knowledge and skills.

1.2. Statement of the Problem

Inefficient primary teacher preparation results in poor language learning and poor foundational reading and writing ability. These basic skills are essential predictors of children's later academic achievement and success in life. The poor performance of Ethiopian children in basic reading skills (e.g. Piper, 2010; USAID & MOE, 2008) despite the efforts made by the government and partners to improve reading skills has resulted in undesirable self-image (USAID, 2019). The issue of teacher preparation,

training and motivation is at the center of any education system. In history, failure to effectively handle matters related to teachers with due understanding of their importance denounces the outcomes of the most progressive reforms ever (Benson, 1994). The study of (Solomon, Daniel & Belay, 2021) has found out that the overall English language performance of Ethiopian primary school English teachers is low; more than half of the assessed teachers showed insufficient performance despite various reforms made to education sector in general and teacher education in particular.

Though the number of trained teachers from both pre-service and in-service teacher preparation has increased, there is still high need of well-prepared teachers in the Ethiopian education system (Abebe, 2008). Research findings persistently indicate that children in early primary schools encounter severe deficiency in language and foundational reading and spelling in mother tongue and other languages. Similarly, there is serious language proficiency problem among English teachers and those who use it as a medium of instruction. As result, students of such teachers are deficient in literacy, numeracy and skills required to succeed in secondary education. In primary education, teachers drawn from low academic achievers and poor socio-economic background make poorly prepared teaching force and deteriorated quality. The practical experiences that primary teachers underwent are poorly coordinated and the prospective teachers are inadequately mentored (MOE, 2018). Moreover, the activities in practicum courses lacked structure and clarity; teacher educators and mentors' roles were traditional. The whole learning process was not supportive (Desta, 2023).

It is also revealed that Ethiopian English teachers in early grades fail to teach basic reading skills in accordance with the purpose and principles of early grade reading instruction. This is attributed to deficient training they received on phonological awareness, alphabetic principle, reading comprehension, oral fluency, vocabulary, and phonemic awareness. Some of the teachers are observed teaching in early grades with irrelevant qualification (Minwuyelet, 2020). Teacher preparation pedagogy is usually dominated by covering course contents instead of the instruction in which tutors

model and reflect followed by field experiences that enhance prospective teachers' knowledge and skills (Dawit, 2023).

Societal transformation requires enough attention paid to the quality of education for its citizens, especially the primary education. This is because primary education serves as the foundation for success in later learning and active participation in various life spheres (Riner, 2000). Of the factors that help ensure quality education, qualified teacher is considered to be the most important one, without whom the other inputs are unlikely to make a difference (Anderson, 2002). Teacher proficiency leads to an effective teaching, which is the result of an effective teacher preparation program (Amare, 1998).

Training of teachers in English language teaching gains importance as the competence of teachers will have an enormous impact on student's proficiency of English (Wubalem & Sarangi, 2019). Teachers have been trained to teach English as a subject and use it as a medium of instruction. Currently, teaching English as a subject begins from preprimary in all regions of the country, but using it as a medium of instruction starts at varying grade levels across regions (Abiy, 2005; Birhanu, et al, 2007; Simachew & Dawit, 2018). However, teaching English as a subject and its use as a medium of instruction in the first and the second cycles of primary schools is also deficiently resourced. Underpreparedness of teachers is a chief challenge in both cycles (Abebe, 2012). The quality of English language instruction suffers mainly from the lack of qualified English language teachers among many other issues (Berhanu, 1999) cited in (Abebe, 2012).

A concern regarding how the nation's school system is functioning emerged following the declining results of national learning assessment since 2000 conducted every four years particularly focusing on grades four (4) and eight (8). There was no clear evidence that could explain children's low reading ability until EGRA 2009 conducted in Oromia, which reported that 36% of 456 children of grade two were unable to read a single word in their mother tongue. This led MOE and USAID to think of larger scale EGRA, so that nationwide (EGRA, 2010) was conducted with a sample of over 13000 students of grades two and three in five languages and seven

regions. Frustrating results were found out both in word reading and reading comprehension subtasks.

A larger scale EGRA (2010) was conducted and revealed a desperate result whose implications for the practice of teaching early grade reading are so clear. Sidama Regional State, the then Sidama Zone, where this study was conducted, experienced disgracing results of early grade reading that 69.1% of grade two and 54% of grade three children could not read a single word in Sidaamu Afoo, and 72.8% of grade two and 61.8% of grade three students scored zero in reading comprehension(Piper, 2010). These results are worrisome because reading problem now becomes learning problem later on, and subsequently contributes to low quality.

EGRA as an assessment of reading was conceived in the USA around 2000 when the National Reading Panel (NRP) produced an influential report on teaching children to read focusing on the five critical components of reading. The criticisms against the claims of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) also inspired the development of EGRA as an assessment tool (Wagner, 2011; Bartlett et al, 2015).

Among the assessment tools with implications for teaching/learning, resource mobilizing, teacher preparation (both pre-service and in-service), materials preparation, curriculum revision, etc. is early grade reading assessment. It is not basically intended to replace the existing curriculum based paper- and-pencil assessments. It is a tool as method and language independent assessment approach that enables to collect data on students' reading achievement in early grades and reach conclusions which would guide interventions meant for improvement (RTI, 2014). EGRA puts its emphasis on learning at early grades of education and has positive results in training and equipping teachers to teach reading skills to students in grades 1, 2 and 3 (Bartlett et al, 2015).

The results of some other assessments have also demonstrated that poor literacy instruction prevails. For instance, about two thirds of 19, 603 students who completed grades 2, 3 and 4 were tested and were not able to show the knowledge and skills expected of them in accordance with the minimum learning competencies (MLCs) in the curriculum(a preliminary result). This indicates that English literacy is poor in

entire Ethiopia (Smith, Stone & Comings, 2012). Deficiency observed in early grade reading transcends its consequences to the later reading and lives of the learners. Such consequences have their own vicious circle which later becomes so difficult to break. A well designed curriculum, nicely furnished classrooms, abundantly available resources or technologies, well prepared materials, etc. cannot replace a qualified teacher. With regard to the low level of English use in Ethiopia, teachers have been reported to have certain contributions. Abiy (2005) argues that the problem of low capability of teachers in teaching English language reading is prevalent at all levels of education. Dereje (2012) who reviewed the policy documents, teacher education and primary English education curricula, observed classes to evaluate the teaching of English in grades 1-4 and gathered data through questionnaire found out that early grades (1-4) teachers' English language proficiency and English teaching skills are too weak to implement the tasks and activities set in the English textbooks. Though this study employed mixed methods, its focus lies on general English teaching. It is very difficult to provide access to quality education without properly handling factors related to teacher training and professional development, such as delivery of well-run pre-service and in-service training plus continuous professional development focusing on content knowledge, pedagogy and language skills (Workneh & Tassew, 2013).

A considerable difference in students' learning highly depends on the quality of a teacher's teaching. Researches also report that almost 15 percent of the difference in the young learners' reading achievement at the end of a given grade is associated with the skill and competence of the teacher (Rotherman & Mead, 2003). Teachers' academic skills as measured by scores on achievement tests are more strongly associated with student performance (Eide et al. 2004; Hanushek & Rivkin, 2006). The impact of subject-specific teacher skills on student performance is remarkably strong across all specifications. A one-standard deviation increase in subject-specific teacher skills raises student performance by 7.3 percent of a standard deviation (Marc, Eric & Simon, 2014).

In his study, Rockoff found in all subject areas teacher effects are predictors of student performance on standardized tests. Specifically, the study indicated vocabulary and reading comprehension scores would increase by approximately 0.15

and 0.18 standard deviations for teachers with certain years of teaching experience (Rockoff, 2004). Thus, the sensible assumption for a particular program is that “while there may be some ‘materials-proof’ teachers, there are no ‘teacher-proof’ materials” (Anderson, Hiebert, Scott, & Wilkinson, 1985:92).

It has been recommended in the study conducted in Ethiopia and elsewhere that both pre-service and in-service early grade English teachers should be trained on how to teach the components of early reading and develop models. The study goes on to recommend increasing the amount of time for training teachers on the components of reading and ways of helping children to read and write. It is also suggested that the curriculum should be reorganized and teacher training should place due emphasis on demonstration and practicing teaching of the components of reading (Smith, Stone & Comings, 2012).

Likewise, staffing primary school classrooms with qualified teachers takes more attention than other issues in the education system of the world (Mullis, et al 2000). According to UNESCO’s report, “...an education system is only as good as its teachers” (2014: 3). From this it can be understood that education quality improves when teacher quality improves; on the contrary, education quality suffers when teacher quality deteriorates.

However, candidates of low academic achievement and poor commitment are enrolled into teacher preparation programs and make a teaching force of poor quality. Low level of content knowledge and skills to teach are commonly observable deficiencies among teachers. Language proficiency of both teachers of English as a subject and those who use it as medium of instruction is a severe limitation. The school-college partnership is loose and does not enable student teachers to gain enough knowledge and experience of the instructional process, contents in the school curricula and the students. That is, practicum (field experience) is also poorly coordinated and appraised, and the prospective teachers are insufficiently mentored. Severe language skills deficiencies, especially foundational reading and spelling across languages are observable among elementary school students; these are

significantly associated with teachers' preparedness to teach the skills (Desta, 2023; MOE, 2018; 2022).

Different studies have been conducted (e.g. Ayalew, 2009; Workneh and Tassew, 2013; Koye, 2014) and have put their focus on the importance of qualified teachers to ensure quality education. For instance, Workneh and Tassew (2013) show that the way teachers are prepared has either positive or negative effects on quality of education. They also put that well prepared and experienced teachers positively influence students' academic achievement. According to Ayalew (2009:1103), "The strength of any educational system depends largely on the quality and commitment of its teachers and this depends on the quality of teacher preparation".

Research based educational ideas such as practicum (field experiences), action research, continuous assessment and reflective teaching have been considered (Dawit, 2008). However, students' literacy learning progress which is falling to the reverse has become the issue of research, public discourse, professional debate, etc. Particularly, Tesfaye (2014:28) reports the issue as:

The decline in education quality is very much real at all levels, but particularly alarming at primary level.... Schools are largely staffed by teachers who are not only underwent ineffective teacher preparation programmes, but did not seem to have the necessary requisite subject matter and professional knowledge and skills.

It is learnt from the above quote that the quality of Ethiopian education is deteriorating at all levels, but primary education is worse because schools are run by teachers who have had inadequate college training and are short of subject matter and professional knowledge and ability to teach.

The other studies done in relation to reading considered teaching reading, learners' reading ability, strategy use, the use of age appropriate readers, factors that affect teaching reading in early grades, among which is teachers' deficiency in knowledge and practice. Eba (2014) investigated practices and impeding factors facing teaching English to young learners through lesson observation of grades 1-4 and semi-structured

interviews and came up with that teachers are excessively using mother tongue while teaching English and lack understanding of the purpose, procedures and approaches of teaching English to young learners because of lack of proper pre-service and in-service professional development courses on how to deal with young learners.

Moreover, Chanyalew & Abiy (2015) looked into teachers' current practice of teaching English reading and grade four students' reading achievement and disclosed low student score, low infusion of teaching strategies in reading lessons and poor assessment of reading skills; Almaz (2015) investigated teaching reading to first cycle primary (grades 1-4) students and its challenges and found out that English teachers dominantly teach basic reading skills through memorization; Tsehay (2012) reports the assessment of early grade children's reading that children's reading ability is very low. Moreover, Gemechis (2014) investigated the collaboration between EFL teachers and parents to enhance children's motivation to reading through questionnaire, interviews and focus group discussion and came up with absence of clear way of communication and mismatch between curricular intentions of collaboration in terms of motivating children's reading.

Solomon and Chanyalew (2020) experimented whether reading strategies impact students' phonemic awareness performance by using a paired samples t-test of pre-test post-test approach and found out that phonemic awareness reading strategies improve students' phonemic awareness performance. Another study, Belilew (2016) reports that teachers are deficiently trained in phonological awareness, phonics instruction, comprehension, fluency and vocabulary based on the analysis of data from questionnaire, lesson observations and interviews, but there are no lesson evidences that testify deficient teaching.

However, studies on teachers' preparedness to teach early grade reading with focus on coursework and practicum emphasis, teachers' knowledge of early grade reading instruction are rare; none of the local studies available have paid attention to video-taped observation of early grade reading lessons, authentic documentation and analysis of written classroom assessment activities meant for monitoring students' progress of learning to read. Though some of the studies report on deficient teacher training (e.g.

Tesfaye, 2014; Belilew, 2016; Eba, 2014), there are no authentic classroom based evidences documented on erarly grade reading instruction.

The review of research reports and official documents has shown that the problem is associated largely with the selection mechanisms through which the Ethiopian adolescents are brought to the teaching force, the way they are prepared and professionally developed (MOE, 2012; Ahmad, 2013; UNESCO, 2014; Tesfaye, 2014; MOE, 2018). As a result, poor literacy learning achievement of children in Ethiopian primary schools has been reported in different assessments (EGRA, 2010; National Learning Assessment (NLA), 2000, 2004, and 2007) in (MOE & USAID, 2008) as children are not learning the knowledge, abilities and skills as expected in the minimum learning competencies (MLCs). The fact that students are reading below grade levels regardless of linguistic variations (EGRA 2010) is significantly attributed to methodology, the way teachers are prepared and professionally developed (Piper, 2010).

To the best knowledge of this researcher, the studies done in Ethiopia so far have not paid enough attention to assessing the knowledge, perception of preparedness, practice of teaching and assessing students' progress of learning to read of primary school English teachers to teach early grade reading. The knowledgeable and well prepared teachers make a difference in students' literacy learning. The researcher's experience of teacher education at HCTE and on-job teacher training on language and literacy accompanied by the desperate results of various assessments (e.g. NLA & EGRAs) in Ethiopia prompted a study into the lower grades English teachers' preparedness and practice of teaching early grade reading. Thus, this study is intended to investigate English teachers' perception of preparedness and practice of teaching early grade reading as stated below.

1.3. Objectives o the Study

This subsection presents the general and specific objectives of this study.

1.3.1. General Objective

The main purpose of this study is to investigate English teachers' perception of preparedness and practice of teaching early grade reading.

1.3.2. Specific Objectives

Specifically, this research strived to

1. determine the level of emphasis teacher preparation put on teaching early grade reading
2. determine the extent of teachers' feelings of preparedness to teach early grade reading
3. assess English teachers' knowledge of early grade reading instruction
4. find out English teachers' perceptions of the importance of essential components of early reading instruction
5. examine the extent to which English teachers use variety of early grade reading instruction strategies
6. assess whether English teachers systematically assess students' progress of learning to read
7. identify whether statistically significant relationship exists among the variables involved in this study

1.4 Research Questions

In this study attempts have been made to find answers to the following research questions:

- 1 How much emphasis do English teachers think teacher preparation places on teaching early grade reading?
- 2 How prepared do English teachers feel to teach early grade reading?
- 3 To what extent are English teachers knowledgeable about teaching early grade reading?
- 4 What are English teachers' perceptions of the importance of essential components of early grade reading instruction?

- 5 To what extent do English teachers use variety of early grade reading instruction strategies?
- 6 Do English teachers systematically assess students' progress of learning to read?
- 7 Is there statistically significant relationship among the variables involved in this study?

1.5 Significance of the Study

Examining the English teachers' preparedness and practice of teaching the components of early grade reading and closely following up the programs, would lead to an informed decision to scaling up the trainings, interventions to improve the practice of literacy instruction; it would result in a substantial gain of pragmatic input that can be considered in pre-service and in-service primary school teacher preparation and training. It may also yield information that can be used by materials writers to produce age appropriate supplementary reading materials and materials that can support an effective preparation of teachers in both pre-service and in-service programs. It would motivate and show the way to teachers how to help learners who lack rich literacy environment to succeed in learning to read. Based on the results of this study, curriculum developers, teacher educator institutes, partners working in education sector in the country would be informed to gear their center of attention to improving teacher education and professional development schemes, ensuring a realistic alignment between school and teacher education curricula, revise the monitoring and assessment methods concerning early grade reading. With such benefits expected from the results of this study, attempts were made to investigate the public primary school English teachers' perception of preparedness and practice of teaching early grade reading.

1.6. Scope of the Study

This study was limited to the context of Ethiopian primary school English teachers with a particular reference to teachers' preparedness and practice of teaching early grade reading. The population of this study was drawn from public primary schools in Hawassa City Administration. The English teachers of public primary schools made

the population of this particular study. Specifically, emphasis of teacher preparation coursework and practicum placed on teaching early grade reading, English teachers' knowledge of teaching early grade reading, feelings of preparedness to teach early grade reading, teaching early grade reading, and the way English teachers assess students' progress of learning to read were the particular focus of this study. The way English teachers were taught, supported, reflected on their efforts, exposed to field experiences, got feedback from teacher educators and mentors was assessed.

1.7 Limitations of the Study

This study was limited to one of the regional states of FDRE, Sidama National Regional State-Hawassa City Administration due to the scarce resources available, time constraints and other socio-political factors, so its findings may not be generalized to the other regions and contexts of Ethiopia. Though it has attempted to examine the extent of attention teacher preparation paid and teachers' feelings of preparedness to teach early grade reading, it has not considered the ongoing teacher preparation in colleges and teacher educators' preparedness and opinions on the adequacy of the program's attention to teaching early grade reading. This study has not also paid attention to the relationship among teachers' preparedness, knowledge and students' reading achievement. These and other related issues call out for the attention of future studies with larger and diverse sample size and context.

1.8 Organization of the Paper

This study, which aimed to investigate public primary school English teachers' preparedness and practice of teaching early grade reading, has been organized into five chapters. The first chapter presented the sections: introduction, background of the study, statement of the problem, general and specific objectives of the study, the basic research questions, the significance of the study, scope of the study, organization of the study, definition of key terms and chapter summary. The second chapter presented the review of related literature. First a brief introduction was given and the other headings and subheadings were presented in a logical outline. The headings and subheadings included: definition of reading, features of reading, the history of

teaching reading, goals of teaching reading, learning theories ranging from behaviorism to social constructivism , learning to reading, models of reading, methods of teaching reading, essential components of early grade reading, and assessing early grade reading. It also reviewed literature on teacher preparation, teacher preparation in Ethiopia, preparing teachers to teach early grade reading, placing emphasis on the coursework, practicum, and the relationship between prospective teachers and teacher educators and mentors. Review of relevant literature also considered teachers' feeling of preparedness, the importance of assessing early grade reading, the theoretical framework that guides this study and the conceptual framework of variables involved in the process of teacher preparation followed by a brief summary.

The third chapter presented what and the how of this study. It has a brief introduction about what it focused on. It discussed the research paradigm, research design, the context, the characteristics of the participants, sampling techniques, instruments of data collection, data analysis techniques, validity and reliability checks, ethical considerations, the study samples and the process and the procedure of the research. It emphasizes the details of tools used to collect data: questionnaires, classroom observation, knowledge assessment test, focus group discussions, teacher written classroom assessment activities and semi-structured interviews. The chapter has been briefly summarized.

The chapter focused on the analysis, results and discussion of the data gathered for the pilot study. It presented the analysis of participants' demographic information. Next, it focused on analysis and discussion of data gained through questionnaire and focus group discussion with aim of investigating the level of teacher preparation emphasis placed on teaching early grade reading and teachers' feeling of preparedness. The analysis and discussion of knowledge assessment test was presented in attempt to understand the extent to which primary school English teachers are knowledgeable about teaching early grade reading. Then classroom observation result and discussion focused on answering the question how primary school English teachers teach early grade reading. Lastly, the analysis of teacher written classroom test was presented with consideration of how primary school English teachers assess children's progress

of learning to read. Finally, the preliminary findings were identified and lessons were gained as to how conduct the main study.

The fourth chapter focused on the results and discussions of the larger study: the questionnaire, focus group discussions, knowledge assessment test results, classroom observations, classroom assessment activities and semi-structured interviews are presented and discussed. The final chapter dealt with the summary of key findings, conclusions, implications, recommendations and future research directions.

1.9 Definitions of Terms

The following words and phrases have been defined to indicate their use in this particular study.

Aspects: the coursework and the practicum/ field experiences of teacher preparation process

Coursework: the set of courses taught to prepare English teachers to teach early grade reading

Early grades: grades one to three (1-3) of public primary schools in Hawassa City Administration

Knowledge: English teachers' understanding of teaching foundational reading skills in early grades

Perception: the way English teachers feel about their readiness to teach, practice of teaching and the importance of essential components of early grade reading instruction.

Preparedness: English teachers' readiness to teach early grade reading

Practicum: practical learning experiences undertaken by the way of preparing English teachers to teach early grade reading

1.10. Summary

In this chapter it has been attempted to set background of the study, state the problem, establish general and specific objectives, research questions, significance of the study, scope of the study, operational definition of key terms. The next chapter presents the

review of relevant literature available to deepen researcher's understanding and guide the whole process of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of relevant literature. The issues covered include development of EGR, what reading is, features of reading, the history of teaching reading, goals of teaching reading, learning theories ranging from behaviorism to social constructivism, learning to reading, models of reading, methods of teaching reading, essential components of early grade reading, and assessing early grade reading. It also reviewed literature on teacher preparation, teacher preparation history in Ethiopia, preparing teachers to teach early grade reading, placing emphasis on the coursework, practicum, and the relationship between prospective teachers, teacher educators and mentors. Review of relevant literature also considered teachers' feeling of preparedness, the theoretical framework that guides this study and the conceptual framework of this research. Information from different relevant literature has been organized into headings and subheadings as presented next.

2.2 Developments in Early Grade Reading Instruction

The development of teaching early grade reading is a complex and fascinating story, evolving significantly over centuries. It's been shaped by changing understandings of literacy, psychology, pedagogy, and societal values (Venezky, 1990).

2.2.1 .Early Stages: Oral Tradition and Memorization (Pre-17th Century)

The focus of reading instruction was primarily on rote memorization, often of religious texts. Reading was a privilege, not a widespread skill. Emphasis was on decoding rather than comprehension. Instruction was monophonic instruction, repetition, and the use of hornbooks (small paddles with printed texts). It was largely based on religious and classical education models (Ibid).

2.2.2 The Rise of Alphabetical Methods and the Reader (17th -18th Centuries)

The focus was on introduction of systematic instruction in letter sounds and names. There was a shift of emphasis towards the alphabet as a code. The alphabet method taught letter names before sounds. Some readers became widely used, containing religious content alongside alphabet instruction. The printing press and a desire for wider literacy, particularly for religious purposes had influence (Monaghan, 2005).

2.2.3 The Emergence of Phonics and Whole Word Methods (19th Century)

A debate arose between two main approaches: phonics, emphasizing the relationship between sounds and letters, and whole-word methods, which focused on memorizing entire words. Initially, synthetic phonics dominated, where children learned individual sounds and blended them into words. Later, analytic phonics, which begins with whole words and breaks them into parts, also emerged. Whole Word or "look-say," method involved learning to recognize entire words visually, often through repetitive exposure (Chall, 1967).

2.2.4 The "Reading Wars" and the Rise of Balanced Literacy (Late 20th Century)

The debate between phonics and whole word methods continued and reading research showed that some children struggle with both approaches. A holistic approach that immersed children in print and encouraging reading for meaning is advocated. That is, it de-emphasized explicit phonics instruction. Research demonstrated the importance of explicit and systematic phonics instruction, particularly for struggling readers, so that phonics was reasserted. A compromise approach that combined aspects of both phonics and whole language, seeking a balance between skill-based instruction and meaningful reading experiences. As result, cognitive psychology and reading research demonstrated the importance of phonological awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel, 2000; Allington & Cunningham, 2007)

2.2.5 21st Century: Focus on Science of Reading and Explicit Instruction

Growing emphasis on evidence-based practices supported by the "science of reading," which combines research from cognitive psychology, linguistics, and neuroscience led to increased focus on explicit, systematic, and multi-sensory instruction. Emphasis was placed on teaching sound-symbol correspondences directly, in a logical sequence. Multi-sensory instruction of using visual, auditory, and kinesthetic methods was promoted to help children learn. Text complexity, vocabulary development, and comprehension strategies were emphasized. Differentiated instruction was introduced in recognition to unique needs of diverse learners. This has resulted in advances in brain imaging and cognitive science, increased attention to the needs of struggling readers, and a move towards accountability in education (Moats, 2020; Kilpatrick, 2015).

The conflict between Whole-Word and Phonics approaches has been a central theme in the history of reading instruction, highlighting the challenge of balancing bottom-up (decoding) and top-down (meaning-making) processes in reading. The shift from focusing on a single method to recognizing the multi-faceted nature of reading, involving phonological awareness, phonics, fluency, vocabulary, and comprehension shows that the complex nature of reading skill has been understood. The growing emphasis on research and data-driven instruction has led to more effective teaching practices. However, meeting the specific needs of children with dyslexia, English language learners, and children from disadvantaged backgrounds remains a critical challenge.

In general, the teaching of early grade reading has grown significantly over time, moving from rote memorization to more complex, evidence-based approaches. It continues to grow as the science of reading and the diverse needs of learners are better understood. While debates and approaches may shift, the ultimate goal remains to help every child become a proficient reader, capable of engaging with and understanding the world around them.

2.3 Reading: Definition

Different scholars in the area of teaching reading and second language acquisition (SLA) research try to define reading in different ways. For instance, Leavitt in Smith

2002 defined reading as, “Reading is talking from a book”. In this particular definition of reading the emphasis of teaching reading lies on correct oral reading. Reading is defined as “the process of receiving and interpreting information encoded in language form via the medium of print” (Urquhart & Weir, 1998:22). Comprehension takes place as the reader takes and puts together different information from the material being read and what is previously learnt (Koda, 2005). From this, it can be understood that no single definition of reading can fully depict the complex nature of reading. Tankersley (2003:2) also defines reading as, “...a complex process made up of several interlocking skills and processes. The sum of these pieces is a tapestry that good readers use on a day-to-day basis to process text in their world”. Here, the presence of many skills and processes and their interwoven nature adds to the complexity of reading. The skills and processes function together to enable a fluent reader to deal with different texts in everyday life.

2.4. Nature of Reading

To understand the nature of reading better, it requires us to consider the processes involved in the fluent reader’s effort: what a fluent reader does when he/she reads, the processes used, the way the processes work together, etc. The following processes, as summarized by (Grabes, 2009:25-27), would show the characteristics of reading as various purposes of reading make its nature so complex.

- i. A rapid process: a fluent reading is definitely rapid process. Except one’s attempt to learn the material actively, materials including those for learning or professional purposes are read at the rate of 250- 300 words per minute (wpm).
- ii. An efficient process: In addition to the reading speed, reading efficiency is measured against the level of smooth coordination of various skills such as fast and automatic word recognition, syntactic analysis, comprehension building, meaning making, associating prior knowledge and the information in the text, drawing inferences, critiquing, etc.
- iii. A comprehending process: although there is more than understanding a text that a fluent reader does, reading is basically a comprehending process. In fact,

reading is not the only comprehending process; listening is too. All the thinking processes involved in reading are supposed to result in ultimate comprehension.

- iv. An interactive process: as several cognitive processes come into play simultaneously in the reading, it has interactive patterns. Moreover, as the writer intends to explain something and expects the reader to comprehend it in some way and the reader engages in the reading process with some prior knowledge and tries to make meaning, there is an interaction between the two.
- v. Strategic process: several skills and processes involved in the reading process require the reader to exert effort to predict information, identify main ideas, structure and reduce information, check understanding, compensate comprehension gaps, etc.
- vi. A flexible process: as purposes for reading vary following the reader's interest and intent, the skills and strategies employed also vary accordingly; this requires the fluent reader to be flexible.
- vii. Purposeful process: the processes involved and the reader's purposes align to one another. The reader's purposes for reading vary in line with the demands of situations and interests of the reader.
- viii. An evaluative process: reading is uninterruptedly evaluative process. Evaluation is somehow related to having strategies and being purposeful. It also involves deciding how to respond to a text, whether the reader likes or dislikes the text, whether he/she is interested in the text or not, monitoring one's understanding, what the writer tries to say, comparing the text with other texts, whether the reader agrees or disagrees with the writer's attitude and point of view and inferring what is behind the writer's statements, etc.
- ix. A learning process: reading is a learning process because of the successive evaluation involved. Every reading endeavor is a learning process in one way or another. As a reader is expected to decide as to how to respond to a text, reading is a learning process.
- x. A linguistic process: reading involves a linguistic process. It is unthinkable to read without a sound knowledge of sound- letter relationships, word recognition, and

structure of a language. No one can read a material, given whatsoever background knowledge about the issue, without enough linguistic information. This shows that linguistic knowledge of a text is fundamental to reading comprehension.

2.4 History of Teaching Reading

Originally, human beings were not created as readers. Reading was invented following the invention of alphabet systems that represented the sounds in spoken language. As a phenomenon of thousand years before, the creation of reading influenced human thought patterns and cognitive development (Wolf, 2007). The writing system of English in use today came with slight modifications from the Roman alphabet, which in turn descended from the alphabetic system of Phoenicians—people engaged in trade on the eastern Mediterranean. This alphabetic system in which print symbols represent sounds in spoken language came into existence in the Middle East before 5000 years. The teaching of reading in totally alphabetic languages goes back to ancient Greece and Roman. The reading method they employed was spelling method or the alphabet (ABC) method. In this method of teaching reading, teachers drill the letters again and again, organize letter tiles or blocks, and students sing the alphabet songs; this method continues to be used nowadays (Sadoski, 2004).

In the early 1500s a shift from the alphabet method occurred when the German teacher named Valentin Ickelsamer wrote an introductory reading book titled '*The Shortest Way to Reading*'. In this method the children are taught first to isolate the sounds in spoken words, and then the letters that represent the sounds, leading to the beginning of synthetic phonic method of teaching reading (Ibid).

The 1800s also saw another method for teaching reading '*The Sentence Method*' by George L. Farnham came into existence and was used in the teacher training programs of the time. However, because of its failure to enable the children to become independent readers, the sentence method was replaced by elaborate phonic method, which was later described as synthetic phonic method (Smith, 2002).

The issues of teaching methods, one emerging and another fading into history, continued like a pendulum, handed over to the 20th century to experience more and more. The innovations of early and late 20th century brought language experience, whole language approach, activity approach , phonemic awareness, back to phonic method and ended recommending a balanced (an eclectic) approach to teaching reading (Sadoski, 2004). However, the truth lies in the fact that different methods or their combinations may serve some learners in certain circumstances better than others in other situations.

The contemporary practices are all the altered forms of the previous ones; those to come later or sooner will take the footprint of their precursors. Such an understanding would enable the reader to get rid of one of the difficulties that has been affecting the field. The assumption that finding “one best method” is far way; it is just a tiresome search of an expectation (Ibid: 22).

What a brief history of teaching reading has presented explains that the earlier practices in the teaching of reading serve as initial points from which the newer versions take their track. And the efforts towards improving methodological deficits continue generating another method of teaching with its own limitations in one way or another.

2.5 Goals of Teaching Reading

The goals of teaching reading should be stated in light of why people read. Both conceptual analysis of adult literacy activities and empirical studies of children’s reasons for reading show that people read to succeed in school or life and gain pleasure. So that teaching reading is geared by the needs and interests of people. The goals of teaching reading are expected to strike a balance between cognitive and affective domains of educational objectives.

2.5.1. Affective Goals of Teaching Reading

The two goals of teaching reading in the affective domain are dealt with as recognized by the conceptual variation between attitudes and interests (Mosenthal, 1987; Gates, 2002; Sadoski, 2004).

I. Developing Positive Attitude toward Reading

Attitude, readers' perceptions of their ability and belief about their forthcoming reading performance, should be approached positively and with confidence by both adults and children who try to develop their reading ability. This is for the fact that early failure yields defeatist attitude, whereas early success reinforces confidence. Children who face reading difficulty are categorized into low reading group in school, have negative attitude and usually experience early failure and stigma. Learning to read is not an easy thing. It is specifically worrisome for some, and it is a demanding task for almost everyone (Sadoski, 2004).

II .Developing Personal Interests and Tastes in Reading

Readers are those who can read; they are those who actually do read. It is not enough to have a positive attitude toward reading; developing personal interest and discriminating tastes is what lifelong readers resort to persevere as their life interests via reading to develop ability to judge what they read is worth. A person with a positive attitude toward reading but lacks personal interest in it is alliterate-the one who is neither literate nor illiterate (Taylor, Harris, Pearson & Garcia,1995).

2.5.2. Cognitive Goals of Teaching Reading

Development of lifelong intellectual skills and practical features of reading make the cognitive goals of teaching reading.

I. Developing the Use of Reading as a Tool to Solve Problems

In a working, technological society reading has outweighing instrumental roles. Reading can be used to deal with a wide range of personal and social problems in multifaceted, knowledgeable world. Nowhere in the world is without print whether at home, in the workplace or school, even our own clothing. Those who are unable read and write live in a confined sphere of life, deprived of involvement in social issues,

short of chances for advancement in personal life. Everyday life requires people to deal effectively with school-related, work-related and recreational print materials of various kinds. Educational reading enables us to pass the knowledge base of civilization to generations, create capacity to enhance knowledge base and advance quality of life. Moreover, practical goals of teaching reading extend themselves to liberating the mind and the spirit of individuals and societies from subjugation and rigid creed (Sadoski, 2004).

II. Developing the Fundamental Competencies and Higher Levels of Independence

The reader may continue reading as a lifelong effort when the basic skills are taught and learnt in a way the goals serve as source of a means to the desired outcomes. The basic skills are accomplished in somehow subsequent steps ranging from pre-reading (stage 0) to advanced reading (stage 5). This conceptual arrangement indicates that learning to read gradually results in reading to learn to the extent of independent response to school based and life related matters. Beyond the academic success, the idea of independent reading extends itself to creating the life of mind and heart in all productivity with understanding, feeling and wisdom to form an informed democratic society. Therefore, the curriculum intended to teach reading with both affective and cognitive goals and the teachers who are well qualified to teach reading are certainly crucial (Chall, 1996; Sadoski, 2004).

2.6. Theories of Learning

This subsection of related literature review summarizes some of the prominent theories of learning.

2.6.1. Behaviorism: Changes in what students do

Behaviorism mainly deals with observable and assessable issues of human behavior. Behaviorists stress on the changes in the learner behavior as an outcome of stimulus response relations as originated by Watson (1878-1958) and Skinner (1904-1990), the pioneer originators of behaviorist learning approaches. Basically, Watson made a statement that human development ought to be determined on the basis of observation

of obvious behavior rather than theory of subconscious motives or latent cognitive processes. Skinner also believed that human behavior is predictable, just like a chemical reaction (Shaffer, 2000). That is, behaviorists do not pay any attention to the inner processes of brain to explain behavior; rather they believe that merely those phenomena that are subject to direct observation are worth investigating. Behaviorist theory of learning was criticized for being excessively simplistic, ignoring the internal mental processes and complexity of human behavior. Behaviorist theory does have implications for classroom that it can be worthwhile for students and teachers in that students work to have positive feelings and recognition from those whom they would emulate (Parkay & Hass, 2000).

2.6.2. Cognitivist Theory of Learning

On the contrary to behaviorism, Piaget came to believe that children can create ideas following his observation. That is, children are confined to taking what their teachers or caregivers provide them; instead, they are vigorously involved in the creation of their knowledge, so that this work laid a basis for theories like constructivism whose proponents believe that knowledge is constructed and learning takes place when students are involved in producing something relevant and worthwhile for them.

After studying the cognitive development of children and adolescents, Piaget found out four phases which all children experience and grow towards the next higher level. In each of the phases children show new intellectual capabilities and better understanding of the complex nature of the world. However, Piaget's thought does not go uncriticized by the works of 1960s and 1970s. The first, the tasks were excessively difficult and the comparison was made against confusing terms; second he did not take note of individual differences and underestimated the children's abilities beyond expected levels. Cognitive theory has its implications for classroom instruction: adapting instruction to the levels of the learners, facilitative role of the teacher, autonomy to the learner to learn through inquiry, grouping students of varying abilities to work together and hands-on experiences for learning (Kafai & Resnick, 1996).

What followed was the social cognitive theory of learning which emphasized that learning takes place in social settings where an active and give-and -take process relations of a learner, environment and behavior, the interconnecting determinants of one another(Evans & Bandura, 1989).

2.6.3. Socio-cultural Theory of Learning

Fundamentally, Vygotsky proposes that development is dependent up on the interaction between people and cultural tools that enable children to create their own world view. These cultural tools transmit through imitative learning, instruction and collaboration in which children imitate others, recall teacher's instruction and regulate their learning, and peers or groups try to understand one another and cooperate to acquire a given skill respectively (Tomasello, Kruger, & Ratner, 1993) in (Zhou & Brown, 2017).

To understand the relation between cognitive development and social world, consideration should be given to the importance of culture, the role of language and the learners' relationship with and development within that particular world. In fact, Vygotsky believes that learning is of integrated and ever changing social nature in which he introduced the idea of zone of proximal development. His views on cognitive development are seen to result in student-centered and co-constructivist foundation of learning which encourages accommodating the child's potential within social setting (Zhou & Brown, 2017).

The connection between social setting and cognitive development has been investigated by many psychologists (e.g.Piaget, 1959; Vygotsky, 1978; Bandura, 1977). Different theories share a common ground that learning should not be seen as a mere process of transmitting knowledge from a source (e.g. teacher, parent or more able peer, etc.). Instead, it should entail an active social interaction; for instance, knowledge constructed through inquiry and experiment (Piaget), learns by imitation and observation (Bandura), depends on the teacher support appropriate for the learner's immediate potential (Vygotsky (Ibid).

2.6.4 Comparison among Theories of Learning

Although the theories aim to explain learning, they offer different frameworks for understanding how learning occurs, even if they disagree on the underlying mechanisms. Each of the theories provides guidance for designing effective instructional strategies. While approaches vary, each theory addresses how learners acquire new knowledge and skills. They all acknowledge that the learning environment influences the learning process, although they define it differently.

Behaviorism sees learners as passive, while cognitivism and social constructivism emphasize the active role of the learner. Social constructivism goes further by highlighting the collaborative and contextual aspects of this active role. Behaviorism focuses solely on external behavior, while cognitivism and social constructivism emphasize internal mental processes. Social constructivism, however, integrates these with the social and cultural context. For behaviorists suggests knowledge comes from the environment, cognitivism focuses on how knowledge is organized internally, while social constructivism emphasizes that knowledge is co-constructed through interaction. Behaviorism and cognitivism are more focused on individual learning, while social constructivism highlights the social nature of learning.

In practice, many educators draw upon aspects of all three theories. For instance, teachers might use behaviorist principles to manage classroom behavior (e.g. reinforcement strategies), cognitivist principles to design instructional materials (e.g. organizing content and focusing on schemas), and social constructivist principles to facilitate group work and discussions. This blended approach recognizes that learning is a complex process with multiple dimensions. Understanding these theories can help teachers make informed decisions about their instructional practices, understand their students' learning, and design more effective and engaging learning experiences. Each theory offers a unique and valuable lens through which to view and enhance the process of literacy learning.

Though the above theories are seemingly old, they are not yet out of the play .However, they are significantly influenced by the emergence of multimodal technology which has its own benefits and potential challenges.

2.6.5 Multimodal Technology and Literacy Learning

Multimodal technology which integrates various modes of communication (text, images, audio, video, animation, etc.) is significantly transforming how children engage with literacy. It offers both exciting opportunities and challenges for literacy learning (Mayer, 2009).

2.6.5.1 Enhanced Engagement and Motivation

Multimodal formats like interactive e-books, educational games, and videos often capture children's attention more effectively than traditional print-based materials. The combination of visuals, sounds, and interactive elements can make learning more enjoyable and engaging. Increased motivation can lead to more time on task, deeper engagement with literacy materials, and a greater willingness to explore and learn (Larson, 2010).

2.6.5.2 Improved Comprehension and Meaning

Multimodal texts can make abstract concepts more concrete by providing visual representations, auditory cues, and interactive elements that support understanding. Children can more readily grasp complex ideas and make connections between text, visuals, and sounds, leading to better comprehension. For instance, animations can make historical events or scientific processes more accessible (Mayer, 2009).

2.6.5.3 Support for Diverse Learners

Multimodal technology can cater to different learning styles and needs. For example, auditory learners can benefit from audio narration, while visual learners can benefit from images and videos. Built-in accessibility features like text-to-speech and adjustable font sizes are also helpful. It provides more equitable access to literacy for children with varying abilities and backgrounds, including those with learning disabilities or English language learners (Rose & Meyer, 2002).

2.6.5.4 Development of Multi-literacies

Multimodal technology encourages children to become more adept at navigating and creating in different modes (visual, audio, textual, etc.), leading to the development of multi-literacies. This enables students to communicate effectively in the digital age by understanding how different modes of communication work together to create meaning. It encourages creativity and the ability to use digital tools for learning and expression (New London Group, 1996).

2.6.5.5 Enhanced Vocabulary and Language Development

When exposed to multimodal texts (e.g., videos with narration and subtitles, interactive books with embedded definitions), children can get opportunities for vocabulary acquisition and language development. That is, children can encounter new words in context and benefit from the combined input of multiple modes. They can also make connections between words, images, and sounds, deepening their understanding of the language (Neuman & Dwyer, 2009).

2.6.5.6 Opportunities for Collaboration and Sharing

Online platforms and tools allow children to collaborate on writing projects, share their creations with others, and receive feedback, fostering a sense of community and engagement with literacy. For instance, collaborative writing and sharing encourage peer learning, and the ability to share work with a wider audience can motivate students to produce higher-quality work (Lankshear & Knobel, 2008).

2.6.6 Potential Challenges

However, multimodal technology may have its own potential challenges. Such challenges need the attention of all concerned for timely consideration.

2.6.6.1 Digital Divide and Access

Not all children have equal access to technology, which can exacerbate the existing inequalities and create a digital divide. This can be addressed through efforts to ensure equitable access to technology and digital literacy training for all children.

2.6.6.2 Over-Reliance on Technology

Over-dependence on technology may result in neglect of fundamental literacy skills; for example, handwriting, print-based reading, etc. This requires a balanced approach that integrates technology in meaningful ways while ensuring that the foundational skills are not neglected.

2.6.6.3 Distractions and Overstimulation

Multimodal technology, with its many bells and whistles, can be distracting and may lead to sensory overload for some children. This needs careful selection of appropriate resources and clear guidance on how to use technology productively are essential.

2.6.6.4 Quality of Resources

Not all digital resources are of equal quality. Some may lack educational value, contain inaccurate information, or promote negative stereotypes. It is important to carefully evaluate digital resources to ensure they are high-quality, aligned with learning objectives, and promote critical thinking.

2.6.6.5 Critical Literacy Skills

It is important to help children develop critical literacy skills to evaluate the credibility and accuracy of information presented online and to become responsible digital citizens. To this effect, literacy instruction should focus on teaching children how to analyze information from multiple sources.

2.6.6.6 Current Trends and Future Directions

Technology enables adapted learning experiences tailored to individual student needs. As artificial intelligence may play an increasing role in literacy instruction by providing personalized feedback and support, ongoing teacher training is vital to effectively integrate multimodal technology into literacy instruction. Multimodal technology has the potential to significantly enhance children's literacy learning by fostering engagement, promoting comprehension, supporting diverse learners, and developing multi-literacies. However, it's crucial to address the potential challenges by ensuring equitable access, selecting high-quality resources, fostering a balanced

approach, and promoting critical literacy skills. As technology continues to advance, it is essential for educators to stay informed about best practices and to use multimodal technology strategically to support all children on their efforts of learning to read.

2.7. Learning to Read

Though politicians and press pay a significant amount of attention to learning to read, these same people are heard and seen convey the message that teaching children to read is an easy task handled with a mere effort of teachers. In fact, the success of a nation to have adult citizens of high literacy level is a witness of a success of teachers in the school systems (Roberts, 1999). Children possess a working knowledge of phonemes reflected in their ability to speak, but this knowledge becomes conscious when they are taught rhymes and alliterations. In this process of learning to read children become aware of the letter sounds, letters create the spelling patterns that are recognized and changed into decodable sounds to form words, and at the same time they understand that words are put in certain order to create a sentence (Adams, 1992).

To fully understand the things involved in learning to read, the facts such as sounds, the way sounds map on to letters, letter clusters, syllables and words which vary in line with their situations need to be learned (Roberts, 1999). It is, therefore, hard for teachers of literacy to incorporate the three kinds of performance in the children's effort of learning to read:

Associative performance: this is relating the print with meaning and letters, letter clusters, syllables and words with sounds.

Searching performance: this refers to using the knowledge of the variety in letter-sound relationships, raising awareness of spelling patterns and decodable syllables which create a basis for word recognition.

Formulation of ideas, information and story lines performance: this is encouraging children to search for meaningful threads of words in a text, and continue to read in

phrases of varying lengths (chunks) through reading aloud word by word, with equal emphasis, tone and pace to each word. For example:

There/ are/ sweets/ and/ chocolates/ in/ the / sweet/ shop

There are/sweets and chocolates/ in the sweet shop

There are sweets and chocolates/ in the sweet shop (Ibid: 15).

The ability to recognize single words quickly and automatically signify a child's ability to read and understand a text. Because all words are visually unfamiliar at first contact, the powerful strategy that helps under such circumstance is using one's knowledge of sound system of the language to recognize the word. Children recognize newly encountered words by identifying and combining its sound units and associating the newly encountered sound patterns to what they already have in their spoken vocabulary. At the beginning children need to sound out some thousands of words that are not visually familiar and keep those visual patterns to their recall (NRP, 2000).

It is compulsory that teachers make sure that children understand the basis of different essential issues in learning to read that the sub-skills of reading comprise: texts carry meaning, graphemes(symbols/letters) represent phonemes(sounds), words are distinct units, there is direct mapping between the sequence in sounds of spoken words and left to right order of words in writing, words put in a given order mapping onto speech create sense, words are made of letters and letter strings to which the sounds are associated to form meaningful words (Roberts, 1999). Research has been conducted over different time in relation to learning to read in child's first and second languages. Studies investigated the relationship between L1 and L2 reading in the 1990s.

Studies revealed two major sources of difficulties in L2 reading: L1 reading ability and L2 linguistic proficiency, with a remaining question "Which one causes more problems in L2 reading?" Then introduced were the hypotheses: Reading universal Hypothesis (linguistic interdependence) and Short-circuit Hypothesis (linguistic threshold). In the first hypothesis, the notion is L1 reading ability transfers to L2 reading, whereas in the second one it is believed that a threshold level of L2

proficiency is needed before L1 reading ability transfers to L2 reading. Explanations have been sought in the studies as to which one of the hypotheses better explain the relationship between L1 and L2 reading. In latter studies it has been concluded that L2 proficiency has higher influence on the transfer of L1 reading ability to L2 reading. That is, those who have better L2 proficiency transfer their L1 reading ability more successfully to L2 reading than those of low L2 proficiency (Alderson, 1984).

Studies into the relationship between L1 and L2 reading are categorized as process-oriented and product-oriented. Product-oriented studies of reading focus on the relationship among the variables like L1 reading ability, L2 reading ability and L2 proficiency, while process-oriented studies emphasize the reading strategies inferred from think-aloud method. From the comparison of a range of correlation coefficients, the relationship between L1 and L2 reading is stronger in process (.54 to .91 in different studies) than in product (.20 to .64 in different studies) of reading (Yamashita, 1999).

Nowadays, classrooms do not make an exclusive use of only one learning theory over the others, yet consider several theories in the course of learning experiences. Every individual learning theory has got both strengths and weaknesses of its own, particularly taking the realities of the 21st century schooling into consideration. Therefore, teachers are required to walk a fine line between the student oriented instruction and addressing hard learning values (NRP, 2000).

2.8. Models of Reading

Everyone who teaches reading has a model of the reading process that influences, perhaps unconsciously, their instructional decision making. It is known that teachers' understanding of the reading process more fully and explicitly contributes to improvements in instructional practice and deeper knowledge of their students' learning (Beck, 1989). Models provide educators with a deeper understanding of reading processes, where breakdowns in comprehension can occur, and what strategies could improve reading processes.

2.8.1. Bottom-Up Model

Implicitly looking at the bottom-up model of reading, one may associate the root of bottom – up learning to behaviorist theory. Primarily, it was proposed by Gough (1972) followed by a laboratory research of adults letter and word reading activities. It is thought to be sequential that a reader decodes text information with attention paid to words, phrases and sentences, and thus named as text-driven reading (Barnett, 1989; Davies, 1995).

Here, meaning is considered as textual and derived from the smaller linguistic elements such as sounds (phonemes), letters (symbols/ graphemes) and words. That is, the method of teaching reading associated with this model is the phonics method. Reading difficulty is associated with decoding difficulty. Reading is seen as assistant to spoken language skills and this seems to be the effect of language teaching methods like audio-lingualism and structuralist view of sound-letter correspondences (Davies, 1995; Nuttall, 1996).

However, certain limitations have been observed with bottom-up model of reading. First of all, this model has not considered the possible difficulty of teaching the phoneme-graphemic rules of English. Dealing with such numerous rules may impose a burden on a child's working memory, resulting in reading at a lower level at the expense of higher level information processing. It also fails to take note of the contribution of prior knowledge to text comprehension (Davies, 1995).

2.8.2. Top-Down Model

Since the influence of psycholinguistic theory in 1960s and 1970s, reading has been re-conceptualized as the top-down process on the contrary to the bottom-up model. Though the model was primarily conceived by Goodman (1973) when he defined reading as, “psycholinguistic guessing game”, Czico (1976) described it as a concept-driven or knowledge based process, but it was later that top-down model was introduced to second language reading. It is described as a process in which predictions are made about the text on the basis of prior knowledge and either confirmation or refutation of predictions is checked later (Carrell, 1988).

Although top-down process is strong for its true representation of first language readers, it is criticized for jumping to meaning driven processes at the expense of attention to the smaller linguistic units and details (Davies, 1995). Since both bottom-up and top-down processes are necessary in reading, an interactive model has been proposed.

2.8.3. An Interactive Model

In response to the limitations of both bottom-up and top-down models, an interactive model came into existence. Reading becomes meaningful when information gained through bottom-up and top-down models interact with the use of some background knowledge and information processing skills (Eskey, 1988). On the basis of findings of laboratory study, Rumelhart (1977) came up with the idea of an interactive model. While bottom-up model fails to consider the role of background knowledge to text comprehension, top-down model neglects the importance of linguistic knowledge for reading success (Eskey, 1988; Davies 1995).

For a successful text comprehension to occur, both textual information and whatsoever prior knowledge the reader possesses are important. The knowledge of language in which the text is organized serves as schemata in absence of which the top-down approach may be difficult (Widdowson, 1979). Successful text comprehension in second language needs an interactive development of both bottom-up and top-down models of reading. It is also confirmed in studies that prior knowledge of a reader and linguistic knowledge of a second language are essential for second language reading success (Carrell, 1988).

2.9. Methods of Teaching Early Grade Reading

Not all children, tasks, and teachers are the same; teachers need to have a full range of strategies for helping children develop reading ability and a clear understanding of how and when to use each strategy (NRP, 2000).

2.9.1. Phonics Method

The phonics method is probably the well-known and widely used method to teach reading and writing in the English language. It is used with children who are taught the alphabet first. They learn the names of the letters and the sounds they make. Once they have learnt the letter sounds, they will begin to blend two letters together to make simple words then three letters, then four and so forth. There are three evidence-based or proven approaches for teaching English letter-sound patterns or phonics to children and adults. They are sequential, systematic, and use explicit instruction. These can be taught in short, regular lessons that combine seeing, hearing, saying, reading, and spelling activities (Eshiet, 2015).

Synthetic: combining different units or components- teaches individual letter-sound patterns, blending, and segmenting of recognizable words. For example, a teacher shows and says the *consonants m, l, s, t and short vowel a*. Students practice saying the sounds and the teacher models how to blend (or combine) them into small words.

Analytic: separating something into components or parts- teaches analysis of letter-sound patterns in known words and application to unknown words. For example, a teacher explains *short vowel /a/ and long vowel /a/, silent /e/headers*, which include phonetic spellings, example words, and sometimes pictures. He/she models how to sort other words: *mad, fast, page, name, same, hand, snap, came, grass, rake, made*. Then he/she guides students in rereading, resorting, and spelling the same words (Tolbert, 2019).

Analogy: meaning comparing things based on their similarities- teaches phonograms (or rimes) and their related word families (formed by adding onsets or consonant patterns at the front). For example, a teacher shows and says the phonogram *-ab*. He/she models how to add the single consonants *c, d, g, j, l, n, t* at the front to form relatives: *cab, lab, tab...* Then he/she guides students in rereading and spelling the word family. In 1970, Wylie and Durrell identified 37 high-frequency phonograms that can be found in over 500 words commonly found in lower-level texts. In vowel (a, e, i, o, u) order, they are:

-ack, -ail, -ain, -ake, -ale, -ame, -an, -ank, -ap, -ash, -at, -ate, -aw, -ay -eat, -ell, -est, -ice, -ick, -ide, -ight, -ill, -in, -ine, -ing, -ink, -ip, -it -ock, -oke, -op, -ore, -ot, -uck, -ug, -ump, -unk (Frank, 2016 :4).

Study results have also shown that L2 children of illiterate persons, living in slum conditions and having little access to reading materials beyond their school textbooks and minimal assistance from their parents, were able to decode and blend English words successfully when taught by using a synthetic phonic strategy. The impact of synthetic phonic intervention was significant in the knowledge of sounds, word blending, word reading and spelling (Eshiet, 2015).

2.9.2. The Look and Say Method

With the Look and Say method children learn to recognize whole words or sentences rather than individual sounds. Students look at a word which the teacher sounds out, and in turn repeat the sound (the word). Flashcards with individual words written on them are used in this method often accompanied with a related picture.

The meaning of the word and how it can be used in different contexts is very important. Children need to remember the shape and look of the word so that they recognize it when they see it again – in other words, it relies on a child’s visual memory. If the teacher only relies on this method, the children may become lost if they do not recognize the words. Because of this, effective teachers combine the phonics method and the look-and say method when teaching reading (<https://www.open.edu/openlearncreate/mod/oucontent>).

2.9.3. The Language Experience Approach

The language experience approach supports children's concept development and vocabulary growth while offering many opportunities for meaningful reading and writing activities using personal experiences and oral language. Some teachers use this method as a first approach to reading in order to help their students understand what they have drawn; and what they have written is a form of communication

between students and the teacher. Teacher preparation materials have suggested its use and variations have been explored and described by many and applies to English language learners of all levels (Tompkins, 2003; Dorr, 2006).

This particular method actually uses students' own words to help them read. For example, student may draw a picture of a man in the car. In that case the teacher would write below the drawing; A man *is in the car*. He/she continues to collect drawings students make and write a short sentence below each drawing. Thus, studies need to be carried out of pre-service and in-service teacher education programs to determine the procedures, materials, and other resources that would prepare teachers to use language experience approach (Hall, 1978).

2.9.4. The Context Support Method

When students are just learning to read, it is important to choose books that really interest them. Boys may like cars and choose a book with pictures and simple words about cars. This will keep their interest, and they will enjoy learning. Girls may like dolls and prefer to a book with doll pictures and simple words. Again, this will encourage enthusiasm because they are actually looking at something they can relate to (Griggs, 2000).

Certain books are especially prepared to support this method of learning. A teacher finds a longer sentence on one side of the page while the other side has a single word or maybe two to three words for students to read. The teacher reads the longer sentence while students read the simpler version. Thus, look and say, language experience and context support methods of teaching reading at early grades are associated with the top-down model. A teacher may use this method of long and short texts or maybe combine it with one or all of the other methods (Ibid).

The debate over “the best method” still varies among educators, parents, and experts. “Which approach to teaching reading works best?” still continues unanswered. It is something only a teacher can answer in a given situation with a group of students learning a topic of its own nature and it comes through practice and experience.

Taking this fact into account, teacher preparation programs should make sure that pre-service teachers are provided with variety of methods for reading instruction.

2.10. Components of Early Reading

The art of teaching reading is like weaving a beautiful tapestry. Like every tapestry, reading knowledge is made up of tightly woven, strong foundational threads. Each thread must be present to make the tapestry strong, able to withstand lifelong use, and functional through all seasons (Tankersley, 2003:1).

The quote from Tankersley would tell us that there are essential components of early reading likened to the threads of tapestry. It is also noted in the quote that these threads are tightly interwoven to make the foundation of reading that determine the academic success, lifelong learning and social participation and contribution a of person; therefore, reading instruction of early grade should consider the contribution of each of the components to reading success and academic achievement and integrate them to the reading program.

Phonological awareness is the fundamental skill which facilitates learning to read. Early acquisition of this skill before or in early grades basically helps the young learners become better readers. Reading ability of learners who find it difficult to learn to read in the early grades also suffers in their later schooling (O'Connor, 2014). Researches also confirm that introducing the skills of phonological awareness to all students should occur in preschool and continue through the early grades. Phonological awareness skills benefit students who are English language learners, students with reading difficulties, and students from all socioeconomic groups (National Reading Panel, 2000).

2.10.1 Phonemic Awareness

Phonemic awareness is the ability to focus on and manipulate phonemes in the spoken word (Ehri, Nunes, Willows, & Schuster, 2001). Steele (2004: 5) also defines phonemic awareness as “the ability to hear, identify and manipulate the individual

sounds (phonemes) in spoken words.” Phonemes are the smallest units in the spoken language, with English containing approximately 44 phonemes (Ehri & Nunes, 2002).

Phonemic awareness is an aural skill that is solely related to the phonemes in oral language; it has nothing to do with the letters that appear in written language. In order to understand the importance of phonemic awareness to overall reading and spelling development, one must primarily understand how spoken language is made up of phonemes and how phonemes can be orally blended, segmented, and manipulated (Robbins & Kenny, 2007).

Studies show that phonemic awareness and knowledge of written letters (alphabet) are significant predictors of children’s achievement in learning to read. Predictive researches indicate that if children join pre-school with skills to recognize letters and manipulate sounds, they show a speedy progress with learning to read (National Reading Panel, 2000; Ehri & Roberts, 2006).

The findings of various studies point to the need for explicit, systematic instruction in phonemic awareness that is integrated within a literacy program. In phonemic awareness instruction students become aware that sounds in spoken language work together to form words. It is different from a mere naming of letters or which letters represent which sounds. Phonemic awareness is not an inborn behavior; rather it is taught and developed through time (National Reading Panel, 2000; Steele, 2004).

Research shows that phonemic awareness activities are the best predictors of students’ success with reading acquisition (Yopp & Yopp, 2000). Early, explicit instruction in segmenting and blending phonemes enables readers to develop the prerequisite decoding skills in learning how to read (Pressley, 2006). Studies also indicate that English language learners benefit from explicit phonemic awareness training (Geva & Siegel, 2000). In order to provide explicit instruction, teachers may need to support English language learners’ understanding of rhymes.

Studies indicate that phonemic awareness instruction is most effective when it is followed by sounds along with the letters of the alphabet. This helps children to see how phonemic awareness relates to their reading and spelling. Phonemic awareness

instruction is most effective when it focuses on only one or two types of phoneme manipulation (NRP, 2000; Steele, 2004; Ehri & Roberts, 2006). According to Cunningham (2000), students taught with Phonemic Awareness instruction read 54% of new words correctly, students with whole-language read 3%. However, balance is necessary. It is not an innate ability and needs to be included in teaching programs prior to reading instruction.

The phonemic awareness instruction tasks comprise: rhyme recognition and production, categorization/matching, blending, isolation, segmentation, deletion, substitution, and adding. As phonemic awareness is a primary predictor of early reading and spelling success, it is an essential component of early grade reading instruction. It is also considered as a prerequisite to learning to read in alphabetic sound system languages like English (Steele, 2004).

Phoneme isolation requires recognizing individual sounds in words, for example, “Tell me the first sound in paste.” (/p/)

Phoneme identity requires recognizing the common sound in different words. For example, “Tell me the sound that is the same in bike, boy, and bell.” (/b/)

Phoneme categorization requires recognizing the word with the odd sound in a sequence of three or four words, for example, “Which word does not belong? bus, bun, rug.” (rug)

Phoneme blending requires listening to a sequence of separately spoken sounds and combining them to form a recognizable word. For example, “What word is /s/ /k/ /u/ /l/?” (school)

Phoneme segmentation requires breaking a word into its sounds by tapping out or counting the sounds or by pronouncing and positioning a marker for each sound. For example, “How many phonemes are there in ship?” (three: /ʃ/ /l/ /p/)

Phoneme deletion, which requires recognizing what word remains when a specified phoneme is removed. For example, “What is smile without the / s/?” (mile)

Phoneme addition, which requires recognizing what word is formed when a phoneme is added to a word

For example, what is the word ‘car’ if /t/ is added to it? (Cart)

Phoneme substitution, which requires recognizing what the word becomes when a specified phoneme is replaced by another. For example, what is the word ‘fall’ if /f/ is replaced by /b/? (ball).

Rhyme recognition, which requires recognizing which words rhyme and which do not. For example, which word does not rhyme? (Wall, ball, fall, tall , stay, hall)

Rhyme production, requires producing a word which rhymes with a given word. For example, what is a word that rhymes with ‘pen’? (ten, den ...)

It was found that children who have sufficient knowledge on alphabetic sound principles (phonemic awareness) were found to be good readers who can convert sequences of letters into the sounds they represent rapidly and automatically without much intentional effort. So, teachers need to support grade one children learn details of sounds (Adams, 2001; Smith, Stone, & Comings, 2012). Instruction on phonemic awareness influence children’s reading of letters and words. So, it is necessary for children to learn and understand phonemic awareness in order for them to achieve better reading success (NRP, 2000).

Ethiopia has given attention to developing first cycle primary grade students’ reading skill in their first language (L1) and in English. Particularly, Grade one English Syllabus (2008) suggests and focuses on teaching of children’s phonemic awareness as a foundation for reading fluency, vocabulary and comprehension. Accordingly, children are learning phonemic awareness at grade one as stated in the minimum learning competencies (hereafter MLCs) of the English Syllabus for Grade one (MOE, 2008; 2010).

The findings revealed that students who were taught through phonemic awareness strategies showed a significant increase in awareness than those students who were taught using the usual method (Solomon & Chanyalew, 2020). However, in another local study, Tsehay (2012) found out that students of grade four showed very low

performance on phonemic awareness skills, one of the essential components of reading, when measured against the national minimum learning competencies (MLCs).

The findings of grade one indicated that phonemic awareness, as one component of reading skill, was not virtually practiced by teachers in the target grade level. Instead, teachers were observed teaching grade one students letter naming followed by word formation instead of letter sound association. Students in the early grades, particularly in grade one, were not able to identify letters and sounds, and pointed that there is the need for training of teachers for primary schools in early grade reading strategies in order to facilitate students' reading skills strategy and engagement. In Ethiopia, limited studies (e.g., Zenebe, 2000; Almaz, 2015; Piper, 2010; Tsehay, 2012; Chanyalew & Abiy, 2015) have been carried out on issues related to early grades English language reading skills.

2.10.2 Phonics

Phonics refers to a method of reading instruction that emphasizes sound-symbol correspondences. Rudimentary phonics instruction teaches children that the letter 'a' spells the sound /a/, the letter b the sound /b/, and so on. Once children learn these basic sound symbol correspondences, phonics instruction teaches them to sound out, or decode, simple words. The difference between phonemic awareness and phonics can be summed up in a single word: letters. The moment visual symbols (letters) are attached to sounds, the activity is no longer phonemic awareness; it is Phonics (Robbins & Kenny, 2007).

Phonics is an essential component of any program meant to teach children learn to read. Having a strong base on phonics skills enables children to recognize the words they encounter for the first time. When this takes place as it is expected, reading becomes a self-teaching device. However, not being able to decode words gives children scarce alternatives to recognize unfamiliar words (Adams, 1990 in Robbins & Kenny, 2007).

Phonics instruction in early reading has existed for more than 300 years in the public education. It experienced both high attention and low moments to the extent of being ignored. However, since the reports of NRP findings, both phonemic awareness, the base of phonics teaching, and phonics itself started to play their right part in early grade reading instruction (National Reading Panel, 2000).

The findings substantiated the earlier ones that concluded that phonemic awareness and phonics instruction were the two best indicators of success in reading. Systematic (planned) phonics instruction produces significant benefits for all students in kindergarten through sixth grade, especially for children having a difficult time learning to read. First graders who were taught phonics were better able to decode and spell, and had better ability to comprehend printed material. Older students who were taught systematic phonics were better able to decode and spell, but their comprehension was not greatly improved (Ibid).

Although findings from studies, especially in relation to reading, persistently show that systematic phonics instruction approaches are found to be significantly more effective when compared to unsystematic ones for students of all sorts, students ought to be given systematic phonics instruction in integration with reading programs that incorporate whole language, meaning oriented methods (Center, 2005; Ehri *et al.*, 2001; NRP, 2000).

Chall (1967) reviewed relevant research from 1900 to 1965, and found converging evidence that the explicit teaching of phonics is essential for successful reading acquisition. Chall found that the emphasis on a systematic alphabetic code approach is more effective than using a basal reading series, which focused on reading for meaning, and concluded that learning the alphabetic code, combined with good teaching and the use of appropriate-level reading materials, leads to successful achievement. Chall also advocated the early use of direct, explicit instruction of the code prior to practicing these skills (with a meaning emphasis soon to follow) through active engagement with literature, writing and comprehension.

Perhaps most valuable to future teachers is the fact that a multitude of studies have converged, showing which instruction is most effective in helping people learn to

read. For instance, phonics instruction that is systematic (i.e., phonics elements are taught in an organized sequence that progresses from the simplest patterns to those that are more complex) and explicit (i.e., the teacher explicitly points out what is being taught as opposed to allowing students to figure it out on their own) is most effective for teaching students to read words (NRP, 2000).

2.10.3 Vocabulary

Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. These core components include phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel, 2000). Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Vocabulary is the adhesive that connects stories, ideas and content together... making comprehension reachable for children (Rupley, Logan & Nichols, 1999). Students' word knowledge is related strongly to academic achievement because students who have large vocabulary can understand new ideas and concepts more quickly than students with limited vocabulary. The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected (Chall & Jacobs, 2003).

Word recognition process is the consistent finding that development of efficient word recognition skills is associated with improved comprehension (Stanovich, 1985). The ability to read words accurately and automatically is a complex, multifaceted process that teachers must understand in order to provide effective instruction. In fact, for some children, the ability to notice, or become aware of the individual sounds in spoken words (phoneme awareness) proves to be one of the most difficult academic tasks they will ever encounter is that the sounds are co-articulated; they overlap into each other, forming an enveloped single unit—the spoken word “gum.” There are no crisp boundaries between the sounds when we say the word “gum.” The /g/ sound

folds into the /u/ sound, which then folds into the /m/ sound, with no breaks in between (Adams, Foorman, Lundberg & Becker, 1998).

Vocabulary occupies an important place in learning to read. As a learner begins to read, reading vocabulary encountered in texts is mapped onto the oral vocabulary the learner brings to the task. The reader learns to translate the (relatively) unfamiliar words in print into speech, with the expectation that the speech forms will be easier to comprehend. Benefits in understanding text by applying letter-sound correspondences to printed material come about only if the target word is in the learner's oral vocabulary. When the word is not in the learner's oral vocabulary, it will not be understood when it occurs in print. Vocabulary occupies an important middle ground in learning to read. Oral vocabulary is a key to learning to make the transition from oral to written forms. Reading vocabulary is crucial to the comprehension processes of a skilled reader (NRP, 2000).

With 84% of the words in English of regular and consistent spelling and only 3% irregular and inconsistent pattern, word recognition through sounding out enables the children to add the words into their aural and oral vocabulary. Although the inconsistent spelling patterns seem to make learning to read a bit challenging for struggling readers, some strategies such as decoding a word with teacher's modeling are essential in learning to read (Learning A-Z, n.d).

For some group of students developing enough vocabulary and becoming successful in school becomes challenging because some children have limited knowledge of English, especially textbook, limited or no reading outside school, or enter school with limited vocabulary knowledge (Texas Reading Initiative, 2002; Hart & Risley, 1995). The results of different studies in vocabulary have implications for vocabulary and reading instruction that there is a need for explicit instruction, repetition and exposure to multiple vocabulary items, learning in rich contexts, restructuring vocabulary tasks, active engagement of learners, incidental learning in repetitive, rich contexts, and employ variety of vocabulary instruction methods (NRP, 2000).

2.10.4 Fluency

Chall (1967), one of the senior researchers, indicated that extensive reading is important for fluency development, comprehension, and practice for developing a complete understanding of newly learnt skills. Studies also show that students' reading fluency has a direct correlation to their reading comprehension. The results of various studies throughout indicate that repeated reading strategies that incorporate supported repetitive readings of a text have been highly successful. Modeling and repeated readings along with other interventions in place were also found to be highly successful (Kurimski, 2019).

Fluency is the ability to read a text quickly, accurately, and automatically. Reading fluency is one of the defining characteristics of good readers, and a lack of fluency is a common characteristic of poor readers. Differences in reading fluency not only distinguish good readers from poor, but a lack of reading fluency is also a reliable predictor of reading comprehension problems. Once struggling readers learn sound-symbol relationships through intervention and become accurate decoders, their lack of fluency emerges as the next difficulty they face on their way to reading proficiency (Stanovich, 1991). In contrast to skilled readers, they often need direct instruction in how to read fluently and sufficient opportunities for intense, fluency focused practice incorporated into their reading program (Snow, Burns, & Griffin, 1998). Fluent reading comprises three key elements: accurate reading of connected text at a conversational rate with appropriate expression (Hudson, Mercer, & Lane, 2000).

Teachers who are concerned about meeting the needs of all students in their classrooms should consider whether they know who their dysfluent readers are and what types of instruction they plan to provide for those readers. The most compelling reason to focus instructional efforts on students becoming fluent readers is the strong correlation between reading fluency and reading comprehension (Johns, 1993). Students who read slowly often fail to complete their work, lose interest in school, and seldom read for pleasure (Moats, 2001).

Studies found a close relationship between fluency and reading comprehension. Students who are low in fluency may have difficulty getting the meaning of what they read (NRP, 2000). Reading speed, like other aspects of fluency or other automatic

behaviors, shows gradual or incremental improvement through practice (Samuels, 1979). Word-reading accuracy refers to the ability to recognize or decode words correctly. Strong understanding of the alphabetic principle, the ability to blend sounds together, and knowledge of a large bank of high-frequency words are required for word-reading accuracy. Poor word-reading accuracy has obvious negative influences on reading comprehension and fluency (Ehri & McCormick, 1998). Because the ability to obtain meaning from print depends so strongly on the development of word recognition accuracy and reading fluency, both should be regularly assessed in the classroom, permitting timely and effective instructional response when difficulty or delay is observed (NRP, 2000).

Expression is a linguistic term to describe the rhythmic and tonal aspects of speech: the “music” of oral language. When these features are present and appropriate in oral reading, the reader is reading with expression (Dowhower, 1991). Research-based general recommendations for how to provide reading instruction include:

- I. Model fluent oral reading using teacher read-aloud and as part of repeated reading (Chard et al., 2002; Blevins, 2001; Rasinski, 2003).
- II. Provide direct instruction and feedback to teach decoding of unknown words, correct expression and phrasing, the return-sweep eye movement, and strategies that fluent readers use (NRP, 2000; Snow, et al., 1998; Alington, 2000).
- III. Provide oral support and modeling for readers using assisted reading, choral reading, paired reading, audiotapes, and computer programs.
- IV. Provide students with plenty of materials at their independent reading level to read on their own
- V. Offer many opportunities for practice using repeated readings of progressively more difficult text
- VI. Encourage expression development through cueing phrase boundaries.

For example, at sentence level:

My favorite season / of the year / is summer.//
I am so glad / we don't have school / in the summer.//

*I would rather / spend my time / swimming, / playing, /and reading./
/or*

At paragraph level: *One day last week/my sister and I/drove to the lake/.*

*We noticed/ many people/in their boats/. Some water/splashed
us/from the boats/. My sister and I/ decided to go swimming/in
the lake/. My parents/ joined us/by the lake/. We had a picnic/on
a blanket/. We rented/ a boat /to take a short ride/. Many good
times/ were shared/by all/. (UT System/TEA, 2003:3)*

That is, being an automatic or fluent reader should not be thought of as a stage of development in which all words can be processed quickly and easily. Even highly skilled readers may encounter uncommon, low-frequency words. The progress children make on fluency during integrated teaching of reading can be gauged through various informal classroom techniques. In these procedures the students are required to do oral reading of texts which enable the teachers to keep enough records of reading fluency (NRP, 2000).

2.10.5 Comprehension

Reading comprehension is defined as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002: xiii; 11), as well as the “capacities, abilities, knowledge, and experiences” one brings to the reading situation. Comprehension is the pillar of reading. If students cannot comprehend what they read, then they struggle with learning (Kurimski, 2019). Reading comprehension is further defined as “intentional thinking during which meaning is constructed through interactions between text and reader” (Durkin, 1993).

Reading comprehension was seen not as a passive, receptive process but as an active one that engages the reader. Reading came to be seen as intentional thinking during which meaning is constructed through interactions between text and reader. According to this view, meaning resides in the intentional, problem- solving, thinking processes of the reader that occur during an interchange with a text. The content of

meaning is influenced by the text and by the reader's prior knowledge that is brought to bear on it (Anderson & Pearson, 1984; Durkin, 1993).

Readers normally acquire strategies for active comprehension informally. Comprehension strategies are specific procedures that guide students to become aware of how well they comprehend as they attempt to read and write. Explicit or formal instruction on these strategies is believed to lead to improvement in text understanding and information use. Instruction in comprehension strategies is carried out by a classroom teacher who demonstrates, models, or guides the reader on their acquisition and use. When these procedures have been acquired, the reader becomes independent of the teacher. Using them, the reader can effectively interact with the text without assistance. Readers who are not explicitly taught these procedures are unlikely to learn, develop, or use them spontaneously (NRP, 2000).

The success of these "multiple" strategy teaching methods led to study of the preparation of teachers to teach strategies in natural classroom contexts the instruction of individual strategies to the preparation of teachers to implement them in interaction with readers in the classroom is an important contribution of the scientific approach to the study of reading instruction. Many of the studies involve teaching one group of students a particular cognitive strategy to use while reading. These studies show that readers can learn a strategy and use it effectively in improving their comprehension. Reading, however, requires the coordinated and flexible use of several different kinds of strategies. Considerable success has been found in improving comprehension by instructing students on the use of more than one strategy during the course of reading. Skilled reading involves an ongoing adaptation of multiple cognitive processes. Becoming an independent, self-regulated, thinking reader is a goal that can be achieved through instruction of text comprehension (Brown et al., 1996).

The major problem facing the teaching of reading comprehension strategies is that of implementation in the classroom by teachers in a natural reading context with readers of various levels on reading materials in content areas. For teachers, the art of instruction involves a series of "wh" questions: knowing when to apply what strategy with which particular student(s). Having students actually develop independent,

integrated strategic reading abilities may require subtle instructional decisions that go well beyond techniques such as instruction, explanation, or reciprocal teaching (Duffy, 1993).

In spite of apparent effectiveness, teachers may not be using effective comprehension instruction strategies without having themselves had preparation in instruction (Anderson, 1992). In certain classrooms, explicit comprehension instruction is observed only rarely, regardless of a great deal of studies in the past two decades on how to promote children's comprehension of what they read, a great deal of testing of comprehension but very little teaching of it (Pressley, 1998: 198).

The National Reading Panel's synthesis (NRP, 2000) of comprehension research studies indicates explicit or formal instruction in the application of a multiple-strategy method has been shown to be highly effective in enhancing understanding. These include:

Comprehension monitoring: Students learn how to be aware of their understanding of the material

Cooperative learning: Students learn reading strategies reciprocally

Use of graphic and semantic organizers: Students generate representations of the material to assist comprehension

Question answering: Students respond to questions posed by the teacher and receive immediate feedback

Question generation: Students ask themselves questions about various aspects of the text

Story structure: Students are taught to use the structure of the story as a means of helping them recall story content in order to answer questions about what they have read

Summarization: Students are taught to integrate ideas and generalize from the text information

2.11. Assessing Reading Skills

Reading, according to Davies (1995: i), “is a mental, or cognitive process, where the reader tries to follow and respond to a message from a writer who is distant in space and time.” As it is private, the process of reading and responding to a writer is not directly observable. No matter how difficult it is, teachers are in a constant need of assessing students' reading performance at different stages of the instructional program.

This is done with the purpose of knowing how poor or how well the students' performance in a given reading topic is. "If you do not know how well your students are doing," Barr and Johnson (1997:355) argue, "how can you make plans for the next steps?" This might be one of the reasons why many educators argue that assessment is always tied with the curriculum and methodology. Chatter (1984:107) also seems to be of the same opinion when she says, "assessment should not be isolated from teaching and learning; so, deciding what to teach is just as much part of the assessment process as looking at what the pupil has achieved". As a result, it seems unreasonable to consider assessment as an 'outsider' while it is the natural extension of teaching. In addition, it is the teacher who usually does both the teaching and the assessing.

The knowledge and skills needed for carrying out assessment of students' progress in learning to read are part of the language teaching methods course on pre-service teacher preparation curriculum. The pre-service teachers are required to learn and practice as to how they will assess the reading progress their prospective students make before they are deployed as novice teachers.

2.12. Preparing Teachers

“The quality of the education subsystem cannot exceed the quality of its teachers” (McKinsey & Company, 2007:16). Whether students face learning difficulty or not, it is essential to note that the pedagogical undertakings and the strategies used are dependent on the teachers who provide them to students. In other words, effectiveness of learning experiences essentially relies on the quality of teaching delivered by a

qualified teacher, particularly teaching reading, whose ability is built continuously to meet the teaching standards at different levels of education (Darling-Hammond & Bransford, 2005).

Most education related discussions place their focuses more on the influence of home and school structures. Much money has been invested on school buildings, organizational structures, reducing class size, examinations and curricula. At times, students themselves are seen as if they are problems. This is like looking for one's wallet lost somewhere else at the lamppost because light is available. However, the issue lies much more on the shoulders of a person who quietly shuts the classroom doors and brings the policies to the ground and interprets them , alone with students for many school hours and makes the greatest possible difference, the teacher (Hattie, 2003).

Darling-Hammond (2000a) asserts that even very smart people who are passionate about teaching find that they cannot easily succeed without preparation, particularly when they are placed to work with young learners who most need skillful instruction. Poor quality teaching has a devastating and ever increasing result on students' achievement, whereas, a good quality teaching has greater results on students' academic achievement than the effect of students' own background. Greater dependence on the curricular standards and assessment strategies with teacher quality not given the attention it deserves is found to be inadequate to achieve the desired progress in student learning. Quality teacher preparation and instruction is more strongly associated with student learning success than class size, general investment or teacher pays (Darling-Hammond, 2000).

According to (Johnson, 2009), a generally acknowledged characterization of what people need to know and are able to do to accomplish the work of a particular career make a knowledge base. In L2 teacher education, the knowledge-base informs three broad areas:

- (1) The content of L2 teacher preparation programs: What L2 teachers need to know;
- (2) The pedagogies that are taught in L2 teacher preparation programs: How L2 teachers should teach; and

(3) The institutional forms of delivery through which both the content and pedagogies are learned: How L2 teachers learn to teach. So the knowledge-base of L2 teacher preparation is, by definition, the basis upon which we make decisions about how to prepare L2 teachers to do the work of this profession.

Byrne (1983) also recommends that as far as a teacher's knowledge provides the foundation for his or her success, the most relevant knowledge will be that which relates to the particular topic being taught and the relevant pedagogical strategies for teaching it to the particular types of learners to whom it will be taught.

2.12.1 Preparing Primary School Teachers in Ethiopia

It is impossible to think of a nation's development without quality education, and education without qualified teachers of various levels is unthinkable. Education headed and run by qualified teachers is considered as the foundation for societal change. Producing knowledge, skills and attitudes needed in different sectors and preparing the future teachers for different levels of schooling are on the shoulders of teachers at different levels of education system (Ogunyinka, Okeke, & Adedoyin, 2015).

Historically, Ethiopia's education dates back to the traditional church education starting from Aksumite Kingdom (4th c A.D) with the objective of producing the church clergy and the future teachers up to 1908. Until the early 1940s the country did not have any formal teacher education program though education was expanding. So, teachers, syllabi and materials were imported from abroad (Solomon, 2008). Different teacher training institutes were established in the 1960s and 1970s following the opening of the first primary school teacher training school in 1945 (Panigrahi, 2013).

During Derg regime, teachers for primary schools were selected and admitted starting from grade 8 based on interest to join the teaching profession. Later, following the campaign named 'Idget Be hibret', schools and colleges fell short of teachers and unqualified personnel were employed as teachers, declining the quality of teaching and social acceptance of the profession (Tesfaye, 2014).

After downfall of Derg regime in 1991, there has been a lot done by the transitional government of Ethiopia to deal with the backlogs in teacher preparation from the Derg regime. It was clearly stated in the Education and Training Policy of the country (1994) as one of the objectives that qualified teachers produced through pre-service and in-service programs and whose professional capacity is built through continuous professional development schemes are needed (MOE, 1994).

Teacher education program in Ethiopian context can be divided into: Pre-service and In-service. In-service teacher training is a training that is offered for trainee in order to fill the skill gap on content and pedagogical knowledge. Such training is given to the trainee through summer, evening and distance modality. Pre service teacher training program is a regular program that prepares prospective teachers for different school level. Student teacher is assigned to the department from the very beginning of the training.

The teacher preparation program has been revised in 2013 with the aim of addressing quality issues, taking teacher quality and quality teaching as the most important factors. The program has been revised to increase the level of attention paid to reading, science and mathematics in the lower primary schools of Ethiopia. The cluster (lower primary) prepared teachers for teaching at grades 1-4 and linear (upper primary) prepares teachers for teaching at grades 5-8. In the new revision the program has increased subject matter content, professional courses and more extended practicum (field-experiences): subject area 58 credit hours, professional courses 27 credit hours, common courses 14 credit hours and practicum (field-experiences) 14 credit hours, making a total of 113 credit hours program (MOE, 2013).

According to new selection guidelines in place then, teachers were trained at different levels for different school levels. The primary level teachers were trained both for the integrated school curriculum (grade 1-4) and for the linear subjects being taught in the upper primary (grade7-8). There were two modalities of primary teacher's preparation: the Cluster /Generalist Model, and the Linear/Specialist Model. Both of these models prepare teachers with a 10+3 training program and award candidates a diploma in teaching. For 10+3 program about 54 credit hours content courses, 27

cr.hrs professional courses, 14 cr.hrs practicum courses and 13 cr.hrs common courses totally 108 cr.hr is given. Now in the newly introduced education sector development roadmap (2018-2030), part of the overall national reform, pre–primary and primary teacher preparation are reframed as for Pre-primary (12+3); Primary grades 1-4 (12+3); Primary grades 5-8 (12+4) (MOE, 2018, a draft document).

2.12.2 Preparing Teachers to Teach Early Grade Reading

An effective instruction necessitates a profound knowledge of the content knowledge and a wide ranging knowledge of how students acquire a particular skill. It also necessitates the pedagogical content knowledge –how to deliver a given area of knowledge. Particular to reading instruction, an effective instruction includes the knowledge of what students learn, how students learn to read, how to assess the progress students make over time and how to use assessment data to improve instruction with a range of strategies to choose from. Therefore, the content of pre-service and in-service teacher preparation ought to be well-versed with a profound knowledge of what works, how it works and why it works (Griffin, et. al, 1995a; Rowe, 2005).

Pre-service early grades teachers reported little to moderate emphasis on the essential components of reading during their preparation coursework, but on average more emphasis on the essential components during student teaching practice. Most of the prospective teachers of English prepared to teach the essential components of reading while they answered on average only 57 % of questions of knowledge test on the reading components (Education Policy Center, 2011).Cunningham, Perry, Stanovich and Stanovich (2004) conclude that attention should be turned to improving early grade teacher preparation and development with a clear direction that reading instruction of pre-service and in-service teachers may proceed.

2.12.2.1 Coursework

The courses of pre-service teacher preparation and professional development need to be organized to help teachers of students in different categories including students with learning difficulties to: use psychometrically appropriate progressive assessment

devices to assess essential reading skills to find out students' learning needs, leading to practical pedagogical remedial measures and place students on their achievement progress qualitatively described over time (Clay, 2002).

The courses should also involve the evidence-based research literature on what works for students with and without reading difficulties, and recognize what creates evidence. It should avoid misconceptions about the nature of the skill to be taught; for example, reading acquisition process by being informed from the extensive body of related knowledge available from cognitive science research (Bates *et al.*, 2004). That is, the courses should utilize the expert knowledge of reading researchers, education system advisors, knowledge of the way certain groups of students learn some skills better that is developed through structured observation, approaches grounded in strongly evidence-based studies, knowledge of how to make an informed choice from a range of pedagogical approaches on the basis of student and context features (Comber & Kamler, 2005; Center, 2005).

Above all, the pre-service teacher preparation courses should develop a thorough and up-to-date knowledge of subject-matter knowledge, as well as the knowledge of child and adolescent development. The courses should also prepare teachers to work with parents, other teachers, researchers and health professionals, to share knowledge and search for solutions for specific problems (Fielding-Barnsley & Purdie, 2003).

Certain studies have examined the extent to which teachers actually know about the linguistic foundations of early grade reading; others have investigated whether specific professional development programs can increase teachers' knowledge in this domain; still others have asked whether increasing teachers' linguistic knowledge leads to more emphasis on explicit instruction in phonemic awareness, phonics, or other code-related aspects of reading; and a few studies have examined whether teachers with greater knowledge in this area have a more positive impact on students' reading achievement than do teachers with less knowledge in this area (Carlisle, et al 2011).

A number of studies have shown that the average teacher of early-grades reading lacks strong knowledge about the linguistic foundations of reading. Also, a growing

body of evidence has shown that teachers can be taught linguistic knowledge (e.g., Bos, Mather, Dickson, Podhajski, & Chard, 2001; McCutchen, Abbott, et al., 2002; Moats, 1994) in Carlisle, et al (2011).

2.12.2.2 Practicum/ Field Experiences

The members of the Reading Hall of Fame, when surveyed, criticized insufficient pre-service preparation as the most insistent challenge that teachers encounter, specifically noting a lack of realistic field experiences (Bauman, Ro, Duffy-Hester, & Hoffman, 2000). There is consensus among researchers that quality field experiences have an important part in learning to teach reading (Hoffman et al., 2005; Olson & Gillis, 1983). Recent reviews of the works concerning preparation for the teaching of reading normally support the effectiveness of field experiences in helping pre-service teachers link theory and practice (Anders, Hoffman, & Duffy, 2000; National Reading Panel (NRP), 2000; Pang & Kamil, 2003).

Student teaching is characteristically essential component of teacher preparation program. During student teaching, pre-service teacher substitutes the cooperating teacher for a while, gradually attaining more teaching responsibilities from week to week. It is during this time that pre-service teachers exercise the skills of teaching, learn to prepare and use curricular tasks, and create rapport with students of differing abilities and backgrounds. The primary student teaching also allows pre-service teachers the opportunities for personal and professional development at different grade levels of schools, self-assess and reflect on their teaching capabilities and skills (Darling-Hammond, Chung, & Frelow, 2002; Prendergast et al., 2011).

Student teaching is characteristically the capstone experience of a teacher preparation program. During student teaching, the pre-service teacher shadows the cooperating teacher for a short time, eventually gaining more teaching responsibility each week – usually for one semester. It is during this experience that pre-service teachers practice skills of teaching, learn to design and implement curricular activities, and establish relationships with students of varying abilities and cultural differences. The early and elementary student teaching experience also provides pre-service teachers with opportunities for personal and professional growth in various school grade levels and

content areas as well as a chance to evaluate and reflect on their own teaching abilities and skills. Student teaching is thought as hard and worrisome work among pre-service teachers as component of teacher preparation programs (Darling-Hammond, Chung, & Frelow, 2002; Darling-Hammond, 2006; Prendergast et al., 2011; Wong, & Wong, 2013).

Pre-service teachers develop their own professional teacher identities over time as they draw on their own experiences as learners to navigate, understand and manage classroom situations. Consequently, teaching practices include engagement of pre-service teachers themselves in knowledge learning and this may require them to adjust their ways of thinking and behaving in the classroom (Vygotsky, 1998).

2.12.2.3 Teacher Educator's/tutor Support

Teacher educators regularly encounter the challenge of helping pre-service teachers connect new knowledge learned in the course work to instructional practice during field experiences. Teacher education that is field based and stresses practicum experiences seems to have the most positive effects. Exactly, supervised, relevant, field-based or clinical experience in which pre-service teachers receive ongoing support, guidance, and feedback is critical (Snow, Burns, & Griffin, 1998; Darling-Hammond, 1999; Hoffman & Pearson, 2000; National Reading Panel, 2000; Pearson, 2001).

According to Bailey (2006), the supervisor is required to assist the pre-service language teachers to relate the knowledge gained in their training courses to the classroom settings they are placed to practice teaching. The supervisor guides them to create connections between the research bases and theories they learnt in the coursework and the dynamics of classroom instruction. Moreover, the supervisor gives the practical pedagogical guides, provides feedback that encourages reflection and socialization of prospective language teachers into the professional discourse of community of practice.

2.12.2.4 Mentor's/cooperating teacher support

Conclusions from most studies in general education and some initial studies in English Language Teaching (English) have shown that student teachers who are in schools for teaching practice need a lot of support. The important kind of support on teaching skills and emotion often come from a personnel closer to the school system, particularly from the mentor (cooperating teacher) because the student teachers spend most of their school time of teaching practice with mentors than the supervisors (Arnold, 2006; Farrell, 2001). The mentor is the most available for advice and support student teachers need during teaching practice, so that he/she is the person of the most influence (Guyton & McIntyre, 1990).

Studies have also indicated that prospective teachers' teaching styles are heavily influenced during teaching practice through direct contact with the cooperating teacher. As a result, it is now considered important that learner teachers be placed with cooperating teachers. The findings of the survey indicated that these learner teachers viewed support and cooperation from their experienced mentor teachers to be most important during their school placement (Randall, 1992).

Several models have been developed for supervising teaching practice of prospective teachers. Among others, the one introduced by Hopkins and Moore (1993) encourages a formative evaluative approach in which five steps are included as: 1) pre-observation conference (examining the lesson plans to be implemented during the observation and establishing a common frame of reference for the planning of the observation), 2) observation (providing an objective record to mirror what the student teacher actually said and did during the instructional process – the observer remains neutral), 3) analysis and strategy (supervisors analyze classroom data and develop appropriate strategies that will lead to an improvement in the instructional process), 4) post-observation conference (supervisors provide feedback and guidance to improve instruction), and 5) post-observation analysis (supervisors analyze their own roles). This model is made to involve student teachers part of the assessment process (Gürsoy, Bulunz, Baltaci, Goktalay, Bulunz, Kesner & Salghoglu, 2013: 93). This study intends to investigate how much support and feedback English teachers got

from their supervisors and mentors during student teaching in light of preparing them to teach the components of early grade reading.

2.12.3. Teachers' Perceptions of Preparedness

Presently, there is a deficiency of studies on whether or not pre-service teachers' perceptions of preparedness lead to actual preparedness in the classroom. Since several studies reveal a relationship between feelings of preparedness and an increased sense of teaching efficacy, it is worthwhile to investigate how pre-service teachers feel about how prepared they are after their student teaching experience (Darling-Hammond, et al., 2002; Anderson & Stillman, 2013; Caires, et al., 2012).

Teachers' perceptions of their preparedness – their sense of competence, confidence, and readiness to teach – exert a powerful influence on their instructional practices and student outcomes. Teachers who feel well-prepared are more likely to try new and innovative instructional strategies. They are more willing to step outside their comfort zones and adapt their teaching to meet diverse student needs. Confident teachers are less likely to fear failure and more likely to see experimentation as a chance for professional growth. Teachers with stronger perceptions of preparedness are more likely to incorporate evidence-based instructional practices into their teaching. They may feel more confident in their ability to implement these practices effectively and understand the research supporting them (Bandura, 1977).

Prepared teachers are likely to use proactive classroom management strategies (e.g., clear expectations, engaging activities) to prevent disruptions, whereas less-prepared teachers might rely on reactive strategies (e.g., punishment) to address problems as they arise (Emmer & Stough, 2001). Prepared teachers are more likely to hold higher expectations for their students' learning. Their belief in their own abilities to teach effectively can translate into a belief in their students' abilities to learn (Hamer & Pianta, 2005).

Teachers who feel well-prepared are more likely to experience job satisfaction and commit to their careers. Their sense of competence and effectiveness can lead to a greater sense of accomplishment and purpose. On the other hand, feeling unprepared

can contribute to teacher burnout and attrition, particularly in the early years of teaching. This is because facing challenges without adequate preparation can be stressful and demoralizing (Klusmann, Kunter, Trautwein, Lüdtke & Baumert, 2008).

The relationship between preparedness and instruction is often mediated by teacher self-efficacy, which is a teacher's belief in their ability to positively affect student learning. Stronger perceptions of preparedness lead to greater self-efficacy, which, in turn, influences instructional decisions and effectiveness. Teachers with high self-efficacy are more likely to persist in the face of challenges, set ambitious goals, and use effective teaching strategies (O'Donnell, 2008).

Teachers who feel prepared are more likely to implement curriculum with fidelity, adhering to the intended design and instructional approaches. A thorough understanding of the curriculum and the necessary skills to implement it effectively build confidence. While fidelity is important, prepared teachers are also better equipped to adapt the curriculum to meet specific student needs while staying true to its core principles (Ibid).

The content and pedagogical training provided in teacher education programs play a significant role in shaping teachers' perceptions of preparedness. Mentoring and induction programs can provide crucial support and guidance for novice teachers, boosting their confidence and skills. Ongoing professional development can also help teachers stay up-to-date on best practices and enhance their sense of competence. A supportive school environment, with access to resources, collaboration opportunities, and administrative support, can contribute to teachers' feelings of preparedness (Bandura, 1977; Hamer & Pianta, 2005; Klusmann et al, 2008).

Teachers' perceptions of preparedness are a critical factor influencing their instructional practices, classroom management skills, teacher-student interactions, commitment to the profession, and curriculum implementation. Enhancing teacher preparation programs, providing ongoing professional development, and fostering supportive school environments can significantly improve teachers' sense of preparedness and, ultimately, contribute to better student outcomes. Therefore,

another purpose of this study is to explore English teachers' feeling of their preparedness to teach reading skills at lower elementary schools in Ethiopia.

2.13. Theoretical Framework

Since teachers' knowledge of teaching is constructed through experiences as and with students, parents, colleagues, and administrators, the processes of learning to teach are socially negotiated, this study is mainly guided by the social constructivism (socio-cultural) theory of learning (Bandura, 1997; Vygotsky, 1978). Teacher learning is understood as normative and life-long; it is built through experiences in multiple social contexts first as learners in classrooms and schools, then later as participants in professional teacher preparation programs, and ultimately in the communities of practice in which teachers work (Freeman & Johnson, 1998; Grossman, 1990).

The investigation into primary school English teachers' knowledge and perceptions of preparedness to teach essential components of early grade reading was carried out by adapting the comprehensive program evaluation models (Context, Input, Process and Product or CIPP) developed by Stufflebeam (Orenstein and Hunkins 2008) and illuminative model (Parlett, 1977), which enable to collect data about different dimensions of the program through variety of methods. Evaluating a program in light of the Stufflebeam's model generates data about four component elements of the program: the context, the input, the process, and the product. Orenstein and Hunkins (2008) noted that context evaluation involves examining the program's environment, not considered for this particular study.

While input evaluation is all about obtaining information regarding resource and curriculum-related issues, strategies set to achieve program goals, and the means by which these strategies will be implemented; process evaluation provides information about the actual utilization of resources and implementation of strategies. Product evaluation on the other hand is the type of evaluation used to obtain data to determine the extent to which a program's goals are achieved. Decision makers base their decision to continue, terminate or modify a given program on the results of product evaluation. The intention of this particular study is to generate information that may

help the concerned actors and stakeholders of the program to revisit issues related to preparing English teachers to teach the early grade reading effectively.

2.14. Conceptual Framework

A student teacher in the diploma program is the one who is selected from among high school graduates. In the case of Ethiopia, primary school teaching force is selected from adolescents who completed grade 10 or 12 and unable to proceed to preparatory school or join university. These young Ethiopians are selected based on the selection criteria put in place in the guidelines. Once they passed the screening process, they are placed in one of the teacher education colleges in different regions of the country to be trained as primary school teachers after three-year-long training. These prospective teachers become qualified teachers after many inter-supportive processes.

Primarily they have been students in their respective schools and observed teachers, heard different views about teachers and teaching profession. Later, they join teacher education colleges to be prepared as professional teachers of a given subject. This college training involves both coursework and field experiences (especially student teaching in schools). During coursework they develop knowledge base on the subject matter, pedagogical content and professional areas.

During teaching practice, student teachers try to relate the theories and practice in the classroom, evaluate and reflect on their abilities and skills to teach in the primary schools upon deployment. They also get the close assistance of mentor teacher in school and supervisors from their teacher education college. Through all these processes, student teachers become qualified pre-service teachers-new English teachers for Ethiopian primary schools. Thus, this study strives to investigate English teachers' knowledge and perception of preparedness to teach early grade reading.

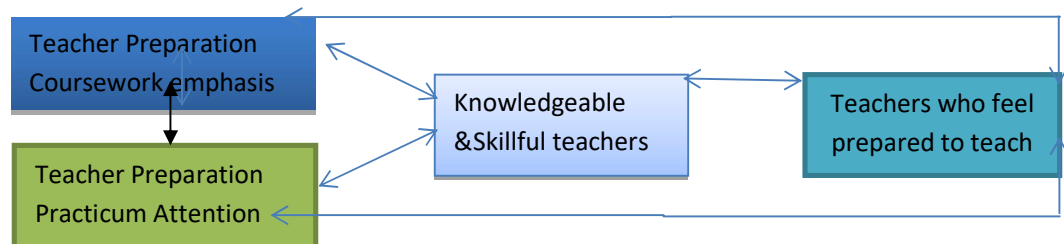


Figure 1: Conceptual framework of teacher preparation

As can be seen in the figure above, the pre-service teacher preparation aims at producing English teachers who are knowledgeable, feel prepared and able to teach. To this effect, clearly set goals and objectives, the resources (inputs) needed for effective achievement of objectives, the strategies that lead to the desired end and the processes and procedures to be passed are essential. Teacher education colleges enroll candidates from among those who completed secondary education and meet the minimum requirements on the basis of selection guideline and teach different courses believed to prepare the candidates to be the future teachers. Coursework takes place basically at teacher Education College with school visits and practice as needed. It is in the coursework that the candidates learn to teach. These courses are taught by teacher educators who are selected and recruited to be appropriate by the governing body. For effective running of the coursework emphasis in particular and the program in general, the contribution of well-prepared materials is immense. The mere presence of qualified teacher educators and well prepared materials may not yield the desired result unless an effective course teaching/learning takes place, so that the candidate teachers become knowledgeable about the subject matter and its teaching.

Effective preparation of pre-service early grade English teachers requires a real link between teacher education colleges and primary schools. This link enables the candidate teachers to connect the theoretical knowledge they gained during the coursework to the practical situations in the schools. Due to the link, the candidate teachers gain exposure to know the school environment, the students and actual teaching in the classrooms through field-experiences (practicum). When the candidate teachers do observations, work with the mentors and carry out practice teaching in the schools, they get support from their tutors and mentors, reflect on their efforts and experiences and get feedback, so that they become knowledgeable and feel prepared to teach at the grade levels where they would be placed to teach and actually become able to teach. Specifically, it considered whether the English teachers are knowledgeable about teaching essential components of early grade reading, are able to teach early grade reading and how they feel prepared to teach early grade reading as it was planned in the next chapter.

2.15. Summary

In this chapter, different relevant literature has been reviewed. Definitions of reading, nature of reading, history of reading and its teaching, goals of teaching reading, learning to read, models of reading, methods of teaching reading, components of reading, assessing reading, teacher preparation, teacher preparation in Ethiopia, preparing teachers to teach early grade reading, textbook evaluation, the theoretical framework and conceptualization of variables involved in this study. Having learnt from the literature reviewed, this study was planned to be conducted as presented in the following chapter. Thus, this particular study set out to investigate the English teachers' preparedness and practice of teaching early grade reading in Ethiopian lower primary schools.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter presents how the whole process of this study has been planned. It discusses the research paradigm, research design, the context, the characteristics of the participants, sampling, instruments of data collection, data analysis techniques, validity and reliability checks, ethical considerations, the pilot study samples and the process and the procedure of the research. It emphasizes the details of tools used to collect data: questionnaires, classroom observation, knowledge assessment test, focus group discussions, semi-structured interview and teacher written classroom assessment activities.

3.2. Research Paradigm

Research paradigm determines the choice of specific research methodologies. That is, the choice or formulation of research questions, selection of subjects and tools for data gathering, data collection and data analysis procedures ... emerge from a research paradigm (Kivunja & Kuyini, 2017). Neither the world truth nor social reality can be accessed through a single scientific method of inquiry, so that a philosophy that enables a researcher to combine methods that suit to study the problem at hand need to be selected (Alise & Teddlie, 2010). Thus, pragmatic research paradigm suits this particular study of mixed methods.

3.3 Research Design

This study chose a descriptive research design of parallel or convergent mixed methods. Parallel mixed methods approach allows collecting both quantitative and qualitative data in a similar time frame, analyzed separately and the results are integrated (Creswel, 2014). Quantitative data were collected through questionnaire and knowledge assessment test. Qualitative data were gathered through video

recorded classroom observation, focus group discussions, semi-structured interview and classroom assessment activities.

3.4 Setting

The study area is located in the Sidama National Regional State, Ethiopia. Hawassa is the capital of Sidama National Regional State and is located at 273 km south of Addis Ababa, the capital of FDRE. Public primary schools in Hawassa City Administration are in the Sidama National Regional State where this study was conducted. Public primary schools in the city administration were selected for this study with focus on grades one to three (1-3). The population of this particular study was drawn from English teachers in Public primary schools in Hawassa City Administration in the academic year of 2022/23.

3.5 Participants

The participants of this study were different from the ones who took part in the pilot study of the dissertation. A sample of 125 English language teachers in twenty randomly selected elementary schools in Hawassa City Administration in the academic year of 2022/23 was the source of data. Among participant English teachers, 51(40.8%) were male and 74(59.2%) were females. In terms of qualification, 82(65.6%) were diploma holders, and 40(32.0%) had bachelor's degrees; 3(2.4%) of the teachers were at certificate level. Moreover, 78(62.4%) of the teachers were in the age range of 25-30 years. When their teaching experience is considered, 49(39.2%) of the teachers have taught English for 6-10 years.

3.6 Sampling Techniques

There were 44 public primary schools in Hawassa City Administration. Twenty public primary schools were randomly selected from a list of 44 public primary schools in the City Administration. There were 131 English teachers in the selected schools. Among these, 126 English teachers were willing to take knowledge measure test and fill in the questionnaire. However, a test paper and a piece of questionnaire were discarded because of incomplete responses. So that 125 English teachers in selected

public primary schools in the city administration were the actual participants of this study. From the twenty randomly selected schools, two schools of larger number of English teachers were selected for focus group discussions on teacher preparation attention to teaching early grade reading. A total of 16 English teachers took part in two focus group discussions. Two more schools were selected randomly for lesson observation and interview. Classes of six English teachers of grades one to three in these two schools were observed and interviews were conducted with the teachers whose classes were observed. The interviews focused on the practice of teaching reading in early grades. Ten lessons of each teacher were sampled, a total of sixty (60) English lessons of grades one to three. Moreover, in consideration of assessing students' progress of learning to read, five classroom assessment activities of each of observed grades (1-3), a total of fifteen (15) assessment activities were sampled.

3.7. Data Collection

Both quantitative and qualitative data collection methods have been employed to achieve the objectives of this study. The data from focus group discussions were aimed to triangulate findings of quantitative data on aspects of teacher preparation, whereas the data from semi-structured interviews to substantiate the responses from perceived instructional practice.

3.7.1 Instruments and Materials

The data needed for this study were gathered through questionnaire, focus group discussions, classroom observations, semi-structured interviews, classroom assessment activities and knowledge assessment test.

3.7.1.1 Questionnaire

A questionnaire of, 87 items, divided into five parts, was employed to collect data from English teachers on the extent of teacher education program attention paid to preparing English teachers to teach the foundational reading skills and how adequately prepared English teachers felt to teach the components of early grade reading. The questionnaire was adapted from (Salinger et al, 2010). The questionnaire on coursework, practicum (field-experiences) and feeling of preparedness each

consisted of fourteen (14) items of four (4) scales. Part V of the questionnaire-instructional practice of teaching early grade reading was adapted from (Nguyen, 2013). The questionnaire was tested in the pilot study of 30 primary school English teachers and certain improvements were made before it was employed for the main study.

Originally there were 17 items on the questionnaire for coursework and practicum while teachers' feelings of preparedness had 13 items. Items 1-10 were directly relevant to the purpose of this study. Item number 11 was slightly modified. However, items from 12-17 had concepts that are not applicable to the local educational context, so that they were adapted as can be seen in (Appendices, A & B). Particularly, items 11, 12 & 13 were omitted after the pilot study because they are already considered in the other items. Instead of the irrelevant concepts in items 14-17, the use of textbooks, teacher's guide and age appropriate supplementary materials; assessing students' progress of learning to read and use of appropriate teaching aids and creating literacy rich learning environment were considered. For the section of teachers' feelings of preparedness the items 12 and 13 were omitted, and item 11 was modified. Moreover, items on the use of textbooks, teacher's guide and age appropriate supplementary materials; assessing students' progress of learning to read and use of appropriate teaching aids and creating literacy rich learning environment were added. Finally, sections of the questionnaire on coursework, practicum and teachers' feelings of preparedness were made to have 14 items of four scales each.

Following the insights gained from the pilot study, section V of the questionnaire on teachers' perceived instructional practice was adapted from (Ngyuyen, 2013). This section has an item on whether early grade English teacher get focused professional development opportunities. Next, early grade English teachers' perception of the importance of the five essential components was explored with five items. In addition, the items were made to focus on the instruction and assessment of learners' progress in five essential components of early reading. In the original source there were items on parental involvement in the process of helping children learn to read, but these items were replaced by items on assessing students' progress of learning on a regular

basis. So that each of the essential components had seven items; that is, a total of 35 items of four scales.

3.7.1.2. Focus Group Discussions

Two focus group discussions were held in two randomly selected schools guided by group interview guide of seven items. Discussion one involved nine (five female and four male) primary school English teachers whereas there were seven (four male and three female) teachers involved in second focus group discussion. The discussions were conducted in the schools at teachers' off time not to disrupt the schools' regular functioning. Each discussion took 40 minutes on average. Participant English teachers were given enough explanation about the need for discussion. To prevent dominance of extrovert participants, the discussants were given numbers to moderate the discussions. Participant teachers were made anonymous as (e.g. D1P1, D2P2... to mean discussion one participant 1, discussion two participant 2, etc.) to maintain confidentiality.

The items for focus group discussion focused on the aspects of English teacher preparation (coursework and field-experiences), the inputs made available, the support and feedback from tutors and mentors following student teachers' reflections on their experiences. The group interview guide had seven (7) questions. The researcher was assisted by the head, department of English and vice director for Academic Affairs while selecting English teachers for focus group discussions and a convenient room for it. The focus group discussion was held in Amharic to help the teachers express themselves easily. The translation of group interview guide was done by the researcher and both English and Amharic versions of the discussion guide were given to an instructor of Amharic from Hawassa College of Teacher Education and an instructor of English from Hawassa University who teaches a course on translation and positive comments were obtained. Before recording took place, the participants were informed of the reasons for recording. In addition to the notes taken by the researcher, for better capture of information, the focus group discussions were audio-

recorded. The recorded information was transcribed, translated into English, coded, analyzed and discussed.

3.7.1.3 Classroom Observations

Among twenty randomly selected public primary schools, two schools were selected through lottery system to carry out lesson observations. Primarily, verbal consents were obtained from the school authorities and the English teachers to have access to the classrooms and the lessons. Then ten (10) lessons of each of the six English teachers of grades one to three (1-3) in two randomly selected schools, a total of sixty (60) lessons were observed and video-taped. The unstructured lesson observations were done for the classes with emphasis on teaching early grade reading.

Lesson observations were conducted in the second semester of the academic year 2022/23 in the months of March, April and May. Mock observations were conducted in the last week of February, so that both the teachers and students got familiar with the presence of the researcher and video recording of the lessons.

3.7.1.4 Assessment Activities

Assessing students' progress of learning on regular basis and making instructional decisions to differentiate or adjust instruction is an integral component of teaching learning. As a part of assessing the practice of teaching reading at early grades, some written classroom assessment activities were selected and analyzed in order to check how English teachers consider the essential components of early grade reading in the assessment of students' progress of learning to read. For convenience and better authenticity, written classroom assessment activities were directly photo-filmed from chalkboard during lesson observations instead of oral components. Regular and systematic written classroom assessments are associated with high performance in reading (USAID, 2019). Five assessment activities of each of grades one to three (1-3), a total of 15 classroom assessment activities were selected and analyzed.

3.7.1.5 Semi-structured interview

Two schools were selected randomly from among twenty (20) public primary schools sampled for this study. Six English teachers in grades one to three (1-3) of the schools were selected for interview on the classroom practice of teaching early grade reading. Interview guide of seven (7) items prepared by the researcher was used to conduct the interviews. This interview was intended to triangulate the data from the part of the questionnaire on instructional practice of teaching early grade reading. The interviews were conducted on the school compounds at teachers' off periods not to disrupt the daily teaching duties of the interviewee teachers. Each interview took 30 minutes on average. Five of the English teachers interviewed were females while one was male. The teachers were in the age range of 32 to 57 years. Their teaching experience was in the range of 12 to 34 years.

The interviews were conducted in Amharic to allow the teachers to express their opinions as easily as possible. The Amharic and English versions of the interview guide were given to two senior instructors of Amharic and English departments at HCTE and Hawassa University respectively and benefited from constructive expert comments, so that absence of pilot testing for interview guide could be compensated. . The interviews were transcribed, translated into English, coded into open, axial and selective (categories for analysis), analyzed and discussed. The data from the interviews enabled to substantiate the findings of questionnaire in part V, instructional practice.

3.7.1.6. Knowledge Assessment Test

Test items which have been repeatedly used in the studies (Mather, Bos & Babur, 2001; Washburn, Joshi & Binks-Cantrell, 2011; Moats, 1994; Binks-Cantrell, Joshi & Washburn, 2012) that involved assessment of English teachers' knowledge of five essential components of early grades reading instruction were adapted to the local context and administered to assess how knowledgeable the English teachers are on essential components of reading and their teaching. Some of the items had alternatives like "no idea" which were omitted. In other test items the stems had foreign names that have been replaced by familiar local names. Moreover, enough care has been

taken to make the test considerate of the constructs that teachers have come across in the college training and what they are teaching in the early grades English syllabus.

Before administration, the knowledge test was given to two teacher educators at Hawassa College of Teacher Education who teach the English Language Teaching Methods courses to check its validity. The knowledge test consisted of forty (40) multiple choice items covering five essential components of early grade reading and their teaching. The knowledge assessment test was found internally consistent at alpha coefficient of .782. The test was administered to 125 English teachers, scored by the researcher, fed into SPSS Version 25.0 and the average score, the frequencies and percentages for correct and incorrect responses and scores below and above 50% were calculated, descriptive statistics.

3.8. Validity and Reliability

To check knowledge test validity, the test was given to two English teacher educators at Hawassa College of Teacher Education and constructive comments were received. The Amharic and English versions of the guide for semi-structured interview and focus group discussions were given to senior instructors of Amharic from HCTE and English from Hawassa University and useful comments were obtained. The reliability or internal consistency of the data and the instruments was checked. The reliability of knowledge test items was analyzed and found to be .782 which is in acceptable range. The questionnaires for coursework, field experiences (practicum), feeling of preparedness and instructional practice were of internal consistency in alpha coefficient (.850, .854, .837 and .931) respectively showed high reliability.

3.9. Data Analysis

When all the necessary data were gathered, the data were cleared, sorted, transcribed, translated and made ready for analysis. Data analysis was done by using data analysis software SPSS Version 25 for quantitative data from the questionnaire and knowledge assessment test. The frequencies, percentages and means were calculated for teachers' responses to coursework emphasis, practicum attention, feelings of preparedness, importance of five essential components and instructional practice in the

questionnaire. Moreover, Pearson's correlation(r) and linear regression were calculated to see whether statistically significant the relationship exists among the variables.

Knowledge assessment test papers were scored, the marks were converted into 100%, entered into software and the mean score, frequencies and percentages were calculated for the scores below and above 50%; the responses were categorized as correct and incorrect and frequencies and percentages were calculated, descriptive statistics. The excerpts from lessons observed and transcribed and assessment activities filmed were taken to the body text and analyzed qualitatively. The data from focus group discussions and semi-structured interviews were coded by using grounded theory techniques: open, axial and selective coding. Then the categories (selective codes) were identified, analyzed and discussed narratively.

3.10 Ethical Consideration

Ethical issues deserve due consideration in scientific studies. In this study ethical issues have been given due attention. The schools selected for this study were communicated through letter of cooperation from Addis Ababa University. Enough explanation about the purpose of this study was given to the authorities and the participants. The participants were assured that they would not encounter any harm or inconvenience due to participation in this study and their identity would not be disclosed anywhere in the report of this study. The participant English teachers, whose lessons were observed, those who took knowledge assessment test, filled out questionnaire and those who took part in focus group discussions were made clear that participation in this study in any way was voluntary. The teachers were also allowed the freedom to resign from group interview any time they felt discomfort. The anonymity of participant English teachers in semi-structured interview, focus group discussions and the schools where lesson observations were made and assessment activities were photo-filmed was maintained by assigning codes as (e.g. S1G1T1= School one Grade one Teacher one; D1P1= Discussion one Participant one;

S2G2T2= School two Grade two Teacher two; S2G3A1= School two Grade three Assessment one ...; G1T2 = Grade one Teacher two).

3.11. Procedure

To get the list of public primary schools in Hawassa City Administration, the administrative bodies at different levels of the city administration education department were communicated through a letter of cooperation from AAU. To contact English language teachers and classrooms, the school principals and heads of English were communicated through a letter of cooperation from Addis Ababa University referred to them by head, Education Department. Among 44 public primary schools in the city administration, twenty schools were selected randomly for this study. Six English teachers of grades one to three (1-3) in two of the randomly selected schools were chosen, and ten lessons of each teacher, a total of 60 reading lessons were observed.

During lesson observation, photo shoot of classroom assessment activities have been taken from the blackboard. Five classroom assessment activities of each grade, a total of 15 assessment activities were selected for analysis. After the observations were finished, knowledge test on early grade reading instruction was given to English teachers. 16 English teachers participated in two focus group discussions. Then English language teachers filled out the questionnaires. Six English teachers whose classes were observed were interviewed.

After all the necessary data were collected, the data were cleared, sorted, transcribed and made ready for analysis. Data from knowledge assessment test and questionnaire were entered into software and descriptive statistics were calculated. Qualitative data from unstructured lesson observations, interviews, focus group discussions and classroom assessment activities were transcribed and interpreted narratively. Particularly, the data from interviews and focus group discussions were coded through open, axial and selective coding techniques of grounded theory to identify

participants' perspectives or categories for analysis. Before the larger study was conducted a pilot study of a sample of 30 English teachers was done to pre-test the data collection and analysis tools, familiarize the researcher with the process and replan the main based on the insights gained.

3.12 Pilot Study: Analysis and Preliminary Findings

The pilot study was conducted in five out of 44 public primary schools in Hawassa City Administration. These five public primary schools where pilot study was conducted were different from those public primary schools where the main study was conducted. This was to protect maturity effect and information contamination. There were 40 English teachers in the five randomly selected public primary schools. These five public primary schools were randomly selected from Menaharia, Tabor and Hawela Tula sub-cities of Hawassa City Administration. This small scale study was aimed at checking the effectiveness of data collection tools and producing an insight that would lead to replanning for successful achievement of the objectives in the larger study.

3.12.1 Analysis of Questionnaire

The questionnaire: teacher preparation coursework emphasis, practicum attention on and teachers' feelings of preparedness to teach early grade reading adapted from (Salinger et al 2010) had 17 items each on coursework emphasis, practicum attention and teachers' feelings of preparedness. Originally, there were 17 items for coursework emphasis and practicum (field experience), and 13 items for teachers' feelings of preparedness, but to make the items suit the purpose of this study, some of the items were rewritten and some others were omitted, so that each of coursework emphasis, practicum attention and teachers' feelings of preparedness had 17 items of four scales. The questionnaire of four parts: part I demographic information of participants; part II teacher preparation coursework emphasis; part III teacher preparation practicum attention and part IV teachers' feelings of preparedness to teach early grade reading

was administered to a sample of 40 English teachers in five randomly selected public primary schools of Hawassa City Administration.

Among 40 questionnaires distributed, 32 returned, which is 80% return rate. Out of 32 questionnaires returned, two were canceled because of incomplete page and responses. Thus, 30 questionnaires were put into SPSS version 25.0 for analysis. The internal consistency of questionnaire for coursework, practicum (field experiences) and feelings of preparedness was analyzed and the Cronbach alpha coefficients were .921, .944 and .902 respectively. However, from the 17 items for each of coursework emphasis, practicum attention and feelings of preparedness, three items (11, 12 & 13) (see Appendix 1) were omitted because these items were technically considered in other items of the questionnaire and the reliability check was done again. The Cronbach alpha coefficient of teacher preparation coursework emphasis, practicum attention and teachers' feelings of preparedness with 14 items and a sample of 30 English teachers became .900, .934 and .875 respectively.

However, the questionnaire was deficient in terms of giving the teachers a wider space to share their opinions on their instructional practice of teaching reading in early grades. The researcher believed that adding items on teachers' perceived instructional practice of teaching reading would allow more space, so that part V of the questionnaire was adapted from (Ngyuyen, 2013). The process has shown that the questionnaire would be suitable for data collection of the larger study.

3.12.2 Preliminary Findings of the Questionnaire

Teacher preparation placed a moderate emphasis on teaching early grade reading both in coursework and practicum. Participant public primary school English teachers felt mostly prepared to teach early grade reading. That is, they understand how to use the activities with some students but they still need to deepen their understanding of the activities. Moreover, teacher preparation paid little attention to planning, teaching, reflecting and providing feedback on teaching early grade reading. The primary school English teachers were not sufficiently trained to use textbook and teacher's guide.

3.12.3 Analysis of Knowledge Assessment Test

Before the test was used in the pilot study, the test was given to two English language teacher educators who were teaching English Language Teaching Methodology (ELTM) courses at HCTE during data collection to check its validity. It was administered to 40 English teachers in five randomly selected public primary schools. Among 40 participant English teachers, only 32 took the knowledge test of 50 multiple choice items on teaching the foundation reading skills, of which two were discarded for defective page and incomplete responses. That is, totally 30 test papers were marked and made ready for analysis. Upon analysis, the reliability of 50 test items was .652, which was questionable. Ten test items of higher reliability value were deleted and reliability test was run again; the alpha coefficient of the remaining 40 test items increased to be .782, which is acceptable. The larger study made use of knowledge assessment test of 40 multiple choice items. In addition to pre-testing the test as a tool and the procedures, the pilot knowledge assessment data were analyzed using SPSS version 25.0, the scores were categorized into $\geq 50\%$ and $< 50\%$, and frequencies and percentages were calculated. Similarly, teachers' responses to test items were analyzed in two categories: correct and incorrect, frequencies and percentages (descriptive statistics).

3.12.4 Preliminary Findings of Knowledge Assessment Test

The analysis of knowledge assessment test has shown that 21(70%) of the teachers scored below 50% while 9(30%) scored 50% and beyond. Moreover, the mean score of knowledge assessment test is 43.4%, an insufficient result. That is, participant public primary schools English teachers have knowledge limitations of early grade reading instruction. These results have signaled that larger sample of test takers may demonstrate a different picture of teachers' level of knowledge.

3.12.5 Analysis of Focus Group Discussion

Then ten (10) randomly selected English teachers among 40 participants were to participate in focus group discussion, but one female teacher was not present because of maternity leave, so that nine (9) English teachers participated in focus group

discussion. In the discussion, the teachers reflected on the emphasis that college teacher training placed on teaching the foundational reading skills in its coursework and practicum, and whether the training they received in process of college teacher preparation made them ready to teach early grade reading. Based on the lessons learnt from this experience, the number of focus group discussions and participant English teachers has increased. The number of participant schools has also increased. Some extrovert participants were seen taking more chances, so in the larger study care had been taken to provide the participants with numbers that they had to show in order to take the turn. The number of items on group interview guide was 10, but it was condensed to seven (7). Improvements have also been made in the ways of transcription, coding and analysis of data from focus group discussions.

3.12.6 Preliminary Findings of Focus Group Discussion

In the focus group discussion, in addition to the the lessons learnt that the number of participants need to be increased and the number of items on group discussion guide should be reduced, certain important preliminary findings have been obtained. The participant English teachers confirmed that teacher preparation designated inadequate attention to teaching early grade reading. There was rush to cover course contents instead of allowing prospective the opportunities for practical learning, and what teachers learnt in colleges mismatched what they teach in school syllabus.

3.12.7 Analysis of Classroom Observations

Five lessons of each grade one teacher were observed by using a structured classroom observation checklist; that is, a total of ten grade one English lessons were observed by the two trained observers. For this inter-observer reliability (measures of agreement) or Cohen's Kappa was run and was found to be .783 at $p=.011$, which is good. The internal consistency of classroom observation checklist was run and its Cronbach alpha coefficient was .996, which is excellent. This procedure proves that classroom observation checklist can effectively serve the purpose. However, to access the reality in the classrooms of early grades, the structured classroom observation checklist has been replaced by video-recorded lesson observations. The observations

done in grade one classrooms did not enable to represent early grades and the duration of observation was insufficient to discuss the practice of teaching reading in early grades, so that it was decided to cover up to grade three and extend the length of observation up to nearly three months in the main study.

3.12.8 Preliminary Findings of Classroom Observation

Though limited in scope and duration, the analysis of classroom observations has revealed that the participant English teachers insufficiently employed variety of instructional strategies for teaching foundational reading skills. This has implications for teacher preparation and professional development even though numerical values sometimes inadequately describe the situation on the ground.

3.12.9 Analysis of Teacher Written Classroom Tests

Teacher written classroom test papers were collected from four willing English teachers of grade one. The tests were scanned and made ready for analysis. Though the analysis of sample classroom tests showed that some of the critical components of early grade reading were considered in the classroom assessments, the sample lacked adequacy, authenticity and systematicity. Instead of teacher written classroom test papers, tests, assignments, classworks and homeworks written on the chalkboard were directly photo-filmed in the main study for better authenticity. In pilot study the sample classroom tests were taken from grade one and only four in number, which could not represent early grades and insufficient, but the assessment activities instead of only tests, greater number of assessment activities and more grades (2&3) have been added in the main study. So that five assessment activities from each of grades one to three, 15 assessment activities, increased and diversified written assessments were chosen; this is strongly associated with improved reading performance (USAID, 2019).

3.12.10 Preliminary Findings of Classroom Tests

English teachers have considered foundational reading skills in some of the teacher written classroom tests. However, the classroom tests lack systematicity and regularity in terms of enabling teachers to monitor the students' progress of learning to read, provide timely feedback and adjust instruction on the basis of evidences from the assessment data.

3.12.11 Semi-structured Interviews

The interview component of data collection tools was not considered during pilot study because it was introduced based on the insights gained and the back up would help for clarity. It benefited from expert comments from Amharic instructor, HCTE and English instructor, Hawassa University. The researcher believed that the data from semi-structured interview would substantiate the findings of Part V of the questionnaire and classroom observations, and interviewed six English teachers of grades one to three (1-3) whose lessons were observed in two randomly selected schools. This enabled to obtain teachers' opinions regarding their classroom practice of teaching early grade reading (see sections 3.7.1.5; 5.10 & Appendices (F-1 to M-1).

3.13 Key Improvements

1. Thirty-two teachers took the test on foundational reading skills, but after discarding two responses, 30 test papers were analyzed. Initially, the reliability of the 50 test items was low ($\alpha = .652$). After deleting less reliable items, the alpha coefficient increased to $.782$. So that 40 multiple choice items remained for larger study.
2. Nine teachers participated in a focus group discussion, reflecting on their college training's emphasis on early grade reading. The discussion revealed moderate emphasis on foundational skills in both coursework and practicum, with room for improvement in aligning theoretical and practical training. The number of participant teachers and group interviews increased.

3. Out of 32 returned questionnaires, 30 were valid for analysis. Reliability tests showed high internal consistency for coursework emphasis (alpha = .921), practicum (alpha = .944), and preparedness (alpha = .902).
4. A section on instructional practice (adapted from Nyguyen, 2013) added to the questionnaire to allow the teachers to share their opinions on their teaching of early grade reading
5. Semi-structured interview added to the tools to collect data that would enable to substantiate the findings of instructional practice, part V of the questionnaire.
6. Classroom observation checklist was replaced by video recorded lessons for better description of the practice; instead of teacher written classroom tests, written classroom assessment activities were directly photo recorded from blackboards for better authenticity.

3.14 Key Preliminary Findings

- Moderate attention was given to early grade reading in teacher preparation, both in coursework and practicum.
- Teachers felt mostly prepared, though there was a need for deeper understanding of some teaching activities.
- Teacher education lacked alignment with primary school curricula, and teachers struggled with using textbooks and teacher's guides.
- The gap in knowledge and skills among teachers was evident, with a need for improved training on foundational reading components.
- Teachers showed some awareness of early reading skills in their classroom tests.

3.15 Lessons Learned

- Improvements were necessary in the questionnaire, knowledge test, and observation methods. For example, video recordings were recommended for more accurate classroom observations, and incentives for participants were suggested as a pressing issue.

- More comprehensive and clear test papers are required, and presence during test administration is essential to avoid incomplete responses.
- The focus group dynamic should encourage participation from all teachers, preventing extroverts from dominating discussions.
- Larger sample size is needed for better insight into teacher preparation, professional development and instructional practice

3.16. Summary

This is the third chapter of this study that has presented the whole plan of the research. It focused on the philosophical basis that guided the choice of methods and procedures- pragmatic paradigm, the research context, participants and their demographic data, sampling techniques, data collection tools, validity and reliability checks, ethical considerations, data analysis techniques, and the procedures followed in the study.

Moreover, this chapter presented the analysis, results and preliminary findings of data collected through different tools. The pilot study of 30 English teachers in five randomly selected public primary schools enabled to try out the effectiveness of data collection tools and procedures. It also helped the researcher become familiar with the research process. Based on the data collected and analyzed, important improvements were made to the questionnaire, knowledge assessment test, focus group discussion and lesson observation methods. Semi-structured interview was added as a tool to substantiate the findings of instructional practice, part V of the questionnaire. In addition to pre-testing the instruments and familiarizing the researcher with the process, this small scale study has led to important preliminary findings and useful lessons that enhanced a successful achievement of the objectives of the main study. Data were collected as has been replanned here and analyzed, presented and discussed in the following chapters.

CHAPTER FOUR

ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

After the data were collected, cleared, sorted and transcribed, analysis was done by using appropriate software and techniques. The data were collected and analyzed in attempt to answer the following basic research questions:

- 1. How much emphasis do English teachers think teacher preparation places on teaching early grade reading?*
- 2. How prepared do English teachers feel to teach early grade reading?*
- 3. To what extent are English teachers knowledgeable about teaching early grade reading?*
- 4. What are English teachers' perceptions of the importance of essential components of early grade reading instruction?*
- 5. To what extent do English teachers use variety of early grade reading instruction strategies?*
- 6. Do English teachers systematically assess students' progress of learning to read?*
- 7. Is there statistically significant relationship among the variables involved in this study?*

Specifically, the first and the second research questions were answered on the basis of data gathered through questionnaire and focus group discussions. That is, the extent to

which the teacher preparation coursework and practicum placed emphasis on teaching early grade reading and how the teachers felt prepared to teach foundational reading skills. The third research question was answered by the knowledge assessment test analysis result. This study attempted to answer fourth research question by using data collected through part V of the questionnaire. Ability to teach is a performance that is practically observable. Classroom observations of teaching early grade reading done with videotape and assessment activities photo filmed produced the data that enabled to answer the fifth and sixth research questions. For the seventh research question, the means of the scores were calculated through compute variable technique on SPSS version 25.0 and Pearson’s correlations and linear regression were run. The analysis, results displayed and discussions made in this chapter have led to the findings and the insights gained.

4.2. Participants’ Demographic Information

The Table below presents the results of participant teachers’ demographic information.

Table 1: [Demographic Information of Participants \(See Appendix 2\)](#)

The Table for analysis of demographic information of the participant English teachers is found in Appendix 2. The demographic information of participant English teachers has been summarized in the graph below.

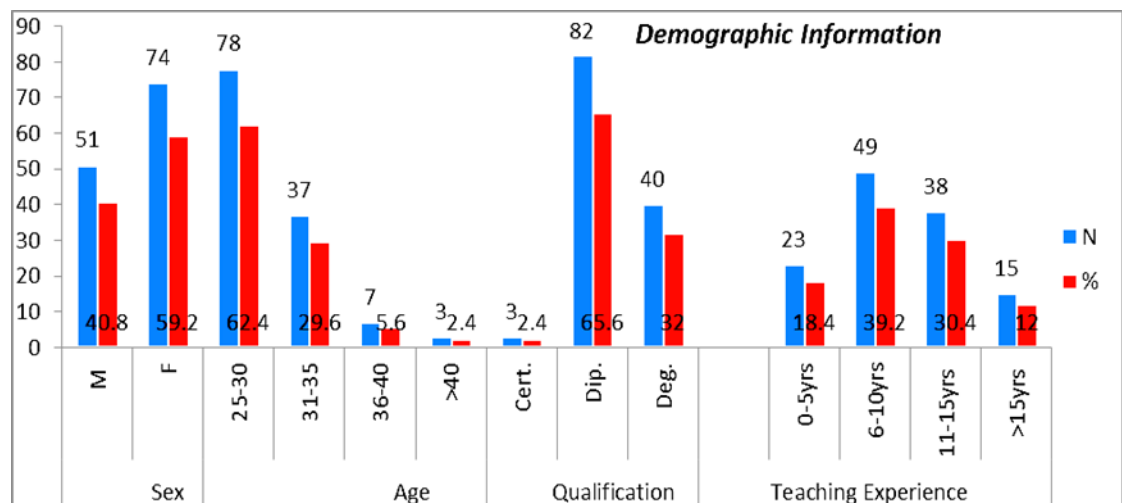


Figure 2: Demographic information of participant English teachers

The participants of this study were 125 English language teachers in twenty randomly selected public primary schools in Hawassa City Administration in the academic year of 2022/23. Among participant English teachers, 51(40.8%) were male and 74(59.2%) were females. In terms of qualification, 82(65.6%) were diploma holders, and 40(32.0%) had bachelor degree; 3(2.4%) of the participant teachers were at certificate level. Moreover, 78(62.4%) of the participant teachers were in the age range of 25-30 years. When their teaching experience is considered, 49(39.2%) of the teachers had 6-10 years long teaching experience. In other words, 72 (57.6%) of the participant teachers have taught English in Ethiopian primary schools for ≤ 10 years. The results indicate that female teachers are greater in number; most of the participant English teachers are qualified at diploma level. Though small in number, there are English teachers who are still teaching with a certificate. Moreover, most of the participant teachers are young and graduated from colleges in the last ten years.

4.3. Coursework Emphasis on Teaching Early grade Reading

Teacher preparation program has aspects that comprise coursework in which prospective teachers are taught the theories about teaching and learning, and the practicum (field experiences) in which the trainee teachers are exposed to the school environment, the learners and teaching materials. In this study participant primary school English teachers were asked to fill out a questionnaire of 14 items about college teacher preparation coursework emphasis on teaching early grade reading. The response of 125 participant primary school English teachers has been presented in the Table below. Table 2 presents English teachers' response to teacher preparation coursework emphasis on teaching early grade reading.

Table 2: Coursework Emphasis on Teaching Early Grade Reading (See Appendix 3)

Table 2 (see Appendix 3) and the graph below present the results of coursework emphasis on teaching early grade reading.

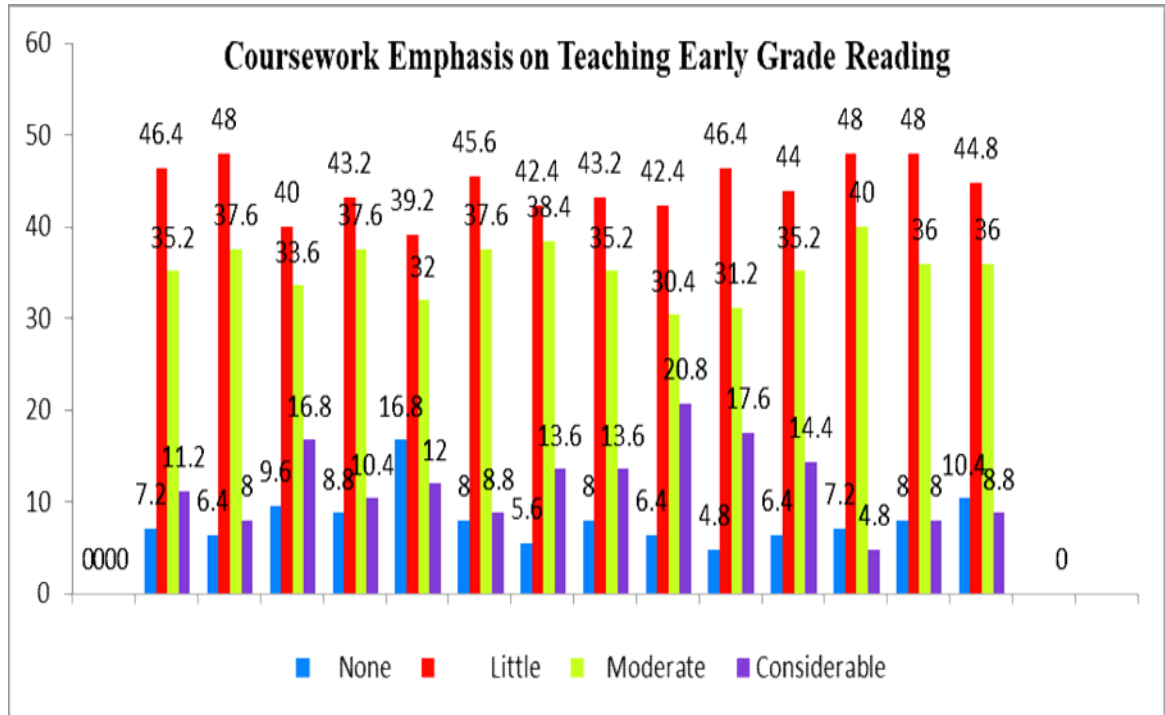


Figure 3: Teacher preparation coursework emphasis on teaching early grade reading

As it can be learnt from Table 2 (Appendix 3) and the graph above, in response to emphasis placed on teaching strategies (Item 1) (phonemic isolation, phonemic categorization, phonemic identity, phonemic segmenting, phonemic blending and phonemic manipulation) used to teach phonemic awareness as one of the essential components of teaching early grade reading, (M=1.50) and (58) 46.4% of participant English teachers responded that teacher preparation coursework placed little emphasis on teaching phonemic awareness.

Concerning teaching phonics skills, which is essential to help early grade readers to recognize unfamiliar words, (60) 48% of participant primary school English teachers responded that teacher preparation coursework placed little emphasis on teaching phonics skills to recognize unfamiliar words. Likewise, participant teachers were asked as to how much emphasis teacher preparation coursework placed on teaching children to recognize and name letters and teaching phonics systematically with a series of skills and activities. (54) 43.2% of the respondent teachers said teacher

preparation coursework placed little emphasis on teaching phonics systematically with a series of skills and activities. As the result shows, little attention has been paid to a systematic and explicit phonics teaching with a series of skills and activities. Again, (53) 42.4% of participant English teachers responded that college teacher preparation coursework placed moderate emphasis on teaching letter recognition and naming. This indicates that teaching phonics skills in integrated reading instruction got little attention in teacher preparation coursework. In other words, the overall mean score of teachers' responses ($M=1.51$, below moderate) also indicate that teacher preparation placed little emphasis on teaching early grade reading.

Teachers were asked whether teacher preparation coursework placed emphasis on employing a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition. In response, (54) 42.4% of participant teachers said the coursework placed little emphasis on using different methods to teach words and their meanings. Moreover, (49) 39.2% of participant English teachers responded that teacher preparation coursework placed little emphasis respectively on identifying unfamiliar words in texts and using learners' prior knowledge to figure out word meanings.

The participant English teachers were also asked to rate the level of emphasis teacher preparation coursework placed on using different strategies to develop children's reading fluency. For helping children repeatedly read the same text aloud to improve their speed, accuracy, and expression, (58) 46.4% of participant English teachers responded that teacher preparation coursework placed little emphasis. In addition, (57) 45.6% of the teachers responded that college teacher preparation coursework placed little emphasis on assessing students' reading fluency progress and making instructional decisions based on assessment result.

Another essential component of early grade reading that was considered in the coursework emphasis questionnaire was reading comprehension. One of the issues raised concerning teaching reading comprehension was teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas. In response to

this item, (53) 42.4% of the respondents said teacher preparation coursework placed little emphasis.

Another important point with regard to teaching reading comprehension in early grades of teacher preparation coursework placed on using various strategies to teach early grade reading. (60) 48% of the teachers said little emphasis has been placed on using a variety of teaching strategies to teach early reading. This reflects that using variety of teaching strategies to teach early grade reading was given some sessions' coverage in a course or two in teacher preparation coursework. (55) 44% of participant teachers reported that teacher preparation coursework placed little emphasis on using student textbook and teacher's guide as part of their preparation for teaching. These findings comply with the results of Belilew (2016) that eachers are deficiently trained in phonological awareness, phonics instruction, comprehension, fluency and vocabulary.

Participant English teachers were asked to rate the extent to which teacher preparation coursework placed emphasis on making teaching aids and creating rich literacy environment, and (56) 44.8% of the teachers said the coursework placed little emphasis. That is, teacher preparation coursework placed little emphasis on making teaching aids and creating rich literacy environment to support children's learning to read. Moreover, (60) 48% of participant English teachers said that assessing learners' progress of acquiring reading skills was given little teacher preparation coursework attention. It can be understood from the results that making teaching aids, creating literacy rich environment and assessing learners' progress of acquiring reading skills were designated certain periods in a course in teacher preparation coursework. The results of other studies (e.g. Mpate, Campbel-Evans, & Gray, 2023) confirm that not having enough exposure and training of this knowledge during their coursework impede teachers' preparedness to teach.

4.4 Practicum/ Field Experience

Teacher preparation requires college- school link to practice what is learnt theoretically in college coursework. This college school link enables prospective teachers to be familiar with the school environment, the learners, the resources and

their use. The practicum or field experience enables to bring this into the practice. The prospective teachers carry out different learning tasks under the guidance and support of teacher educators from teacher education colleges and mentor teachers from cooperating schools. As to how much attention teacher preparation practicum paid to teaching early grade reading has been raised to English teachers in randomly selected schools in Hawassa City Administration. Their responses have been presented in the Table below.

Table 3: **Teacher preparation practicum attention to teaching early grade reading (see Appendix 4)**

The Table for analysis of teacher preparation practicum attention to teaching early grade reading is in Appendix 4. The following graph below summarizes the results.

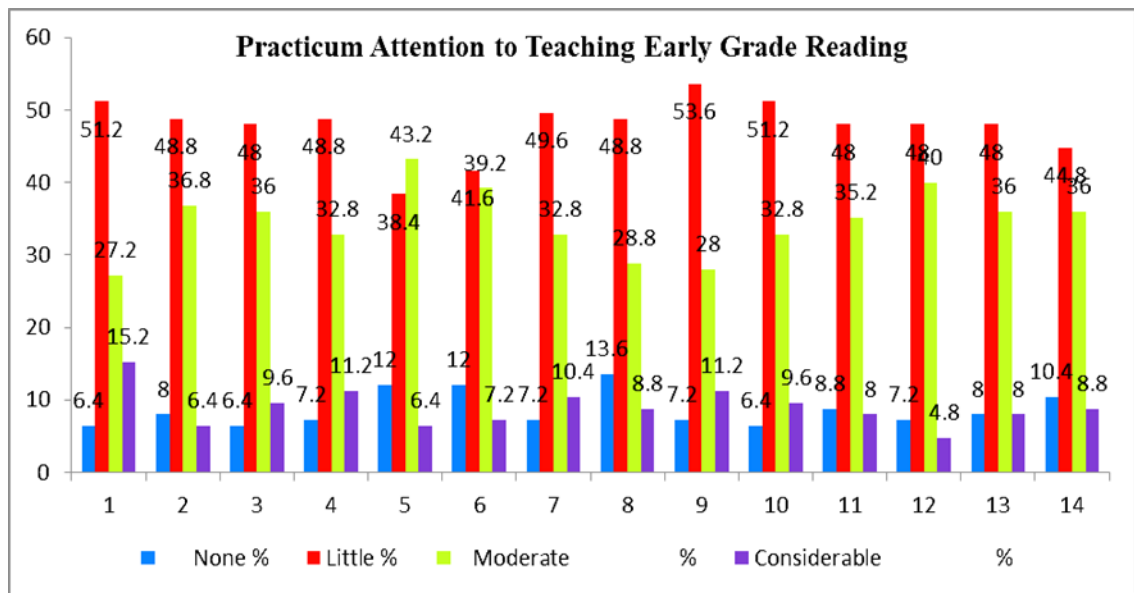


Figure 4: *Teacher preparation practicum attention to teaching early grade reading*

Table 3 (see Appendix 4) and the graph above show English teachers' response on teacher preparation practicum attention to activities related to teaching early grade reading. When teaching phonemic awareness instruction techniques are considered, (64) 51.2% of participant teachers responded that the teacher preparation practicum paid little attention. Though it can be understood that practicum of teacher preparation paid attention to teaching phonemic awareness as one of the foundational skills of

early grade reading, it designated certain period in a course for teaching phonemic awareness.

In relation to teaching how to use phonics skills to figure out unfamiliar words, (61) 48.8% of English teachers said teacher preparation practicum paid little attention to teaching how to use phonics skills to sound out unfamiliar words. Likewise, (60) 48% of participant English teachers reported that teacher preparation practicum paid little attention to teaching phonics in a systematic way with a series of skills and activities. Another point raised in relation to teaching phonics was teaching children to recognize and name letters. Here, (61) 48.8% of participant English teachers said teaching children to recognize and name letters got little attention in teacher preparation practicum.

The participant English teachers were also asked to rate the extent to which teacher preparation practicum paid attention to vocabulary teaching strategies in early grade reading. In this regard, (61) 48.8% of participant teachers said teacher preparation practicum paid little attention to using a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition. Whereas, (54) 43.2% of participant teachers responded that identifying the words in a text that children do not know and using their background knowledge to help them figure out word meanings got moderate attention in teacher preparation field experiences. Teaching vocabulary teaching strategies as part of early grade reading was treated in certain tasks of a teacher preparation practicum.

Teaching teachers of early grades the strategies they would employ to help children develop reading fluency was another component of reading to which attention paid by teacher preparation practicum was considered. In relation to this, (64) 51.2% of participant English teachers said having children repeatedly read the same text aloud to improve their speed, accuracy, and expression got little attention in teacher preparation practicum. Similarly, (60) 48% of English teachers reported that little attention was paid to teaching children using both fiction and textbook reading materials in practical aspects of teacher preparation. In addition, making instructional decisions based on assessments of children's oral reading fluency, (52) 41.6% of

participant English teachers reported that it was given little attention in teacher preparation practicum. It can be learnt from the results that the strategies of teaching reading fluency were given little attention in teacher preparation practicum.

English teachers are trained on teaching reading comprehension strategies. With regard to this, participant English teachers were asked to rate the extent of attention paid to reading comprehension strategies in teacher preparation practicum. (62) 49.6% of participant English teachers responded that little attention was paid to teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas in teacher preparation practicum. Also (60) 48% of primary school English teachers said that little attention was given to teaching children to monitor how well they understand what they read and correct the problems as they occur in teacher preparation practicum.

Teacher preparation practicum provides opportunities for prospective teachers to observe, discuss, practice and reflect on using variety of teaching strategies. (60) 48% of participant English teachers responded that teacher preparation practicum paid little attention to using a variety of teaching strategies to teach early reading. Another was whether teacher preparation practicum paid attention to observing, discussing, practicing and reflecting on using textbooks, teacher's guide and other age appropriate supplementary readers. (60) 48% of participant English teachers said little attention was given to using textbooks, teacher's guide and age appropriate supplementary readers.

Making appropriate teaching aids for teaching early grade reading and creating rich literacy environment are important things to enhance children's learning to read. In this regard, (56) 44.8% of participant English teachers replied that teacher preparation practicum placed little attention on making teaching aids and creating rich literacy environment to support learning to read. Again, (60) 48% of the teachers responded that little attention was paid to participating in, practicing and reflecting on assessing children's progress in acquiring reading skills. That is, teacher preparation practicum paid little attention to using a variety of teaching strategies to teach early reading,

using textbooks, teacher’s guide and age appropriate supplementary readers, making teaching aids and creating rich literacy environment and assessing children’s progress in acquiring reading skills in few tasks of a practicum. It is also evident from the mean scores of teachers’ responses (overall mean=1.43) that teaching early grade reading got little attention of teacher preparation practicum.

4.5 Feelings of Preparedness

The way teachers feel ready to do what they have known is as important as the knowledge and skills they gained. To explore the English teachers’ perception of preparedness to teach early grade reading, 14 items questionnaire of four scales from not at all prepared to adequately prepared adapted from (Salinger et. al 2010).

Table 4: Teachers’ feelings of preparedness to teach early grade reading (see appendix 5)

Table 4 (Appendix 5) and the graph below summarize the results.

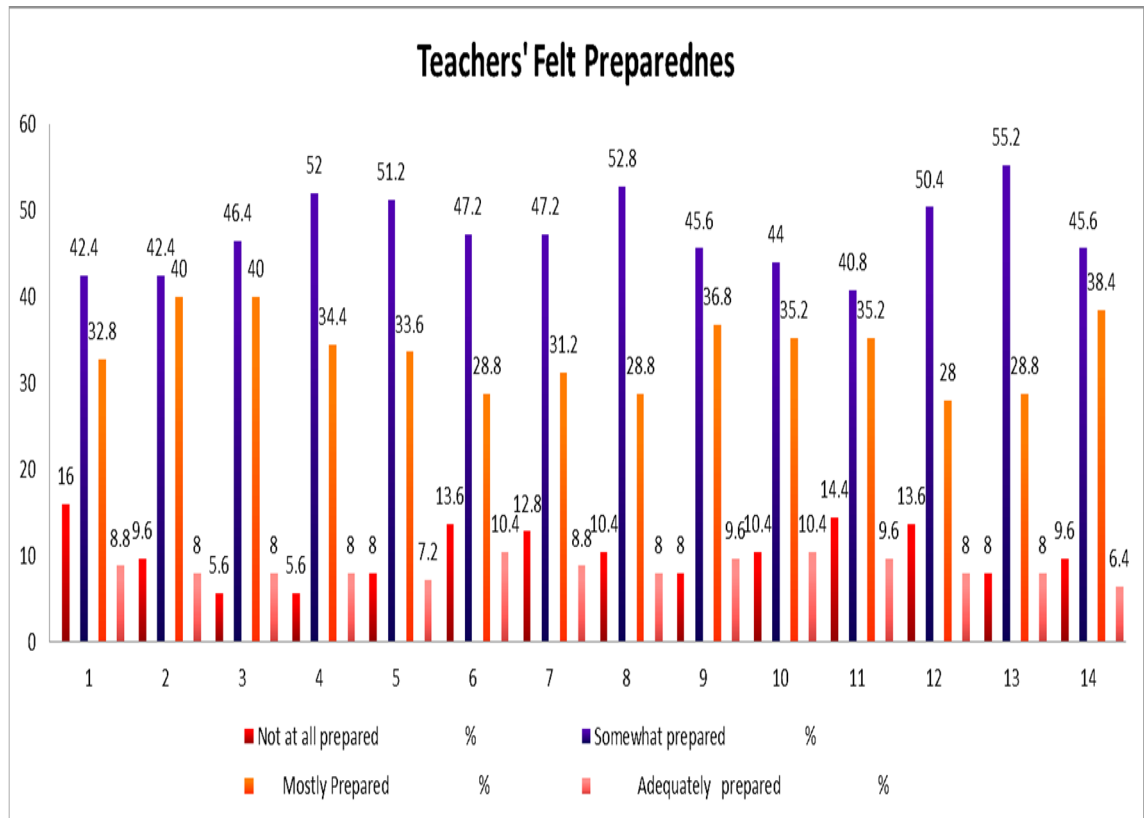


Figure 5: Teachers’ feelings of preparedness to teach early grade reading

Table 4 (see Appendix 5) and the graph above (Figure 5) indicate that English teachers have reported that they felt somewhat prepared to teach early grade reading. Specifically, teaching phonemic awareness- to identify, isolate, separate, blend and manipulate sounds in spoken words, (53) 42.4% of participant English teachers said they were somewhat prepared to teach phonemic awareness. That is, the participant English teachers were not completely sure how to use these activities with students in all early grades and at all reading levels.

Teachers' feelings of preparedness to teach phonics in a systematic way with a series of skills and activities was rated by participant English teachers. (66) 52.1% of participant English teachers felt somewhat prepared to teach phonics in a systematic way with a series of skills and activities. Participant English teachers (53) 42.4% also replied that they were somewhat prepared to teach children to use phonics skills to figure out how to pronounce unfamiliar words. In addition, (57) 45.6% of participant English teachers said that they felt somewhat prepared to teach children to recognize letters and name them.

As an essential component of teaching early grade reading, English teachers were also asked to rate how prepared they felt to teach vocabulary. (65)52% of participant primary school English teachers replied that they felt somewhat prepared to use a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition. Likewise, (64) 51.2% of them replied to teaching children to identify the words in a text that children do not know and using their background knowledge to help them figure out word meanings as they felt somewhat prepared to teach. These results show that the teachers were not completely sure how to use these activities with students in all early grades and at all reading levels.

Another component of early grade reading instruction that participant English teachers were asked to express their feeling of preparedness was reading fluency. In relation to this, (55) 44% of the teachers replied that they felt somewhat prepared to have children repeatedly read the same text aloud to improve their speed, accuracy, and expression. Similarly, (59) 47.2% of primary school English teachers responded

that they felt somewhat prepared to make instructional decisions based on assessments of children's oral reading fluency. Thus, it can be understood that the teachers were not completely sure how to use oral reading fluency development strategies with students in all early grades and at all reading levels.

Participant English teachers were also asked to express their felt preparedness to teach reading comprehension in the early grades. With regard to teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas, (59) 47.2% of the teachers replied that they felt somewhat prepared. Moreover, (58) 46.4% of the teachers answered that they felt somewhat prepared to teach children to monitor how well they understand what they read and correct the problems as they occur. The results indicate that participant English teachers were not completely sure how to use reading comprehension strategies with students in all early grades and at all reading levels.

Participant English teachers were also asked whether they were prepared to employ variety of instructional strategies while teaching early grade reading. In this regard, (69) 55.2% of teachers felt somewhat prepared to use a variety of teaching strategies to teach early reading. For teaching reading using textbooks, teacher's guide and other age appropriate supplementary readers, (51) 40.8% of participant primary school English teachers said they felt somewhat prepared. Also, (57) 45.6 % of participant English teachers responded that they felt somewhat prepared to make teaching aids and create rich literacy environment for teaching early grade reading.

With regard to assessment of students' progress of learning to read, (63) 50.4% of participant English teachers responded that they felt mostly prepared. These results show that the teachers were not completely sure how to employ various instructional strategies of teaching early grade reading. It is also confirmed in the mean score of teachers' responses (overall mean=1.50) that the teachers felt somewhat prepared to teach early grade reading.

4.6. The Analysis and Results of Focus Group Discussions

Two focus group discussions were held with 16 English teachers in two randomly selected public primary schools. The purpose of group interviews was to obtain public primary school English teachers' opinions on teacher preparation emphasis placed on teaching early grade reading. The first focus group discussion was conducted with nine teachers while the second one involved seven teachers. The discussions were held during teachers' off time not to disrupt their regular teaching and related duties. Their opinions have been transcribed, translated into English, coded using grounded theory techniques and discussed as follows based on the categories identified from participants' responses to the seven questions.

4.6.1 Teacher Preparation Emphasis

The first question was, (Q1.) *To what extent did the aspects (the coursework and field experiences) of teacher preparation emphasize the teaching of essential components of early grade reading? (Phonemic awareness, phonics, vocabulary, fluency and comprehension)* In response, the participant public primary school English teachers explain that both coursework and practicum did not place adequate attention on teaching the foundational reading skills. For example, [DIP2] said, "We dealt with these issues in a course. There was little attention paid to teaching reading in early grades in association with speech sounds; teacher preparation was insufficient." The response of participant teacher assures that teaching reading in Ethiopian early grades English classrooms in association with speech sounds got little attention of teacher preparation. Though there was certain amount of time designated for teaching the foundational skills of early reading in a college course, it was reportedly insufficient to make the teachers able to do an effective teaching.

Moreover, participant English teachers also indicated that college teacher preparation failed to align with what the young learners learn in Ethiopian early grades. In this regard, one of the participants has to say, "To some extent it gave attention to teaching reading skills. However, what we are teaching now does not align with what we studied in college" [D2P1]. It can be learnt from this response that primary school

English teachers did not learn what they would teach. So that college teacher preparation could not make the teachers fit for the purpose.

As a result of deficient teacher preparation in colleges, the participant English teachers also lack the knowledge and practical experience of teaching early grade reading, especially in association with speech sounds. For instance, [D2P2] expresses this as, “We do not have the knowledge and experience about teaching early reading in association with sounds. College teacher preparation was deficient in this regard”. This finding also confirms what has been reported in (Eba, 2014; Gemechis, 2014; Tesfaye, 2014).

Little teacher preparation emphasis placed on teaching reading in early grades has made English teachers find teaching reading in association with speech sounds a strange experience. This is well evidenced in the response of one respondent as, “Teaching basic reading in association with sounds is strange both for teachers and students. We did not learn how to teach forming words by sequencing or combining speech sounds like consonants and vowels” [D2P3]. Teachers teach early literacy with inadequate preparation; it is now a new experience for them to teach the manipulation of sounds to enable the children to recognize unfamiliar words. Teacher preparation emphasis placed on teaching early grade reading has two aspects: coursework and practicum.

The extent of the contribution of courses taken and field experiences of teacher preparation in terms of helping English teachers are prepared to teach reading in early grades was addressed in (Q2.) *To what extent do you think the courses you have taken on teaching reading and your field experiences helped you be prepared to teach reading at early grades?* Teachers’ responses in relation to courses and field experiences have been presented as follows.

4.6.2 Coursework Emphasis

One of the aspects of teacher preparation is the coursework in which the prospective teachers learn the theories, principles and techniques and practice in the micro-teaching and peer-teaching. With regard to coursework emphasis on early grade

reading instruction, teacher preparation was reported to be deficient. For instance, “Coursework emphasis was not sufficient to be able to teach young learners. We took these issues in a course. It did not pay explicit attention to teaching speech sounds in association with learning to read” [D2P2]. As can be understood from this response, there was limited teacher preparation coursework emphasis on teaching early grade reading, so that it was insufficient to enable English teachers to teach young learners how to learn to read with explicit attention to speech sounds.

4.6.3 Practicum Attention

Practicum or field experiences enable the prospective teachers to connect the knowledge gained through coursework to the actual classroom contexts. In here, the trainee teachers observe, plan, teach, reflect and benefit from the feedback, so that the prospective teachers become familiar with the school environment, the learners and the resources. In relation to teacher preparation practicum attention to teaching early grade reading, the participant teachers report that it paid little attention. For example, “Practicum was about school observation, classroom observation, classroom management, yet it did not have any direct relation with teaching reading skill in particular” [D2P7].

English teachers’ responses also confirm that teacher preparation practicum did not pay any attention to specific language skills instruction though there was little emphasis on teaching early reading in the college teacher preparation coursework. [D2P5] has to say, “We went out to different schools where we did observation and practical teaching. It had no focus on specific language skills instruction. We dealt with teaching reading as a unit in a course. However, we knew nothing about basic issues like phoneme manipulation, recognizing letter-sound correspondence, etc.”

Moreover, the teachers’ responses witnessed that more attention of teacher preparation practicum was on three phases approach to reading lessons than the basic reading skills. The response of [D1P6], “We went to different schools for observation; more attention was on pre-reading, while-reading and post- reading than on basic issues like sounds and letters,” indicates that the foundational reading skills got little

attention. The participants of group interviews also state that teacher preparation practicum did not allow them to practice what they learnt in the coursework. For instance, [DIP9] explains that field experiences did not help the trainee teachers link the theory and practice as, “What we learnt in the coursework was not considered in the practicum; the mentors themselves emphasize much on classroom management, not on the content we teach.”

4.6.4 Practical Activities

English teachers perform different activities in the process of teacher preparation, such as lesson planning, teaching, assessing, using assessment information to adjust teaching, reflecting, getting feedback and working for further improvement. In this regard, participant English teachers were asked, (Q3.) *To what extent were the activities you performed during coursework and field experiences related to teaching early grade reading? (E.g. Planning, teaching, reflecting and getting feedback on early grade reading instruction / assessing, providing feedback and using assessment data to adjust your teaching).* In response the teachers report that there were certain attempts of planning lessons and presenting though not satisfactory. One of the participants says, “We were given a sample lesson; we prepared our own and presented it. Though we got feedback from the educator, it was not satisfactory” [DIP6].

The participant English teachers also state that they got the opportunities to prepare lesson plans with the assistance of the mentors, but their experiences lacked depth because of limited time allotted for practice. [DIP5] for instance explains this as, “We prepared lesson plan in consultation with the mentors. For the time allotted to practical teaching was short, we did not practice it in-depth.” In some experiences the teachers report that they got the opportunities to prepare tests and do the assessment ,but their experiences were not accompanied by the feedback from the tutor or the mentor as how appropriate the tests were and how to use the data for further improvement of instruction and students’ learning. A response from participant teacher explains this as, “We prepared lesson plan in collaboration with a mentor; we

prepared tests on contents that were not covered by the school teacher and assessed, but no feedback” [D2P1].

4.6.5 Preparing teaching aids and creating literacy rich environment

Teacher preparation attention to preparing and using appropriate teaching aids can especially support early grade students’ efforts of learning to read. Teaching teachers to create literacy rich environment would enhance the literacy learning of children from poor literacy backgrounds. In relation to this teachers were asked, (Q4.) *Have you learnt and practiced how to prepare teaching aids and create literacy rich environment to teach early grade reading? (Would you give examples of what you did?)*. In response [D1P2] says, “We learnt the importance of teaching aids.” However, teacher preparation coursework and practica did not give the teachers the opportunities to prepare teaching aids and create literate environment. For example, [D2P5] explains this as,

I believe that students’ understanding and retention of what they learn can be enhanced when attractive learning environment is created and appropriate teaching aids are used. For example, colors, games, etc. and bringing certain portable items can help effective teaching of language contents like nouns, adjectives, prepositions, free and bound morphemes. However, we got this understanding from our experiences and reading, not from college training.

The above response indicates that teachers have some understanding about the pedagogical importance of teaching aids and creating literacy rich environment from their experience and personal reading, but college teacher preparation did not accord due attention to teaching the trainee teachers how prepare and use appropriate teaching aids, and create literacy rich learning environment to help children from poor literacy backgrounds learn to learn.

4.6.6 Use of textbook and teacher’s guide

It is in the teacher preparation process that prospective teachers learn how to effectively use various educational resources including textbooks and teacher’s guide to enhance students’ learning. In relation to using textbook and teacher’s guide while

learning to teach reading at early grades, teachers were asked the question, (Q5.) *Have you been required to use student textbook and teacher's guide of grades while learning to teach early grade reading? (Do you remember any instances- Prepare lesson plan, prepare activities, test, and presentation?).* In reply to the question [D2P6] has to say, "Leave alone during college preparation, I did not get student textbook in the first year of my school teaching. I have recently known that there is a teacher's guide." This response shows that there was scarce teacher preparation experience of using textbook and teacher's guide, for instance, to prepare lesson plans, tests, micro-teaching or peer-teaching, etc.

Instead, English teachers explain that there was limited practice of using textbook and the use of teacher's guide was limited to getting script for listening skills practice. The response of one of the participants, "Yes, there was"; especially, when we went out for teaching practice. However, it was not in-depth; most of the time, we used teacher's guide to get listening script" [D1P2] confirms that Ethiopian primary school English teachers were inadequately trained to use student textbook and teacher's guide.

4.6.7 Tutor and Mentor support and feedback

The teacher educators or tutors in the colleges and the mentors in the practice schools play essential roles in the process of teacher preparation. The support and feedback prospective teachers obtain from them have been considered in (Q6.) *Have your teacher educators and mentors provided you with a variety of strategies to teach early grade reading? (Would you mention few of them?/ support and feedback received from them).* Teacher educators play a key role in the preparation of primary school English teachers to teach reading in early grade through coursework and practical activities. During practical learning of prospective teachers both tutors and mentors assist and guide the trainee teachers throughout their learning activities. In relation to the support and feedback they got from tutors and mentors, the participant English teachers say,

Both tutors and mentors gave us comments to improve what they observed as weakness. Some tutors and mentors were lenient; they did not support us. Instead they just eventually filled marks. Some of them did not give time bound tasks while correction was possible; some of them just focused on fault finding. While there were tutors and mentors who give all rounded feedback, there were others who visited randomly and gave negative comments [D1P6].

The tutors and mentors placed their focus on identifying weaknesses; some of them were lenient; the trainee teachers did not get timely feedback while improvement was possible; there was rare visit to prospective teachers' practice teaching followed by negative remarks.

Participant English teachers also report that tutors and mentors showed evaluative behavior and lacked professional integrity. One of the participants says, "Some of the tutors and mentors lacked integrity" [D2P3]. Teachers also explain that some of the tutors and mentors did not see what the trainee teachers do; tried to identify faults; did not respect prospective teachers' opinions and ultimately completed the evaluation without substantive knowledge and skill gain. For instance, [D2P6] says, "Teacher educators from the colleges used to identify our weaknesses and say improve this and that. Though their main duty was evaluating trainee teachers, most of the mentors did not look at what we were doing, they finally filled marks and sent to the college. Some of them did not take trainee teacher's opinions." The teachers' responses have shown that primary school English teachers are deficiently qualified because they gained limited knowledge and skills in the training. These findings are in comply with the results of Hagos (2013) that found out that the tutors and mentors failed to properly support the prospective teachers, and there is weak collaboration between teacher training colleges and cooperating schools.

4.6.8 Teachers' knowledge and practical experiences

As result of little teacher preparation coursework and practicum emphasis on teaching early grade reading, participant primary school English teachers witnessed that they possess inadequate knowledge and skills of teaching reading in early grades in association with foundational reading skills. It has been clearly indicated in the

responses of English teachers that teacher preparation coursework and practicum did not pay due attention to variety of literacy instruction strategies; there was little attention paid to planning lessons, teaching, reflecting and getting feedback, assessing students' progress and adjusting instruction, using student textbook and teacher's guide, preparing and using appropriate teaching aids, and creating literacy rich learning environment, and the teachers got limited tutors and mentors' support and feedback.

4.6.9 Limitations of Teacher Preparation

Finally, participant English teachers were asked to share the limitations they observed with teacher preparation as, **(Q7.)** *What were the limitations with the teacher preparation process and what should be done to improve in the light of teaching early grade reading?* Like any other human practices, teacher preparation programs may have their own strengths and limitations. In relation to the limitations, the participant English teachers say,

- *Teacher educators' focus on covering course content*
- *Sufficient time not allocated to practice, reflection and feedback*
- *Teacher educators do not value candidate teachers' experiences and opinions*
- *College-school link is not strong as it is expected to be*
- *What we learn in the college and what we teach at school are different; i.e., there is no curricular alignment between teacher training and primary school English syllabus*
- *Limited tutor & mentor support and feedback*
- *Limited practical experiences of planning, teaching, assessing, reflecting and adjusting instruction*
- *Lack of adequate training on how to use textbook and teacher's guide*
- *No practical training on preparing appropriate teaching aids and creating literacy rich learning environment to support children from poor literacy backgrounds*
- *Lack of professional integrity with some teacher educators- random visits during practice teaching; not providing feedback while*

corrections/improvements are possible, giving grades based on a single or two visits, negative overall remarks

What participant teachers reflected above are practically sound limitations. For instance, the teacher educators’ rush after covering course content; not allocating sufficient time for practice, reflection and feedback; poor coordination of college–school link, and lack of sound curricular alignment between teacher education and school curricula are the rigorous ones that call for practical responses. These results are in comply with the findings of (MOE, 2018; Desta, 2023). What teachers have suggested as the way forward has been part of (section 5.3).

4.6.10 Relationships among the Variables

This subsection presents the analysis of the relationships among the variables considered in this study by using Pearson’s correlations and multiple linear regressions.

4.6.10.1 Correlations among the Variables

The last research question was whether there exists statistically significant relationship among teacher preparation coursework emphasis, practicum, teachers’ feelings of preparedness, perceptions of the importance of essential components of early grade reading instruction and instructional practice of teaching early grade reading. Table 6 below shows the Pearson’s correlations (r).

Table 5:Correlations among the variables

Correlations							
	<i>coursework</i>		<i>Practicum</i>	<i>preparedness</i>	<i>practice</i>	<i>perceptions</i>	<i>knowledge</i>
<i>coursework emphasis</i>	Pearson Correlation	1	.714**	.612**	.656**	.480**	-.017
	Sig. (2-tailed)		.000	.000	.000	.000	.852
	N	125	125	125	125	125	125
<i>Practicum/field experience</i>	Pearson Correlation	.714**	1	.642**	.691**	.549**	.030
	Sig. (2-tailed)	.000		.000	.000	.000	.741

	<i>N</i>	125	125	125	125	125	125
<i>feelings of preparedness</i>	<i>Pearson Correlation</i>	.612**	.642**	1	.675**	.530**	-.019
	<i>Sig. (2-tailed)</i>	.000	.000		.000	.000	.833
	<i>N</i>	125	125	125	125	125	125
<i>instructional practice</i>	<i>Pearson Correlation</i>	.656**	.691**	.675**	1	.670**	-.028
	<i>Sig. (2-tailed)</i>	.000	.000	.000		.000	.756
	<i>N</i>	125	125	125	125	125	125
<i>perceptions of the importance of essential components</i>	<i>Pearson Correlation</i>	.480**	.549**	.530**	.670**	1	-.036
	<i>Sig. (2-tailed)</i>	.000	.000	.000	.000		.686
	<i>N</i>	125	125	125	125	125	125
<i>knowledge assessment test score</i>	<i>Pearson Correlation</i>	-.017	.030	-.019	-.028	-.036	1
	<i>Sig. (2-tailed)</i>	.852	.741	.833	.756	.686	
	<i>N</i>	125	125	125	125	125	125

***. Correlation is significant at the 0.01 level (2-tailed).*

There is a statistically significant, positive and strong relationship among teacher preparation coursework emphasis, practicum attention and teachers' feelings of preparedness to teach early grade reading. Teacher preparation coursework emphasis and practicum attention placed on teaching early grade reading are correlated at $r=.714$; $p<0.05$. Coursework emphasis on teaching early grade reading also has a statistically significant positive relationship with teachers' felt preparedness ($r=.612$; $p<0.05$). Teacher preparation coursework emphasis on teaching early grade reading is also strongly related to teachers' instructional practice of teaching early grade reading ($r=.656$; $p<0.05$). Moreover, teacher preparation coursework emphasis on early grade reading instruction has a statistically significant positive relationship with teachers' perceptions of the importance of essential components of early grade reading instruction ($r=.480$; $p<0.05$). When teacher preparation practicum attention to teaching early grade reading is considered, it has a statistically significant positive relationship with all other variables except teachers' knowledge of teaching early

grade reading. Particularly, it has stronger positive relationship with teachers' instructional practice of teaching early grade reading ($r=.691$; $p<0.05$).

Contrarily, teachers' knowledge of teaching early grade reading has statistically insignificant relationship with all other variables. This particular finding calls for further scrutiny. Teachers' feelings of preparedness to teach early grade reading also has a statistically significant positive relationship with all other variables but teachers' knowledge assessment test score. Mainly, teachers' felt preparedness has stronger positive relationship with their instructional practice of teaching early grade reading ($r=.675$; $p<0.05$). English teachers' instructional practice of teaching early grade reading is positively correlated with teacher preparation coursework emphasis, practicum attention, teachers' feelings of preparedness to teach, perceptions of the importance of essential components of early reading instruction ($p<0.05$), but statistically insignificant relationship with knowledge assessment scores. Furthermore, teachers' instructional practice of teaching early grade reading has stronger relationship with teacher's perceptions of the importance of essential components of early grade reading instruction ($r=.670$; $p<0.05$).

4.6.10.2 Predictive Relationship among Variables

Multiple linear regressions were run by making sure that the data meet the required assumptions. Table 7 below presents the regression results.

Table 6: The results of regression

<i>Model</i>	<i>Coefficients</i>			<i>T</i>	<i>Sig.</i>
	<i>Unstandardized Coefficients B</i>	<i>Std. Error</i>	<i>Standardized Coefficients Beta</i>		
<i>1 (Constant)</i>	<i>.814</i>	<i>.199</i>		<i>4.092</i>	<i>.000</i>
<i>coursework emphasis</i>	<i>.153</i>	<i>.066</i>	<i>.186</i>	<i>2.301</i>	<i>.023</i>
<i>practicum/ field experience</i>	<i>.184</i>	<i>.073</i>	<i>.213</i>	<i>2.512</i>	<i>.013</i>
<i>teachers' feelings of preparedness</i>	<i>.219</i>	<i>.066</i>	<i>.248</i>	<i>3.291</i>	<i>.001</i>
<i>teachers' perceptions of importance of five essential components</i>	<i>.192</i>	<i>.039</i>	<i>.327</i>	<i>4.899</i>	<i>.000</i>

<i>knowledge assessment</i>	<i>-.001</i>	<i>.002</i>	<i>-.013</i>	<i>-.241</i>	<i>.810</i>
<i>a. Dependent Variable: instructional practice</i>					

It has been attempted to find out the predictive relationship among teacher preparation coursework emphasis, practicum attention, feelings of preparedness, perceptions of the importance of essential components of early reading instruction, teachers' knowledge and instructional practice of teaching early grade reading. As it is presented in Table 7, an increase in teacher preparation coursework emphasis on teaching early grade reading results in 15.3% improvement in teachers' instructional practice at $p < 0.05$. In addition, an increase in teacher preparation practicum attention to teaching early grade reading explains 18.2% improvement in teachers' instructional practice of teaching early grade reading at $p < 0.05$. Moreover, change in teachers' feelings of preparedness has an impact of 21.9% improvement of teachers' practice of teaching early grade reading at $p < 0.05$.

Furthermore, change in teachers' perceptions of the importance of five essential components of early grade reading instruction leads to 19.2% of improvement in teachers' instructional practice of teaching early grade reading at $p < 0.05$. When teachers' knowledge of teaching early grade reading is considered, as the level of teachers' knowledge rises, there will be 0.1% change in instructional practice of teaching early grade reading at $p > 0.05$, statistically not significant. It can be understood from these results that teacher preparation coursework emphasis and practicum attention on teaching early grade reading, teachers' feelings of preparedness, teachers' perceptions of the importance of essential components but teachers' knowledge of early grade reading instruction can significantly predict the improvement in teachers' instructional practice of teaching early grade reading. Thus, the extent of teacher preparation attention paid to teaching early grade reading and subsequent feelings of preparedness to teach significantly predict effectiveness of instructional practice.

4.7 Knowledge of Teaching Early Grade Reading

Participant English teachers took knowledge assessment test of 40 multiple choice items on early grade reading instruction and the results of its analysis have been presented in Table 5 (Appendix 6) and the graph below.

Table 7: Knowledge Assessment Test Scores (See Appendix 6)

For the results of teachers’ knowledge assessment on early grade reading instruction (see Appendix 6). The graph below summarizes the results.

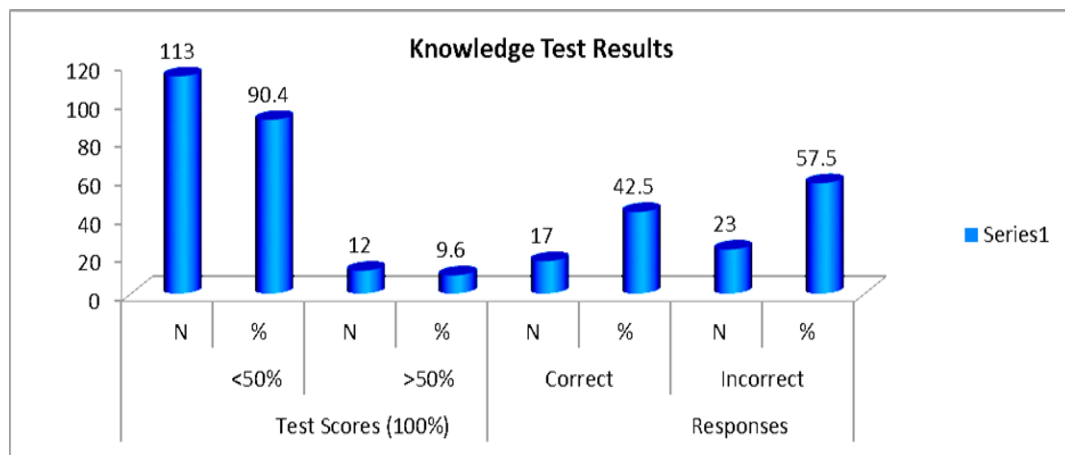


Figure 6: Knowledge Assessment Test Results

Knowledgeable teachers of reading, particularly those influential in early grades, have the potential to prevent reading failure with effective instruction (Moats, 1994; Snow et al., 1998). Public primary school English teachers’ knowledge of early grade reading was assessed by using a multiple choice items test. The knowledge test consisted of 40 multiple choice items focusing on teaching the foundational reading skills. Out of forty items on teachers’ knowledge test, only (17) 42.5% of the questions were answered correctly whereas the rest (23) 57.5 % of the questions on the teachers’ knowledge assessment test were answered incorrectly.

It has also been found out that (12) 9.6% of the participant public primary school English teachers scored 50% and above in the knowledge assessment test, while the rest (113) 90.4 % of the teachers scored below 50% in the knowledge assessment test.

The participant teachers' mean score on the knowledge test was 36.4. This shows that there is knowledge gap among public primary school English teachers about the essential components of early grade reading and teaching them in an integrated reading skills classroom. Teachers' knowledge assessment results have been presented in the graph below.

4.8. Teaching of Early Grade Reading

Assessing the practice of teaching early grade reading was one of the objectives of this study. To this end, ten lessons of two randomly selected grade one English teachers were observed by two trained observers using structured classroom observation checklist adapted from Nguyen (2013). The result of the observation data analysis has been presented in (Appendix B). Lesson observations were conducted from mid of March to mid of April in the academic year of 2022/23. The lessons of the last three units of grade one English were covered. During classroom observations, the observers reported that students did not have textbook in their hands, and the teachers were not guided by teacher's book (teacher's guide). The teachers also honestly told the observers that they skip some of the lessons which they hesitated to be able to teach.

4.8.1 Additional Trainings

On the way of finding out teachers' perceptions of their instructional practice of teaching early grade reading, teachers were asked whether they have taken any additional trainings on early grade reading instruction. Teachers' response has been presented in the Table below.

Table 8: Additional trainings on early grade reading instruction

	<i>N</i>	<i>%</i>
<i>Yes</i>	21	16.8
<i>No</i>	104	83.2
<i>Total</i>	125	100.0

As it is presented in the Table 8, 104 (83.2%) of English teachers have not taken any additional trainings on early grade reading instruction and assessment. The rest 21(16.8%) of teachers have taken some additional trainings on early grade reading instruction and assessment. These results show that English teachers in Ethiopian early grades are hardly given trainings on early grade reading instruction and assessment strategies.

4.8.2 Teachers' perceptions of the importance of critical components

The result of teachers' perceptions of the importance of foundational reading skills in teaching reading in early grades has been presented below.

Table 9: Teachers' perception of the importance of critical components of reading instruction

No	Items (N=125)	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
		N	%	N	%	N	%	N	%	
1	Phonemic awareness is one part of the five critical components in teaching students to read properly	30	24.0	70	56.0	18	14.4	7	5.6	1.98
2	Phonics is one of the five important components in teaching reading effectively for my students	34	27.2	66	52.8	15	12.0	10	8.0	2.07
3	Vocabulary is one of the five necessary components in effective teaching in reading for my students	24	19.2	71	56.8	19	15.2	11	8.8	1.86
4	Reading fluency is one of the five necessary strands of effective reading instruction for my students	30	24.0	64	51.2	25	20.0	6	4.8	1.94
5	Reading comprehension is one of the five important components of effective reading instruction	28	22.4	61	48.8	24	19.2	12	9.6	1.84
Overall										1.93
mean										

0= strongly disagree 1 = Disagree 2= Agree 3= strongly agree

As it has been presented in the Table above, the participant English teachers have positive perception about the importance of foundational reading skills in teaching

reading (48.8% to 56.8% of participant teachers has shown agreement). This indicates that most of English teachers agree that these five critical components are essential strands in teaching reading in Ethiopian lower grades. When compared to other foundational reading skills, greater number of English teachers showed agreement with the importance of teaching phonemic awareness (56.0%) and vocabulary (56.8%).

4.8. 3 Teachers’ Instructional Practice of Teaching Reading

Examining the instructional practice of teaching reading was one of the objectives of this study. To this, teachers filled a questionnaire of 35 items adapted from Nguyen (2013) and six teachers of grades one to three were interviewed. The data have been analyzed and presented in the tables that follow.

4.8 3.1 Phonemic Awareness Instruction

The results of English teachers’ instruction of teaching phonemic awareness in the early reading classrooms have been presented below.

Table 10: Teachers’ instruction of phonemic awareness

<i>N</i> <i>o.</i>	<i>Items</i> <i>(N=125)</i>	<i>Strongly</i> <i>agree</i>		<i>Agree</i>		<i>Disagree</i>		<i>Strongly Disagree</i>		<i>Mean</i>
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	
1	<i>teach my students to recognize individual sounds in words in small groups</i>	9	7.2	56	44.8	51	40.8	9	7.2	1.52
2	<i>teach my students to recognize common sounds in various words in small groups</i>	13	10.4	52	41.6	51	40.8	9	7.2	1.55
3	<i>teach my students to recognize words with odd sounds in a sequence in small groups regularly</i>	11	8.8	67	53.6	40	32.0	7	5.6	1.65
4	<i>teach my students to listen to separate sounds and combine those sounds to make new words in small groups</i>	16	12.8	66	52.8	39	31.2	4	3.2	1.75
5	<i>teach my students to separate words into their individual sounds in small</i>	15	12	6	4.8	39	31.2	1	0.8	1.64

<i>groups periodically</i>										
6	<i>teach my students to be able to add, delete, or substitute phonemes to make new words in small groups regularly</i>	15	12	55	44.0	44	35.2	11	8.8	1.59
7	<i>assess and record the growth of students in phonemic awareness development periodically</i>	10	8	5	41.	5	44.	7	5.6	1.52
	Overall mean			2	6	6	8			1.60

The results in Table 10 show that most of the participant teachers report that they use phonemic awareness instruction strategies from (55, 44%) to (67, 53.6%). However, the results have shown that teachers do not usually practice phonemic identity (51, 40.8%) and systematically assessing and recording students' learning progress (56, 44.8%).

4.8.3.2 Phonics Instruction

The results depicted in Table 10 below indicate English teachers' use of phonics instruction strategies in early grade reading classrooms.

Table 11: Teachers' use of phonics teaching strategies

<i>N</i>	<i>Items</i> (<i>N=125</i>)	<i>Strongly agree</i>		<i>Agree</i>		<i>Disagree</i>		<i>Strongly Disagree</i>		<i>Mean</i>
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	
1	<i>review with my students the relationship of letters and sounds in small groups</i>	13	10.4	47	37.6	58	46.4	7	5.6	1.52
2	<i>apply letter-sound knowledge with my students in small groups during daily reading practice</i>	12	9.6	50	40.0	55	44.0	8	6.4	1.52
3	<i>teach phonics along with word study instruction to my students</i>	16	12.8	48	38.4	48	38.4	13	10.4	1.53
4	<i>teach my students to look at words and recognize regular patterns and similarities in small groups periodically</i>	15	12.0	64	51.2	37	29.6	9	7.2	1.68
5	<i>teach my students to be able to use word recognition strategies in small groups during our daily reading</i>	16	12.8	59	47.2	43	34.4	7	5.6	1.67

<i>activities</i>											
6	teach my students consonants, short and long vowels, beginning and ending diagraphs, various blends, high frequency words, silent letters in words, and inflectional endings in words in small groups on a regular basis	13	10.4	60	48.0	44	35.2	8	6.4	1.62	
7	assess and record the progress of students in phonics periodically	12	9.6	57	45.6	44	35.2	12	9.6	1.55	
Overall										1.58	
mean											

Phonics instruction is most effective in leading to reading success when it is started early and taught systematically. This has strong and consistent research bases (NRP, 2000). The findings in Table 11 also show that the participant teachers' instructional practice involved some of phonics instruction strategies. The participant English teachers (64, 51.2%) said they teach to recognize regular patterns and similarities. Moreover, (60, 48%) of participant teachers said that they teach consonants, short and long vowels, beginning and ending diagraphs, various blends, high frequency words, silent letters in words, and inflectional endings in words in small groups. They also replied that they teach word recognition strategies (59, 47.2%) and systematically assess and record students' progress in phonics learning (57, 45.6%). However, participant English teachers did not practice reviewing letter-sound relationship (58, 46.4%); did not help students apply letter-sound knowledge in reading practice (55, 44%) and did not teach phonics in combination with word study instruction (48, 38.4%).

4.8.3.3 Vocabulary Instruction

The results depicted in the Table 12 below indicate English teachers' use vocabulary instruction strategies in early grade reading classrooms.

Table 12: Teachers' use of vocabulary instruction strategies

<i>N</i>	<i>Items</i>	<i>Strongly</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly</i>
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o	(N=125)	agree				Disagree				Mean
		N	%	N	%	N	%	N	%	
1	teach and engage my students in word learning and meaning of words in small groups on a daily basis	22	17.6	62	49.6	31	24.8	1	0.8	1.76
2	read to my students after the introduction of new words in the stories in small groups during my daily reading instructional practice	14	11.2	70	56.0	31	24.8	1	0.8	1.70
3	teach my students to use words that they have learned in small groups on a regular basis	12	9.6	70	56.0	36	28.8	7	5.6	1.69
4	use various active word walls for different subjects for my students to be engaged in learning and reviewing old and new words periodically	20	16.0	60	48.0	41	32.8	4	3.2	1.76
5	teach my students various word-attacking strategies for them to become independent word learners	16	12.8	72	57.6	35	28.0	2	1.6	1.81
6	teach my students word roots, prefixes, suffixes, word families, letters and words patterns in small groups on a daily basis	22	17.6	61	48.8	38	30.4	4	3.2	1.80
7	assess and record the progress of students in vocabulary acquisition on a regular basis	13	10.4	63	50.4	42	33.6	7	5.6	1.65
Overall mean										
1.73										

As presented in the Table 11, participant teachers (60, 48%) to (72, 57.8%) practice vocabulary instruction strategies. When compared to other vocabulary instruction strategies, greater number of participant teachers (72, 57.6%) said they teach various word-attack strategies followed by (70, 56%) of teachers said to practice reading to students after introducing new words in a story and making students use the words they have learnt.

4.8.3.4 Fluency Instruction

The results in Table 13 present English teachers' practice of fluency instruction in the early grade reading classrooms.

Table 13: Teachers' practice of teaching fluency

No	Items	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
		N	%	N	%	N	%	N	%	
	(N=125)									
1	spend at least 15-20 minutes daily to teach or model fluent reading to my students	14	11.2	64	51.2	39	31.2	8	6.4	1.67
2	read to all of my students daily in both whole and small groups	9	7.2	60	48.0	45	36.0	11	8.8	1.53
3	encourage repeated readings to my students by reading and rereading the same text more than twice on a regular basis	10	8.0	55	44.0	45	36.0	15	12.0	1.48
4	support my students in fluency by having them read with other fluent readers in the class on a regularly basis in small groups	12	9.6	52	41.6	46	36.8	15	12.0	1.48
5	make certain that my students read texts at their independent reading levels on a daily basis	12	9.6	56	44.8	48	38.4	9	7.2	1.56
6	require my students to use their listening skills in the classroom to enhance their skills in loud reading on a regular basis	11	8.8	58	46.4	48	38.4	8	6.4	1.57
7	assess and record the progress of students in reading fluency periodically	14	11.2	48	38.4	55	44.0	8	6.4	1.54
Overall mean										1.54

As has been displayed in the Table above, English teachers often use the strategies appropriate for children's reading fluency practice, which in turn leads to effective reading comprehension. Participant English teachers (52, 41.6 %) to (64, 51.2%) said they practice different fluency instruction strategies. However, (55, 44%) of

participant teachers said they did not often systematically assess and record students' progress of reading fluency development.

4.8.3. 5 Teaching Text Comprehension

Table 14 brings the results of English teachers' instruction of text comprehension strategies in the early reading classrooms.

Table 14: Teachers' instruction of text comprehension strategies

No	Items (N=125)	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
		N	%	N	%	N	%	N	%	
1	<i>Build background knowledge for my students by telling and discussing with them about the topics to be read prior to actual daily readings</i>	14	11.2	56	44.8	49	39.2	6	4.8	1.62
2	<i>use "connection to read-aloud" to help my students create mental images while they are listening to my daily readings</i>	13	10.4	61	48.8	44	35.2	7	5.6	1.64
3	<i>use "compare and contrast" to help my students to make connections of new things to be learned from their daily readings to what they already know</i>	15	12.0	61	48.8	41	32.8	8	6.4	1.66
4	<i>teach my students to make associations between themselves and the settings, authors, illustrators, characters, and various events in their daily readings in small group</i>	14	11.2	58	46.4	47	37.6	6	4.8	1.64
5	<i>engage in brief discussions and questions with answers throughout the daily readings with both whole and small groups</i>	17	13.6	66	52.8	39	31.2	3	2.4	1.77

6	<i>teach my students on how to summarize their understanding of texts in their daily readings by both oral presentations to whole and small groups within the class</i>	15	12.0	70	56.0	36	28.8	4	3.2	1.76
7	<i>assess and record the growth in reading comprehension of my students on a regular basis</i>	12	9.6	58	46.4	48	38.4	7	5.6	1.60
										1.67
Overall mean										

The findings in Table 14 indicate that participant teachers said they teach comprehension strategies (58, 46.4%) to (70, 56 %). Compared to the other comprehension strategies, teachers said they practiced summarizing their understanding of texts better (70, 56%) followed by engaging students in discussions and questions (66, 52. 8%).

4.9 Analysis and Results of Classroom Observations

In order to find a complete answer to the fifth research question, in addition to the data on instructional practice of teaching early grade reading collected through questionnaire, ten lessons of each of the six English teachers of grades one to three (1-3) in two randomly selected public primary schools of Hawassa City Administration, a total of 60 lessons have been observed with video-recording from the last week of February to the mid of May, 2023, the second semester. The lessons recorded have been transcribed and analyzed in this section. For some longer transcriptions, an excerpt has been taken for convenience and the whole lesson is cross-referenced. The lessons of grade one have been analyzed and discussed below.

4.9.1 Lesson Observations: Grade One

Here, the sample lessons of grade one of two teachers (T1 & T2) have been discussed. The classroom observations focused on teaching reading in early grades (grades 1-3) with emphasis on the foundational reading skills. For example, the lesson excerpt

below requires the learners to associate the sounds and the letters, phonics (see details in Appendices D-1 & D-2).

Phonics

Excerpt 1: S1G1 Lesson V

T: Wrote (sounds of) the letters of c, f, h, r, s and w

Activity1: Listen and Match the sounds and letters c, f, h, r, s and w

Sounds	words
<i>c</i>	<i>cup</i>
<i>f</i>	<i>football</i>
<i>h</i>	<i>hero</i>
<i>r</i>	<i>runner</i>
<i>s</i>	<i>seesaw</i>
<i>w</i>	<i>window</i>

The teacher started this lesson by cleaning the blackboard. Then he wrote the activity in which the students were required to identify the initial sounds (onsets) of the words that is technically known as phoneme isolation-ability to recognize the initial, medial and final sounds in different words. However, the teacher did not write the sounds but the letters under sounds column. Meanwhile the teacher recalled the previous lesson (see Appendix D-1 S1G1 Lesson V). Back to the lesson of the day, the teacher did the activity with students as,

T: sounds ማለት ድምፆች ማለት ነጩ፤ letters ማለት ፊደላት ማለት ነጩ። እነዚህ ፊደላት የራሳቸው የሆኑ ድምፅ አላቸው።

Pointed to the letters

SS: said the letters

T: አንቺ እስቲ ሞክሪ /let you try (pointing to a girl); pointed to an 'f' /ef/

S: said 'h'

T: sounds እንግዲህ ድምፆች ናቸው።

Pointed to 'c' and said ይህች ምንድን ነች?

SS: C

T: እዚህ ቃል ውስጥ ይህን ፊደል አለች? /Is this letter (c) found in the word ‘cup’?
(Pointing to ‘cup’)

SS: አዎ/yes

T: የቱ ጋ? / Where?

SS: መጀመሪያ ላይ/ in the beginning

T: ኳስ ተጫዋቶ ላሸነፈ ቡድን ምን ይሸለማል? / What is awarded to a team that won a football match?

SS: ዋንጫ/ cup

T: ዋንጫ ‘cup’ ነው። በህፈራችሁ ኳስ የሚጫወቱ ልጆች አሉ? / are there children who play football in your village?

SS: አሉ/ yes there are.

T: በምናቸው ነዉ የሚጫወቱት በእጃቸው ነዉ በእግራቸው ነዉ? / What do they play it with, their hands or feet?

SS: በእግራቸው/ with their feet.

T: ‘foot’ ማለት እግር ፤ ‘ball’ ማለት ኳስ ነዉ ። ስለዚህ ‘football’ ማለት የእግር ኳስ ማለት ነዉ።

T: hero በሉ/ say hero.

SS: hero

T: ‘Hero’ ማለት ጀግና ፤ ጀግና በጦር ሜዳ፤ በሩጫ ወዘተ አለ።

Run in the classroom like jogging; asked ‘ምን እያደረግኩ ነዉ? /what am I doing?

SS: እየሮጥክ/ running

T: runner

SS: runner

T: ‘runner’ ምንድን ነዉ? / What is runner?

SS: ሩጫ/ race

T: የሚሮጥ ሰዉ/ a person who runs

SS: ሯጭ/ runner

The teacher gave a good explanation that sounds stand for the letters which we use for writing; so that the children understand the letters are represented by speech sounds in oral language. However, the teacher did not have the knowledge of phonetic representation (phoneme/s stand for letters) of the letters; consequently, he did not model the sounds as /c-k or s/, /f-fi/, /h-hi/, /r/, /s/ & /w/. Moreover, the teacher did

not correct the girl who read an ‘f’ as ‘h’, where immediate feedback was needed. The students did not get any opportunity to practice the sounds because of teacher’s deficiency in the area. This deficiency negatively influences students’ ability to use phonics skills to decode unfamiliar words, and affects reading fluency development that is strongly associated with comprehension.

The teacher was also observed teaching the children to recognize the sounds of English letters such as b, h, d, w, g, m & r, but the teacher was not saying anything about sounds of the letters though he was prescribed by the textbook. In the middle of the lesson the teacher tried to recall the previous lesson, but very little. The lesson clearly shows that the teacher was not saying anything about the sounds (*see details in Appendix D-1*)

Phonics

Excerpt 2: S1G1 Lesson VII

T: wrote Activity 1: Read the following sounds of letters b, h, d, w, g, m & r

እሺ የዛሬውን ትምህርት ከመጀመራችን በፊት የትናንትናውን የሚያስታውስ?

SS: car, window

T: እስቲ እነዚህን ፊደላት ተመልከቱ (pointing to b, h, d, w)

እነዚህ (?) ፊደላት በሏቸው

SS: b, h, d, w...

T: እነዚህ ፊደላት capital ወይስ small ናቸው?

SS: small

T: አሁን ደግሞ እነዚህ (?) በሏቸው (pointing to the letters b, h, d, g, w, m & r)

Encouraged students to come out and read the letters

S: a girl came out & found the letters g & h difficult to read

T: አንቺ ነይ እስቲ (pointing to another girl) ድምጻሽን ከፍ አድርገሽ በየቸው

S: came out, but could not recognize the letters b, d & h

T: እስቲ ‘ሺማ’ (to mean the little one in Sidama) አንቺ ወጪ

S: the little girl came out and read most of the letters correctly, but did not recognize the letter m

T: አንቺስ አትሞክሪም? (Pointing to another girl)

S: came out and said the letters b, r, & w correctly

T: እንቺ አትሞክሪም? (Pointing to the big girl)

S: sat quiet

T: invited another girl

S: the girl came out, but did not say anyone of the letters; couldn't differentiate between m & w

T: እንቺ ጩጩ ሞክሪ (another little girl)

S: did not say any letter

T: እንድም ፈጽላ ቢሆን የሚትችይውን ሞክሪ (encouraged)

S: stood quiet

T: please try (pointing to a boy)

S: came out and read only r & w

T: wrote the letters b, d, g, m, w, r, h on the board

እነዚህን ፈጽላት መለየት ከቢደቶቻል አይደል? SS: አዎ

T: ደግመንም እናያለን እሺ? SS: እሺ

The teacher did not model the sounds of letters, and the students did not get anything more than the letters on English alphabet. Though the teacher did not teach the sounds of letters as prescribed in the textbook, he was trying to encourage students to actively take part in the lesson by calling names, for example. This particular lesson excerpt clearly indicates that English teacher lacks the knowledge and skills of presenting early grade reading. Moreover, in relation to teaching phonemic awareness, one of the essential components of early grade reading instruction, the teachers were somehow employing the techniques of segmenting and blending the phonemes or letters in words. However, limitations were also observable with the teacher's techniques and procedures. For instance, the excerpt below presents how the teacher taught the phoneme blending activity (*Appendix D-1*).

Phoneme Blending

Excerpt 3: S1G1 Lesson VIII

T: Wrote Activity 2: blend and read the spelling of the following words.

Example: 1. b-r-a-v-e -----brave

እነዚህን ፊደላት አራርቃችሁ ትጽፋላችሁ ከዚያም አቀራርቦ መጻፍ

b r a v e
h e r o
w i n n e r
r u n n e r

SS: copied the activity

T: እሺ ፊደሎቹን አንድ በአንድ አንብቧልን

S: b-r-a-v? -e [could not recognize the letter v] no teacher support

T: pointed to a little girl and said ነይ ሞከሪ

S: came out and wrote the word 'hero'; said out the letters as h-e-r-o, but could not the word

T: ሌላ

S: came out & wrote 'winner'

T: ታንብልናለሽ ፊደሎቹን?

S: w-i-n-n-e-y[r]? [Read 'r' as 'y']

T: አይደለም እሱ 'y' አይደለም

ትጽፍያለሽ? (Calling on another girl)

S: አዎን came out & wrote 'runner'; said out the letters as r-u-n-n-e-r (correctly), but did not read the word 'runner'

T: እሱት እናንተ በሉ

SS: read as [runar] as (ሩነር)

T: ዛሬ ወጥቶ አንብቦ የማያወቅ ተማሪ አስወጣለሁ፤ ተመስገን ና ወጣና ከአራቱ አንዱን መርጠህ አንብቧልን

Today I invite a student who has not come out & read; Temesgen come out & read one of the four

S: came out, but stood quiet by the blackboard

T: እሱት ከኋላ የሚታወራው ልጅ ና (calling on a boy)

S: came out, but could say nothing

In this lesson the teacher wrote the activity as shown above and reviewed the previous lesson for a while (See details Appendix D-1 SIGI Lesson VIII). It is good to involve students in the activity by making them write on the chalkboard. However, at this grade level children need the teacher to serve as a model. In this, the teacher did not

do a case as an example and failed to model the pronunciation of the words. The teacher in this particular lesson failed to provide immediate prompt and feedback when students find things difficult to attempt or have fear to be dealt with. For example, a girl read the letter ‘r’ as ‘y’ in the word ‘winner’ though he said, “አይደለም እሱ ‘y’ አይደለም” ; another girl failed to recognize the letter ‘v’ in the word ‘brave’; a little girl also did not read the word ‘hero’; the class read the word ‘runner’ as /rүнәr/, and the other boys came out , but said nothing. It is, therefore, understood from these instances that the teacher was not procedurally able to deal with students’ difficulties. Here, the teacher could not serve as the resource person for students who struggle to read words, and his deficiency practically contributes to poor literacy learning.

Similarly, the lessons observed involved the segmenting activities of phonemic awareness instruction. Though the teacher attempted to teach and assess the students on segmenting the letters/ sounds in the words and encouraged them to be actively involved in the activity, she did not show the phoneme segmenting and phonetic representation of the letters that made the words in hand. Lesson (X) in (*Appendix D-2 S2G1*) confirms this as,

Phoneme Segmenting

Excerpt 4: S2G1 Lesson X

T: አሁን ደግሞ እነዚህ [?] ትርጉም ያላቸዉ ቃላት [referring to the words written] ትነግጥላላችሁ፤ በምሳሌዉ መሰረት ሥሩት።

የትናንትናዉ ማጣመር ሲሆን የዛሬዉ ደግሞ መነጣጠል ነዉ (segmenting)

Did number 1 as an example: hot → h-o-t

Walked around while the students were doing the activity

Checked the attempts of few students; asked students to come out one-by-one to segment & read out the words

S: cold----c-o-l-d cold

T: good

S: sunny----s-u-n-n-y sunny

T: በጣም ጥሩ/ very good

S: rain----r-a-i-n rain

T: አንድ የቀረዉ

S: cloud-----c-l-o-u-d

T: አሁን ከኔ ጋር ትላላችሁ [read the words]

SS: repeated after her

T: አሁን ደግሞ እዚህ እየመጣችሁ ታኅሳሳችሁ/ now you come here and read/

SS: few students came out to read, but struggled with most of the words

A good thing with this particular lesson is that the teacher gave an example as to how the activity would be done. However, the teacher modeled the words' pronunciation after students' attempts. As it can be seen in the lesson excerpt above, the teacher did not help the students recognize the /k/ sound in the words 'cold' and 'cloud', and the /ʌ/ sound of the letter 'u' in the word 'sunny'. Overall, the lessons observed have not shown any evidence of using phonemic awareness instruction strategies such as phoneme identity, recognizing and creating rhyming words, phoneme addition, phoneme deletion, phoneme substitution, etc.

Attempts have also been made to consider the teaching of phonics in early grades reading classrooms. In this effort it has been checked whether the English teachers employ variety of instructional techniques in association with activities and skills. The phoneme- grapheme relationship that enhances the ability to recognize unfamiliar words is taught by using phoneme- picture- word associations (*see Appendix D-1*).

Phonics: match sounds, pictures and words

Excerpt 5: SIG1 Lesson VI

T: wrote Activity 2: Listen and write the names of pictures

<u>Sounds of Letters</u>	<u>Pictures</u>	<u>words</u>
<i>c</i>	<i>drew pictures</i>	<i>car</i>
<i>f</i>		<i>flower</i>
<i>h</i>		<i>hen</i>
<i>r</i>		<i>rat</i>
<i>s</i>		<i>sun</i>
<i>w</i>		<i>window</i>

SS: copied the activity

T: አሁን ደግሞ እዚህ እየመጣችሁ ቃላቱን ትጽፋላችሁ/ now you come here & write the words/

SS: came out and tried to write the words against each sound and picture one after another

T: encouraged to come out and supported with writing the words

S: A girl came out and wrote the word rabbit for rat because the picture seemed rabbit

T: called on another student

S: came out and wrote rat

T: አሁን ደግሞ አንድ በአንድ ታኅሳሥህ /now you come here one after another & read/

SS: came out, said out the letters as (e.g. r-a-t rat) and read the words; struggled with most of the words

T: pointed to each of the words.

SS: read the words

In the above lesson excerpt the teacher did not say anything about the sounds of letters such as /k/, /f/, /h/, /t/, /s/, & /w/. Instead he treated them as /kei/, /ef/, /eitʃ/, /a:/, /eis/ & /dʌbəlʃʊ/. As a strategy the lesson was presented in phoneme/sound- picture –word association, so that the students can be assisted by the context created by the pictures to identify the word and associate the sounds with the initial letters of the words. The teacher tried to ensure active involvement of students in the activity, but the pictures were not clear to represent the words. That is why a girl wrote rabbit for the rat. There was little teacher prompt when students struggled to read the words. Above all, the teacher could not explicitly teach the letter- sound relationship as it was intended in the activity.

Some of the observed lessons show that teachers do not follow the procedures indicated in the activities. Such deviation is somehow attributed to teachers' inadequate knowledge of phonological bases of early grade reading and limitations in skills of instruction. For example, it is possible to clearly see the deficiency in the lesson excerpt below (*see Appendix D-2*).

Phonics

Excerpt 6: S2 G1 Lesson VI

T: started writing

Activity 1: Listen and repeat the sounds of the letters c, d, g, h, & o

Letters	as in the words	pictures
<i>c</i>	<i>cow</i>	<i>Students were required to draw pictures</i>
<i>d</i>	<i>dog</i>	
<i>g</i>	<i>goat</i>	
<i>h</i>	<i>horse</i>	
<i>o</i>	<i>ox</i>	

SS: *came out & drew pictures as much as they could*

T: *Activity 1 ምን ማለት ነጩ?*

S: *ተግባር*

T: *ተግባር አንድ*

Pointing to the letters, እነዚህ ድምፆች እንጂ ቃላት አይደሉም/ these are sounds/phonemes, not words/

T: *said the letters loud*

SS: *repeated after the teacher*

If the instruction of activity two (1) is considered, it requires the students to listen and repeat the sounds of the letters provided. However, the teacher modeled them as letters, not their sounds. It was intended in the activity that students draw pictures of animals, so that the sound- letter association would be clear and easier for word recognition. Though teacher tried to explain to the students that they are required to recognize and practice the sounds of the letters associated with the words- names of domestic animals, the basic intention of the activity was missed; students did not listen to and recognize the sounds of the letters.

Moreover, in other lessons the students were required to listen to the sounds of letters and match with the words and pictures. However, the teacher neglected the instruction and taught the letter word relationship instead of letter- sound-word/ picture associations. An excerpt of the lesson (*Appendix D-2*) confirms this as:

Phonics

Excerpt 7: S2G1 Lesson II

T: አሁን ደግሞ ወደ ዛሬዉ ትምህርት እንሄዳለን/Now we move to today's lesson

Wrote

Activity 3: Listen and Match the sounds with the words and pictures.

Column A

Column B [Pictures drawn]

1. a

worm

2. p

sun

3. s

apple

4. w

pineapple

walked around while the students were doing the activity

discouraged some disturbing students

helped some struggling students

did not say anything about sounds; just letters as usual

SS: attempted the activity, they did it with the teacher as:

T: 'a' for what?

SS: apple

T: 'p' for what?

SS: pineapple

T: 's' for what?

SS: sun

T: 'w' for what?

SS: worm

T: Nice

In the above lesson excerpt the teacher read the instruction and explained what the students were required to do and how they would do in Amharic. The word 'Listen' in the instruction implied that the teacher would say the sounds and words, but she simply focused on letters and words as usual. Though it was intended in the lesson that the students learn the sound-letter or phoneme-grapheme relation, the sounds were disregarded by the teacher may be the teacher was not trained well on teaching sound-letter relationship.

The other component of classroom observation was teaching words and word meanings in early grades. In this regard, lesson observed indicate that teachers taught English words by translating them into the local language and sometimes assisted by

pictures drawn on the chalkboard. This was because the students did not have student textbook in their hands due to the national education sector reform. Some of the lessons observed show that teachers often write the words on the chalkboard tell their Amharic meanings, model and require students to repeat. For example, the lesson excerpt in (*Appendix D-1*) clearly shows this.

Vocabulary

Excerpt 8: SIG1 Lesson IX

T: wrote

Lesson 1: identify words of body parts

- hair ሐር ፀጉር
- head ሐድ ራስ
- eye አይ አይን
- ear አር ጆሮ
- nose ኖዝ አፍንጫ
- mouth ማዉዝ አፍ
- teeth ቲዝ ጥርስ
- neck ኔክ አንጎት
- shoulder ሾልደር ትከሻ
- hand ሓንድ እጅ
- arm አርም ከንድ
- chest ቸስት ደረት
- stomach ስቶማክ ሆድ
- knee ኒ ጉልበት
- leg ሌግ እግር
- foot ፉት መርገጫ
- toes ቶይስ የእግር ጣት

T: አሁን አንድ ተማሪ አስወጣና አሳዩቸዋለሁ፤ ደረጃ ና እስቲ

*Showed by touching the body parts of the boy
እስቲ ሁላችሁም የምንለውን የሰው ነገሶችን ክፍሎች ትይዛላችሁ*

SS: Touched body parts and said in English and Amharic after the teacher

T: ይህ ምንድን ነው? (Showing eye)

SS: eye

T: eye ምንድን ነው?

SS: አይን

T: ይህ ምንድን ነው? (Showing nose)

SS: Nose

T: nose ምንድን ነው?

SS: አፍንጭ

T: ይህ ምንድን ነው? (Showing mouth)

SS: Mouth

T: Mouth ምንድን ነው?

SS: አፍ

T: እኛ በል

S: the boy opened his mouth & showed teeth

T: teeth ምንድን ነው?

SS: ጥርስ

*T: teeth ጥርሶች - በዙ ርቸው፤ አንድ ጥርስ tooth ነው።
ይህ ምንድን ነው? (Showing neck)*

SS: neck

T: neck ምንድን ነው?

SS: አንገት

T: showing the boy's shoulder, ይህ አካባቢ ምን ይባላል?

SS: shoulder

T: shoulder ትከሻ ነው

ይህ ምንድን ነው (showing the boy's hands)

SS: hand

T: hand ምንድን ነው?

SS: እጅ

*T: ልጆች በደንብ ተመልከቱ፤ ይህ arm ይባላል፤ በአግሮኛ ከንድ ይባላል
ይህስ ምን ይባላል? (Pointing to the boy's chest)*

SS: ደረት

T: ደረት በእንግሊዝኛ

SS: chest

T: አዎ chest

አሁን ሁላችሁም ሆዳችሁን ያዙ

SS: students caught their stomach

T: stomach

SS: stomach

T: brought another boy to the front & showed the boy's knee

ልጆች knee ማለት ጉልበት ነጩ

Showed the leg ይህ ሙሉ leg ነጩ ። leg ምንድን ነጩ ልጆች?

SS: አግር

T: Foot ማለት መርገጫ/ የሚንረግጥበት

በሉ አሰቲ

SS: foot

T: toes በሉ

SS: toes

T: የአግር ጣቶች እሺ

In this lesson excerpt the teacher helped the students to identify words of human body parts through explicit vocabulary instruction. As a technique the teacher used one of the students as an object of demonstration and required the others to touch their own body parts in addition to watching. Another helpful technique employed was repetition. However, the teacher did not model the pronunciation of the words. Moreover, the teacher used Amharic letters to represent the sounds/ pronunciation of the words of phonetic symbols. Students may develop expectation to have every word translated into their mother tongue due to excessive use. In addition to developing wrong expectation, unbalanced use of Amharic in teaching words and their meanings limits students' exposure to English language and engagement.

In some of the lessons observed the teachers tried to use realistic teaching aids to enhance students' word learning. In the excerpt nine (9) below the teacher brought a flower as a teaching aid.

Vocabulary

Excerpt 9: S2G1 Lesson 1

T: started writing right away.

fruit, steam[stem] leaf roof

ከኔ ጋር በሉ/ say with me

fruit, steam[/sti:m/], leaf, root

SS: repeated after her, but some students said /lef/ to mean /lif/

T: leaf? ሊፍ በሉ/ Say/ lif/

SS: leaf

T: አሁን የአበባ ክፍሎች አሳያችኋለሁ ተመልከቱ/ now I show you the parts in a flower. Look

Brought a flower from school compound and showed the parts one by one

ይህች ምን ትባላለች? / What is this? /Pointing to the root.

SS: ሥር/root

T: ይህችስ? / What about this one? Pointing to stem

SS: እንጨት/ wood

T: እንጨት አይደለም stem በሉ/ it is not wood; say stem.

ይህችስ? / This one? Pointing to leaf

SS: ቅጠል

T: በእንግሊዝኛ/ in English

SS: leaf

T: wrote Activity 1: Listen and read the words.

apple stem fruit seed plant root wood

The teacher mispronounced some of the words while modeling, however. For example, the teacher repeatedly spelt the word stem as 'steam' and read as /sti: m/ but she corrected the students when they read the word leaf as /lef/. From this brief lesson excerpt it can be understood that teachers have knowledge limitations with regard to

vocabulary instruction and inadequate proficiency. This in turn results in poor literacy learning of the children.

There were certain attempts of helping students develop oral reading fluency. The students were required to read the words repeatedly. Here, there was prior teacher modeling followed by students read the words aloud. The lesson excerpt 10 in (*Appendix D-2*) indicates these attempts.

Fluency

Excerpt 10: S2 G1 Lesson IV

T: ማንምም words ከ pictures ጋር አዛምዶ ማንበብ

Read the words under the pictures repeatedly (modeling)

Plant (3x)

SS: plant(3x)

T: star (3x)

SS: star (3x)

T: sun (3x)

SS: sun (3x)

T: axe (3x) [read as akz]

SS: axe (3x)

T: water (3x)

SS: water (3x)

T: watch (3x)

SS: watch (3x)

T: pineapple (3x)

SS: pineapple (3x)

T: window (3x)

SS: window (3x)

T: come out & read the words aloud

SS: came out & read some of the words correctly

T: clap your hands

SS: struggled with some of the words

In this lesson the teacher drew pictures against each of the words, said the words three times and students repeated after her. After repeated drill, the teacher asked the students to come to the chalkboard and read the words aloud. However, most of the students who came out and struggled to read some of the words. The teacher did not properly prompt the students who found it difficult to read some of the words accurately. Though the teacher modeled the pronunciation of the words with repetition, she could not provide differentiated assistance to the struggling learners.

In another lesson observed the teacher of grade one attempted to help the students develop reading fluency at sentence level. The lesson excerpt in (*Appendix D-1*) shows the teacher making students read sentences they wrote using the structure provided.

Fluency

Excerpt 11: SIG1 Lesson X

T: Provided 'This is ...'

This is እያላችሁ አንድ የሰውነት ክፍል እየጨመራችሁብት ዐ ነገር ትመሠርታላችሁ፤ ከዚያም ታነቡታላችሁ

ለምሳሌ:- This is my hair ደግሞ ምን ማለት እንደሆነም ትነግሩናላችሁ

S1: wrote *This is my ear*

Read as This- is- my - ear

T: ምን ማለት ነገ?

ይኸ የኔ ጆሮ ነገ

S2 : wrote *This is my hand*

Read as This – is- my- hand

T: ምን ማለት ነገ?

ይኸ የኔ እጅ ነገ

S3: wrote *This is my mouth*

Read This – is-my- mouth

T: ምን ማለት ነገ?

ይኸ የኔ አፍ ነገ

S4: wrote *This is my nose*

Read as This-is- my- nose

T: ምን ማለት ነው?

ይኸ የኔ አፍንጫ ነው

S5: wrote *This is my teeth*

Read as This-is-my-teeth

T: ምን ማለት ነው?

ይኸ የኔ ጥርስ ነው

S6: wrote ‘*This is my eye*’

Could not read the sentence

T: የጻፈችው ትክክል ነው፤ ነገር ግን ማንበብ አልቻለችም። እናንተ በሉላት

SS: *This- is- my- eye*

S7: wrote ‘*This is my foot*’

Read as This-is-my- foot.

T: የሷንም አንብብ

This –is-my- eye

In the lesson excerpt above the students were required to write sentences with the structure ‘This is …,’ and read them. Here, the activity was in attempt of developing reading fluency. The students read the sentences they wrote word-by-word. However, the teacher did not help the students to read chunk-by-chunk or phrase by phrase as ‘This is- my eye’. Moreover, the teacher did not practice the other techniques of teaching reading fluency such as timed reading.

Finally, attempts have been made to consider whether grade one English teachers teach variety of reading comprehension strategies. (*See details in Appendix D-1*).

Comprehension

Excerpt 12: SIG1 Lesson V

T: ዛሬ ደግሞ unit 7 ነው።

Wrote ‘My Role Model’

እሱኑ ከኔ ጋር በሉት /say it with me.

Said 'My Role Model'

SS: repeated

T: እንግዲህ 'My Role Model' ማለት አርአያ የሚሆን ሰው ማለት ነው። ለምሳሌ- አትሌቶች በሩጫ የሚታወቁ ፤ ኢትዮጵያን

ያስጠሩ /Well, 'My Role Model' mean a person who is exemplar. For example, athletes are known for Running; they kept the name Ethiopia high in the world arena.

SS: አበበ ቢቂላ / Abebe Bikila

T: ምንድን ነው? / What is he?

SS: ሯጭ/ a runner

T: አሁን በሕይወት አለ? Is he alive now?

SS: የለም/ No

T: ሌላ በሕይወት ካሉት? /Another one from those who are alive.

S: ደራርቱ /Derartu

T: ደራርቱ ማን? /Derartu who?

S: ደራርቱ ቱሉ /Derartu Tulu

T: ሌላ /another

S: ጥሩነሽ / Tirunesh

T: ጥሩነሽ ማን? / Tirunesh who?

S: ጥሩነሽ ደባባ / Tirunesh Dababa

T: አይደለም / No

S: ጥሩነሽ ደባባ / Tirunesh Dibaba

T: ሌላ? /Who else?

S: ሀይሌ / Haile

T: ሀይሌ ማን? / Haile who?

S: ሀይሌ ገ/ሥላሴ / Haile G/Selasie

T: ወይራት እንደ እገሌ እሆናለሁ የምትሉት ሰው በእንግሊዝኛ ምንድን ነው? / What is a person whom you

Wish to be like in the future called in English?

SS: Role Model

In this particular excerpt of the lesson the teacher tried to build and exploit students' prior knowledge about the issue in the story. However, the teacher did not read the story; he did not also ask any comprehension questions, and there was no attempts of making students associate the story to their lives in the form of post-reading activity, so the students could not benefit from the lesson because of deficient procedures of the teacher. Next is the analysis and results of lesson observations of grade two.

4.9.2 Lesson Observations: Grade Two

The lessons observed of grade two English teachers have been selected, analyzed and discussed. No one of the lessons observed in grade two English classrooms focused on phonemic awareness instruction strategies. This research has not made any attempt to check whether the student textbook of English for Ethiopia provides for teaching phonemic awareness in grade two because it did not have an objective to be achieved in this regard.

Some of the lessons in grade two were on phonics instruction. The lessons focused on recognizing vowel and consonant letters, recognizing and reading short and long vowel sound words. For instance, an excerpt below in (*see Appendix E-2*) shows the activity on recognizing vowel and consonant letters in the words though the instruction of the activity requires the students to read the words and identify the vowel and consonant sounds.

Phonics

Excerpt 13: S2 G2 Lesson V

T: wrote Activity 2: Read the following food crop related words and identify the vowel and consonant sounds

<i>Ma<u>iz</u>e-c-v-v-c-v</i>	<i>m & z –consonants</i>
<i>W<u>h</u>eat-c-c-v-v-t</i>	<i>w, h & t –consonants</i>
<i>C<u>ab</u>bage-c-v-c-c-v-c-v</i>	<i>c, b & g- consonants</i>
<i><u>O</u>range –v-c-v-c-c-v</i>	<i>r, n & g- consonants</i>
<i>B<u>e</u>ans –c-v-v-c-c</i>	<i>b, n, & s – consonants</i>
<i>B<u>e</u>et r<u>oo</u>t-c-v-v-c-c-v-v-c</i>	<i>b, r & t - consonants</i>

T: put your pen on the desk & sit properly

Showed the students which ones are vowels and which ones consonant letters, not the sounds.

እግር እግር ያሰመርኩላቸው vowels ናቸው፤ እነዚህን ተመልከቱ ከሥር ያሰመርኩላቸው vowels ይባላሉ። እሺ?

SS: እሺ

T: ልጆቼ አንዴ/ put your pen on the desk & sit properly

Read the instruction & explained it as እነዚህን ቃላት በማንበብ vowel እና consonant sounds ግለጭላቸው ነው የምላኝ

Vowels የሆኑት እነማን ናቸው?

SS: silence

T: a, e, i, o, u ናቸው። ከሥር የተሰመረባቸው ምንድን ናቸው ብለናል?

SS: vowel

T: ሌሎች በእግራቸው ያልተሰመረ ምንድን ናቸው?

SS: consonant

T: ነበዝ ለራሳችሁ አጨብጭቡ

SS: clapped

T: wheat ወሰጥ የተሰመሩት እነማን ናቸው?

SS: e, a

T: ምንድን ናቸው?

SS: consonant

T: vowel ናቸው።

Say vowel

SS: bowel [vowel]

T: 'v' ስትሉ የላይኛው ጥርስ የታችኛውን ከንፈር ይነካል / your upper teeth touches the lower lip/

In this particular lesson excerpt the teacher and students were required to practice recognizing vowel and consonant sounds and read the words, but the teacher taught the vowel and consonant letters of English. Nothing has been said about the phonetic symbols of the letters. This might be due to the teacher's lack of adequate understanding of the phonological bases of early grade reading. The teacher did not clarify the difference between vowel and consonant letters, nor did she explain the sounds, the letters and the letter-sound relationships. For example, the teacher did not

give further prompt when the students responded the letters ‘e’ and ‘i’ in the word ‘wheat’ are consonants. Moreover, the way the teacher explained the instruction of the activity was not appropriate; it was the students required to read the words and identify the vowel and consonant sounds. However, she explained the place and manner of articulation of the letter/sound /v/ as, “your upper teeth touches the lower lip” [Excerpt 13]. This is a very good thing.

Another example of lessons observed focused on recognizing the short and long vowel sounds and reading the words that contain them. The excerpt below shows an attempt to recognize short and long vowel sounds as found in the words given (see Appendix E-1).

Phonics

Excerpt 14: SIG2 Lesson III

T: wrote

Activity 1: pronounce the following words with short and long vowel sounds.

<i>Words with short vowel /u/</i>	<i>words with short vowel /o/</i>	<i>words with long vowel /o: /</i>	<i>words with long vowel /ou/</i>
<i>Put</i>	<i>dot</i>	<i>food</i>	<i>boat</i>
<i>Sun</i>	<i>got</i>	<i>cook</i>	<i>goat</i>
<i>Cut</i>	<i>top</i>	<i>moon</i>	<i>house</i>
<i>Cup</i>	<i>dog</i>	<i>broom</i>	<i>mouth</i>
<i>Fun</i>	<i>not</i>	<i>spoon</i>	
<i>Hut</i>			

SS: copied the words

T: read the words

SS: repeated after the teacher

T: እስቲ ማን ነጩ እዚህ መጥቶ የሚያነብል??

S: a girl raised hand & came out, but struggled to read most of the words

T: ስለ ሞከረች አጨብጭቡላት

SS: clapped

T: ሌላ የሚሞከር

S: a little girl came out & read most of the words correctly

T: bravo!

SS: clapped

T: read the words

SS: repeated after her

T: አሁን ያየናቸው አጭር እና ረጅም vowel ድምፆች ያሏቸው ቃላት ናቸው። ማጠሩና መርዘሙ የሚታወቀው ስናነብ ነው እሺ/ we know that the words have either short or long vowel sounds when we pronounce the words.

In the above lesson excerpt the teacher taught how to pronounce the words with short and long vowel sounds. She also modeled, required the students to repeat after her, and made them come out and read the words. However, the teacher did not explicitly show how the sounds are articulated and related to the letters. This indicates that there is limited understanding and skills of teaching phonics. As result, teachers were not employing variety of phonics instruction methods. The results of knowledge assessment test and interview also reveal that early grades English teachers have inadequate knowledge and skills of essential components and early grade reading instruction.

Another component of early grade reading instruction considered in the observation of grade two was teaching words and word meanings. Like that of grade one English teachers, the lessons of grade two English teachers show that teaching of words and their meanings often involved explicit teaching of isolated words accompanied by their Amharic meanings. The lesson excerpt below (*see Appendix E-1*) has two activities. The teacher revised the previous lesson after writing the second activity.

Vocabulary

Excerpt 15: SIG2 Lesson VII

T: wrote

Activity 1: Read aloud words related to polluted environment

<i>Pollution</i>	<i>protect</i>	<i>handle</i>
<i>Environment</i>	<i>waste</i>	<i>gas</i>
<i>Chemicals</i>	<i>toxic</i>	

Contamination throw

SS: copied the words

T: አዳምጡ አንዴ ላንብብላችሁ/ Listen I am going to read once/

SS: listened to the teacher

T: አሁን ደግሞ ከኔ ጋር በሉ /Now say with me/

SS: repeated the words after the teacher

T: wrote

Activity 2: Study the meaning of the words with your friends

Words	meanings
Pollution	anything that makes the earth dirty & unhealthy
Environment	our surrounding including land, air & water
Chemicals	substances such as acids &pesticides that can harm
Protects	take care of
Waste	unwanted material
Toxic	harmful
Throw	put away
Handle	control
Gas	smoke
Contamination	make dirty

T: ወደ ዛሬዉ ትምህርታችን ሰንገባ polluted environment Environment ማለት ምን ማለት ነዉ?
አንዳንዴ ሰናወራ environment እንላለን አይደለ?

SS: አዎ

T: ምን ማለታችን ነዉ ታዲያ?

S: አከባቢ

T: read the words; explained their meanings explicitly in Amharic

Pollution - ማበላሸት፤ ቆሻሻ በየቦታዉ መጣል

Environment- አየር፤ ዉሀ እና መሬት የያዘ

Chemicals- አሲድ እና የመሳሰሉት ጎጂ ነገሮች

Protect-መከላከል

Waste-ቆሻሻ፤ የማይፈለግ

Toxic-ጎጂ፤ መርዛማ

Throw- መጣል

Handle- መቆጣጠር

Gas- ጭስ

Contamination- ማቆሻሻ

In this lesson the teacher wrote the first activity that required the students to read aloud the words related to polluted environment. The students copied the words; the teacher read the words aloud (modeling) and the students repeated after her. However, the teacher did not encourage the students to read the words. Then she wrote the second activity in which the students were required to study word meanings provided with their friends. Next, the teacher explained the words in Amharic starting from the word environment. Though the words studied in the two activities were taken from a text on polluted environment, they were dealt with in isolation by explicitly explaining their meanings in Amharic. In some of the lessons of grade two the teachers tried to make students use the words learnt in sentences in addition to explicit teaching (*see Appendix E-1 Lesson VIII*).

In some other vocabulary lessons of grade two the teacher herself was not able to pronounce certain words while she was modeling. This is clearly observable in a lesson excerpt below (*Appendix E-1*)

Vocabulary

Excerpt 16: S1G2 Lesson III

T: wrote

Activity 1: Listen and say the names of food crops after your teacher.

Word Study

Maize

Wheat

Tomatoes

Cabbage

Beans

Pineapple

Lentils

Carrots

read the instruction for the activity & explained as

ከመምህራችሁ ቀጥሎ በሉ ነገ ያሟላችሁ

Maize

SS: *maize*

T: *maize ምንድን ነገ?*

SS: *silence*

T: *maize በቆሎ ነገ*

Wheat /wet/

SS: *wheat /wet/*

T: *wheat ምንድን ነገ?*

SS: *silence*

T: *wheat ስንዴ ነገ*

Cabbage pronounced as/gabedz/

SS: *cabbage*

T: */gabedz/ በሉ*

SS: */gabedz/*

T: *[g]abbage ምንድን ነገ?*

SS: *ጎመን*

T: *lentils /litlis/*

SS: */litlis/*

T: */litlis/ ምንድን ነገ?*

SS: *silence*

T: *ምስር*

The above lesson excerpt of grade two shows that the teacher has modeled the pronunciation of the words, but she mispronounced some of the words. This clearly indicates that early grades English teachers have limited proficiency in what they teach. From the lessons observed at grade two, it is understood that teachers employ limited vocabulary instruction strategies and showed insufficient proficiency (*see Appendices E-1 & E-2*).

The lesson observation also considered the practice of developing reading accurately, automatically and expressively. There was an attempt of accurate reading of words where the teacher modeled and requested the students to read the words (*see Appendix E-1*).

Fluency

Excerpt 17: SIG2 Lesson 1

T: wrote

Activity 1: Listen and practice the pronunciation of each of the following words or phrases.

<i>Healthy food</i>	<i>meat</i>
<i>Milk</i>	<i>egg</i>
<i>Cheese</i>	<i>fish</i>
<i>Protein</i>	<i>fruits</i>

SS: copied the activity

T: pronounced the words

SS: said the words after the teacher

T: pointed at each of the words

SS: said the words

Here, in excerpt 17, the teacher modeled the pronunciation of the words and phrases given; the students said the words after the teacher. Then the teacher pointed at each of the words and students read them. The attempt made in this particular activity was developing ability to read accurately. In this activity the teacher cannot make sure who is making a good progress and who else is not because those students of low performance take such an approach as a good shelter and go unnoticed. However, in choral reading students may get input/ model from their peers and build confidence for later independent effort.

The teachers of grade two also used repeated reading as a strategy for reading fluency development as can be seen in the lesson excerpt below (*Appendix E-1*).

Fluency

Excerpt 18: S1G2 Lesson IV

T: wrote

Activity 1: Listen and say the following sentences after your teacher

Orange, banana and mango are fruits

Cabbage, carrot and tomato are vegetables

Maize, rice and wheat are cereals

Carrot, potato and beet root are root vegetables

SS: copied the activity

T: አሺ አሁን ሁላችሁም ወደኔ ተመልከቱ/ Ok. Now everybody look at me/

Said the words in the sentences one-by-one

አሁን ከኔ ጋር ትላላችሁ / now say with me/

SS: repeated the words after the teacher

T: did not encourage the students to say the sentences or read by themselves

Explained the meanings of words in Amharic as

ብርቱካን ፤ ሙዝ እና ማንጎ ሳይበሰሉ የሚበሉ ፍራፍሬ

ጎመን፤ ካሮት እና ቲማቲም የጓሮ አትክልት

በቆሎ፤ ፍዝ እና ሰንዴ ጥራጥሬ ናቸዉ

ካሮት፤ ድንች እና ቀይሥር ከመሬት ተቆፍረዉ የሚወጡ የጓሮ አትክልት ናቸዉ

SS: listened to the teacher & copied the Amharic explanation

T: ተለማምዳችሁ መጥታችሁ ታካላችሁ/ practice it at home; you will read/

Here, the teacher read the sentences she wrote on the chalkboard word-by-word and required the students to say after her. She then explained the sentences in Amharic. However, she did not encourage the students to read the sentences after modeling; instead told the students to practice the sentences at home to read in the next class. Though there were attempts of grade two English teachers to help students develop reading fluency, they were limited to accuracy at word and sentence level; developing automaticity and expressiveness in reading did not get any attention (*see Appendices E-1 & E-2*).

Finally, it was the consideration of lesson observations whether grade two English teachers were teaching how to read, understand what they read and deal with problems that may occur. That is, whether the teachers use and teach to use variety of

reading comprehension strategies. For example, the lesson excerpt below shows whether the teacher uses the three phases approach to teaching reading comprehension.

Comprehension

Excerpt 19: S2G2 Lesson

T: *Wrote 'Food Crops'*

SS: አንጻፍ? /shall we write?

T: አይጻፍም ምንባብ ነጩ። እዚህ ከአቅማችሁ በላይ የሆነ ንባብ ተሰቷል። /it is not to be written; here is a passage which is beyond your capacity

Started writing the text on 'Food Crops' on the blackboard as

Food crops such as fruit, vegetables and grains are harvested to feed many people in the world. Grains such as

maize, wheat and rice..... (did not complete writing the text) ጥያቄ አላችሁ?

SS: የለም

T: *Read the text only once*

እሺ አሁን ትጽፉላችሁ/ Ok. Now you can write

Wrote Activity 2: As you read the above text, complete the following sentences.

(While- reading task)

Food crops such as -----, vegetables and ----- are harvested to feed many people in the world.

Grains such as maize, -----and ----- are the world's most popular food crops.

----- is a food that makes up the dominant parts of a population's diet.

----- accessibility trade and ----- are just some of the geographic factors that influence (not readable).

SS: *were required to complete the sentences while listening to the text read to them.*

In this particular lesson the teacher wrote the topic and partly the text on the blackboard. She also told the students that the reading passage was beyond their capacity. There was no pre-reading activity in which for example the teacher may exploit students' prior knowledge, pre-teach key vocabulary or predict the content,

etc. When a student asked whether they should write, the teacher unnecessarily told them that they were going to deal with a passage that is beyond their ability. This wrong message of the teacher demotivates the students and erodes their interest to attempt.

The teacher directly moved to while-reading activity in which the students were required to complete the blank spaces in the sentences as the text was read to them. The teacher read the text only once that may make completing the sentences a bit difficult at grade two. Doing the activity was not completed during that particular session, and the students were not led to post-reading discussion or questioning (*see Appendix E-2*). From these results it is understood that teachers failed to apply theoretical principles in classroom instructional practice, so that students cannot use such opportunities to develop their reading skills and later benefit from academic lessons and make successful participations as citizens.

The teachers of grade two also required the students to remember the text read to them in previous class and do the while –reading activities without rereading. In the lesson excerpt below the students were required to match parts of sentences to make complete sentences based on the information in the passage.

Comprehension

Excerpt 20: S2G2 Lesson VIII

T: wrote

Activity 2: As you listen to the text read, join parts of the sentences under column A with parts under B to complete the

sentences

Example 1: Healthy food is tasty & good.

A

B

Healthy food

give you strong bone

You can find grains

give you protein

Milk, cheese and Yogurt

is tasty & good

Meat and fish

in bread & rice

SS: copied the activity

T: explained the instruction

Did not read the text

SS: did not attempt to join the parts

T: gave the answers herself as

Healthy food is tasty & good

You can find grains in bread & rice

Milk, cheese and yogurt give you strong bone

Meat and fish give you protein

SS: copied the complete sentences

The above while-reading activity followed the revision of previous lesson. The teacher wrote the activity and explained the instruction, but she did not read the text. That is, the students were supposed to recall what they were previously read to. When the students hesitated to attempt the activity, the teacher herself wrote the complete sentences, and the students copied the sentences. Requiring students to complete the activities from previously read information places unnecessary difficulty and providing answers before students attempted discourages efforts and leads to disengagement.

In order to check whether the students understand what is read to them, the teacher wrote a true or false items activity following revision of the previous lesson (*see Appendix E-2*).

Comprehension

Excerpt 21: S2G2 Lesson II

T: Wrote another activity

Activity 2: Say True or False in the blank space based on the above reading text.

Forest has no advantage for living things.-----

Many living things live in the forest. -----

Plants use their roots to absorb water.-----

Forest is not the home of wild animals.-----

ትናንትና አንበሳ ገደብኩህ/ I read the text to you yesterday

SS: found it difficult to remember what they heard one day ago

T: እኔን ተከትላችሁ በሉ/ said the sentences in the comprehension activity word by word

SS: said the words after the teacher

T: ጭርሱ /finish it; went out

In the above lesson excerpt the teacher required the students to demonstrate their understanding of the text read to them the day before. She also read the sentences of the activity word by word. However, the students found it difficult to remember the information in the text. The time was finished before the activity was completed. It can be understood from the results that the English teachers of grade two were not employing and encouraging the students to use variety of reading comprehension strategies. For instance, none of observed grade two English lessons shows the teacher communicating the purpose, predicting the content, pre-teaching key vocabulary, exploiting students' prior knowledge or building the background knowledge, etc. in the pre-reading phase.

Moreover, in some of the lessons observed grade two English teachers required the students to remember the information read to them a day or more before like that of contents in other subjects to complete the while-reading activities. None of the lessons observed in grade two showed teachers teaching students to associate the information read to them to their life situations in the form of post-reading activities. Thus grade two English teachers showed inadequate use of variety of reading comprehension strategies. The analysis of grade three lesson observations follows next.

4.9.3 Lesson Observations: Grade Three

The lessons of two grade three English teachers have been observed with emphasis on teaching the foundational reading skills and made ready for analysis. None of the lessons observed in grade three English classrooms have activities on teaching phonemic awareness and phonics except encouraging phonic reading or pronouncing the words that need attention to sounds or phonemes. This does not mean these basic reading skills have not been taught in grade three English classrooms altogether.

Teaching the words and word meanings was observed in grade three English reading classrooms. The words were often presented in the contexts of reading text (*see details in Appendices F-1 & F-2*).

Vocabulary

Excerpt 22: SIG3 Lesson IX

T: wrote

Activity 1: Guess the meanings of the following words as they are used in the passage. Then match them with the meanings given.

<i>Words</i>	<i>Meanings</i>
1. <i>Bad</i>	a) <i>good looking</i>
2. <i>Results</i>	b) <i>not good</i>
3. <i>Migrate</i>	c) <i>move to another place to live</i>
4. <i>Attractive</i>	d) <i>effects</i>
5. <i>Famine</i>	e) <i>shortage of food</i>

T: Let's come to the activity. የመጀመሪያው ቃል ምን ይላል?

SS: bed

T: bed ነው?

S: bad

T: ሁለተኛው

SS: silence

T: results -ጠቅላላው ማለት ነው፤ number 3

SS: silence

T: migrate- መሰደድ ማለት ነው፤ number 4

SS: attractive

T: number 5

SS: silence

T: famine- የምግብ እጥረት ማለት ነው።

In this particular lesson the teacher wrote the activity and students started copying. While the students were writing the activity, the teacher started revising the previous lesson. Then she turned to doing the activity by requesting the students to read the

words given on the left column. The only word that students read accurately was the word ‘attractive’. This shows that teacher’s modeling of pronouncing the words was needed before she asked the students to read. The instruction of the activity required the students to guess the contextual meanings of the words and match them with the meanings provided on the right. However, the teacher herself read the words and gave the Amharic equivalents or explanations. Matching the words with their meaning was not carried out.

In some other vocabulary lessons the teacher failed to provide clear instruction and did not give the students the opportunity to make their own efforts (*see Appendix F-1*).

Vocabulary

Excerpt 23: S1 G3 Lesson X

T: wrote Homework.

Match

- | | |
|--------------------|---------------------|
| 1. <i>Modern</i> | <i>a. enters</i> |
| 2. <i>Older</i> | <i>b. alone</i> |
| 3. <i>Starts</i> | <i>c. old</i> |
| 4. <i>Leaves</i> | <i>d. end</i> |
| 5. <i>Begin</i> | <i>e. fashioned</i> |
| 6. <i>Together</i> | <i>f. unhappy</i> |
| 7. <i>Helpful</i> | <i>g. younger</i> |
| 8. <i>Happy</i> | <i>h. finished</i> |
| | <i>i. unhelpful</i> |

T: *stop writing; let’s do the activity*

SS: *stopped writing*

T: *ጊዜውን ለመጠቀም እኔ ልጻፍላችሁ/ to use our time let me write the answers for you*

Wrote the answers

SS: *copied the answers*

Here, the students were required to match the words on the left with the others on the right. The students were not provided with clear instruction as how to do and in what

quality. The activity was intended to match the words on the left with those of opposite meanings on the right. Though there is no clear reason for teacher's rush, she gave the correct answers before the students attempted the activity. The teacher did not make sure that students are able to read/ pronounce the words before they matched with the opposites. Lack of clear instruction to the activity confuses the students and discourages efforts and engagement.

It was also the intention of lesson observations to find out whether grade three English teachers teach students to develop the ability to read accurately, automatically and expressively. Though the teachers tried to make students read the texts aloud, they could not employ other alternative strategies to help the learners (*see Appendices F-1 & F-2*).

Fluency

Excerpt 24: SIG3 Lesson VII

T: ዛሬ reading ነገር የሚንማረግ፣ reading ምንድን ነገር?

SS: ማንበብ

T: Cash Crops [wrote on the board]

Gave a copy of textbook to a girl to read the text aloud

S: read slowly & not audible

T: ሌላ ሚሞክር/ anyone else who can try

S: a boy came out & read with difficulty

T: wrote some words on the chalkboard

Profit, subsistence, usually, needs, rich, decrease, poor, countries

Now say after me

SS: repeated the words after the teacher

T: pointed to the words one after the other; read

SS: (Silence) unable to read most of the words

As can be seen in the lesson excerpt (24) the teacher told the students what they were going to do; asked them what reading mean in Amharic. After writing the topic on the chalkboard, she gave a copy of textbook to students one after another. The students who got the chance to read the text aloud read very slowly, inaudible, and with

difficulty. Then the teacher wrote some of the words in the text on the chalkboard and modeled their pronunciation. The students pronounced the words with the teacher in chorus. However, the students did not read most of the words when the teacher pointed to them. Here, the teacher did not use any other alternative techniques to help the struggling readers in grade three to develop accurate and automatic word recognition ability.

In another lesson observed grade three English teachers attempted to write the reading text on the chalkboard to help students practice oral reading fluency (*see Appendix F-1*).

Fluency

Excerpt 25: SIG3 Lesson X

T: ሰምኑን ያነቡብኑ። ርዕስ ምን ነበር?

S: Cutting Trees

T: read the text again and wrote it on the blackboard because there was no textbook in students' hand.

Cutting Trees

Cutting trees has many bad effects. Cutting trees results in changes of climate. The soil will be washed away. The area will be dry. It then becomes hot. There will not be rain. So, there will be shortage of water. The land becomes barren. It does not grow crops. Also, wild animals cannot live in this area. So, there will be hunger. People will also migrate to other places. Finally, there area will not be attractive. So, tourists will not come to that area.

SS: Copied the text from the board

T: stop writing ይህ ምን ይላል? Pointing to the title 'Cutting Trees'

SS: Cutting Trees

T: pointing at the sentences

SS: read as,

Cutting-trees-has-many-bad-effects. Cutting trees-results-in-changes of-climate. The soil-will be-washed away. The area- will be-dry. It then-becomes-hot. There will not- be-rain. So, there-will be-shortage of-water. The land-

becomes-barren. It does not- grow-crops. Also,- wild animals-cannot-live-in this area. So, there-will be-hunger. People- will migrate-to- other places. Finally, -the area- will not- be attractive. So, - tourists-will not-come to- that area.

As it is presented in the lesson excerpt, the teacher modeled reading the text and asked students to read by pointing at the sentences. The students read the text /sentences word by word, and sometimes phrase by phrase. However, the teacher did not guide students properly to chunk sentences in that students can recognize the larger portion of a sentence like ‘*Cutting trees /has many bad effects*’, so that the rate of reading can be enhanced. Consequently, the students’ reading comprehension can be improved. Though there were attempts to help students develop reading fluency, grade three English teachers were not employing variety of strategies such as proper chunking, repeated reading, timed reading, etc. and were not providing students with timely prompt and feedback during difficulty. For example, (*see Appendix F-1*).

Fluency

Excerpt 26: SIG3 Lesson VIII

T: እዚህ መጥቶ የሚያትብ ሰው? / Who can come here and read?

S: a boy came out to read, but his voice was not audible

T: ሌላ ጎበዝ ልጅ/

S: a girl came out & tried to read but could not read words such as should, rain, dry, countries, migrate

T: ዛሬች ሲቆረጡ ምን ይከሰታል? / What happens when trees are cut down?

S: ድርቅ ይከሰታል / drought

T: ሌላ / other

S: ንፁህ አየር አይኖርም/ no clean air

T: cooking ምንድን ነው?

S: ማብሰል

T: construction - ግንባታ - house

ይህን ቃል አንብቢ people

S: people /pipli:/

T: ይህን ቃል rain

S: /ran/

T: Abenezer

S: rain

T: ይህችን ሚያነብ - dry / who can read this one?

S: /dri/

T: ሌላ

S: dry [drai]

T: ይህችን የሚያነብ - should

S: Shold /ʃɔld/

T: anyone else?

S: should

In the above lesson excerpt the teacher encouraged the students to come out and read the text; few students attempted, but found some of the words difficult to pronounce. The teacher wrote the words for further practice, yet she did not model the pronunciation of the words. She asked the students to read the words. However, the teacher did not support the students when they mispronounced the words such as rain, people, dry and should.

The component of reading considered in the observation of grade three was reading comprehension. Attempts have been made to check whether the teachers use and teach to use variety of comprehension strategies. The topic was started the previous class and continued. After recalling the previous lesson, the students asked questions. The teacher read the text again and answered their questions; wrote the while – reading activity

Comprehension

Excerpt 27: SIG3 Lesson I

ባለፈው የተማርነውን የሚያስታውስ ማን ነው? / Who can remember what we learnt last time?

S2: *'The Awash River'*

SS: Raised their hands and asked questions as,

S3: አዋሽ ወንዝ ከየት ይነሳል?

S4: አዋሽ ወንዝ ሄዶ ሄዶ የት ይደርሳል?

T: እስቲ አንዴ ላንብብላችሁ። Let me read the text once again; answered students' questions as,

አሁን እንዳነበብኩላችሁ ወንዙ የሚነሳው ከሸዋ ዞን ኦሮሚያ ሲሆን የሚደርሰው አፋር ክልል አሸዋማ ቦታ

As I have read to you now, the river starts from Shewa Zone, Oromia and ends in the sands of Afar region.

Wrote Activity 3

You will answer the following questions after I have read the passage.

Wrote the questions.

1. Where does the Awash River originate?
2. Where does it end?
3. In what ways is the river useful to the people nearby?
4. How much megawatt electric power does it generate?
5. When was the Koka Dam constructed?
6. Can you write down some other points discussed in the passage?

SS: copied the questions

T: read the questions again and explained some of the words.

reread the text just to remind them

asked the questions again as, Where does the Awash River originate?

S5: Shewa

T: correct; number 2

S6: 2.Afar

T: Nice

Number3?

SS: Silence

T: ብዙ ጥቅሞች አሉት። እንዳነበብነው ማለት ነው። It has many uses as we have read so far.

አራተኛው?

S8: አራት መቶ/four hundred

T: in English

S8: 400 (four hundred)

The teacher reread the text to help the learners grasp the information well. Some of the comprehension questions were raised by the students ahead of time, but the teacher answered them after rereading the text. However, some of the questions were not answered; that is, while the teacher encouraged students to ask questions, some questions remained unanswered. This indicates that not all student inquiries were valued or explored, which can affect engagement and learning.

The teacher did not encourage the students to read the text. The lesson did not have pre-reading activities to exploit or build students' background knowledge nor did it have post-reading activities that help students connect the information in the text to their familiar world. The teacher read the text multiple times without promoting active engagement from the students, such as asking them to summarize or discuss what they read. This may lead to passive learning rather than active comprehension. This indicates that participant English teachers lack adequate understanding and skills of putting theory into pedagogical action.

In some of the lessons observed the teacher read the text, wrote the activity and gave the correct answers. The teacher started the lesson by writing the classwork and read the text (*see Appendix F-1*).

Comprehension

Excerpt 28: SIG3 Lesson X

T: *wrote Classwork*

ጥያቄዎን ከጻፍኩላችሁ በኋላ ምንገቡን አነብላችኋለሁ። አሁን ቶሎ ቶሎ ጻፉ/ after I have written the questions, I will read the text;

now write quickly

Say true or false

1. *Alfred is an American boy.*
2. *He lives in a modern flat.*
3. *He is eleven years old.*
4. *He has got two brothers.*
5. *Alfred wakes up at eight o'clock.*
6. *He walks to school.*

7. *His classes begin at half past eight.*

8. *Alfred and his family have dinner at half past seven.*

T: read the text on 'Alfred's Daily Routines' again

SS: attempted the classwork

T: wrote the answers

SS: copied

In the above lesson excerpt the teacher did not do any pre-reading activity- did not build or exploit students' prior knowledge of daily routines; did not ask pre-reading questions; did not pre-teach key vocabulary. The good thing is the teacher wrote the questions before the text was read, so that the students can read the questions and have clues about the content of the passage. However, the teacher did not give the students the chance to reflect their attempts because the teacher herself wrote the correct answers. Moreover, the teacher did not encourage discussion which may enable the learners associate the story with their life experiences. These findings indicate that the participant English teachers are not properly employing the techniques and procedures of teaching reading comprehension.

In general, the lesson observations of grades one to three have shown the interactions in the process of learning to read. However, there are serious limitations of employing variety of instructional strategies to enhance effective learning of the foundational reading skills. These limitations are associated with insufficient attention of teacher preparation and professional development paid to early grade reading instruction.

It is also shown in the lessons that English teachers possess inadequate understanding of theory and practical application to enhance children's effective literacy learning. For instance, teachers alternate between two languages: Amharic and English. Minimal use of the local language for context is helpful, but excessive use of Amharic in English classroom may limit student exposure and effort to develop English proficiency. Systematic and regular assessment of students' literacy learning progress enables to adjust instruction and make appropriate interventional decisions, so the analysis of classroom assessment activities follows.

4. 9. 4 Analysis and Results of Classroom Assessment Activities

Content analysis or document review is one of the important data collection tools in educational studies. In this regard, the selected teachers' classroom assessment activities were analyzed to examine whether primary school English teachers systematically and regularly assess children's progress of learning to read. The sources of data for evaluating assessment techniques by selected early grade English teachers were classroom observations and sample classroom progress assessment activities written by the teachers. Five classroom assessment activities directly photo-filmed from chalkboard of each of grades one to three, a total of 15 classroom assessment activities have been analyzed and discussed.

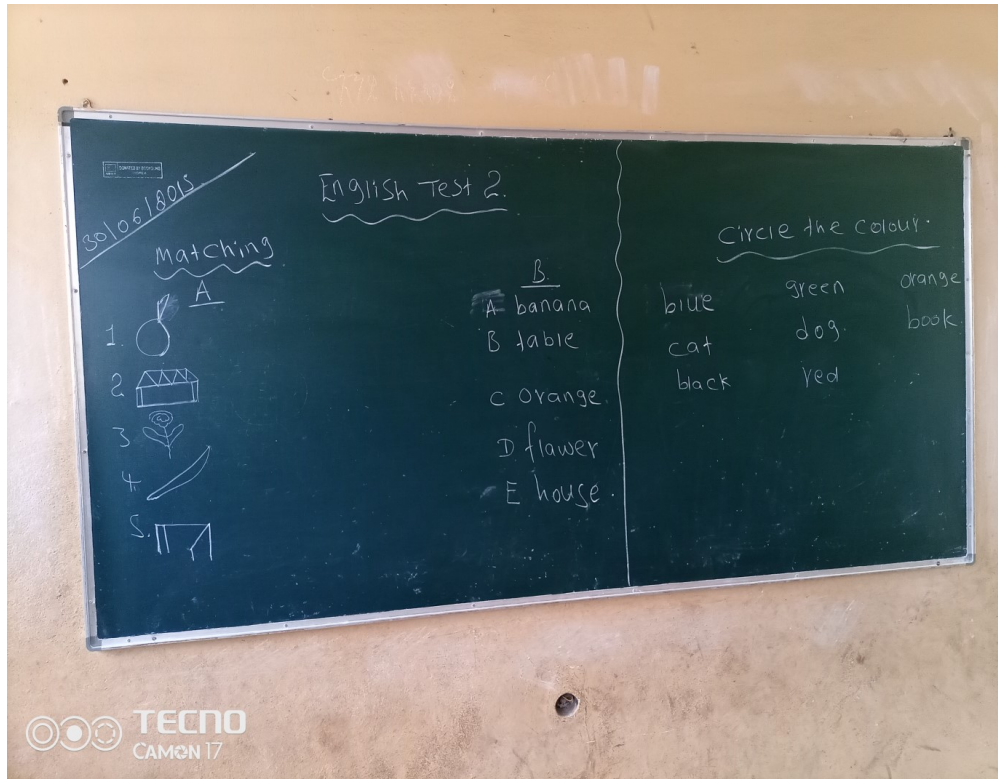
4.9.4.1 Classroom Assessment Activities: Grade One

In this particular section the classroom assessment activities of grade one English teachers have been analyzed and discussed. The sample classroom assessment activities directly photo-filmed from the blackboard during classroom observations have been used to show what actually takes place as an integral component of teaching early grade reading.

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The assessment activity of grade one (*S2G1A1*), administered on the 30th day of February, 2015 E.C. academic year required the students to match the pictures and the words; identify the words that stand for colors. As can be understood from the assessment activity itself, it is the second assessment since the commencement of the second semester.

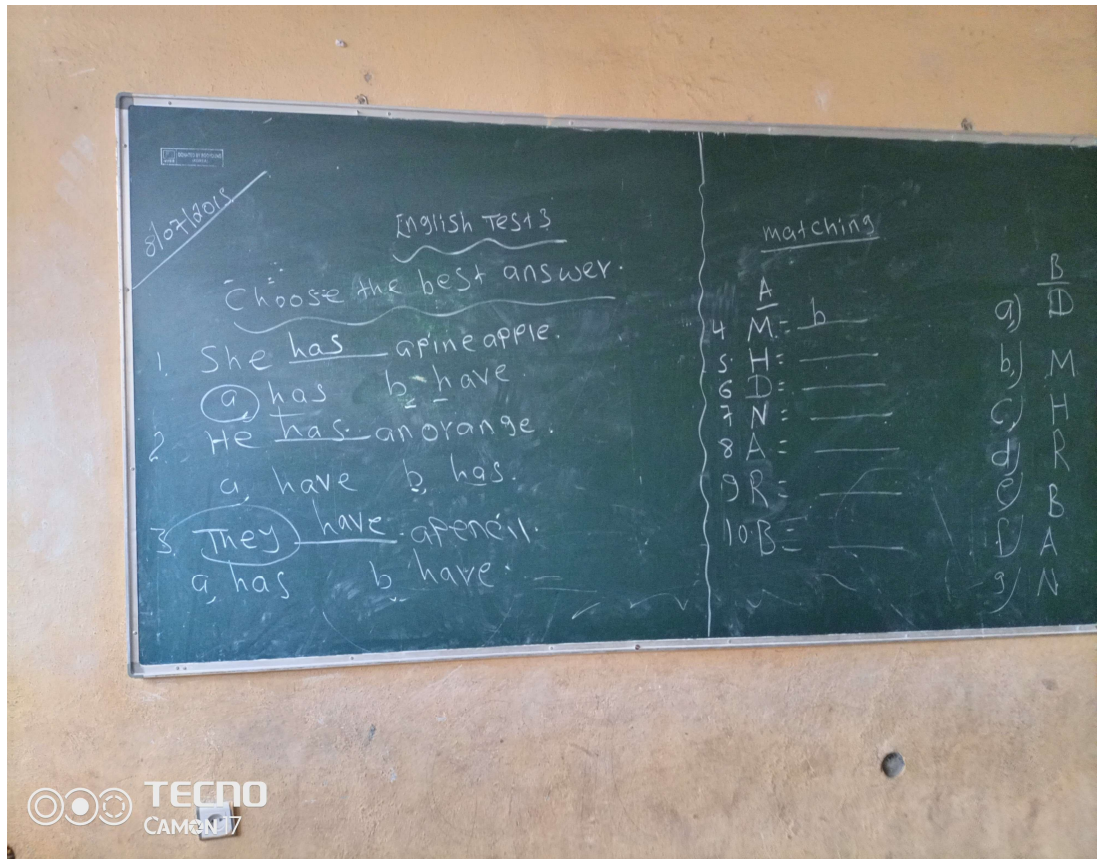
S2G1A1 (School two Grade one Assessment one)



The teacher drew pictures on the left and wrote the names of pictures on the right. The picture for banana looked like a knife. The teacher did not give neither written nor oral clear direction as to how the students should match the pictures with the words. When students started handing over test papers, the teacher said, “I did not want you to match the pictures with the words by crossing; just write the word for each picture.” This assessment activity (test) assesses students’ ability to recognize words in association with pictures without clear oral and written direction. In fact, at this level children benefit more from brief oral direction given in a language of children’s familiarity. Therefore, teacher’s unclear drawing and absence of clear instruction gave the children more difficulty than the test itself.

In the assessment activity (*S2G1A2*) below there are two parts: grammar and letter recognition.

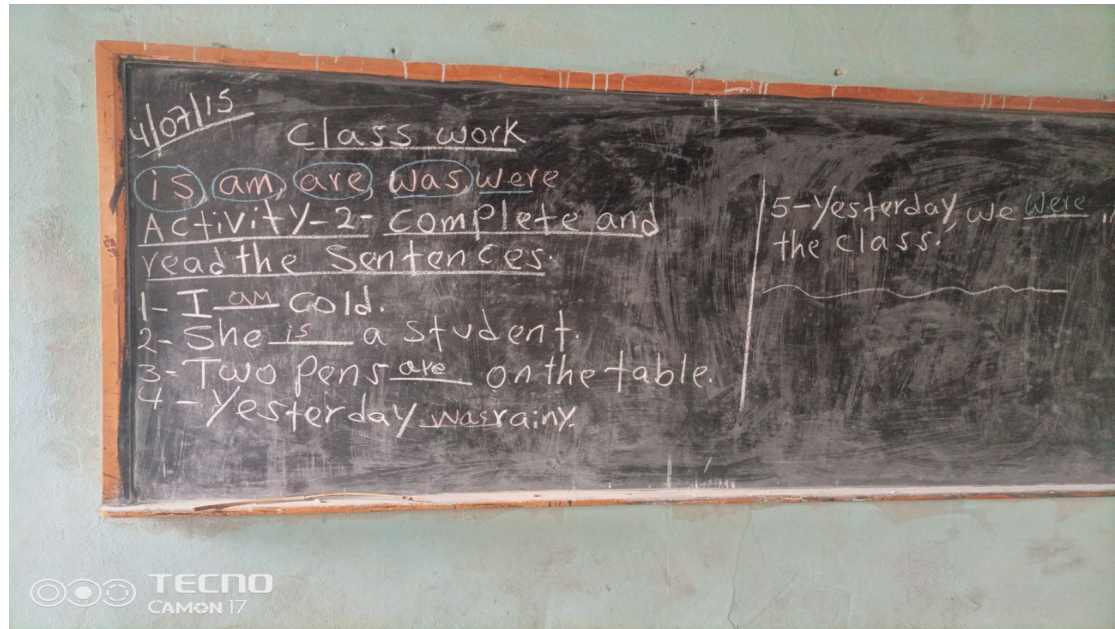
S2G1A2 (School two Grade one Assessment two)



The matching section of the test administered on the 8th day of March, 2015 Ethiopian calendar required the students to recognize the letters. The letters on both sides of the matching were in the upper case, so that the students identify the letters of similar shape. The students' ability to recognize and name letters-phonics or alphabetic reading was assessed. However, the section had no instruction, and the teacher did not tell the students how they had to attempt. Though it was the third assessment of the second semester after the one in which students were required to recognize words, the teacher assessed students' ability to recognize the letters that should have been carried out earlier.

The classroom assessment activity of grade one (SIGIA3) below indicates that the students are required to complete the sentences with the appropriate form of verbs provided and read the sentences. It was carried out on the 4th day of March, 2015 E.C.

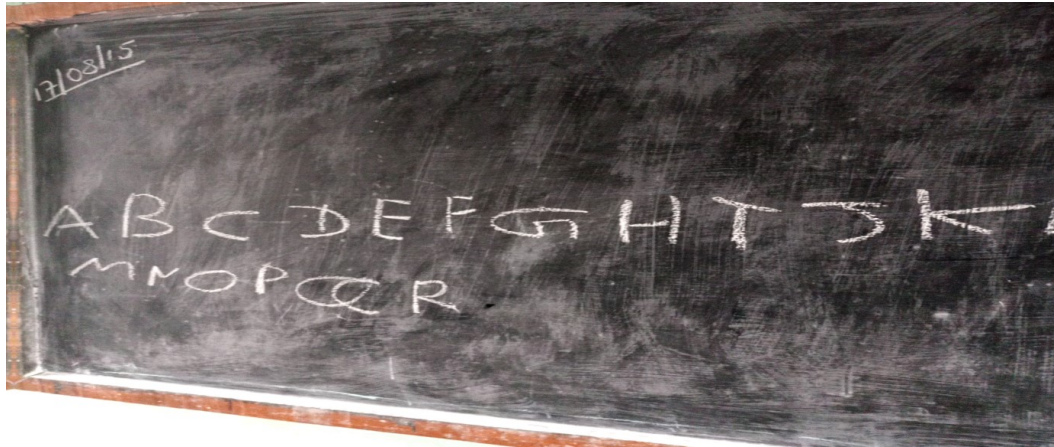
SIGIA3 (School one Grade one Assessment three)



The classwork integrated grammar and reading fluency in which the students were to choose the appropriate form of auxiliary verbs and read the sentences they completed. The classwork had clear direction as to what the students were required to accomplish. Here, the teacher assessed students' ability to read accurately, automatically and expressively. For instance, the sentences (4) and (5) do not have the same prosody. The point here is what kind of instructional decision can the teacher make based on the students' oral reading fluency development progress. However, the teacher himself supplied the correct form of auxiliary verbs to the blank spaces, and students did not read the sentences, so the activity has not achieved its purpose.

Almost after two weeks the teacher required the students to write the letters on English alphabet from A-Z. They did the assessment of writing and naming the English letters by writing the letters on the chalkboard. Every time after a student has written and read the letters, the teacher cleaned the board, so the other students can write their own. This assessment activity in which the students were required to come out, write and name the letters of English alphabet was carried out after another assessment activity in which the students completed sentences and read them.

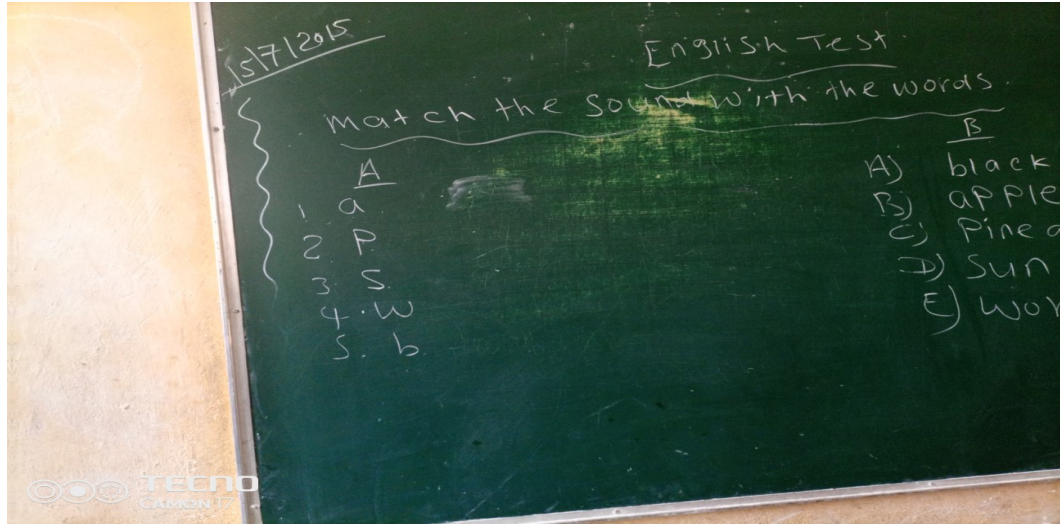
SIGIA4 (School one Grade one Assessment four)



In this assessment activity (*SIGIA4*) the student skipped the letter 'L' and could not proceed after after 'R'. Students are required to spell the letters of English alphabet, but most of the students missed the order, and some of them could not finish writing A-Z. It is developmentally illogical to assess students' ability to write and name letters in the late second semester of the academic year. However, most of the students were seriously struggling with recognizing and naming the letters, and the teacher did not take any instructional measures to remedy the difficulty based on the assessment information.

The assessment activity of grade one (*S2GIA5*) below was carried out on the 15th day of March, 2015 academic year. In this assessment activity the students were required to match the sounds with the words provided on the right. Though there was instruction as to what to do and how, those under 'A' column were not presented as sounds, as letters instead. Moreover, the teacher did not say the sounds.

S2GIA5 (School two Grade one Assessment five)



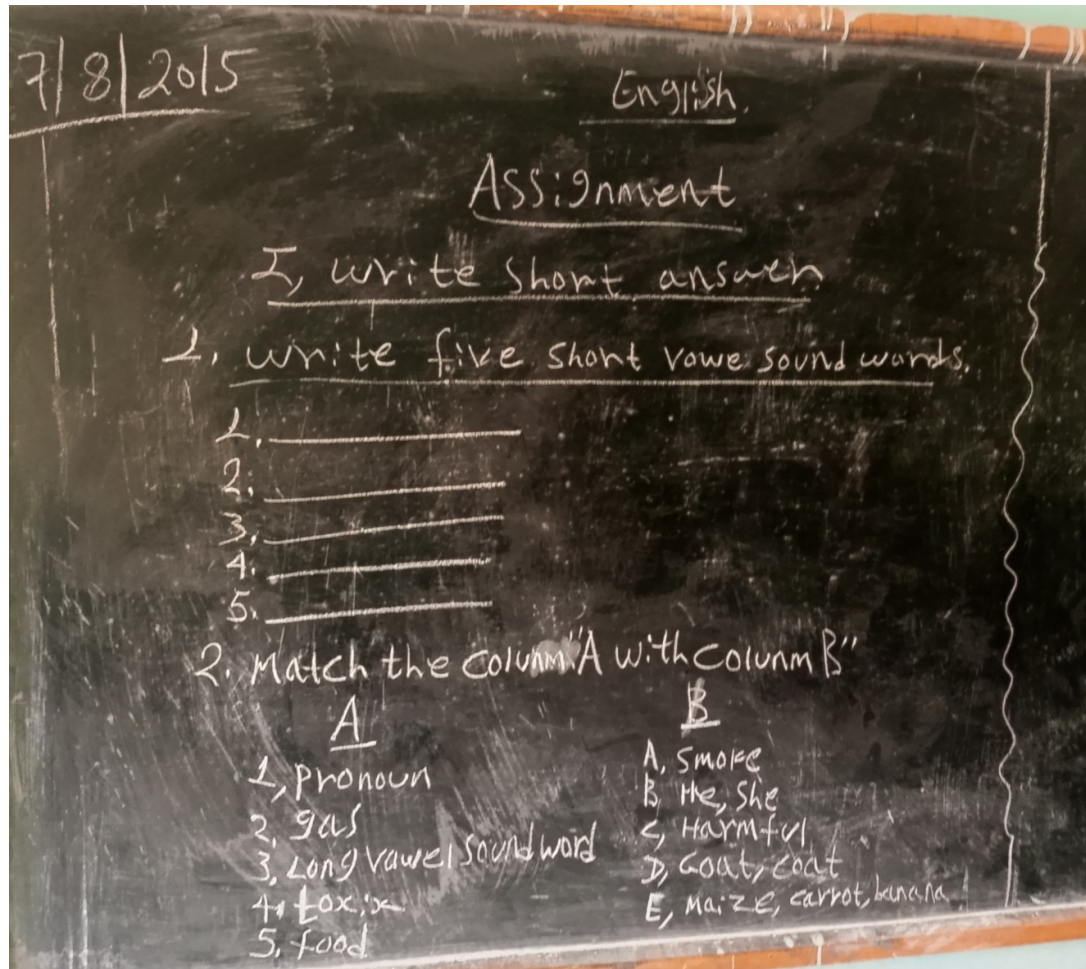
Students were required to match the first letter sounds with the words that contain the sounds –phonics, the letter-sound relationships. In this assessment activity and lesson observations (see Appendices D-1 & D-2) it is revealed that teachers have deficiently handled the issues related to the foundational reading skills. As it is understood from the assessment activities, the teachers of grade one did not systematically assess and record the students’ progress of learning to read and use assessment information to improve instruction in a way that lead to better learning of students. As part of early grade reading instruction, the assessment activities are not properly handled, have not shown developmental order and are not followed by effective immediate feedback with little contribution to improvement of instruction and subsequent student learning.

4.9.4.2 Classroom Assessment Activities: Grade Two

Classroom assessment activities of grade two English teachers whose classes have been observed have been photo recorded. The emphasis was placed on whether the teachers systematically assess and record students’ progress of learning to read, and use assessment data to make critical instructional decisions. A sample of five classroom assessment activities of two English teachers of grade two have been selected and analyzed in this section.

The assessment activity (*SIG2A1*) was held on the 7th day of April, 2015 E.C. It was an assignment intended to check whether the students can write short and long vowel sound words, phonics.

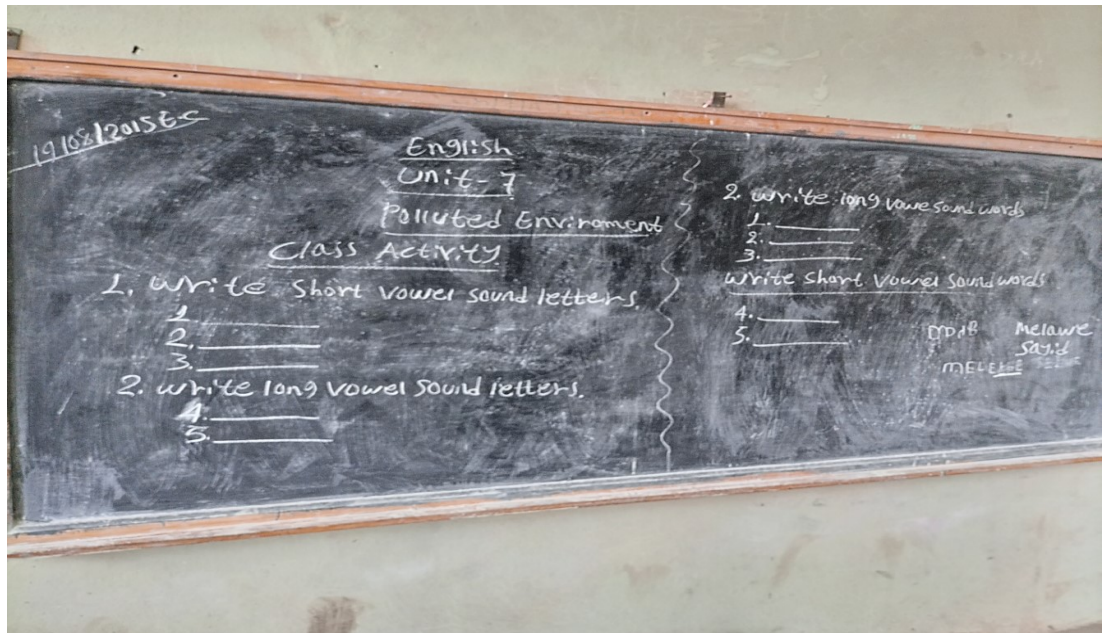
SIG2A1 (School one Grade two Assessment one)



In the assignment the students are required to write five words of short vowel sounds in part (I), and to identify the long vowel sound words in 'B' column in part (II), the matching-phonics. Some days before this assignment was given, the teacher gave notes on short and long vowel sound words (see Appendices E-1 & E-2) that students may copy from the notes because the teacher did not put any restrictions that copying the words from notebooks is unacceptable. Copying answers from previously learnt materials discourages effort and negatively impacts enthusiasm.

After two weeks the teacher wrote class activity (SIG2A2) on the 19th day of April, 2015 E.C. in which the students were required to write short and long vowel sound letters, and short and long vowel sound words-phonics.

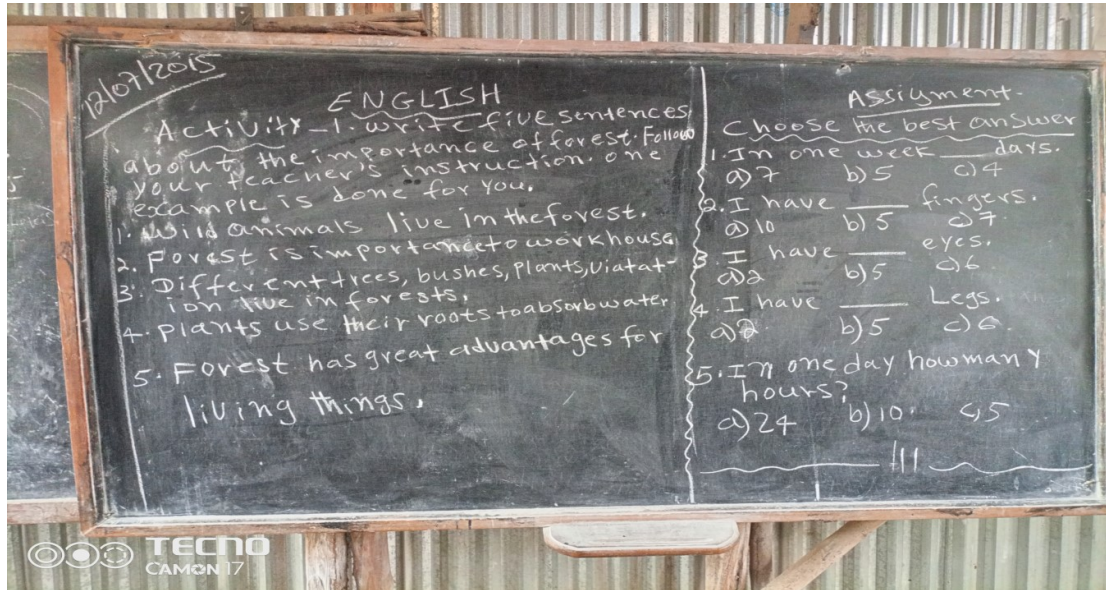
SIG2A2 (School one Grade two Assessment two)



The above classroom assessment focused on identifying and writing the short and long vowel sound letters and words that contain short and long vowel sounds. Here, the teacher did not show and explain in detail the phonetic transcription of short and long vowel sounds of English letters in the lessons (see Appendices E-1& E-2) and the students copied the letters and the words from their notes; the activity did not impose any appropriate challenges.

Another grade two classroom assessment activity in the second school was assigned on the 12th day of March, 2015 E.C. The teacher first wrote activity (1) in which the students were required to write five sentences on the importance of forest following the teacher’s instruction and example. However, the teacher wrote the sentences herself saying, “ ይኸ ከአቅማችሁ በላይ ስለሆነ እኔ ጽፌዋለሁ/ I have written it for you because it is beyond your ability.” Then she wrote the assignment(S2G2A3).

S2G2A3(School two Grade two Assessment three)



The teacher wrote an assignment of five multiple choice questions of three alternatives (a-c) in which the students were supposed to choose the best answer. The assignment does not have any relevance to development of language and literacy skills. Moreover, it does not impose, as a home-take assignment, any academic difficulty that can be dealt by grade two students except enabling the teacher to complete the required assessments and accumulate marks out of 100% .

The assessment activity (S2G2A4) was administered on the 25th day of March, 2015 E.C. almost after two weeks from (S2G2A3). The teacher wrote an assignment (5th test) of ten multiple choice items of three alternatives. Some of the items(4,5,9 &10) in this test were from the previous assignment taken on the 12th of March.

*S2G2A4(School Two Grade Two Assessment
Four)*

25/07/2015
5th test

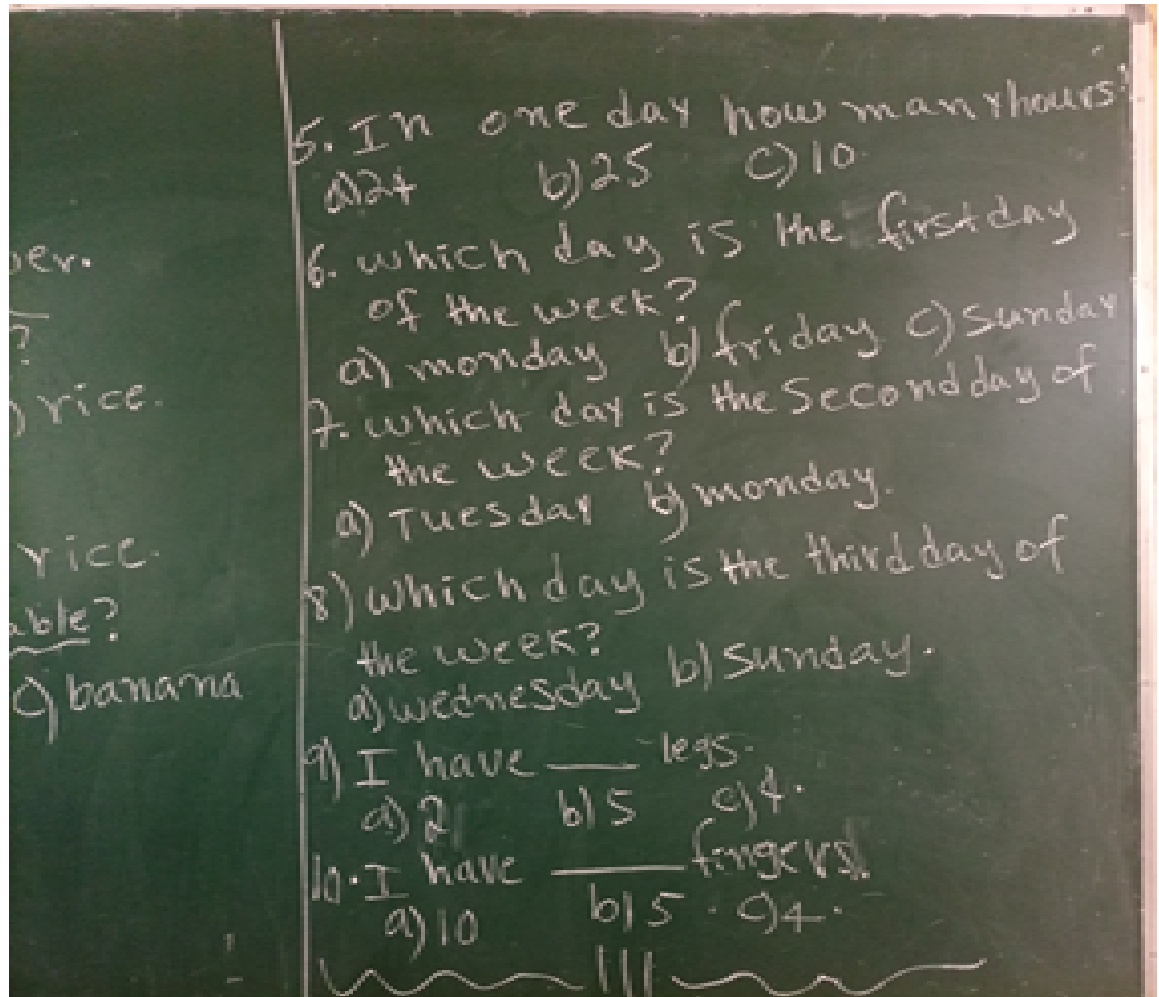
ENGLISH
Assignment

1 Choose the best answer.

1 which one is vegetable?
a) Cabbage b) orange c) rice.

2 which one is fruit?
a) orange b) Carrot c) rice.

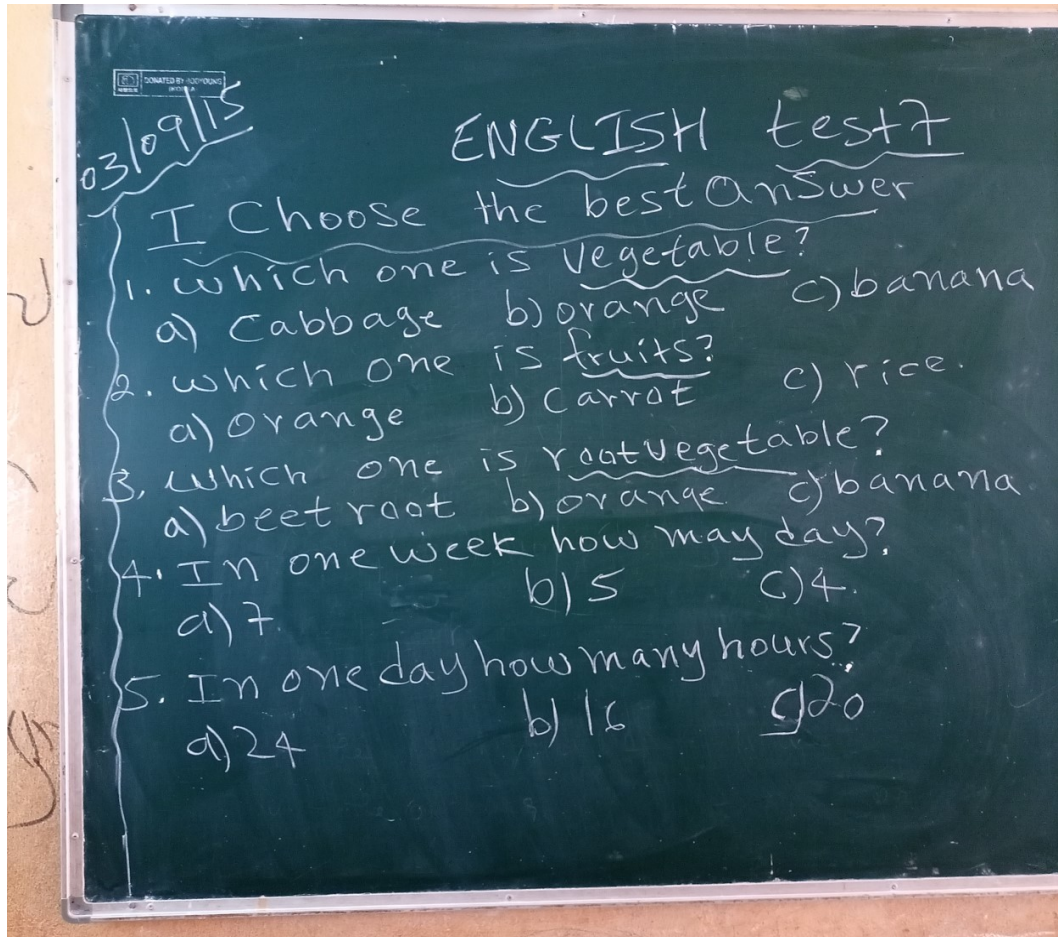
is root vegetable?
a) banana



This assessment activity (S2G2A4) was the fifth assessment of grade two English in the second semester of 2015/16 Ethiopian academic year. In addition to the repetition of four items from the previous assessment activity (S2G2A3), the assessment activity does not assess students' progress of learning language and literacy skills. Instead the test assesses students' ability to recall the contents presented in the reading text read in the previous period. That is, this assessment activity is not valid.

Another grade two English teachers' classroom assessment activity was administered on the 3rd day of May, 2015 E.C. It was the 7th assessment of the second semester. The test consisted of five questions of three alternatives.

S2G2A5 (School two Grade two Assessment five)



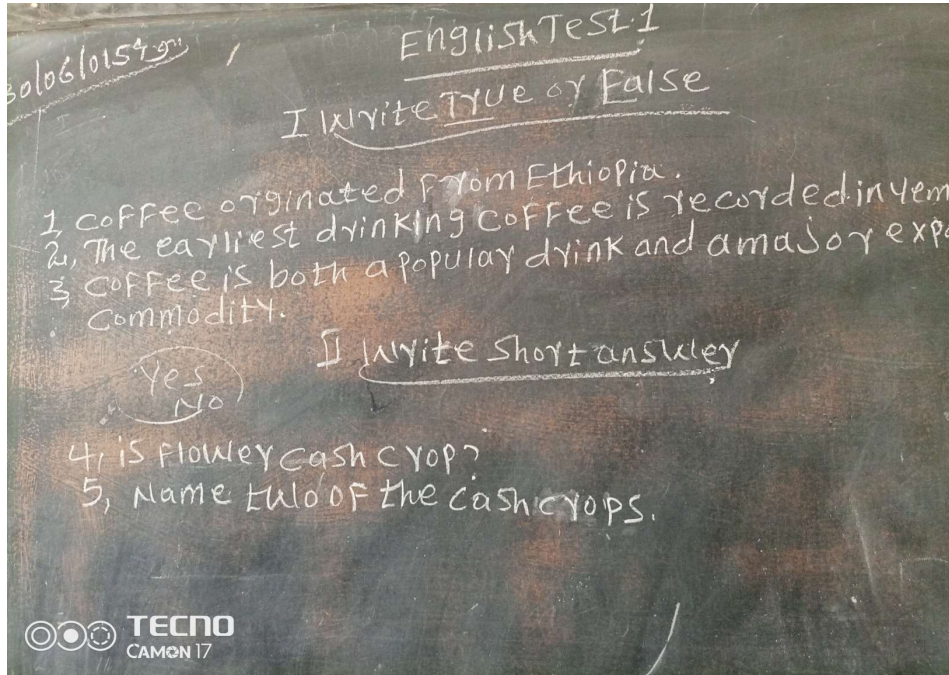
The assessment activity (S2G2A5) above has five multiple choice items repeated from the previous assessment activities (S2G2A3 & S2G2A4) without significant contribution to assessing students' progress of learning to read and instructional decisions made to enhance learning. While the assessment activities are of least contribution to language and literacy skills development, the same items have been used repeatedly. Repeated assessment activities have detrimental effect on students' effort, engagement and motivation.

4.9.4.3 Classroom Assessment Activities: Grade Three

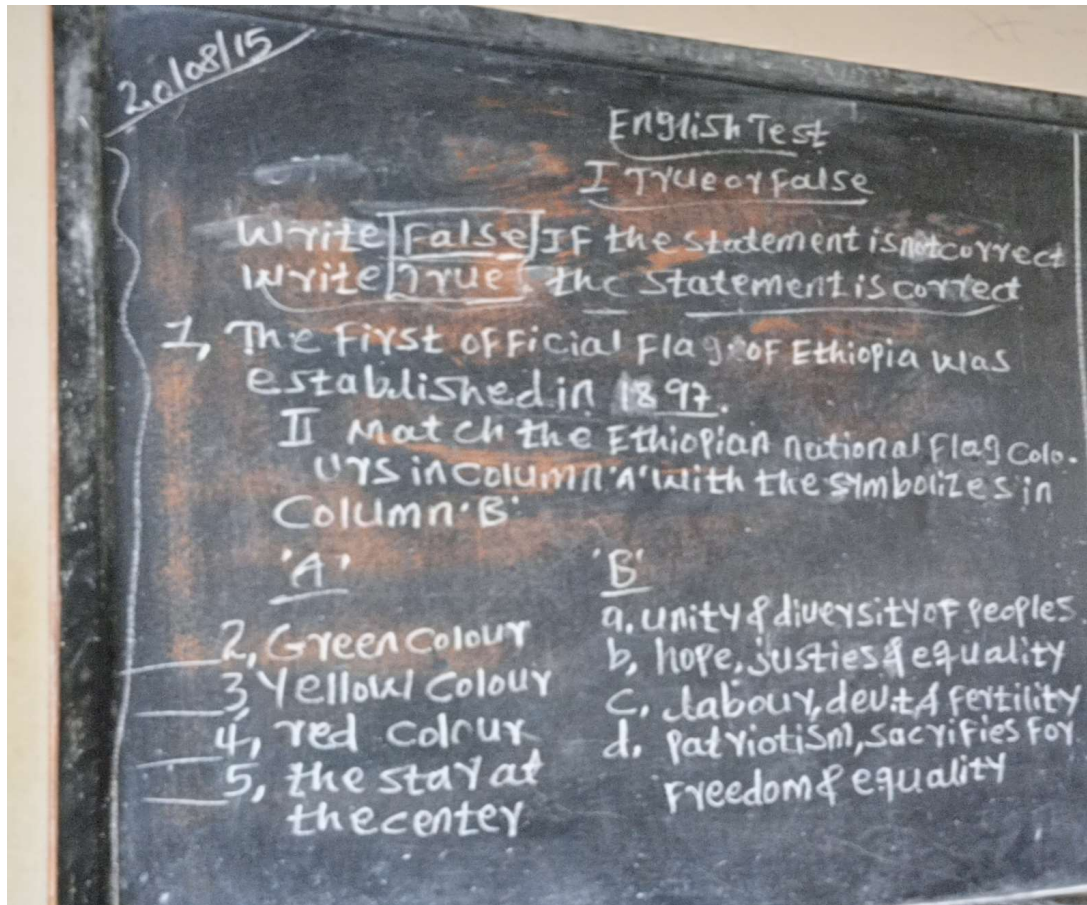
Grade three English teachers' classroom assessment activities have also been photo-filmed during classroom observations. Five assessment activities have been Photo

recorded and analyzed. The first assessment of grade three of school two was administered on the 30th day of February, 2015 E.C.

S2G3A1 (School two Grade three Assessment one)



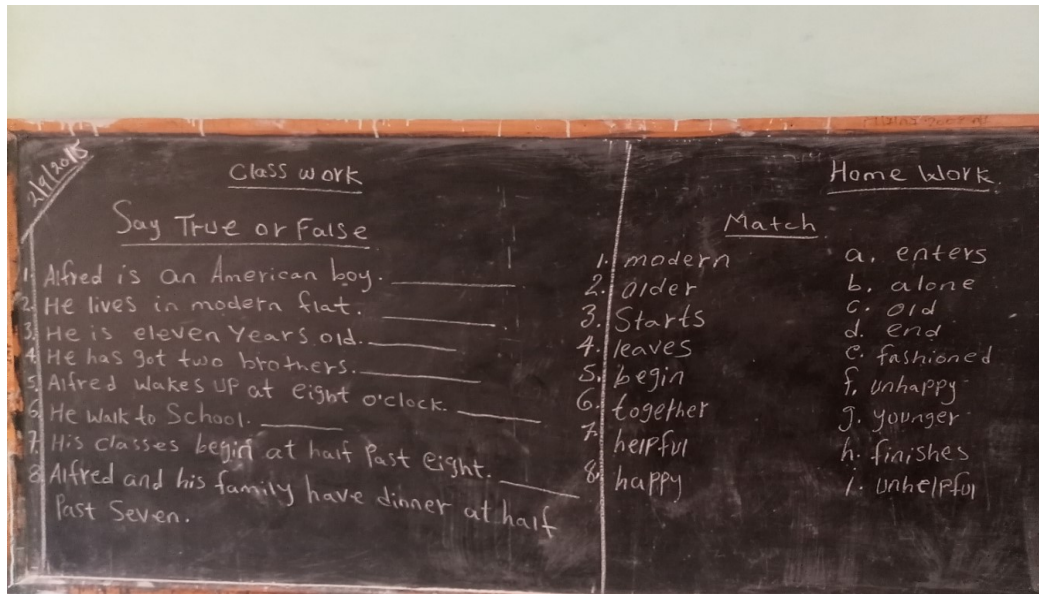
This assessment activity (**S2G3A1**) assesses students' ability to comprehend the text read to them. The first three items required the students to write true or false; the fourth question was to be answered by saying 'yes /no'. The fifth question required the students to write two of the cash crops. Though the test assessed students' text comprehension, the teacher did not reread the text the moment the test items were to be attempted; that is, the students were required to remember the information read to them some days before. Therefore, students were assessed to recall the content of the text the way they do for other subjects such as general science. This result indicates that the teacher does not apply the procedures of assessing reading comprehension, so that the students are left to blindly guess the answers. Another classroom assessment activity (**S2G3A2**) was administered on the 20th day of April, 2015 E.C. It was based on the information in text read about Ethiopian National Flag.



In this assessment activity the teacher attempted to assess students' ability to understand what was read to them. It has six questions; the first was true or false item while the rest five items required students to match the parts of Ethiopian national flag with the descriptions provided on the right. In this case the teacher reread the text, so that the students could attempt to answer the comprehension questions. However, the matching section has equal number of items and distractors on both columns which encourage guessing.

The assessment activity of another English teacher of grade three (S1G3A3) was on the 2nd day of May, 2015 E.C. It has two assessment activities: classwork –true or false, and homework- matching the words with the other words of opposite meaning. The two activities have eight items each.

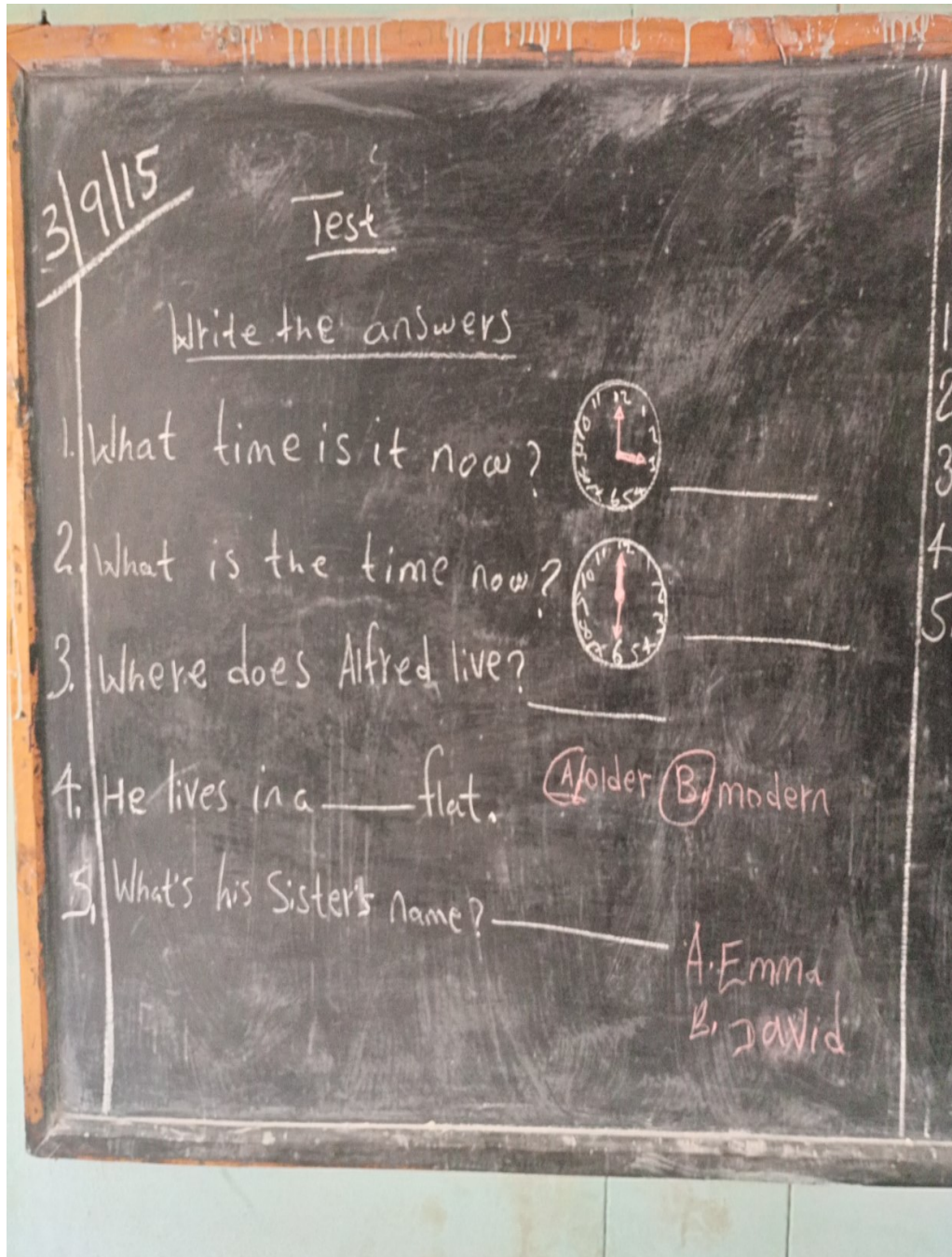
S1G3A3 (School one Grade three Assessment three)



Both the classwork and homework were from the reading text ‘Alfred’s Daily Routine’. The classwork required the students to decide whether the statements were true or false based on the information in the text. The teacher wrote the activities after she had read the passage. The classwork was not done in the classroom as it was intended. The matching activity did not have any instruction nor did the teacher give oral instruction. The worse was the students did not have textbooks to check the instruction at home. The second assessment activity assessed the students’ vocabulary learning.

The next day the teacher wrote a test on telling time and ‘Alfred’s Daily Routines’. It was on the 3rd day of May, 2015 E.C. The assessment activity (*SIG3A4*) was administered after the students learnt and practiced telling time or reading the watch

SIG3A4 (School one Grade three Assessment four)



In addition to telling time / reading the watch, there were three short answer comprehension questions. This time the teacher did not read the story again. That is, the students were supposed to remember the information they heard the day before, but reading the watch did not need the story. The items that are based on the

information in the story are subject to guessing. In the assessment activity (*SIG3A5*) the students were required to read aloud the sentences they copied from blackboard.

SIG3A5 (School one Grade three Assessment five)



As can be seen in the above picture, the students who came out to read the sentences were unable to read even a word, so that the teacher told them to kneel down. Here, the point of assessment was reading accurately, automatically and with appropriate prosody. However, the assessment was not systematic, nor was it timed; the teacher did not show grade three students how to break sentences into appropriate chunks in order to enhance the accuracy and automaticity of reading-fluency.

Generally, the assessment activities involved tests, assignments, homeworks and classworks- written assessment activities. The activities considered the foundational reading skills to a certain extent, but not systematic and regular. Some of the assessment activities were repeated with little contribution to instructional decisions and improvement of learning. There are also assessment activities that are not relevant to assessing students' language learning and literacy skills development.

4.10 The Analysis and Results of Interviews

In addition to the data collected through lesson observations and questionnaire, semi-structured interviews were conducted with six English teachers whose classes were observed in grades one to three (1-3) to obtain their opinions on their practice of

teaching reading in early grades. The data from the interviews enabled to triangulate the findings from questionnaire- instructional practice and classroom observation.

4.10.1 Knowledge of Essential Components

Teachers were asked seven questions one after another supported by back ups. The first question raised was, (Q1.). *What do you know about five critical components of reading? (Phonemic awareness, phonics, vocabulary, fluency and comprehension)* In response the teachers have made it clear that they have inadequate understanding of the essential components of early grade reading instruction. For instance, the teachers [G1T1], [G1T2] & [G3T1] respectively say, “I do not think I have enough understanding about these things; I do not have enough understanding, isn’t it better to tell the truth?; I do not have enough understanding-I only know things like making and using flash cards.” The other participant teachers also say they have some understanding about the essential components of early grade reading instruction, but it is not sufficient. For instance, [G3T2] says, “Most of the time our teaching basically focuses on letters; though not sufficient, I have some understanding. ”

4.10.2 Additional Training

Teachers were also asked whether they have taken any additional training on teaching basic reading skills as, (Q2.) *Have you had any training on teaching these components in reading classrooms? (Would you share things you remember please?)* Teachers’ responses indicate that they have got additional trainings on teaching reading skills at early grades. One of the responses is, “I haven’t taken any additional training on teaching basic reading skills. There are many new things; I am trying to help myself with personal reading.” [G3T2] The teacher’s response also shows that there are many new concepts introduced into the early grade English education syllabus which teachers try to cope up with their own efforts. Teachers used to get some training, but since some years trainings are rarely given. This is shown in, “Certain trainings used to be given. Since some years, trainings have become rare” [G2T2].

4.10.3 Phonemic Awareness

Specifically, a question on phoneme recognition and manipulation strategies was raised to the teachers as, (Q3.) *How do you teach your students how to isolate, categorize, blend, segment, add, delete, and substitute phonemes in spoken words? (Would you give examples please?)* Teachers also witness that teaching reading in early grades begins teaching the letters or graphemes. [G2T2] response indicates this as, "...teaching reading, after we have taught only letters or graphemes, students find reading certain words difficult. This is because what they know is only the letters." From the response it is understood that students find it difficult to read certain words after learning English letters. Teachers are also heard blaming the large class size in primary schools for not using the phonemic awareness instruction strategies in comparison with the practice in private schools. This is also reflected in teachers' responses as, "These things are being done in private schools, but it is not like that in here because we have many students in a classroom" [G1T1].

4.10.4 Phonics

The other point raised in the interview was in relation to teaching sound-letter relationship in light of helping children recognize unfamiliar words. The question was posed as, (Q4.) *How do you teach your students the letter-sound correspondence and apply it in word recognition? (Please give some example instances)* The responses explain that teachers have different excuses for their deficient phonics instruction. [G1T1] for instance makes some irregularity in sound-letter correspondence responsible as, "Phoneme-grapheme or letter-sound relation in English is confusing." Some responses of the teachers indicate that they possess an understanding that the one-to-one correspondence does not exist between speech sounds and letters.

However, the existence of certain irregular patterns in phoneme-grapheme relationship cannot be enough reason not to use different methods of phonics instruction. The response, "English letters are regular when they are named, but their sounds not regular. That means one letter may have different sounds," [G2T2] confirms that teachers have understanding that there are variations, but the others such

as, “For example, I have taught them that the letter is read as ‘u’ but its sound is different in words like umbrella,” [G1T2] somehow teach the variations.

Some other teachers present phonics lessons with a support of pictures as, “I present lessons supported by pictures” [G3T1]. From these responses it can be learnt that English teachers are at varying levels of understanding and skills with regard to phonics instruction.

4.10.5 Vocabulary

Participant English teachers were also asked how they teach words and word meanings in different ways as, (Q5.) *How do you teach your students words and word meanings in different ways? (Please give some examples)* some of their responses indicate that they simply write the words, tell word meanings in a local language and sometimes use pictures; for example, “The experience we often have is writing the words first and telling word meanings in Amharic. Sometimes we use pictures to teach words” [G1T1]. Though there are teachers who try to use pictures, charts and portable real objects, and use contexts, there are early grade English teachers who believe teaching words and word meanings should be introduced as of grade five and six as, “I try to do, but the children cannot cope up. I personally believe it is better introduced in grades five and six” [G2T1].

However, such belief has detrimental effect that some early grade English teachers may not pay attention to direct or indirect vocabulary instruction in early grades. The belief of grade two English teachers is in contrast with the evidence that early vocabulary size correlates with later literacy learning achievement. For children aged eight years and beyond, word knowledge is a strong predictor of reading comprehension. On the contrary, children with poor early vocabulary are less likely to learn academic words in later grades (Snow, Porche, Perche, Tabors & Harris, 2007).

From the responses of some teachers it can be understood that there are teachers who teach words and their meanings starting from words of body parts and names of things found in the students’ surroundings while there are others who teach words in isolation as, “I often teach vocabulary by making students read the words taken from reading passage” [G3T2].

4.10.6 Reading Fluency

The sixth question was about teaching the children to be able to read accurately, automatically and expressively as, **(Q6.)** *How do you teach your students to develop skills on reading accurately, automatically and expressively? (Please would you give few examples of things you do?)* In response the teachers honestly explain that they have insufficient knowledge of the techniques and procedures of teaching reading fluency as, “I read first and make them read after me; in this I help them learn to read. In fact, as teachers, we do not use the techniques that help us teach and assess children’s reading fluency. We have a serious inadequacy in this regard” [G2T1]. In addition, the teachers themselves read the words, sentences and texts first and make the students read repeatedly as in, “I repeatedly read some words for them. Then I make them read the words repeatedly” [G1T1].

Though repeated reading helps to develop reading fluency, some teachers consider large class size as an impeding factor as in, “...how can we help, follow up ... each student while we have 100 students in a classroom?” [G1T2], while the others blame the students even not able to recognize the letters as, “The children even cannot read the letters. To read fluently, they first need to recognize the letters well” [G2T2]. From the responses it is also learnt that there are teachers who put their pace only with the students that make utmost efforts as in, “...grade three students struggle to read words like neighboring, migration, high.... In fact, there are students who try their most, so I do not do anything more than helping these” [G3T1]. These results show that English teachers lack the knowledge of techniques and procedures of teaching and assessing students’ reading fluency development.

4.10.7 Comprehension

Reading comprehension is the ultimate goal of learning to read. The last question raised was **(Q7.)** *How do you teach your students the strategies to read and understand what they read? (Would you mention some reading comprehension strategies please?)* Teachers’ responses indicate that they often read the story, explain it in Amharic followed by few comprehension questions. For example, [G2T2] puts it

as, “I read first and translate it into Amharic. Then they understand; they also try to answer some questions.” Some others read the story first, ask students to read and students answer certain questions. This is shown in the response, “I read the story first; I make the students read. Then I ask them few questions” [G3T1]. The response from one of grade one English teachers, “I try to make the students read as much as they could and assess their progress,” [GIT1], does not show the reality in the classrooms that teachers read, children repeat after their teachers at word, phrase or sentence level, and the students at grades one to three (1-3) are read to. It is clear from the responses that English teachers are not employing appropriate comprehension instruction strategies.

4.11 Summary

The results of data collected through different methods employed have enabled to effectively answer the research questions. It has been learnt that teacher preparation placed little emphasis on teaching early grade reading both in coursework and practicum, so that participant English teachers felt somewhat prepared to teach early grade reading ; that is, the teachers are not completely sure how to use the instructional strategies and activities with students of different reading levels and grades. Teachers’ responses in group interviews also confirm that early grade reading instruction got little attention of teacher preparation program. Especially, practical learning experiences were not satisfactory though teaching early grade reading was taught in a unit of a course. For instance, planning lessons, teaching, reflecting on experiences and getting feedback received limited attention.

Moreover, activities such as using textbooks, teacher’s guide and age appropriate supplementary readers to teach early grade reading, creating literacy rich learning environment to help children from poor literacy backgrounds and using appropriate teaching aids were neglected. Though participant English teachers claimed they have been teaching and regularly assessing foundational reading skills in their response to instructional practice section of the questionnaire, the findings of interviews, lesson observations and assessment activities revealed that participant English teachers have

insufficient understanding of foundational reading skills, instructional and assessment techniques.

The findings of knowledge assessment test have shown that participant English teachers have serious knowledge limitations of teaching early grade reading. For instance, the mean test score =36.4%; 90.4% of the teachers scored below 50% and 57.5% of the test items were answered incorrectly.

The results of lesson observations revealed that participant English teachers inadequately employed variety of instructional strategies. There was serious limitation of applying pre-reading, while- reading and post-reading procedures of reading comprehension. The lessons have also shown that the techniques of teaching phonemic awareness and phonics. That is, teachers overly relied on teaching letters than sounds and letter-sound correspondences. Variety of reading fluency development strategies such as repeated reading; guided reading, timed reading, etc. were not practiced.

The analysis of written classroom assessment activities has shown that the assessments are considerate of foundational reading skills. However, the assessment activities are not systematic and regular; that is, the assessment activities are not conducted in a developmental order that enable to track students' progress of learning to read. For instance, grade one students' ability to recognize English letters was assessed late in the second semester and most of the students struggled. Some of the assessment activities lack clear written and oral directions as to how the tasks should be attempted. There are also assessment activities that are unnecessarily repeated with no new challenges discouraging effort and critical thinking.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

The findings of the data gathered in different ways- questionnaire, knowledge test, lesson observations, focus group discussions, interviews, and classroom assessment activities, have been summarized, conclusions drawn and recommendations have been forwarded.

5.1 Summary

The main purpose of this study was to investigate English teachers' perceptions of preparedness and practice of teaching early grade reading. As this study investigated the early grade English teachers' preparedness to teach and their practice of teaching reading in Ethiopian early grades, it was guided by social interactionism as the underlying theory. It also employed both quantitative and qualitative methods of data collection and techniques of analysis. A descriptive research design of mixed methods under pragmatic paradigm was the overall plan of this study. To this effect, 125 English teachers in twenty randomly selected primary schools from 44 public primary schools in Hawassa City Administration took knowledge assessment test of 40 multiple choice items on early grade reading instruction (see 3.7.1.6; & Appendix A-1), filled in questionnaire that focused on teacher preparation coursework emphasis , practicum attention, teachers' felt preparedness to teach, perceptions of the importance of essential components of early reading instruction and teachers' instructional practice of teaching early grade reading (see 3.7.1.1 & Appendix B).

To triangulate the quantitative data on teacher preparation coursework emphasis, practicum attention and the process of teacher preparation in light of teaching early grade reading, focus group discussions were held with English teachers of two randomly selected public primary schools. These two public primary schools where focus group discussions were conducted were from among those twenty schools (see 3.7.2 & Appendices C-1 to C-7). In addition, two more schools, from among the randomly selected twenty schools, were selected and sixty lessons of six English

teachers, two teachers per grade level and ten lessons per teacher of grades one to three (1-3), were observed, and the teachers whose classes were observed were also interviewed by using researcher set semi-structured interview guide of seven items on teaching reading in early grades. Similarly, as part of teaching reading, classroom assessment activities were photo-filmed directly from the chalkboard of the classes of observed English teachers of grades one to three (see 4.9.4.1, 4.9.4.2 & 4.9.4.3).

The data collected through questionnaire, knowledge assessment test, focus group discussions, classroom observations, assessment activities and interviews enabled to achieve research objectives and/or answer research questions (see 1.4.2 & 1.5). To check whether the proposed study was feasible, the instruments would enable to collect the desired data and to learn lessons that would lead to improvements; a small scale study was conducted in a similar context and subjects but different from the subjects of the main study. Enough care has been taken to prevent information contamination among participants. Five public primary schools of Hawassa City Administration were selected randomly and a sample of thirty (30) English teachers was chosen to collect data.

To get access to the schools and the teachers, a letter of cooperation from Addis Ababa University was presented to Head, City Administration Education Department and referred to the concerned authorities. As the green light was obtained, the school principals were communicated, teachers were contacted and date and time were arranged for classroom observation, knowledge assessment test and questionnaire. For the schools where lessons were observed, the knowledge test and questionnaire were administered later.

After the teachers took knowledge assessment test and filled in the questionnaire, focus group discussion was held with teachers in one of the selected schools. In the pilot study the number of items on the questionnaire was 17 for each of coursework, practicum and teachers' feelings of preparedness, but reduced to 14 because the concepts were technically considered in the other items. Moreover, the questionnaire did not have any items on teachers' perceptions of the importance of essential components of early grade reading instruction and teachers' instructional practice of

teaching early grade reading, so some more items have been adapted from (Nguyen, 2013) and added. Classroom observation was carried out by using structured observation checklist and analysis was done quantitatively, but it could not show the actual classroom interactive events. So that it was replaced by video-recorded lessons in the main study. Lesson observation was also limited to grade one, and it was not sufficient to represent early grades; as result, the lesson observation was extended up to grade three in the larger study. Semi-structured interview was not in the pilot study, but it was added to the main study because the researcher believed that it would allow the teachers to share their opinions on the practice of teaching early grade reading and enable the researcher to compare what was observed in the classrooms and what the observed teachers would say about what actually takes place in their classrooms.

The other data collection instrument was knowledge assessment test on early grade reading instruction. In the pilot study the knowledge assessment test had 50 multiple choice items. Upon analysis of the data, the reliability of the test was found to be .652, which was questionable. So that the reliability test (if items deleted) was re-run and ten less reliable items were deleted. Then Cronbach alpha coefficient increased to .782, which is acceptable and 40 items remained. In addition to reliability test, the validity of the knowledge test was checked by the teacher educators at Hawassa College of Teacher Education (HCTE) and some of the items were rephrased for clarity sake; some others had non-Ethiopian names in the stems and replaced by customary local names. Thus, the pilot study enabled to make many significant improvements in the main study (see Chapter III).

After many changes had been made to the plan and instruments of the study in the pilot study, data were collected from twenty randomly selected public primary schools and (N=125) teachers through knowledge assessment test, questionnaire, focus group discussions, classroom observations, assessment activities and interviews. The data collected were cleaned, sorted and made ready for analysis. At this time a piece of questionnaire and a test paper were discarded from 126 teachers who took knowledge test and filled in the questionnaire for incomplete responses., so that (N= 125) teachers were the actual participants of this study.

The quantitative data from knowledge test and questionnaire were entered into a Statistical Package for Social Sciences (SPSS Version 25.0). Then the data were analyzed; descriptive statistics was calculated (frequencies, percentage and mean) and to identify whether statistically significant relationship exists among the variables, Pearson's correlations (r) and linear regression were run. In attempt to answer the first research question as to how much emphasis did aspects of teacher preparation (coursework and practicum) place on teaching early grade reading, the data were analyzed and the results have revealed that both coursework and practicum/ field experiences of teacher preparation paid little attention to teaching reading in early grades. Particularly, teacher preparation coursework placed little emphasis on teaching different strategies of recognizing and manipulating phonemes in spoken words. This finding is inline with the results of Belilew (2016) that English teachers are inadequately trained to teach phonological awareness.

The other essential component of early grade reading considered was phonics. Teacher preparation coursework also placed little emphasis on using phonics skills to decode unfamiliar words, recognizing and naming letters and teaching phonics systematically with a series of skills and activities. Using variety of methods to teach words and word meanings got little attention of teacher preparation coursework. For instance, teaching words and word meanings explicitly and implicitly, repeated exposure, recognizing unfamiliar words in texts and using students' background knowledge to recognize unfamiliar words did not get due attention of teacher preparation coursework. Moreover, teacher preparation coursework placed little emphasis on teaching children to read accurately, automatically and expressively. Helping children repeatedly read aloud the same text; assessing students' reading fluency progress and making instructional dcisions on the basis of assessment information got inadequate attention of teacher preparation coursework.

Teaching reading comprehension strategies also attracted little attention of teacher preparation coursework. For example, teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas; teacheing students to monitor their understanding of texts they read and deal with the problems that may

occur got little attention of teacher preparation coursework. With regard to using variety of instructional strategies to teach early grade reading, how to use textbook and teacher's guide , making and using teaching aids, and creating literacy rich environment to help children from poor literacy backgrounds, etc. teacher preparation coursework placed little emphasis (see 4.3). These findings confirm the results of previous studies that primary school English teachers underwent inefficient college training and possess limited understanding of techniques and procedures of teaching reading in Ethiopian early grades (Belilew, 2016; Eba, 2014; Gemechis, 2013 & Tesfaye, 2014).

Similarly, teacher preparation practicum/ field experience paid little attention to various strategies and procedures of teaching early grade reading. Issues such as teaching children to recognize and manipulate sounds in spoken words, teaching phonics skills to help word recognition, teaching phonics systematically in association with various skills and activities; recognizing and naming letters; employing variety of instructional strategies both explicitly and implicitly to teach words and word meanings; using variety of techniques to help children develop reading fluency; employing variety of reading comprehension strategies; using textbook and teacher's guide as part of learning to teach; preparing and using appropriate teaching aids, creating literacy rich environment ; planning, teaching, assessing, reflecting and getting feedback , etc. got little attention of teacher preparation practicum (see 4.4). This shows that college- school link which allows the prospective teachers the opportunity to put the theory they learnt in coursework into practice was poorly coordinated, and teachers lacked practical learning experiences.

In relation to the emphasis of aspects of teacher preparation placed on teaching early grade reading, teachers' responses from focus group discussions also confirm that both coursework and practicum of teacher preparation placed little emphasis on teaching early grade reading skills (see 4.4 & Appendices C-4&C-5). The knowledge gained in college coursework and the skills developed through practicum experiences make prospective English teachers feel prepared to teach. It has been attempted in this study to find out how prepared English teachers felt to teach early grade reading. The findings have revealed that participant English teachers felt somewhat prepared to

teach early grade reading. That is, the teachers are not completely sure how to use the activities with students in all grades and at all reading (see 4.5).

The results of knowledge assessment test have also shown that there is serious knowledge limitation of teaching early grade reading among participant English teachers. More than 90% of the participant English teachers scored below 50%, and 57.5% of test items were answered incorrectly. This finding also confirms that participant primary school English teachers are inadequately trained to teach early grade reading (see 4.6). Teachers' responses in focus group discussions and interviews confirm that teachers have inadequate understanding of early grade reading instruction (see 4.7.8; 4.10.1; Appendix M-1).

Focus group discussions conducted with English teachers in two randomly selected schools have also shown that teacher preparation coursework and practicum paid little attention to teaching early grade reading (see 4.7.2; 4.7.3). Similarly, the activities performed during coursework and practicum in the form of lesson planning, teaching, reflecting, assessing, etc. were short of time and did not have depth; they did not also get sufficient tutor and mentor feedback (see 4.7.4). With regard to preparing and using appropriate teaching aids, and creating rich literacy environment, teacher preparation did not pay due attention except teaching the importance of using teaching aids in a course (see 4.7.5). Training teachers to effectively utilize available educational resources is an essential component of teacher preparation process; especially, using textbook and teacher's guide. Teachers' response in focus group discussions also confirm that teacher preparation gave inadequate attention to training English teachers on using textbook and teacher's guide (4.7.6).

Teacher educators and mentor teachers' support and feedback play a great role in terms of making English teachers learn to teach. However, participant teachers' responses in focus group discussions show that teacher educators and mentors were not supportive and did not give timely feedback, so that improvements could not be made (see 4.7.7). Moreover, teachers' responses have indicated that teacher preparation had limitations such as rush to cover course content, limited time for

practice, reflection and feedback, limited attention to teaching early grade reading, leniency of tutors and mentor teachers, etc. (see 4. 7.9 & Appendix C-4 & C-5).

In this study it has been attempted to find out the participant English teachers' perceptions of their instructional practice of teaching early grade reading (part V of the questionnaire). The results have shown that the teachers have positive perceptions about the importance of five essential components of early grade reading instruction and have been teaching and assessing these foundational reading skills (see 4.8.3.1; 4.8.3.2; 4.8.3.3; 4.8.3.4;4.8.3.5). However, the findings of the classroom observations, assessment activities and interviews have shown a different truth.

It was to see what actually takes place in the classroom interaction that structured classroom observation checklist was replaced by video-taped lessons. The lesson observations focused on teaching the foundational reading skills in grades one to three (1-3). Ten lessons of each of the six English teachers in grades one to three of two randomly selected public primary schools, a total of sixty lessons were observed and video-recorded. The recorded lessons were transcribed and analyzed. In lessons of grade one the teachers did not properly employ the strategies for teaching phonemic awareness, phonics, vocabulary, fluency and comprehension. For instance, there were no activities on phoneme isolation, phoneme identity, categorization, addition, substitution, deletion, and rhyme recognition and generation. When required to pronounce the sounds of letters in lessons, teachers did not say anything. There were activities on phoneme segmenting and blending, but the teachers dealt with them as letters, not the sounds.

In some of the lessons the teachers were required to match the sounds, words and pictures- letter/sound relationships, but the teachers did not model the sounds. For teaching words and word meanings, the teachers followed *I DO WE DO YOU DO* approach in which the teacher modeled first, asked students to repeat and pointed to the words and students read. Although the teachers tried to demonstrate in some of the cases, they most often translated the words into Amharic, for which a balance is due. With regard to fluency development, the teachers tried to make students repeatedly read isolated words and short sentences. However, the teachers did not assist the

struggling learners by chunking the sentences into readable phrases; there was no timed reading. For comprehension, the teachers did not read the story, explained it in Amharic and asked few questions. There was no attempt of exploiting students' prior experience/ building background and connecting the text to their life experiences (see details 4. 9.1; Appendices D-1 & D-2).

In grade two lesson observations there were no activities on phonemic awareness. The phonics was considered in the activities in which the students were required to recognize the short and long vowel sounds and the words that contain them. However, the teachers did not properly show the phonetic symbols of the letters; instead they showed which one is short and which one is long. In addition, there was no modeling and practice of pronouncing short and long vowel sounds and the words. Though words were from the reading text, the teachers and students practiced them in isolation by explaining their meanings in Amharic. The teachers asked students to read the words and sentences for the practice of accurate, automatic and expressive reading, but most of the students who got the chance were struggling. The teachers did not ask students to read texts, at least a paragraph. The teachers sometimes read texts to the class, explained in Amharic and asked some questions in addition to the comprehension activities. However, the teachers did not ask pre-reading questions, did not make students predict the content, did not pre-teach key vocabulary and finally did not encourage discussions that connect the text to the students' world (see 4.9.2; Appendices E-1 &E-2).

It is acceptable that the amount of attention paid to phonological awareness declines as grade level increases. Observed lessons of grade three did not show any activities on phonemic awareness and phonics. However, grade three students may benefit from certain activities related to phonemic awareness and phonics. The words and word meanings were sometimes taught in isolation and at times in context matching words with their synonyms and antonyms. The teachers often failed to model the pronunciation of unfamiliar words from texts. In relation to developing reading fluency, the teachers sometimes required to read texts paragraph by paragraph. There were students who could not read even a single word, and the teacher asked them to kneel down (see S1G3A5).

In some other observed lessons one of the teachers pointed at each of the sentences of the text she wrote on the chalkboard, so that the students read in chorus. That is, reading fluency instruction strategies were not employed in the observed grade three lessons. Reading comprehension was taught just by focusing on doing while-reading activities. In some of the lessons the teachers wrote the text on the chalkboard because the newly published textbooks were not yet in students' hands. The teachers often read the text only once and wrote while-reading activities. The reverse order followed by pre-reading activities would have better benefit. Both of observed grade three teachers did not do any pre-reading and post-reading activities. That is, teachers did not encourage students to predict the content, main idea, pre-teach key vocabulary, exploit prior knowledge, and did not question, did not encourage discussions to connect the text to life experiences.

As part of teaching early grade reading, data were collected through classroom assessment activities directly photo filmed from the blackboard. Five classroom assessment activities from each grade level of grades one to three, a total of 15 assessment activities were recorded and analyzed. For instance, assessment activities of grade one involved letter recognition and spelling (phonics); word recognition (match words and pictures); sound-letter/word association (phonics), and reading sentences (fluency) in the form of classwork, homework, assignment and classroom tests. Though the assessment activities have considered some of the basic reading skills, they were not systematic to enable the teachers to regularly monitor and record students' progress of learning to read (see 4.9.4.1).

The assessment activities of grade two also involved recognizing short and long vowel sounds and words that contain the short and long vowel sounds, but the assessment activities administered on 12/07/2015, 25/07/2015 and 03/09/2015 E.C. were repeated in the form of test and assignment, but were irrelevant (assessed contents different from linguistic concepts) and had little contribution to language and literacy skills development (see 4.9.4.2). This shows that the assessment activities were mainly carried out to accomplish the required assessments and accumulate marks out of 100%.

Assessment activities of grade three had true or false, short answer, matching and reading watch for comprehension; matching the words of opposite meanings (vocabulary); reading sentences (fluency) in the form of tests, assignments, classworks and homeworks. In some of the assessment activities, comprehension, the teachers required students to attempt the activities based on the text read to them earlier like that of other contents in subjects such as general sciences.

Data were also collected from semi-structured interviews conducted on practice of teaching early grade reading with six English teachers of grades one to three whose classes were observed in two randomly selected schools, among the twenty schools different from those where focus group discussions were held. First, the teachers were asked about their understanding of the essential components of early grade reading instruction. In response, the teachers have honestly disclosed that they possess inadequate understanding about the critical components of early grade reading instruction. This response confirms the results of knowledge assessment test (see 4.6 & 4.10.1). In the interview the teachers' responses also reveal that trainings are rarely given to teachers on teaching and assessing early grade reading. This response is inline with the findings of the questionnaire that 104 (83.2%) of the participant English teachers have not taken any training on early grade reading instruction (see 4.8.1 & 4.10.2).

Teachers were also asked how they use various instructional strategies to teach phonemic awareness, but their responses indicate that their teaching often focuses on letters instead of sounds. Some others also blame the large class size in public primary schools compared to private schools for not using the strategies. By implication teachers' inability to use phonemic awareness instruction strategies can be attributed to limited understanding of the concepts and strategies due to little attention of teacher preparation coursework and practicum paid to teaching early grade reading (see 4.3, 4.4, 4.6 & 4.10.3).

Concerning teaching letter-sound correspondence and applying it for word recognition, teachers' responses show that they are at varying level of understanding and some of them blame some degree of irregularity in letter-sound relationship.

From their responses it is also possible to understand that some of the teachers have awareness about the variation and teach them by the help of pictures. However, in the lessons observed the teachers could not explicitly demonstrate the letter-sound correspondence (see 4.9.1; 4.9.2; 4.10.4; Appendices D-1, D-2, and E-1 & E-2)

Teaching words and word meanings was another component of early grade reading instruction that teachers were asked to reflect on their practice. Teachers' responses reveal that words are often written and explained in Amharic; some of the teachers sometimes use pictures while teaching words and word meanings. However, a teacher in grade two believes that vocabulary instruction should be introduced starting from grade five or six because of students' inability to cope up. A teacher who has a good understanding of what is to be done to teach vocabulary at early grades and the Ethiopian primary school curriculum cannot suggest this (see 4.10.5; 4.9.1; 4.9.2; Appendices D-1 & D-2).

Reading accurately, automatically and expressively is an essential skill to be developed starting in early grades. In response to the question some of the teachers use repeated reading as a strategy to develop reading fluency, but some others confess that they lack adequate understanding of teaching and assessing reading fluency. One of the teachers witnesses that she makes her pace with the students who exert utmost effort to read; from this, it is understood that those who face reading difficulty are left behind (see 4.10.6).

Comprehension is the ultimate goal of learning to read; teachers were asked how they teach to use variety of comprehension strategies. Teachers' responses show that teachers often read the text, explain in Amharic and ask few questions. Particularly, a grade one English teacher's response conflicts with the reality in the classroom that he makes the students read as much as they could and assess their progress. This response stands in contrast with what have been observed in the classrooms though the teachers claimed in the part of the questionnaire: instructional practice that they see comprehension as one of the essential components of early grade reading instruction and they have been teaching and regularly assessing reading comprehension progress (see 4.10.7; 4.8.2; 4.8.3.5).

Generally, it has been found out that teacher preparation both in its coursework and practicum paid little attention to teaching early grade reading. Participants' of focus group discussions also confirmed that teacher preparation attention to teaching early grade reading was insufficient. Participant English teachers also witnessed that they felt somewhat prepared to teach early grade reading; they are not completely sure how to use the strategies and activities with students at all levels of reading. It has also been confirmed in the results of knowledge measure that public primary school English teachers have serious knowledge limitations in early grade reading instruction.

Moreover, larger portion (83.2%) of participant English teachers did not take any additional training on early grade reading instruction and assessment techniques. This shows that there are no appropriate professional development activities to enhance effective early grade reading instruction. Though the participant English teachers claim they have been teaching the basic reading skills, it has been indicated in the lesson observations and interviews that they inadequately practiced the instructional and assessment techniques and procedures.

The variables teacher preparation coursework, practicum attention, teachers' felt preparedness, their perceptions of the importance of essential components and instructional practice of teaching early grade reading have statistically significant direct relationship to the extent of guiding teacher training and curriculum design (see 4.7.10). Similarly, teacher preparation coursework emphasis, practicum attention, teachers' felt preparedness, their perceptions of the importance of essential components significantly predict the improvements in teachers' instructional practice of teaching early grade reading (see 4.8.4). All the study procedures passed have enabled to identify the following key findings.

Key Findings

- Teaching early grade reading got little attention of teacher preparation both in coursework and practicum.

- As result of inadequate preparedness, participant English teachers are not completely sure how to use instructional strategies and activities with students at different reading levels and grades.
- Participant English teachers have insufficient knowledge of early grade reading instruction.
- Statistically significant relationships identified among teacher preparation elements and instructional practices could guide future training and curriculum design
- The teacher did not properly guide students in chunking sentences. The students read word by word instead of recognizing phrases, which could improve their reading fluency and comprehension. Effective reading strategies, such as chunking and modeling fluent reading, were not adequately employed.
- The excerpt mentions that teachers did not employ a variety of strategies such as repeated reading or timed readings which are essential for developing reading fluency. The absence of diverse approaches limits the students' engagement and learning outcomes.
- The teacher failed to provide timely prompts and feedback during reading difficulties. This lack of support may hinder students' ability to correct their mistakes and improve their reading skills.
- The teacher did not engage students in pre-reading activities, which are essential for activating prior knowledge and preparing students to understand the text better.
- Key vocabulary was not pre-taught, which can significantly impact comprehension, especially for less proficient readers. Students need to understand vocabulary before encountering it in a text.
- After answering questions, students did not have the opportunity to discuss their answers or reflect on their understanding, which can limit deeper learning and connection to personal experiences

- The students attempted to read aloud, but their voices were not audible. This suggests a lack of confidence or comfort in reading, which may need addressing through supportive practices.
- The teacher did not model the pronunciation of difficult words, which is crucial for helping students develop correct pronunciation. When students mispronounced words, the teacher did not intervene or provide the correct pronunciation, which can contribute to ongoing errors in their reading skills.
- Although there were attempts to engage students with comprehension questions, the teacher did not encourage them to read the text independently or provide opportunities for discussion about their understanding of the material.
- The observed lessons showed a lack of consistent use of effective reading strategies across the lessons and grade levels, such as chunking, modeling, and providing feedback.
- Many lessons did not foster active student participation or engagement, leading to a more passive learning environment.
- The teachers did not assess students' reading comprehension adequately or provide constructive feedback, which is crucial for improving reading skills.
- In several assessment activities, teachers failed to provide clear instructions on how students should complete the tasks. For example, in S2G1A1, the teacher did not clearly explain how to match pictures with words, leading to confusion.
- Assessments appear to be conducted at developmentally inappropriate times. For instance, S1G1A4 assesses students' ability to write letters at the end of the second semester, even though many students struggle with letter recognition.
- Multiple assessments repeated the same items or concepts without introducing new challenges, indicating a lack of progression in skill assessment (e.g., S2G2A4 repeats items from S2G2A3).
- Teachers often did not provide the necessary background information or instruction before assessments. For example, S1G2A1 indicates that students were allowed to copy words from notes without proper guidance.

- Some assessments, such as S2G2A4, do not effectively measure students' understanding or progress in language and literacy skills, as they primarily test recall rather than comprehension or application of knowledge.

More Specifically,

- The picture for "banana" resembles a knife, which could confuse students, and directions were not clear (*S2G1A1*).
- The absence of instructions left students unsure of how to complete the matching section for letter recognition (*S2G1A2*).
- The teacher supplied the correct forms of verbs instead of allowing students to think critically and fill in the blanks themselves (*SIG1A3*).
- The assessment occurred too late in the semester, highlighting a gap in foundational skills, yet no remedial actions were taken (*SIG1A4*).
- Sounds were presented as letters, not as sounds, which misaligned with the phonics focus of the assessment (*S2G1A5*).
- Students were not given proper restrictions on copying words, which undermines the assessment's validity (*SIG2A1*).
- The teacher wrote sentences for students rather than allowing them to construct their own, inhibiting their learning experience (*S2G2A3*).
- The assessment relied on students recalling information from a previous reading without reviewing it, which may not accurately reflect their comprehension abilities (*S2G3A1*).

5.2 Conclusions

The results displayed and discussed enabled to conclude that teacher preparation placed inadequate emphasis on teaching early grade reading both in coursework and practicum. Teacher preparation coursework and practicum gave little attention to planning, teaching, reflecting and providing feedback on teaching early grade reading. Participant English teachers were not sufficiently trained to use textbook and teacher's guide. Teacher preparation did not pay practical attention to preparing and using appropriate teaching aids, and creating rich literacy environment. Tutors and

mentor teacher's support and feedback were insufficient and lacked depth. Teacher preparation has limitations because of rush to cover course content, limited amount of time designated for practical learning, unsupportive relationship with tutors and mentors and limited untimely feedback, etc.

Consequently, participant English teachers felt somewhat prepared to teach early grade reading. That is, teachers were not completely sure how to employ variety of early literacy instruction and assessment strategies with all early grades and levels of reading. Participant English teachers also have serious knowledge and skills limitation in early grade reading instruction, yet additional trainings that enhance teachers' professional development are rarely provided on early grade reading instruction and assessment techniques.

There is a statistically significant, direct relationship among college coursework emphasis, practicum attention, teachers' felt preparedness, perceptions of the importance of essential components and instructional practice of teaching early grade reading. Improvement in teachers' instructional practice of teaching early grade reading is significantly explained by changes in college coursework emphasis, practicum attention, teachers' felt preparedness and perceptions of the importance of essential components.

As it has been observed, participant English teachers inadequately practiced variety of instructional and assessment strategies. The lesson excerpts show that teachers emphasize on teaching letters more than sounds and letter-sound correspondences with implication that more phonemic awareness activities are needed or teachers need targeted trainings. Vocabulary teaching is dominated by explicit explanation of words while a balance between two languages and focus more on English are essential to help students develop English proficiency. Immediate teacher prompts and feedback are limited and students' mistakes are often passed uncorrected resulting wrong usage. Reading fluency development is not assisted by a variety of strategies such as modeling, chunking, timed reading, guided reading etc.; repeated reading is not sufficient. Reading comprehension lessons did not have pre-reading and post-reading activities, so that students did not have the chance to predict the content or main idea,

share prior knowledge, build background, discuss, connect the text to their lives and deepen understanding.

Assessment activities were not systematic and regular though foundational reading skills were considered. Moreover, they were not developmentally appropriate. For instance, letter recognition ability was assessed late in the second semester and most of the students struggled. In some of assessment activities teachers supplied answers before the students attempted, which discourages effort and engagement. Some assessment activities lacked clear directions that confused the students. There were assessment activities that are of little contribution to language and literacy development because of their irrelevance. Certain assessment activities were repeated in a way that discourages effort and interest in learning. Based on the conclusions reached, some recommendations for action and directions for further studies have been suggested.

5.3 Recommendations

From the conclusions reached, some recommendations have been suggested. Teacher preparation curriculum ought to be revised in a way that can help the colleges produce knowledgeable and skillful Ethiopian lower grades English teachers. Specifically, time allotted to and emphasis placed on teaching early grade reading should be improved in teacher training colleges. Framework or guideline for systematically assessing and recording young learners' literacy learning progress should be developed. More realistic and practical college-school link, supportive tutoring, mentoring, reflection and feedback provision while improvements are possible should be devised. However, the implementation of curricular revision of primary English teacher preparation and professional development activities may be hampered by the trend of attracting potential teachers of poor academic performance and low interest to the profession, and the limited resources and time allotted to the practical learning.

The ongoing education sector reforms should seriously make sure that there is clear alignment between primary English education and teacher preparation curricula. Practical learning should get due attention in teacher preparation process, especially

literacy instruction strategies training. English teachers' continuous professional development in primary schools should consider focused, systematic, explicit and hands-on trainings on early reading instruction and assessment strategies.

Moreover, primary English teachers ought to be trained on systematic assessment and recording students' progress of learning to read. In addition to training English teachers of primary schools on literacy instruction strategies, community of practitioners (COPs) should be established so that teachers can learn from each other and develop professionally.

Specifically,

5.3.1 Attention to Teaching Early Grade Reading

- Teacher preparation paid little attention to teaching early grade reading both in its coursework and practicum and teachers felt somewhat prepared to teach foundational reading skills but not completely sure how to use instructional strategies and activities with students at different reading levels and grades. Teacher preparation curriculum should be revised to increase attention paid to teaching early grade reading. Time allocated for practical learning should be reconsidered.
- Participant English teachers have demonstrated serious knowledge gap in early grade reading instruction. Trainings that can address English teachers' knowledge gap should be planned and given with a close follow up to gauge effects on teachers' instructional practice.

5.3.2 Practice of teaching early grade reading

- It's noted that the teaching often emphasizes letters rather than sounds, which could limit students' phonemic awareness. Incorporating more phonemic-focused activities might enhance students' reading skills.
- The use of Amharic in explaining words suggests a potential barrier for students in becoming proficient in English vocabulary. It may be beneficial to explore

strategies that balance native language support with English vocabulary development.

- The observations of the lessons indicate disconnect between teachers' understanding of theoretical concepts and their practical application in the classroom. Continued observation and feedback could support teachers in bridging this gap.
- The excerpts of observed lessons show a significant absence of pre-reading strategies. In Excerpt 19, the teacher mentions that the reading passage is beyond the students' capacity without assessing their prior knowledge or introducing key vocabulary. This lack of preparation may hinder comprehension and confidence among students. Pre-reading activities that activate prior knowledge, pre-teach essential vocabulary, and encourage predictions about the content to enhance engagement and understanding need to be implemented.
- In Excerpt 19, students are asked to complete sentences while listening to the text read only once, which can be challenging for grade two learners. Similarly, in Excerpt 20, students are expected to recall information without any support. Providing multiple readings of the text, along with visual aids or guided questions to help students follow along should be considered. It is also good to encourage note-taking or highlighting key points during the reading process to aid memory retention.
- The lack of post-reading discussions or activities in Excerpt 19 and Excerpt 20 suggests that students do not have the opportunity to reflect on or deepen their understanding of the text. In Excerpt 21, the true/false activity requires recall of previously read material without sufficient support. Post-reading activities that involve discussion, summarization, or connecting the text to real-life situations to reinforce understanding and encourage critical thinking should be introduced.
- In Excerpt 22, the teacher models pronunciation but does not give students adequate opportunities to guess meanings or engage with the vocabulary actively. In Excerpt 23, the lack of clear instructions leads to students copying answers

without understanding. Students should be encouraged to engage with vocabulary through interactive activities, such as matching games or using the words in sentences. Explicit instruction on word meanings and usage, allowing for guided practice need to be provided before expecting independent work.

- Excerpt 24 highlights difficulties students face with reading fluency, as they read slowly and with difficulty. The teacher’s response is to model pronunciation, but this may not be sufficient. It is good to incorporate repeated reading practices, paired reading, and guided oral reading sessions to build fluency and utilize techniques such as choral reading, where students read together, to increase confidence and engagement.
- In several other excerpts, there seems to be a rush to complete activities without allowing students adequate time to process or engage with the material. In Excerpt 23, the teacher provides answers before students have the chance to attempt the matching activity. A balanced lesson structure that allows for ample time for each phase of reading instruction should be created; independent practice need to be encouraged before moving on to teacher-led corrections to promote student agency and confidence.
- As noted, the focus on word-by-word reading is a limitation. Emphasizing phrase or chunk reading can enhance fluency and comprehension. Teachers should be trained to model this strategy.
- The teachers do not consistently provide corrective feedback when students make mistakes (e.g., S5 with “teeth” instead of “tooth”). It’s essential to address errors to help students understand correct usage.
- In Excerpt 12, the teacher fails to ask comprehension questions that could help deepen students’ understanding of the material. Incorporating questions that connect the lesson to students’ lives or prior knowledge could enrich the learning experience.

- The lessons appear to focus more on letter recognition than on phonemic awareness or the relationship between sounds and letters. Implementing strategies that reinforce phonics and phonemic awareness more effectively is essential.
- In Excerpt 15, the teacher's method of teaching vocabulary (explicit definitions in Amharic) may not encourage students to actively engage with the words. Incorporating activities that require students to use the new vocabulary in context can be more effective.
- In various excerpts, while the teacher does model certain behaviors, there is often a lack of guided practice for students to follow. Teachers should aim to provide more opportunities for students to practice what they learn.
- The teacher's prompt, "What does it mean?" (Excerpt 11) is not sufficient for encouraging critical thinking. A more open-ended approach could foster discussion.
- The phrase "say it with me" (e.g. Excerpt 12) might imply a lack of individual responsibility for learning. Encouraging students to express their understanding without immediate repetition may build confidence.
- The distinction between short and long vowel sounds (e.g. Excerpt 14) could be more explicitly taught through demonstration and practice. It is good to consider using visual aids or phonetic symbols to clarify this distinction.
- While the vocabulary activity is valuable, the reliance on Amharic explanations (e.g. Excerpt 15) could be limiting. Teachers should aim for a balance of both languages, providing opportunities for students to think and respond in English.
- An explicit hands-on training should be provided for teachers on effective reading strategies, including phonics, fluency, and comprehension techniques.
- More interactive activities that require students to use language in context, such as group discussions or pair work need to be incorporated

- Teachers should regularly assess student understanding through formative assessments, such as quick checks for comprehension and vocabulary quizzes. A more effective and engaging learning environment can be created for students.
- The lack of a systematic approach to assessment activities is concerning. Developing a structured framework could help teachers consistently monitor student progress and tailor instruction to meet individual needs.
- The findings highlight a critical need for targeted professional development on early grade reading instruction. Providing teachers with regular training opportunities could improve their understanding and application of effective reading strategies.
- The emphasis on teaching letters over sounds suggests a fundamental gap in phonemic awareness instruction. Implementing more sound-focused teaching methods could foster a stronger foundation for reading.
- The tendency to explain words in Amharic may limit students' exposure to English vocabulary. Encouraging teachers to incorporate more English vocabulary while providing context can enhance language acquisition.
- Teachers' reflections on their practices reveal a need for more supportive resources and strategies to enhance their instruction. Regular feedback and peer collaboration might help address these issues.
- The recognition of varied teacher understanding regarding reading fluency is crucial. Providing targeted workshops or professional development sessions focused on fluency could help unify approaches among teachers.
- The inconsistency between teachers' perceptions and observed practices regarding comprehension instruction highlights the need for training that bridges theory and practical application in the classroom.
- The findings suggest a systemic issue in teacher preparation. Addressing the inadequacies in coursework and practicum can lead to significant improvements in instructional practices and ultimately student outcomes.

- The identified statistically significant relationships among teacher preparation elements and instructional practices should guide future training and curriculum design, focusing on enhancing teachers' understanding of essential components of early reading.
- Encouraging a holistic approach that integrates phonics, vocabulary, fluency, and comprehension will provide a more comprehensive framework for early grade reading instruction.
- In general, these excerpts reveal a need for enhanced reading instruction strategies that incorporate pre-reading, while-reading, and post-reading activities. Focusing on vocabulary development through interactive, student-centered methods, and ensuring that students have the time and support they need to engage with texts can foster better comprehension and a love of reading. Consequently, teachers can help students build foundational reading skills that will serve them well in their educational journey.

5.3.3 Grade One Assessment Activities

- The teacher did not provide clear directions for matching activities, leading to confusion among students (*S2G1A1*; *S2G1A2*). Teachers should offer explicit directions for each assessment activity to guide student understanding and performance expectations.
- Assessing letter recognition late in the semester when students struggle with it reflects a lack of developmental appropriateness (*S2G1A2*; *S2G1A4*). Assessments should be aligned with students' current learning levels and conducted at appropriate times throughout the academic year.
- The teacher supplied answers during assessments, which undermines students' ability to demonstrate their knowledge (*S2G1A3*; *S2G1A5*). Teachers should allow students to complete tasks independently to promote their confidence and skill development rather than providing answers. They should use assessments to identify specific areas where students need support.

- Teachers should use assessment results to inform their instructional practices, ensuring that they address gaps in student understanding and skills.
- Teachers should enhance the effectiveness of their assessment strategies and better support student learning.
- Many students struggled with letter recognition, yet there were no instructional measures taken to help them (*SIG1A4*). Teachers should implement differentiated instruction strategies to support students who are struggling. Use assessment results to guide targeted intervention.

5.3.4 Grade Two Assessment Activities

- Students copied from notes instead of demonstrating their understanding of vowel sounds (*SIG2A1; SIG2A2*). Teachers should design assessments that require critical thinking and application rather than rote copying. Encourage students to generate their own examples.
- The assignments did not develop language and literacy skills effectively (*S2G2A3; S2G2A4*). Teachers should ensure that all assessments are relevant to the curriculum and promote higher-order thinking; align tasks with learning objectives and developmental levels.
- Repeated questions do not assess progress and lead to disengagement (*S2G2A4; S2G2A5*). Teachers should regularly update assessment items to reflect students' current learning and understanding; various assessment formats that encourage critical thinking, application of knowledge, and problem-solving skills should be incorporated.

5.3.5 Grade Three Assessment Activities

- Students were required to recall information rather than demonstrate comprehension of text (*S2G3A1*). Teachers should incorporate assessments that focus on comprehension skills, such as summarizing or inferring, rather than mere recall.

- The assessments included varied question types but still focused on lower-order thinking (*S2G3A2*; *S1G3A3*). Incorporating a mix of assessment types that promote critical thinking, such as open-ended questions or project-based assessments can deepen understanding.
- The teacher reread the text only for once in assessment, which was inconsistent (*S2G3A2*). Teachers should reread relevant texts as needed during assessments to support comprehension and ensure all students have equal opportunity to succeed.
- The assessment activities appear to be somewhat fragmented and may lack a comprehensive approach that allows for systematic tracking of student progress. A structured assessment framework might enhance monitoring and feedback.
- The finding that a significant majority of teachers have not received training on early grade reading instruction is concerning. Professional development initiatives could be crucial in addressing the gaps identified in teachers' understanding and practices.
- Overall, these insights and inquiries could help clarify the challenges and opportunities present in the teaching of early grade reading. It may also guide future research directions and interventions aimed at enhancing literacy instruction

This study has attempted to show English teachers' perceptions of preparedness and practice of teaching early grade reading with focus on randomly selected twenty public primary schools in Hawassa City Administration; it has not paid any attention to the current practice of preparing primary school English teachers and teacher educators' knowledge of teaching early grade reading in light of preparing English teachers to teach in early grades, so the findings of this study may not be generalized to other contexts. Though this study has not gathered data from teacher educators and has not observed the classes of teacher training, the knowledge assessment test and lessons of early grade reading observed could show the inadequacy of teachers' knowledge and ability to teach. Thus further studies to explore the preparation of

English teachers in broader contexts is essential for understanding the full landscape of early grade reading instruction and could yield valuable insights

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List of Publications

- 1) *Primary school English teachers' practice of teaching early grade reading. Social Sciences & Humanities Open* <https://doi.org/10.1016/j.ssaho.2024.100840>
- 2) *Ethiopian Early Grade English Teachers' Preparedness to Teach Basic Reading Skills. Education Research International, Volume 2024*
<https://doi.org/10.1155/2024/5596229>
- 3) *English Teachers' Perceptions of the Importance of Essential Components and Early Grade Reading Instruction. Interdisciplinary Journal of Education, Vol. 7, No. 1, May 2024*
- 4) *How prepared are Ethiopian English teachers to Teach early grade reading? Educational Challenges, Vol. 29, Issue 2* <https://doi.org/10.34142/2709-7986.2024.29.2.30>

APPENDICES

Appendix 1: Questionnaire for Primary School English Teachers (Pilot Study)

Part I: Demographic Information:

Gender: Male Female **Age:** 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100

Qualification: Certificate Diploma BA/B.ED Degree

Teaching Experience: 0-5 6-10 11-15 16-20 21-25 26-30 31-35 36-40 41-45 46-50 51-55 56-60 61-65 66-70 71-75 76-80 81-85 86-90 91-95 96-100

Exposure to and Emphasis on Early Reading Concepts

*There are many components of learning to read and variety of strategies for teaching reading. Here, it is intended to find out what you have learnt about teaching reading from your coursework and field experiences. First of all, please think about the coursework and field experiences (practicum) of college preparation, read the following and then check the most appropriate one. **Part***

II: Coursework Emphasis

Now think about the courses you have taken in your diploma program that focus particularly on literacy instruction: components of reading. Please rate the extent to which emphasis has been placed on the components of reading and strategies to teach them based on the scale provided below.

0. None: *this was not addressed in any of the courses.*

- 1. **Little:** this was addressed briefly in one course*
- 2. **Moderate:** this was addressed over several class sessions/periods in one or two of the courses*
- 3. **Considerable:** I have taken a course entirely designated to the components of reading and strategies to teach them.*

No	Activities	
1	<i>Teaching children how to identify, isolate, separate, blend and manipulate sounds in spoken words</i>	0 1 2 3
2	<i>Teaching children to use phonics skills to figure out how to pronounce unfamiliar words</i>	0 1 2 3
3	<i>Teaching children to monitor how well they understand what they read and correct the problems as they occur</i>	0 1 2 3
4	<i>Using a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition</i>	0 1 2 3
5	<i>Identifying the words in a text that children do not know and using their background knowledge to help them figure out word meanings</i>	0 1 2 3
6	<i>Making instructional decisions based on assessments of children's oral reading fluency</i>	0 1 2 3
7	<i>Teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas</i>	0 1 2 3
8	<i>Teaching phonics to children in a systematic way, with a series of skills and activities</i>	0 1 2 3
9	<i>Teaching children to recognize letters and name them</i>	0 1 2 3
10	<i>Having children repeatedly read the same text aloud to improve their speed, accuracy, and expression</i>	0 1 2 3
11	<i>Teaching children using both fiction and textbook reading materials</i>	0 1 2 3
12	<i>Teaching the relationships among components of reading and oral language</i>	0 1 2 3
13	<i>Teaching relationships among essentials of reading or different types of reading skills</i>	0 1 2 3
14	<i>Examined materials, discussed, practiced and reflected on using textbooks, teacher's guide and other age appropriate</i>	0 1 2 3

	<i>supplementary readers</i>	
15	<i>Participated in, practiced and reflected on assessing children's progress in acquiring reading skills</i>	0 1 2 3
16	<i>Observed, discussed, practiced and reflected on using a variety of teaching strategies to teach early reading</i>	0 1 2 3
17	<i>Observed, discussed, practiced and reflected on preparing teaching aids and creating literacy rich environment with locally available materials</i>	0 1 2 3

Part III: Practicum (Field Experiences) Emphasis

Once again think about the experiences you have had in elementary school classrooms in your diploma program preparation. These experiences may be the times you observed, worked under the mentor, assisted the mentor or did your teaching practice. Please do not focus on your classroom experiences you have had during your studenthood in the primary to high school. Now rate the emphasis placed on teaching components of reading in your field experiences based on the scale given below.

0. ***None:*** *this was not addressed in any of the courses.*
1. ***Little:*** *this was addressed briefly in one course*
2. ***Moderate:*** *this was addressed over several class sessions/periods in one or two of the courses*
3. ***Considerable:*** *I have taken a course entirely designated to the components of reading and strategies to teach them.*

<i>No.</i>	<i>Activities</i>	
1	<i>Teaching children how to identify, isolate, separate, blend and manipulate sounds in spoken words</i>	0 1 2 3
2	<i>Teaching children to use phonics skills to figure out how to pronounce unfamiliar words</i>	0 1 2 3
3	<i>Teaching children to monitor how well they understand what they read and correct the problems as they occur</i>	0 1 2 3

4	<i>Using a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition</i>	0 1 2 3
5	<i>Identifying the words in a text that children do not know and using their background knowledge to help them figure out word meanings</i>	0 1 2 3
6	<i>Making instructional decisions based on assessments of children's oral reading fluency</i>	0 1 2 3
7	<i>Teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas</i>	0 1 2 3
8	<i>Teaching phonics to children in a systematic way, with a series of skills and activities</i>	0 1 2 3
9	<i>Teaching children to recognize letters and name them</i>	0 1 2 3
10	<i>Having children repeatedly read the same text aloud to improve their speed, accuracy, and expression</i>	0 1 2 3
11	<i>Teaching children using both fiction and textbook reading materials</i>	0 1 2 3
12	<i>Teaching the relationships among components of reading and oral language</i>	0 1 2 3
13	<i>Teaching relationships among essentials of reading or different types of reading skills</i>	0 1 2 3
14	<i>Examined materials, discussed, practiced and reflected on using textbooks, teacher's guide and other age appropriate supplementary readers</i>	0 1 2 3
15	<i>Participated in, practiced and reflected on assessing children's progress in acquiring reading skills</i>	0 1 2 3
16	<i>Observed, discussed, practiced and reflected on using a variety of teaching strategies to teach early reading</i>	0 1 2 3
17	<i>Observed, discussed, practiced and reflected on preparing teaching aids and creating literacy rich environment with locally</i>	0 1 2 3

	<i>available materials</i>	
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Part IV: Feelings of Preparedness

Teachers go to their own classrooms for the first time feeling prepared about their abilities to teach in some areas and relatively less prepared in some others. Please rate your feelings of preparedness based on the scale provided below.

- 0. Not at all prepared:** *I do not know about or do not understand these activities well enough to use them with students*
- 1. Somewhat prepared:** *I am not completely sure how to use these activities with students in all grades and at all reading levels.*
- 2. Mostly prepared:** *I understand how to use these activities well with some students but still need to deepen my understanding of the activities.*
- 3. Adequately prepared:** *I completely understand how to use these activities with students at all grades and at all reading levels.*

No	Activities	
1	<i>Teaching children how to identify, isolate, separate, blend and manipulate sounds in spoken words</i>	0 1 2 3
2	<i>Teaching children to use phonics skills to figure out how to pronounce unfamiliar words</i>	0 1 2 3
3	<i>Teaching children to monitor how well they understand what they read and correct the problems as they occur</i>	0 1 2 3
4	<i>Using a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition</i>	0 1 2 3
5	<i>Identifying the words in a text that children do not know and using their background knowledge to help them figure out word meanings</i>	0 1 2 3
6	<i>Making instructional decisions based on assessments of children's oral reading fluency</i>	0 1 2 3
7	<i>Teaching children a variety of strategies for understanding the text</i>	0 1 2 3

	<i>they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas</i>	
8	<i>Teaching phonics to children in a systematic way, with a series of skills and activities</i>	0 1 2 3
9	<i>Teaching children to recognize letters and name them</i>	0 1 2 3
10	<i>Having children repeatedly read the same text aloud to improve their speed, accuracy, and expression</i>	0 1 2 3
11	<i>Teaching children using both fiction and textbook reading materials</i>	0 1 2 3
12	<i>Teaching the relationships among components of reading and oral language</i>	0 1 2 3
13	<i>Teaching relationships among essentials of reading or different types of reading skills</i>	0 1 2 3
14	<i>Using textbooks, teacher's guide and other age appropriate supplementary readers</i>	0 1 2 3
15	<i>Assessing children's progress in acquiring reading skills</i>	0 1 2 3
16	<i>Using a variety of teaching strategies to teach early reading</i>	0 1 2 3
17	<i>Preparing teaching aids and creating literacy rich environment with locally available materials</i>	0 1 2 3

Appendix 2: Table1. Demographic information of participants

<i>Sex</i>		<i>Age</i>					<i>Qualification</i>			<i>Teaching Experience</i>			
		<i>M</i>	<i>F</i>	<i>25-30</i>	<i>31-35</i>	<i>36-40</i>	<i>>40</i>	<i>Cert.</i>	<i>Dip.</i>	<i>Deg.</i>	<i>0-5yrs</i>	<i>6-10yrs</i>	<i>11-15yrs</i>
<i>N</i>	51	74	78	37	7	3	3	82	40	23	49	38	15
<i>%</i>	40.8	59.2	62.4	29.6	5.6	2.4	2.4	65.6	32	18.4	39.2	30.4	12
<i>Total</i>												125	100

Appendix 3: Table 2. Coursework Emphasis on Teaching Early Grade Reading

No.	Items	Scales								
		None		Little		Moderate		Considerable		Mean
		N	%	N	%	N	%	N	%	
1	Teaching children how to identify, isolate, separate, blend and manipulate sounds in spoken words	9	7.2	58	46.4	44	35.2	14	11.2	1.50
2	Teaching children to use phonics skills to figure out how to pronounce unfamiliar words	8	6.4	60	48.0	47	37.6	10	8.0	1.47
3	Teaching children to monitor how well they understand what they read and correct the problems as they occur	12	9.6	50	40.0	42	33.6	21	16.8	1.57
4	Using a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition	11	8.8	54	43.2	47	37.6	13	10.4	1.49
5	Identifying the words in a text that children do not know and using their background knowledge to help them figure out word meanings	21	16.8	49	39.2	40	32.0	15	12.0	1.39

6	<i>Making instructional decisions based on assessments of children's oral reading fluency</i>	10	8.0	57	45.6	47	37.6	11	8.8	1.47
7	<i>Teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas</i>	7	5.6	53	42.4	48	38.4	17	13.6	1.60
8	<i>Teaching phonics to children in a systematic way, with a series of skills and activities</i>	10	8.0	54	43.2	44	35.2	17	13.6	1.54
9	<i>Teaching children to recognize letters and name them</i>	8	6.4	53	42.4	38	30.4	26	20.8	1.65
10	<i>Having children repeatedly read the same text aloud to improve their speed, accuracy, and expression</i>	6	4.8	58	46.4	39	31.2	22	17.6	1.61
11	<i>Using textbooks, teacher's guide and other age appropriate supplementary readers</i>	8	6.4	55	44.0	44	35.2	18	14.4	1.57
12	<i>Assessing children's progress in acquiring reading skills</i>	9	7.2	60	48.0	50	40.0	6	4.8	1.42
13	<i>Using a variety of teaching</i>	10	8.0	60	48.0	45	36.0	10	8.0	1.44

	<i>strategies to teach early reading</i>									
14	<i>Preparing teaching aids and creating literacy rich environment with locally available materials</i>	13	10.4	56	44.8	45	36.0	11	8.8	1.43
	Overall mean									
										1.51

Appendix 4: Table 3. Practicum Attention to Teaching Early Grade Reading

No.	Items	Scales								Mean
		None		Little		Moderate		Considerable		
		N	%	N	%	N	%	N	%	
1	Teaching children how to identify, isolate, separate, blend and manipulate sounds in spoken words	8	6.4	64	51.2	34	27.2	19	15.2	1.51
2	Teaching children to use phonics skills to figure out how to pronounce unfamiliar words	10	8.0	61	48.8	46	36.8	8	6.4	1.41
3	Teaching children to monitor how well they understand what they read and correct the problems as they occur	8	6.4	60	48.0	45	36.0	12	9.6	1.48
4	Using a variety of methods to teach children the meaning of words, including direct and indirect instruction,	9	7.2	61	48.8	41	32.8	14	11.2	1.48

	<i>multiple exposures and repetition</i>									
5	<i>Identifying the words in a text that children do not know and using their background knowledge to help them figure out word meanings</i>	15	12.0	48	38.4	54	43.2	8	6.4	1.44
6	<i>Making instructional decisions based on assessments of children's oral reading fluency</i>	15	12.0	52	41.6	49	39.2	9	7.2	1.41
7	<i>Teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas</i>	9	7.2	62	49.6	41	32.8	13	10.4	1.46
8	<i>Teaching phonics to children in a systematic way,</i>	17	13.6	61	48.8	36	28.8	11	8.8	1.32

	<i>with a series of skills and activities</i>									
9	<i>Teaching children to recognize letters and name them</i>	9	7.2	67	53.6	35	28.0	14	11.2	1.43
10	<i>Having children repeatedly read the same text aloud to improve their speed, accuracy, and expression</i>	8	6.4	64	51.2	41	32.8	12	9.6	1.45
11	<i>Observed, discussed, practiced and reflected on using textbooks, teacher's guide and other age appropriate supplementary readers</i>	11	8.8	60	48.0	44	35.2	10	8.0	1.42
12	<i>Participated in, practiced and reflected on assessing children's progress in acquiring reading skills</i>	9	7.2	60	48.0	50	40.0	6	4.8	1.42
13	<i>Observed, discussed, practiced and</i>	10	8.0	60	48.0	45	36.0	10	8.0	1.44

	<i>reflected on using</i>									
	<i>a variety of</i>									
	<i>teaching strategies</i>									
	<i>to teach early</i>									
	<i>reading</i>									
14	<i>Observed,</i>	13	10.4	56	44.8	45	36.0	11	8.8	1.43
	<i>discussed,</i>									
	<i>practiced and</i>									
	<i>reflected on</i>									
	<i>preparing teaching</i>									
	<i>aids and creating</i>									
	<i>literacy rich</i>									
	<i>environment with</i>									1.43
	<i>locally available</i>									
	<i>materials</i>									
	Overall mean									

Appendix 5: Table 4. Teachers' Feelings of Preparedness to Teach Early Grade Reading

No	Items	Scales								Mean
		Not at all prepare d		at Somewh at prepare d		Mostly Prepared		Adequately prepared		
		N	%	N	%	N	%	N	%	
1	Teaching children how to identify, isolate, separate, blend and manipulate sounds in spoken words	2	16.	5	42.	41	32.	11	8.8	1.34
		0	0	3	4		8			
2	Teaching children to use phonics skills to figure out how to pronounce unfamiliar words	1	9.6	5	42.	50	40.	10	8.0	1.46
		2		3	4		0			
3	Teaching children to monitor how well they understand what they read and correct the problems as they occur	7	5.6	5	46.	50	40.	10	8.0	1.50
				8	4		0			
4	Using a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition	7	5.6	6	52.	43	34.	10	8.0	1.44
				5	0		4			
5	Identifying the words in a text that children do not know and using their background knowledge to help them figure out word meanings	1	8.0	6	51.	42	33.	9	7.2	1.40
		0		4	2		6			
6	Making instructional decisions	1	13.	5	47.	36	28.	13	10.4	1.36

	<i>based on assessments of children's oral reading fluency</i>	7	6	9	2		8			
7	<i>Teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas</i>	1	12.	5	47.	39	31.	11	8.8	1.36
		6	8	9	2		2			
8	<i>Teaching phonics to children in a systematic way, with a series of skills and activities</i>	1	10.	6	52.	36	28.	10	8.0	1.34
		3	4	6	8		8			
9	<i>Teaching children to recognize letters and name them</i>	1	8.0	5	45.	46	36.	12	9.6	1.48
		0		7	6		8			
10	<i>Having children repeatedly read the same text aloud to improve their speed, accuracy, and expression</i>	1	10.	5	44.	44	35.	13	10.4	1.45
		3	4	5	0		2			
11	<i>using textbooks, teacher's guide and other age appropriate supplementary readers</i>	1	14.	5	40.	44	35.	12	9.6	1.40
		8	4	1	8		2			
12	<i>assessing children's progress in acquiring reading skills</i>	1	13.	6	50.	35	28.	10	8.0	1.30
		7	6	3	4		0			
13	<i>using a variety of teaching strategies to teach early reading</i>	1	8.0	6	55.	36	28.	10	8.0	1.36
		0		9	2		8			
14	<i>preparing teaching aids and creating literacy rich environment with locally available materials</i>	1	9.6	5	45.	48	38.	8	6.4	1.41
		2		7	6		4			
	Overall mean								1.50	

Appendix 6: Table 5. Knowledge Assessment Test Scores

	<i>Test Scores (100%)</i>				<i>Responses</i>				<i>Mean Score</i>
	<i><50%</i>		<i>≥50%</i>		<i>Correct</i>		<i>Incorrect</i>		
<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>		
<i>113</i>	<i>90.4</i>	<i>12</i>	<i>9.6</i>	<i>1</i>	<i>42.</i>			<i>57.5</i>	
				<i>7</i>	<i>5</i>	<i>2</i>			
						<i>3</i>			
<i>Total</i>	<i>125</i>	<i>100%</i>		<i>40</i>		<i>100%</i>		<i>36.4</i>	
								<i>%</i>	

Appendix A-1: Knowledge Assessment Test for English Teachers

Adapted from: (Mather, Bos & Babur, 2001); (Washburn, Joshi & Binks-Cantrell, 2011); (Moats, 1994); (Binks-Cantrell, Joshi & Washburn, 2012)

Teacher's Code: -----

Please choose the best answer from the alternatives provided and Circle the letter of your choice. When you want to change your choice for an item, clearly cancel the first choice (X).

- 1. Phonics is NOT*
 - A. the ability to use letter-sound correspondences to decode words*
 - B. the understanding of how spoken language is broken down and manipulated*
 - C. a teaching method for decoding skills in reading*
 - D. taught integrated to the reading program*
- 2. As a teacher of English reading, which one does not help your students improve their text comprehension?*
 - A. Increase vocabulary*
 - B. activate prior knowledge*
 - C. bark at print*
 - D. improve fluency*
- 3. A parent asks you what to do to help Jaleta, her second-grade son, become a more fluent reader. Which of the following recommendation is most likely to help Jaleta develop reading fluency?*

A. Have Jaleta read each book several times. B. Have him listen to books on tape.

C. Have him read on his own for 20 minutes every evening. D. Read books to him every day.

4. Which of the following practices have support in the research bases?

A. the systematic teaching of phonics and encouraging the use of picture cues in early reading

B. ensuring that all children have good phonemic awareness skills

C. using phonics-based readers in the early grades

D. providing a rich language environment Versus systematically teaching component skills

E. All

5. A phoneme refers to

A/ a single letter B/ a single speech sound C/ a single unit of meaning D/ a morpheme

6. What kind of task would the following be "Say the word 'cat'. Now say the word 'cat' without the /k/ sound." A/ blending B/ rhyming C/ segmentation D/ deletion

7. Identify the pair of words that begin with the same sound:

A/ joke - goat B/ chef - shoe C/ quiet - giant D/ chip - chemist

8. For example, the word "back" could be "cab". If you say the word, and then reverse the order of the sounds, 'ice' would be A/ easy B/ sea C/ size D/ sigh

9. If you say the word, and then reverse the order of the sounds, 'enough' would be

A/ fun B/ phone C/ funny D/ one E/ unsure

10. All of the following nonsense words have a silent letter, except

A. bamb B. wrin C. shipe D. knam E. phop

11. W/t. Senait, a grade two English teacher, is preparing activities to teach phonemic awareness in a developmentally appropriate sequence. Which of the following should she teach first?

A. Matching word sounds and letters.

B. Identifying words that rhyme.

- C. *Identifying vowels that say their own name.*
- D. *Counting the number of speech sounds in words.*
12. *Phonics instruction is defined as:*
- A. *The teaching of understanding word meanings in language*
- B. *The teaching of comprehension strategies while reading*
- C. *The teaching of spellings as they are related to speech sounds*
- D. *The teaching of rhyming, such as in poetry*
13. *Phonemic awareness is*
- A. *The same as Phonics*
- B. *The ability to notice, think about and work with sounds in spoken language*
- C. *Understanding that there is a predictable relationship between phonemes and graphemes*
- D. *Understanding the meaning of words*
14. *The main component(s) of teaching children to read consist of*
- A. *phonics*
- B. *Vocabulary*
- C. *Text comprehension*
- D. *All of the above*
15. *According to the Whole Language approach to reading instruction,*
- A. *the mechanics of decoding are usually secondary to the goal of obtaining meaning from text.*
- B. *what children actually read is unimportant.*
- C. *children should be encouraged to read aloud.*
- D. *the teaching of phonics should be avoided at all cost.*
16. *Which of the following is NOT true of reading comprehension? Readers' individual characteristics influence their recall of passage content*
- A. *readers prior knowledge greatly influences what they recall from a passage*
- B. *children summarize passages they read automatically*
- C. *comprehension can be improved by instructing students on how to use specific comprehension strategies*
17. *Children can show us that they have the specific skill of phonemic awareness by all except:*

- A. segmenting a word into its separate sounds
 - B. identifying and making oral rhymes
 - C. identifying and working with syllables in spoken words
 - D. A and C
18. A first-grade teacher is preparing a read-aloud lesson for her class. She is thinking about selecting four or five words from the story to discuss with the students. Which category of words below, if selected by the teacher, will most affect whether students will understand the story?
- A. names of characters
 - B. the words that are hardest to pronounce
 - C. words that students will encounter in other texts
 - D. specialized words in the story
19. Readers with more general world knowledge are:
- A. better at decoding unknown words
 - B. not considered as skilled as readers with large vocabularies
 - C. more fluent in their reading
 - D. better at comprehending what they read
20. The word that is a real word when you sound it out is
- A. Churbit
 - B. wolide
 - C. candadett
 - D. rigfap
21. Circle the word that is a real word when you sound it out:
- A. vareaunt
 - B. reatloid
 - C. lofam
 - D. foutray
22. Circle the word that is a real word when you sound it out:
- A. napsate
 - B. pagbo
 - C. plizzle
 - D. beekahz
23. Circle the word that is a real word when you sound it out
- A. zipanewnew
 - B. agritolnal
 - C. bewtiphul
 - D. isengranea
24. You plan to read a story to your students about a rainbow. You want to be sure that your students will understand the story so you first provide them with a brief explanation of how a rainbow forms before you read the story. This is an example of
- A. building story structure
 - B. predicting
 - C. building background knowledge
 - D. making connections
25. W/t Tadelech's students say they understand the text that they are reading in their science textbooks, but they are unable to correctly answer questions about the

content. What comprehension strategy would best help her students to realize they may not understand the content as they read?

- A. Self-monitoring and fix-up strategies B. making mental pictures of the text
C. activating their background knowledge D. answering questions at the end of the chapter

26. Ato Dereje recently read two non-fiction books to his class. One of the books was about ants and the other about spiders. Which of the following tools would be most useful in allowing his students to compare and contrast the characteristics presented in the two books?

- A. semantic map B. story map C. KWL chart D. Venn diagram

27. During reading, the analysis of word structure of one of the following words would be a useful strategy for understanding. A. discriminate B. inalterable C. perspective D. institution

28. What type of task would this be? "I am going to say a word and then I want you to break the word apart. Tell me each of the sounds in the word dog."

- A. blending B. segmentation C. rhyming D. deletion

29. What type of task would this be? "I am going to say some sounds that will make one word

when you put them together. What does /sh/ /oe/ say?"

- A. blending B. segmentation C. rhyming D. manipulation

30. In her grade one English class, W/ro Almaz uses several different tasks to help her students identify sounds in words. Which directions indicate the use of a blending task?

- A. "Put the sounds together to say the word. /t/a//p/."
B. "Tell me the first sound of 'tap'."
C. "Say 'tap'. Now say it again but don't say /t/."
D. "Say each sound in 'tap'."

31. Phonemic awareness is important in learning to read mainly because:

- A. good phonemic awareness helps children to identify individual speech sounds that can then be mapped to letters

- B. good phonemic awareness improves children's oral language comprehension, which improves reading comprehension
- C. good phonemic awareness helps children to learn different letter patterns that have the same sound, such as ai and ay
- D. good phonemic awareness enables children to read common sight words and exception (irregular) words such as have and some
32. A combination of two or three consonants, pronounced so that each letter does not keep its own identity (e.g. ch, sh, th ...) is called
- A/ silent consonant B/consonant digraph C/ diphthong D/ consonant blend
33. To best assess a student's accuracy and rate of reading, a teacher should have the student
- A. read a passage silently for one minute and then write a summary of it.
- B. read out loud for one minute from a list of words of varying difficulty while the teacher records miscues.
- C. read a passage with words omitted out loud for one minute and then fill in the blanks with appropriate words
- D. read a passage out loud for one minute while the teacher records miscues.
34. Which of the following would best help a teacher evaluate the phonics skills of beginning readers?
- A. examining students' handwriting
- B. assessing students' sight word recall
- C. timing students as they read orally
- D. analyzing students' attempted spellings
35. If 'tife' is a word, the letter "i" would probably sound like the "i" in:
- A. if B. beautiful C. find D. ceiling E. sing
36. If we replace the phoneme /b/ in the word 'ball' by /t/, what would the word become?
- A. tall B. shall C. call D. fall
37. The teacher writes the word 'cat' and students write /r/ in place of /k/ in the word cat and get the word 'rat'. This activity is
- A. phoneme blending B. phoneme addition
- C. phoneme substitution D. Phoneme deletion

38. *A child's ability to identify and use letters is*

- A. Alphabetic reading B. Morphemic reading C. Phonetic reading D. Shared reading

39. *Ato Tesfaye, teaching English reading in grade two, explicitly explains certain irregular English words that occur very much frequently, so that students can recognize the words by their shapes. Such words are*

- A. decodable words B. passive words
C. rare words D. sight words

40. *An English teacher in grade three asks questions after students have been read to. What is the purpose of such questions?*

- A. *to assess the comprehension ability of the students*
B. *to check whether students had prior knowledge*
C. *to check whether students have general information about the world*
D. *to determine whether students are able to spell*

E. Appendix A-2: Answer Key: Teachers' Knowledge Assessment Test

<i>1. B</i>	<i>21.A</i>
<i>2. C</i>	<i>22.D</i>
<i>3. C</i>	<i>23.C</i>
<i>4. E</i>	<i>24.C</i>
<i>5. B</i>	<i>25.A</i>
<i>6. D</i>	<i>26.D</i>
<i>7. B</i>	<i>27.B</i>
<i>8. D</i>	<i>28.B</i>
<i>9. C</i>	<i>29.A</i>
<i>10. E</i>	<i>30.A</i>
<i>11. B</i>	<i>31.A</i>
<i>12. C</i>	<i>32.B</i>
<i>13. B</i>	<i>33.D</i>
<i>14. D</i>	<i>34.D</i>
<i>15. A</i>	<i>35.C</i>
<i>16. A</i>	<i>36.A</i>
<i>17. C</i>	<i>37.C</i>
<i>18. D</i>	<i>38.A</i>
<i>19. D</i>	<i>39. D</i>
<i>20. C</i>	<i>40.A</i>

Appendix B: Questionnaire for Primary School English Teachers

Exposure to and Emphasis on Early Reading Concepts

Gender: Male Female Age: 25-30 31-34 36-40 >40

Qualification: Certificate Diploma BA/B.ED Degree
 Teaching Experience: 0-5 6-10 11-15 > 15

There are many components of learning to read and variety of strategies for teaching reading. Here, it is intended to find out what you have learnt about teaching reading from your coursework emphasis and field experiences. First of all, please think about the coursework emphasis and field experiences (practicum) of college preparation, read the following and then check the most appropriate one.

Coursework emphasis

Now think about the courses you have taken in your diploma program that focus particularly on literacy instruction: components of reading. Please rate the extent to which emphasis has been placed on the components of reading and strategies to teach them based on the scale provided below.

- 0. None: this was not addressed in any of the courses.*
- 1. Little: this was addressed briefly in one course*
- 2. Moderate: this was addressed over several class sessions/periods in one or two of the courses*
- 3. Considerable: I have taken a course entirely designated to the components of reading and strategies to teach them.*

No	Activities	Scale
1	<i>Teaching children how to identify, isolate, separate, blend and manipulate sounds in spoken words</i>	0 1 2 3
2	<i>Teaching children to use phonics skills to figure out how to pronounce unfamiliar words</i>	0 1 2 3
3	<i>Teaching children to monitor how well they understand what they read and correct the problems as they occur</i>	0 1 2 3

4	<i>Using a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition</i>	0 1 2 3
5	<i>Identifying the words in a text that children do not know and using their background knowledge to help them figure out word meanings</i>	0 1 2 3
6	<i>Making instructional decisions based on assessments of children's oral reading fluency</i>	0 1 2 3
7	<i>Teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas</i>	0 1 2 3
8	<i>Teaching phonics to children in a systematic way, with a series of skills and activities</i>	0 1 2 3
9	<i>Teaching children to recognize letters and name them</i>	0 1 2 3
10	<i>Having children repeatedly read the same text aloud to improve their speed, accuracy, and expression</i>	0 1 2 3
11	<i>Examined materials, discussed, practiced and reflected on using textbooks, teacher's guide and other age appropriate supplementary readers</i>	0 1 2 3
12	<i>Participated in, practiced and reflected on assessing children's progress in acquiring reading skills</i>	0 1 2 3
13	<i>Observed, discussed, practiced and reflected on using a variety of teaching strategies to teach early reading</i>	0 1 2 3
14	<i>Observed, discussed, practiced and reflected on preparing teaching aids and creating literacy rich environment with locally available materials</i>	0 1 2 3

Field Experiences

Once again think about the experiences you have had in elementary school classrooms in your diploma program preparation. These experiences may be the times you observed, worked under the mentor, assisted the mentor or did your

teaching practice. Please do not focus on your classroom experiences you have had during your studenthood in the primary to high school. Now rate the emphasis placed on teaching components of reading in your field experiences based on the scale given

No	Activities	0	1	2	3
1	<i>Teaching children how to identify, isolate, separate, blend and manipulate sounds in spoken words</i>	0	1	2	3
2	<i>Teaching children to use phonics skills to figure out how to pronounce unfamiliar words</i>	0	1	2	3
3	<i>Teaching children to monitor how well they understand what they read and correct the problems as they occur</i>	0	1	2	3
4	<i>Using a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition</i>	0	1	2	3
5	<i>Identifying the words in a text that children do not know and using their background knowledge to help them figure out word meanings</i>	0	1	2	3
6	<i>Making instructional decisions based on assessments of children's oral reading fluency</i>	0	1	2	3
7	<i>Teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas</i>	0	1	2	3
8	<i>Teaching phonics to children in a systematic way, with a series of skills and activities</i>	0	1	2	3
9	<i>Teaching children to recognize letters and name them</i>	0	1	2	3
10	<i>Having children repeatedly read the same text aloud to improve their speed, accuracy, and expression</i>	0	1	2	3
11	<i>Using textbooks, teacher's guide and other age appropriate supplementary readers</i>	0	1	2	3
12	<i>Assessing children's progress in acquiring reading skills</i>	0	1	2	3
13	<i>Using a variety of teaching strategies to teach early reading</i>	0	1	2	3
14	<i>Preparing teaching aids and creating literacy rich</i>	0	1	2	3

	<i>environment with locally available materials</i>	
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below.

- 0 .None: this was not addressed in any of the courses.*
- 1. Little: this was addressed briefly in one course*
- 2 Moderate: this was addressed over several class sessions/periods in one or two of the courses*
- 3. Considerable: I have taken a course entirely designated to the components of reading and strategies to teach them.*

Feelings of Preparedness

Teachers go to their own classrooms for the first time feeling prepared about their abilities to teach in some areas and relatively less prepared in some others. Please rate your feelings of preparedness based on the scale provided below.

- 0. Not at all prepared: I do not know about or do not understand these activities well enough to use them with students*
- 1. Somewhat prepared: I am not completely sure how to use these activities with students in all grades and at all reading levels.*
- 2. Mostly prepared: I understand how to use these activities well with some students but still need to deepen my understanding of the activities*
- 3. Adequately prepared: I completely understand how to use these activities with students at all grades and at all reading levels.*

No	Activities	Scale
1	<i>Teaching children how to identify, isolate, separate, blend and manipulate sounds in spoken words</i>	0 1 2 3
2	<i>Teaching children to use phonics skills to figure out how to pronounce unfamiliar words</i>	0 1 2 3
3	<i>Teaching children to monitor how well they understand what they read and correct the problems as they occur</i>	0 1 2 3
4	<i>Using a variety of methods to teach children the meaning of words, including direct and indirect instruction, multiple exposures and repetition</i>	0 1 2 3
5	<i>Identifying the words in a text that children do not know and using their background knowledge to help them figure out word meanings</i>	0 1 2 3
6	<i>Making instructional decisions based on assessments of children's oral reading fluency</i>	0 1 2 3
7	<i>Teaching children a variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying the main ideas</i>	0 1 2 3
8	<i>Teaching phonics to children in a systematic way, with a series of skills and activities</i>	0 1 2 3
9	<i>Teaching children to recognize letters and name them</i>	0 1 2 3
10	<i>Having children repeatedly read the same text aloud to improve their speed, accuracy, and expression</i>	0 1 2 3
11	<i>Examined materials, discussed, practiced and reflected on using textbooks, teacher's guide and other age appropriate supplementary readers</i>	0 1 2 3
12	<i>Participated in, practiced and reflected on assessing children's progress in acquiring reading skills</i>	0 1 2 3
13	<i>Observed, discussed, practiced and reflected on using a variety of teaching strategies to teach early reading</i>	0 1 2 3
14	<i>Observed, discussed, practiced and reflected on preparing teaching aids and creating literacy rich environment with locally available materials</i>	0 1 2 3

<i>No.</i>	<i>Components of Reading</i>	<i>Scale</i>
	<i>Importance of Five Critical Components in Teaching Early Grade Reading</i>	
<i>1</i>	<i>Phonemic awareness is one part of the five critical</i>	<i>0 1 2 3</i>

	<i>components in teaching students to read properly</i>				
2	<i>Phonics is one of the five important components in teaching reading effectively for my students</i>	0	1	2	3
3	<i>Vocabulary is one of the five necessary components in effective teaching in reading for my students</i>	0	1	2	3
4	<i>Reading fluency is one of the five necessary strands of effective reading instruction for my students</i>	0	1	2	3
5	<i>Reading comprehension is one of the five important components of effective reading instruction</i>	0	1	2	3
	<i>Phonemic Awareness</i>	0	1	2	3
1	<i>I have been teaching my students to recognize individual sounds in words in small groups periodically (phoneme isolation)</i>	0	1	2	3
2	<i>I have been teaching my students to recognize common sounds in various words in small groups on a weekly basis (phoneme identity)</i>	0	1	2	3
3	<i>I have been teaching my students to recognize words with odd sounds in a sequence in small groups regularly (phoneme categorization)</i>	0	1	2	3
4	<i>I have been teaching my students to listen to separate sounds and combine those sounds to make new words in small groups periodically (phoneme blending)</i>	0	1	2	3
5	<i>I have been teaching my students to separate words into their individual sounds in small groups on a weekly basis (phoneme segmentation)</i>	0	1	2	3
6	<i>I have been teaching my students to be able to add, delete, or substitute phonemes to make new words in small groups regularly (phoneme manipulation)</i>	0	1	2	3
7	<i>I have a systematic or evidence-based way of assessing and recording the growth of students in phonemic awareness development periodically</i>	0	1	2	3

	Phonics	0	1	2	3
1	<i>I have been reviewing with my students on the relationship of letters and sounds in small groups on a weekly basis</i>	0	1	2	3
2	<i>I have been applying letter-sound knowledge with my students in small groups during daily reading practice</i>	0	1	2	3
3	<i>I have been teaching phonics along with word study instruction to my students on a weekly basis</i>	0	1	2	3
4	<i>I have been teaching my students to look at words and recognize regular patterns and similarities in small groups periodically</i>	0	1	2	3
5	<i>I have been teaching my students to be able to use word recognition strategies in small groups during our daily reading activities</i>	0	1	2	3
6	<i>I have been teaching my students consonants, short and long vowels, beginning and ending diagraphs, various blends, high frequency words, silent letters in words, and inflectional endings in words in small groups on a regular basis</i>	0	1	2	3
7	<i>I have a systematic or evidence-based way of assessing and recording the progress of students in phonics periodically</i>	0	1	2	3
	Vocabulary	0	1	2	3
1	<i>I have been teaching and engaged my students in word learning and meaning of words in small groups on a daily basis</i>	0	1	2	3
2	<i>I have been reading to my students after the introduction of new words in the stories in small groups during my daily reading instructional practice</i>	0	1	2	3
3	<i>I have been teaching my students to use words that they have learned in small groups on a regular basis</i>	0	1	2	3
4	<i>I have been using various active word walls for different subjects for my students to be engaged in learning and reviewing old and new words periodically</i>	0	1	2	3

5	<i>I have been teaching my students various word-attacking strategies for them to become independent word learners</i>	0	1	2	3
6	<i>I have been teaching my students word roots, prefixes, suffixes, word families, letters and words patterns in small groups on a daily basis</i>	0	1	2	3
7	<i>I have a systematic way of assessing and recording the progress of students in vocabulary acquisition on a regular basis</i>	0	1	2	3
	Fluency	0	1	2	3
1	<i>I have been spending at least 15-20 minutes daily to teach or model fluent reading to my students</i>	0	1	2	3
2	<i>I have been reading to all of my students daily in both whole and small groups</i>	0	1	2	3
3	<i>I have been encouraging repeated readings to my students by reading and rereading the same text more than twice on a regular basis</i>	0	1	2	3
4	<i>I have been supporting my students in fluency by having them read with other fluent readers in the class as well as with audiotapes on a daily basis in small groups</i>	0	1	2	3
5	<i>I have been making certain that my students read texts at their independent reading levels on a daily basis</i>	0	1	2	3
6	<i>I have been requiring my students to use their listening skills in the classroom to enhance their skills in loud reading on a daily basis</i>	0	1	2	3
7	<i>I have a systematic way of assessing and recording the progress of students in reading fluency periodically</i>	0	1	2	3
	Comprehension	0	1	2	3
1	<i>I have been building background knowledge for my students by telling and discussing with them about the topics to be read prior to actual daily readings</i>	0	1	2	3

2	<i>I have been using “connection to read-aloud” to help my students create mental images while they are listening to my daily readings</i>	0 3	1	2
3	<i>I have been using “compare and contrast” to help my students to make connections of new things to be learned from their daily readings to what they are already know</i>	0 3	1	2
4	<i>I have been teaching my students to make associations between themselves and the settings, authors, illustrators, characters, and various events in their daily readings in small groups</i>	0 3	1	2
5	<i>I have been engaging in brief discussions and questions with answers throughout the daily readings with both whole and small groups</i>	0 3	1	2
6	<i>I have been teaching my students on how to summarize their understanding of texts in their daily readings by both oral and written presentations to whole and small groups within the class</i>	0 3	1	2
7	<i>I have a systematic way of assessing and recording the growth in reading comprehension of my students on a regular basis</i>	0 3	1	2

0= Strongly Disagree 1= Disagree 2= Agree

3= Strongly Agree

Part V: The Practice of Teaching Five Critical Components of Early Grade Reading

Have you taken any additional training on early grade reading instruction?

Yes No

To better understand how you feel about the five critical components of early reading instruction, please respond to each of the following items with care. Please circle only ONE choice for each item in your responses. If you want to change your response to an item, please cancel the former choice(x)

Appendix C-1: Open, Axial and Selective Coding of Focus Group Discussions

Q1. Open coding

<i>Codes</i>	<i>Properties</i>	<i>Example of participants' word</i>
<i>Emphasis placed on teaching early grade reading</i>	<i>Some attention of teacher preparation was paid to teaching early grade reading</i>	<i>There was some attention paid to these concepts at a college level [DIP1]</i>
<i>Coursework emphasis emphasis to teaching early grade reading</i>	<i>Teacher preparation was insufficient in terms of attention paid to teaching early reading in its coursework emphasis</i>	<i>We dealt with these issues in a course. There was little attention paid to teaching reading in early grades in association with speech sounds; teacher preparation was insufficient [DIP2]</i>
<i>Limited Practice teaching</i>	<i>Teacher preparation field experiences paid little attention to practice of teaching reading in relation to speech sounds</i>	<i>little attention was paid to practice related to sounds [DIP2]</i>
<i>No attention to phoneme recognition & manipulation</i>	<i>No teacher preparation attention to recognition & manipulation of sounds</i>	<i>There was no emphasis placed on recognition and manipulation of sounds [DIP4]</i>
<i>Lack of teacher preparation attention</i>	<i>Teachers not trained to teach early reading in association with sounds</i>	<i>There are activities about teaching reading in association with sounds in the new school curriculum, but the issue is new for students and teachers [DIP5]</i>

<i>Limited attention to teaching reading</i>	<i>Certain level of attention given; not in alignment with school syllabus</i>	<i>To some extent it gave attention to teaching reading skills. However, what we are teaching now and what we studied in college do not align [D2P1]</i>
<i>Insufficient coursework emphasis attention</i>	<i>Not explicit attention to teaching early reading in association with speech sounds</i>	<i>Coursework emphasis was not sufficient to be able to teach young learners. We took these issues in a course. It did not pay explicit attention to teaching speech sounds in association with learning to read [D2P2]</i>
<i>Lack of knowledge & experience</i>	<i>Deficient teacher preparation; limited knowledge & experience</i>	<i>We do not have the knowledge and experience about teaching early reading in association with sounds. College teacher preparation was deficient in this regard [D2P2]</i>
<i>Under preparedness of teachers</i>	<i>Teachers teach what they have not been prepared for</i>	<i>Teaching basic reading in association with sounds is strange both for teachers and students. we did not learn how to teach forming words by sequencing or combining speech sounds like consonants and vowels [D2P3]</i>

Q2. Open coding

Codes	Properties	Example of participants' word
<i>Field experiences had no focus on specific language skills</i>	<i>Field experiences did not give attention to specific language skills</i>	<i>Nothing grade specific in practicum. Focus on observing and presenting general teaching learning related issues; nothing was there in relation to teaching language skills [DIP5]</i>
<i>No attention to teaching basic reading skills</i>	<i>Focus the three phases approach to reading lesson presentation</i>	<i>We went to different schools for observation; more attention was on pre reading, while reading and post reading than on basic issues like sounds and letters [DIP6]</i>
<i>Limited experience of teaching reading fluency</i>	<i>Some sort of attention to reading fluency, but lack understanding of teaching techniques</i>	<i>We tried to look at speed of reading to a certain extent, but we did not know how many words per minute per grade level a child should be able to read [DIP7]</i>
<i>Limited practical experience</i>	<i>Learnt about teaching reading fluency, but did not observe expert teachers doing</i>	<i>Taking a course in the college classroom, we learnt about this thing (teaching reading fluency) well, but we did not observe school teachers use it [DIP8]</i>
<i>Less practice</i>	<i>Mismatch between coursework emphasis and practice; mentoring focus on more of classroom management than content</i>	<i>What we learnt in the coursework emphasis was not considered in the practicum; the mentors themselves emphasize much on classroom management, not on the content we teach [DIP9]</i>
<i>Practical</i>	<i>Practicum focus on</i>	<i>Practicum was focused on identifying</i>

<i>experiences focus more on general pedagogical issues</i>	<i>general issues in teaching</i>	<i>major issues related to teaching and learning; for example, classroom management, time management, etc. [D2P4]</i>
<i>Limited understanding & skills of teaching reading fluency</i>	<i>Did not learn how to help children reading fluency</i>	<i>We learnt about teaching reading in a course; presenting reading lesson- pre-reading, while reading and post reading, but we did not learn how to teach reading fluency. We did not get any technical and scientific procedures in terms of helping children develop reading fluency. For example, we did not know anything as to how many words on average should a child be able to read appropriate to the level; we did not also learn how to assess reading fluency, and we do not know [D2P6]</i>
<i>No practicum attention to teaching reading skills</i>	<i>No direct attention to teaching reading skills</i>	<i>practicum was about school observation, classroom observation, classroom management, yet it did not have any direct relation with teaching reading skill in particular [D2P7]</i>
<i>Coursework emphasis & practicum did not enable to teach early reading</i>	<i>Field experiences had no focus on teaching language skills; coursework emphasis taught nothing about phoneme manipulation, recognizing sound-</i>	<i>We went out to different schools where we did observation and practical teaching. It had no focus on specific language skills instruction. We dealt with teaching reading as a unit in a course. However, we knew nothing about basic issues like phoneme manipulation, recognizing letter-sound correspondence, etc. [D2P5]</i>

	<i>letter relationship</i>	
<i>Practical Teaching of limited contributions</i>	<i>Practical teaching did not have sound contribution to being prepared to teach; no textbooks</i>	<i>No one teacher among those we observed during practicum was using appropriate strategy. There was no textbook when we went to schools for practical teaching; practicum did not give any attention to teaching reading skills [D2P1]</i>
<i>No mentor attention paid to teaching specific language skills</i>	<i>Mentoring focused on general teaching methodology</i>	<i>Our mentors themselves put their attention on general teaching methodology; for example, introduction, presentation and summarization or stages of lesson presentation; otherwise, it did not place emphasis on strategies employed while teaching specific language skills [D2P5]</i>

Q3. Open coding

Codes	Properties	Example of participants' words
<i>Limited practice of lesson preparation</i>	<i>Prepared lesson plans with help of mentors, but limited practice</i>	<i>We prepared lesson plan in consultation with the mentors. For the time allotted to practical teaching was short, we did not practice it in-depth [D1P5]</i>
<i>Unsatisfactory tutor support in lesson plan preparation</i>	<i>Provided with sample lesson plans; prepared their own & got feedback,</i>	<i>We were given a sample lesson; we prepared our own and presented it. Though we</i>

	<i>but unsatisfactory tutor support</i>	<i>got feedback from the educator, it was not satisfactory [D1P6]</i>
<i>Limitations of teacher preparation</i>	<i>The practice was not connected to the use of textbook</i>	<i>We did not have any practice in terms of connecting it to the textbook of lower primary learners. The college preparation had certain limitations [D1P3]</i>
<i>Better collaboration with mentors</i>	<i>Prepared lesson plans, test in collaboration with mentors & assessed</i>	<i>We prepared lesson plan in collaboration with a mentor; we prepared tests on contents that were not covered by the school teacher and assessed, but no feedback [D2P1]</i>
<i>Support & feedback</i>	<i>Provided with sample lesson plans; consulted other teachers; got feedback</i>	<i>We prepared lesson plans; we were given a sample lesson plan; we consulted teachers outside; we did it as an assignment; we presented and received feedback [D2P2]</i>
<i>Low attention to teaching early grade reading</i>	<i>Lower level of attention paid to sound recognition, sound-letter correspondence, and accurate, automatic and expressive reading</i>	<i>Though reading is a vital skill, attention paid to its teaching in early grades, it was given lower attention; especially, recognizing sounds, identifying letter-sound relationship, reading accurately, with speed and expression, etc. [D2P3]</i>

Q4. Open coding

Codes	Properties	Example of participants' words
<i>Learnt the importance of teaching aids</i>	<i>Aware of the pedagogical importance of teaching aids</i>	<i>We learnt the importance of teaching aids [D1P2]</i>
<i>Did not learn & practice how to prepare teaching aids & create literacy rich environment</i>	<i>Teacher preparation did not help in preparing teaching aids & creating literate environment</i>	<i>I believe that students' understanding and retention of what they learn can be enhanced when attractive learning environment is created and appropriate teaching aids are used. For example, colors, games, etc. and bringing certain portable items can help effective teaching of language contents like nouns, adjectives, prepositions, free and bound morphemes. However, we got this understanding from our experiences and reading, not from college training [D2P5]</i>

Q5. Open coding

Codes	Properties	Example of participants' words
<i>No use of textbooks & teacher's guide</i>	<i>No experience of using textbooks & teacher's guide while learning to teach</i>	<i>There was not; I haven't got them. I haven't got teacher's guide since I started teaching; I teach with student textbook only [D1P3]</i>

Some use of textbook & teacher's guide	<i>Limited use of textbook & teacher's guide during teaching practice</i>	<i>Yes, there was'; especially, when we went out for teaching practice. However, it was not in-depth; most of the time, we used teacher's guide to get listening script [D1P2]</i>
No practice of using textbook & teacher's guide	<i>Did not get textbook & teacher's guide during practice teaching</i>	<i>Leave alone during college preparation, I did not get student textbook in the first year of my school teaching. I have recently known that there is a teacher's guide [D2P6]</i>
Limited practice of using textbook & teacher's guide	<i>Limited use of textbook & teacher's guide, especially when script for listening skills practice is needed</i>	<i>We learnt about using student textbook and teacher's guide to some extent, but we did not explicitly learn about using student textbook and teacher's guide. Most of the time we learnt that teacher's guide is needed to get listening text/ script [D2P5]</i>

Q6. Open coding

Codes	Properties	Example of participants' words
<i>Limited tutor & mentor support</i>	<i>Some support, but more of evaluative role</i>	<i>We got certain support; the tutors from college and mentor teachers were trying to evaluate how much we were practically doing what</i>

		we learnt and supporting [D1P5]
<i>Tutoring & mentoring focus on weaknesses, and limited support</i>	<i>Focus on weakness, fault finding; lenient, random visits, untimely feedback & finally filling marks</i>	<i>Both tutors and mentors gave us comments to improve what they observed as weakness. Some tutors and mentors were lenient; they did not support us. Instead they just eventually filled marks. Some of them did not give time bound tasks while correction is possible; some of them just focused on fault finding. As there were tutors and mentors who give all rounded feedback, there were others who visited randomly and gave negative comments [D1P6]</i>
<i>Tutors & mentors were not supportive</i>	<i>Tutors focused on weaknesses; mentors concentrated more on evaluating and filled mark; trainee teachers were not listened to</i>	<i>Teacher educators from the colleges used to identify our weaknesses and say improve this and that. Though their main duty was evaluating trainee teachers, most of the mentors did not look at what we were doing, they finally filled marks and sent to the college. Some of them did not take trainee teacher's opinions [D2P6]</i>

<i>Tutors & mentors lack of honesty with trainee teachers</i>	<i>Some mentors & tutors lacked honesty</i>	<i>Some of the tutors and mentors lacked integrity [D2P3]</i>
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Q7. Open coding

Codes	Properties	Example of participants' words
<i>Timely revision of teacher preparation curriculum; Train teachers to fill skill gaps</i>	<i>Timely revision of teacher education curricula; targeted trainings to teachers on the job</i>	<i>Teacher preparation curriculum need to be revised timely, and gap filling trainings should be given to teachers who are already in the profession [DIP2]</i>
<i>Special attention to teaching English teachers</i>	<i>Pay special attention to training English teachers</i>	<i>training teachers to teach English needs special attention [DIP4]</i>
<i>Revise teacher preparation to integrate with literature, culture & nature</i>	<i>Integrate teaching English with literature, culture & nature</i>	<i>At college level teachers should learn to teach English in association with literature, culture, nature, etc. [DIP7]</i>
<i>Technology assisted teacher preparation</i>	<i>Train teachers on technology assisted instruction; facilitate teacher preparation centers with language laboratory</i>	<i>Teachers should be trained on technology assisted instruction; Organize facilities like language laboratory [DIP3]</i>
<i>Technological facilities are needed to support teacher preparation</i>	<i>Furnish teacher preparation centers with language laboratory , ICT centers & other technological supports</i>	<i>Language laboratory, information communication centers and others should be fulfilled in teacher education colleges. [D2P1]</i>
<i>Train teachers on</i>	<i>Technology assisted</i>	<i>Both pre-service and in-</i>

<i>technology assisted instruction</i>	<i>instruction</i>	<i>service primary school English teachers should get trainings on technology assisted instruction[D2P2]</i>
<i>Train English teachers on early reading instruction strategies</i>	<i>Teachers need additional training on basic reading skills</i>	<i>Concepts that were not part of teacher preparation are now incorporated into primary school English textbooks. For instance, teaching how to recognize speech sounds in words, sound-letter relationship, forming and reading words, etc. clearly need additional training because some of us do not have enough knowledge of these [D2P7]</i>
<i>Improve selection, preparation and professional development of teachers</i>	<i>Attention to selection, preparation and continuous professional development of early grades literacy teachers</i>	<i>Special attention should be paid to selection, preparation and continuous professional development of teachers in the early primary schools. This is because early grades, especially grades 1-3 are the foundations. Special emphasis should be placed on basic literacy and numeracy [D2P4]</i>

<i>Open codes</i>	<i>Axial codes</i>	<i>Selective codes</i>
<i>Learning to teach early</i>	<i>attention paid to</i>	<i>Teacher preparation</i>

<i>grade reading</i>	<i>teaching early grade reading</i>	<i>emphasis on teaching early grade reading</i>
<i>Teacher preparation coursework emphasis attention to teaching early reading</i>	<i>Insufficient attention to teaching early reading</i>	<i>Limited teacher preparation emphasis on teaching early grade reading</i>
<i>practical experience of learning to teach early reading</i>	<i>Insufficient field experience of learning to teach</i>	<i>Limited practicum attention to teaching early grade reading</i>
<i>Teachers' knowledge & experience of early reading instruction</i>	<i>Limited knowledge & practical experience of teaching early grade reading</i>	<i>Deficient knowledge & skills of early grade reading instruction</i>
<i>Learning to use textbook & teacher's guide while learning to teach</i>	<i>No opportunities to use textbook & teacher's guide during teacher preparation</i>	<i>Limited opportunities to learn how to use textbook & teacher's guide</i>
<i>Tutors & mentors support & feedback</i>	<i>Low level of tutor & mentor support & feedback</i>	<i>Unsatisfactory support & feedback of tutors & mentors</i>
<i>Preparing teaching aids & creating literacy rich environment</i>	<i>Somehow the pedagogical importance of teaching aids & creating literacy rich environment</i>	<i>Limited practice of preparing teaching aids & creating literacy rich environment</i>
<i>Strengthen teacher preparation centers</i>	<i>Furnish teacher preparation centers with technological advances</i>	<i>Train teachers on technology assisted instruction</i>
<i>Revise teacher preparation curricula</i>	<i>Revise teacher education curriculum to consider new innovations</i>	<i>Timely revise teacher preparation curriculum`</i>

<i>Teacher selection, preparation & professional development</i>	<i>Change is needed in the process of teacher selection, preparation & professional development</i>	<i>Improve teacher selection , preparation and professional development mechanisms</i>
<i>Teacher training</i>	<i>On job teacher training to fill skill gaps</i>	<i>Targeted training to teachers on literacy instruction strategies</i>
<i>Content integration of teaching English</i>	<i>Teach the teachers to teach English in integration with culture, literature and nature</i>	<i>Train English teachers to integrate literacy instruction with culture, literature and nature</i>

Appendix C-2: Focus Group Discussion Guide

Primary School English Teachers

Dear Participants,

This short discussion is intended to obtain your view as English teachers on the preparation of primary school ELT teachers to teach early grade reading. This discussion will be recorded for the sake of better capture of information, and the information you give here will be used only for the purpose of this particular study. I would like to make sure that the data from this discussion will not be passed to any third party, and your personal information will not be disclosed in the report in any way. Once again, I would like to make sure that you have all the right not to answer any of the questions which you do not feel comfortable with and withdraw from the discussion altogether at any point of time.

Thank you very much for your cooperation.

- 2. To what extent did the aspects (the coursework emphasis and field experiences) of pre-service teacher preparation emphasize the teaching of essential components of early grade reading? (phonemic awareness, phonics, vocabulary, fluency and comprehension)*
- 3. To what extent do you think the courses you have taken on teaching reading and your field experiences helped you be prepared to teach reading at early grades?*
- 4. To what extent were the activities you performed during coursework emphasis and field experiences related to teaching early grade reading? (Lesson planning, teaching, reflection and feedback on essential components of early grade reading/ What about assessing, providing feedback and using assessment data to adjust your teaching?)*
- 5. Have you learnt and practiced how to prepare teaching aids and create literacy rich environment to teach early grade reading? (Would you give examples of what you did?)*
- 6. Have you been required to use student textbook and teacher's guide of grades while learning to teach early grade reading? (Do you remember any instances- Prepare lesson plan, prepare activities, test, and presentation?)*

7. *Have your teacher educators and mentors provided you with a variety of strategies to teach early grade reading? (Would you mention few of them?/ support and feedback received from them)*
8. *What were the limitations with the teacher preparation process and what should be done to improve in the light of teaching early grade reading?*

Thank you all once again!

Appendix C-3: Focus Group Discussion Guide (Amharic Version)

መግቢያ

ወደ ተሳታፊዎች፡

ይህ አጭር ወይይት ያስፈለገው የንባብ ክህሎትን ለማስተማር የቅድመ ሥራ አንደኛ ደረጃ እንግሊዝኛ ቋንቋ መምህራን ዝግጅትን በተመለከተ የእናንተን የመምህራን ሀሳብ ለማግኘት ነው። እናንተ በዚህ ወይይት የሚታነሟቸው ሀሳቦች ወደፊት በቅድመ ሥራ እና ሥራ ላይ የመምህራን ሥልጠናን በተመለከተ ለሚደረጉ ማሻሻያዎች ገንቢ ግብአት ሆነው ያገለግላሉ። ስለሆነም በሚናደርገው ወይይት በንቃት በመሳተፍ የራሳችሁን አስተዋጽኦ እንድታበረክቱ በታላቅ ትህትና እየጠየቁ የወይይቱን ሀሳብ በአግባቡ ለመያዝ ይረዳ ዘንድ ወይይቱ የሚቀረጽ ይሆናል። በወይይቱ ወቅት ያካፈላችሁት ሀሳብ ሚስጥራዊነቱ ተጠብቆ ለዚህ ጥናት ዓላማ ብቻ የሚወልድ ለማንም ሰነተኛ ወገን ተላልፎ የማይሰጥ መሆኑን ከወዲሁ አረጋግጣለሁ። ማንኛውም የግል ሁኔታችሁን የሚገልጽ መረጃ በምንም ዓይነት መልኩ በዚህ ጥናት ሪፖርት ውስጥ የማይካተት መሆኑን እየገለጽኩ በወይይቱ ከሚነሱ ጥያቄዎች መካከል መመለስ የማትፈልጓቸው ካሉ አለመመለስ ወይም ካልተመቻችሁ በማንኛውም ሰዓት ወይይቱን አቋርጣችሁ መወጣት መብታችሁ መሆኑን አረጋግጣለሁ።

ስለ ትብብራችሁ በቅድሚያ አመሰግናለሁ።

1. በ1ኛ ደረጃ እንግሊዝኛ ቋንቋ መምህራን ዝግጅት ሂደት መሠረታዊ የንባብ ክህሎት ለማስተማር ወሳኝ ለሆኑ ክህሎቶች ምን ያህል ትኩረት ይሰጥ ነበር? (ድምፅን መለየት፤ የድምፅ እና ፊደል ተዛምዶ መለየት፤ ቃላትን ማወቅ ፤ በትክክል፡በፍጥነት እና በተገቢው ቅላፀ ማንበብ እና አንብቦ መረዳት)
2. የወሰዳቸው የማስተማር ሥነ ዘዴ ኮርሶች እና የተግባር ልምዶች ምን ያህል መሠረታዊ የንባብ ክህሎት ለማስተማር አዘጋጅተዋል ብላችሁ ታምናላችሁ? (የትምህርት ቤት ተግባር ልምዶች (ፕራክቲካም) የንባብ ክህሎት ከማስተማር ጋር ተያያዥነት ነበራቸው?)
3. መሰረታዊ የንባብ ክህሎት ለማስተማር ወሳኝ የሆኑ ክህሎቶችን ለማስተማር በማቀድ፡ በማስተማር ፡ በመፀብረቅ እና ግብረመልስ በማግኘት ልምድ ነበራችሁ? (መመዘን፡ ግብረመልስ መስጠትና በምዘና መረጃ መሠረት የማስተማር ሂደትን ስለማሻሻል?)
4. መሠረታዊ የንባብ ክህሎት ለማስተማር የሚረዱ መርጃ መሣሪያዎችንና ለንባብ ምቹ የሆነ ከባቢ ስለመፍጠር ተምራችሁ ተለማምዳችኋል?(ካደረጋቸው ነገሮች ጥቂት ምሳሌ ቢትሰጡኝ)
5. መሠረታዊ የንባብ ክህሎት ለማስተማር በምትዘጋጁበት ጊዜ የተማሪ መጽሐፍትና የመምህሩ መመሪያ አንዴት እንደምትጠቀሙ ተምራችኋል? (የትምህርት ዕቅድ፡ መልመጃዎችን ፡ ምዘና ወይም ሠርቶ ማሳያዎችን ቢታስታወሱ)
6. አሰልጠኞቻችሁና ሜንቴሮቻችሁ የንባብ ክህሎትን ለማስተማር የሚረዱ የተለያዩ ስልቶችን አስተምሯችኋል?(ጥቂቶቹን ቢትጠቅሱልኝ፤ የነበራችሁን ግንኙነትና ያገኛችሁትን ድጋፍ ግብረመልስ እንዴት ትገልጻላችሁ?)

7. የንባብ ክህሎት ከማስተማር አንጻር 1ኛ ደረጃ እንግሊዝኛ ቋንቋ መምህራን ዝግጅት ሂደት ላይ የታዘባችኋቸው ጉድለቶች ምንድን ናቸው? ለማሻሻልስ ምን መደረግ አለበት ትላላችሁ?

በድጋሜ አመሰግናለሁ።

Appendix C-4: English Teachers Focus Group Discussion-One

Description

The focus group discussion was conducted with primary school English teachers to collect information on attention paid by teacher preparation to teaching early grade reading. Particularly the focus was on coursework emphasis and practicum emphasis on learning to teach early grade reading. This focus group discussion involved nine primary school English teachers: five female and four male English teachers of a randomly selected public primary school in Hawassa City Administration. Most of the participant English teachers were diploma holders. The teachers were in the range of 25 to 35 years of age. The discussion was held on school compound of school one (FGDS1) and took an average of 50 minutes.

Introduction

First of all, I would like to thank you for your time and willingness to participate in this discussion. This discussion focuses on the emphasis that English language teacher preparation placed on teaching early grade reading. Particularly it is aimed to look back into the emphasis that language teaching methodology course and practicum placed on teaching the basic reading skills of early grades. Before we move on to the discussion questions, I want you to tell me your age, qualification and teaching experience. Now I pass to the first question.

Q1. Researcher: To what extent did the aspects (the coursework emphasis and field experiences) of pre-service teacher preparation emphasize the teaching of essential components of early grade reading? (Phonemic awareness, phonics, vocabulary, fluency and comprehension)

DIP1: We nicely took a course in a college. However, when we went to school, we did not find the concepts in the student textbook. Most of the time, the focus was on letters. That is, there was attention paid to these concepts at a college level, but there is no alignment with school syllabus. Researcher: What do the rest of you say about the issue?

DIP2: If your question is how sufficient the college training was in terms of enabling teachers to help children learn to read, we dealt with these issues in a course. There was little attention paid to teaching reading in early grades in association with speech sounds. Much attention was paid to general reading related concepts; little

attention was paid to practice related to sounds. Now the issue is there in student textbook to a certain extent. There is an attempt to phonetically transcribe some words and show how they are pronounced. However, it was not like this when we were students. Some of the teachers who have better academic performance and the desire to help children enabled certain children learn to read, but teacher preparation was insufficient. Instead, more emphasis was on reading skills such as skimming-reading for gist, scanning and comprehension, etc.

DIP3: I would like to say for example, to teach segmenting and blending of sounds in spoken words, the emphasis given to linguistic bases of reading should be improved; that is, attention paid to phonetics and phonology courses in teacher preparation curriculum should be improved.

DIP4: There was no emphasis placed on recognition and manipulation of sounds. We learnt much to teach the three phases of reading lessons- pre-reading, while-reading and post-reading. When some of us joined university for first degree, we have come across these things to some extent, but there was not enough emphasis on these issues during diploma program teacher preparation. The current student textbook gives attention to these things, but teacher preparation was not in alignment with school syllabus. Things like word formation, recognizing vowel and consonant sounds and blending them, etc. are essential.

DIP5: There are activities about teaching reading in association with sounds in the new school curriculum, but the issue is new for students and teachers.

Q2. Researcher: To what extent do you think the courses you have taken on teaching reading and your field experiences helped you be prepared to teach reading at early grades?

DIP5: There was nothing grade specific in practicum. The focus was on observing and presenting general teaching learning related issues; nothing was there in relation to teaching language skills except what we gained from the advice of senior teachers and their experience.

DIP6: we went to different schools for observation; it was more of about physical issues than specific teaching techniques. That is, more attention was on pre reading, while reading and post reading than on basic issues like sounds and letters.

DIP7: We tried to look at speed of reading to a certain extent, but we did not know how many words per minute per grade level a child should be able to read.

DIP8: What I remember is when we were taking a course in the college classroom, we learnt about this thing (teaching reading fluency) well, but we did not observe school teachers use it.

DIP9: What we learnt in the coursework emphasis was not considered in the practicum; the mentors themselves emphasize much on classroom management, not on the content we teach.

Q3. Researcher: To what extent were the activities you performed during coursework emphasis and field experiences related to teaching early grade reading? (Lesson planning, teaching, reflection and feedback on essential components of early grade reading/ What about assessing, providing feedback and using assessment data to adjust your teaching)

DIP5: We prepared lesson plan in consultation with the mentors; because we were eager to become a teacher, we wanted to enter classroom, but we did not evaluate. For the time allotted to practical teaching was short, we did not practice it in-depth.

DIP6: somehow there was an attempt; we were given a sample lesson, and we prepared our own and presented it. Though we got feedback from the educator, it was not satisfactory. Training of special attention should be given to teachers to be able to effectively teach language skills.

DIP3: There were certain things we learnt about lesson plan preparation and test preparation, but we did not explicitly learn about making assessments considerate of the three domains of educational objectives- cognitive, affective and psychomotor. We tried to do something in form of peer teaching; there were good things in this regard. We did not have any practice in terms of connecting it to the textbook of lower primary learners. Though the college preparation had certain limitations, supported by different short trainings some teachers are improving. Questions from reading text do not focus on basic issues like pronunciation, spelling, sounds, word formation- using prefixes and suffixes, long and short vowel words, etc.

Q4. Researcher: Have you learnt and practiced how to prepare teaching aids and create literacy rich environment to teach early grade reading? (Would you give examples of what you did?)

DIP2: These things were part of teacher preparation. Sometimes we may not find objects or aids related to a lesson in hand. The pedagogical center in college was not well organized. In college we took a course called 'Instructional Media'. We learnt the importance of teaching aids; the teachers who teach by using teaching aids and the one who teaches without teaching aids cannot be equally effective. Understanding becomes easier and retention is higher when teaching aids are used. For example, flash cards, tree-chart, table, pictures, real objects, videos, etc.

Q5. Researcher: Have you been required to use student textbook and teacher's guide of grades while learning to teach early grade reading? (Do you remember any instances- Prepare lesson plan, prepare activities, test, and presentation?)

DIP3: There was not; I haven't got them. I haven't got teacher's guide since I started teaching; I teach with student textbook only.

DIP2: Yes, there was'; especially, when we out for teaching practice. However, it was not in-depth; most of the time, we used teacher's guide to get listening script.

Q6. Researcher: Have your teacher educators and mentors provided you with a variety of strategies to teach early grade reading? (Would you mention few of them?/ support and feedback received from them)

DIP5: We got certain support; the tutors from college and mentor teachers were trying to evaluate how much we were practically doing what we learnt and supporting.

DIP6: We went to many schools; both tutors and mentors gave us comments to improve what they observed as weakness. Some tutors and mentors were lenient; they did not support us. Instead they just eventually filled marks. Some of them did not give time bound tasks; while correction is possible, some of them just focused on fault finding. As there were tutors and mentors who give all rounded feedback, there were others who visited randomly and gave negative comments.

Q7. Researcher: What were the limitations with the teacher preparation process and what should be done to improve in the light of teaching early grade reading?

DIP2: As methods are flourishing, teacher preparation curriculum need to be revised timely, and gap filling trainings should be given to teachers who are already in the profession.

DIP4: Financing education and supplying educational resources need special attention starting

from teacher preparation; training teachers to teach English needs special attention

DIP7: At college level teachers should learn to teach English in association with literature, culture, nature, etc.

DIP3: Teachers should be trained on technology assisted instruction

Organize facilities like language laboratory; raise teacher's creativity

Appendix C-5: English Teachers Focus Group Discussion- Two

Description

The participants of this discussion were seven in number: three female and four male English teachers of randomly selected public primary schools. The teachers were in the age range of 25 to 35 years. Most of the participant teachers had diploma and some of them had first degree. Their teaching experience was between five and fifteen years. The group interview was held on the school compound, and it took 45 minutes. Ahead of the group discussion the participant teachers were given clear explanation about the importance of the discussion, confidentiality of information and absence of any harm because of participation. Then they were given numbers which they raised during turn allocation.

Introduction

First of all, I would like to thank you for your time and willingness to participate in this discussion. This discussion focuses on the emphasis that English language teacher preparation placed on teaching early grade reading. Particularly it is aimed to look back into the emphasis that language teaching methodology course and practicum placed on teaching the basic reading skills of early grades. Before we move on to the discussion questions, I want you to tell me your age, qualification and teaching experience. Now I pass to the first question.

Q1. Researcher: To what extent did the aspects (the coursework emphasis and field experiences) of pre-service teacher preparation emphasize the teaching of essential components of early grade reading? (Phonemic awareness, phonics, vocabulary, fluency and comprehension)

D2P1: In a college we took one methodology course. To some extent it gave attention to teaching reading skills. However, what we are teaching now and what we studied in college do not align.

Researcher: What do the rest of you say about this?

D2P2: what we learnt in college coursework emphasis was not sufficient to be able to teach young learners. We learn these issues in a course. It did not pay explicit attention to teaching speech sounds in association with learning to read. However, it focused on general concepts related to teaching reading. We do not have the knowledge and experience about teaching early reading in association with sounds.

For example, the knowledge of speech sounds or phonemes is necessary to teach words effectively. College teacher preparation was deficient in this regard. Because this thing is very essential, it is better if the way teachers are prepared in colleges is revised.

D2P3: During college teacher preparation, much attention has been placed on the three phases of reading lesson presentation. Teaching basic reading in association with sounds is strange both for teachers and students. What we learnt in college teacher preparation differed from what we are teaching now to the extent of being surprised, "Does this too exist?" Now the teacher teaches with completely new preparation. For example, we did not learn how to teach forming words by sequencing or combining speech sounds like consonants and vowels. When I was in college, there were categories or modalities as cluster and linear diploma. Those who were in cluster diploma program were better to teach basic reading skills to young learners, but there is nothing like that here when teachers are deployed.

Q2. Researcher: To what extent do you think the courses you have taken on teaching reading and your field experiences helped you be prepared to teach reading at early grades?

D2P4: Practicum was focused on identifying major issues related to teaching and learning; for example, classroom management, time management, etc. and suggesting solutions. It did not have much in relation to practical teaching except what we gained from observing different teachers teach.

D2P6: we reflected what we observed in schools. We learnt about teaching reading in a course; presenting reading lesson- pre-reading, while reading and post reading, but we did not learn how to teach reading fluency; we are making our own effort in this regard. We did not get any technical and scientific procedures in terms of helping children develop reading fluency. For example, we did not know anything as to how many words on average should a child be able to read appropriate to the level; we did not also learn how to assess reading fluency, and we still do not know.

D2P7: practicum was about school observation, classroom observation, classroom management, yet it did not have any direct relation with teaching reading skill in particular.

D2P5: With regard to practicum, we went out to different schools where we did observation and practical teaching. Most often it was physical observation whose focus was on general issues. It had no focus on specific language skills instruction. We dealt with teaching reading as a unit in a course. However, we knew nothing about basic issues like teaching phoneme manipulation, recognizing letter-sound correspondence, etc.

D2P1: umm...umm I remember it was in the second year in college when we were taking a methodology course, no one teacher among those we observed during practicum was using appropriate strategy. There was no textbook when we went to schools for practical teaching; practicum did not give any attention to teaching reading skills.

D2P5: In the first place, our mentors themselves put their attention on general teaching methodology; for example, introduction, presentation and summarization or stages of lesson presentation; otherwise, it did not place emphasis on strategies employed while teaching specific language skills.

Q3. Researcher: To what extent were the activities you performed during coursework emphasis and field experiences related to teaching early grade reading? (Lesson planning, teaching, reflection and feedback on essential components of early grade reading / What about assessing, providing feedback and using assessment data to adjust your teaching)

D2P1: We prepared lesson plan in collaboration with a mentor; we prepared tests on contents that were not covered by the school teacher and assessed, but no feedback. I was assigned to do my practice teaching in my former school with my previous teachers; I had good time.

D2P2: We prepared lesson plans; we were given a sample lesson plan; we consulted teachers outside; we did it as an assignment; we presented and received feedback.

D2P3: we learnt well in the college coursework emphasis, but it was insufficient in terms of putting things into practice. Especially there was limitation with regard to making assessments considerate of the three domains of educational objectives. There were certain things we tried in the form of peer teaching, but it was not sufficient. Though reading is a vital skill, attention paid to its teaching in early grades, it was given lower attention; especially, recognizing sounds, identifying letter-sound

relationship, reading accurately, with speed and expression,.....should be given special attention.

Q4. Researcher: Have you learnt and practiced how to prepare teaching aids and create literacy rich environment to teach early grade reading? (Would you give examples of what you did?)

D2P5: Most of the time, we may not get things that are related to lesson content. Pedagogical centers were also not well organized. We learnt about using teaching aids. I believe that students' understanding and retention of what they learn can be enhanced when attractive learning environment is created and appropriate teaching aids are used. For example, colors, games, etc. and bringing certain portable items can help effective teaching of language contents like nouns, adjectives, prepositions, free and bound morphemes. However, we got this understanding from our experiences and reading, not from college training.

Q5. Researcher: Have you been required to use student textbook and teacher's guide of grades while learning to teach early grade reading? (Do you remember any instances- Prepare lesson plan, prepare activities, test, and presentation?)

D2P6: Leave alone during college preparation, I did not get student textbook in the first year of school teaching. I have recently known that there is a teacher's guide.

D2P5: It is important to have both student textbook and teacher's guide. In fact, we learnt about using student textbook and teacher's guide to some extent, but we did not explicitly learn about student textbook and teacher's guide. Most of the time we learnt that teacher's guide is used to get listening text/ script.

Q6. Researcher: Have your teacher educators and mentors provided you with a variety of strategies to teach early grade reading? (Would you mention few of them?/ support and feedback received from them)

D2P4: Fortunately, I met a decent teacher and got a good support.

D2P6: Teacher educators from the colleges used to identify our weaknesses and say improve this and that. Though their main duty was evaluating trainee teachers, most of the mentors did not look at what we were doing, they finally filled marks and sent to the college. Some of them did not take trainee teacher's take opinions.

D2P3: Some of the tutors and mentors lacked integrity.

Q7. Researcher: What were the limitations with the teacher preparation process and what should be done to improve in the light of teaching early grade reading?

D2P1: As to me there are things to be improved. For example, as there are no day to day life situations in which English is used for communication, attention should be paid to creating social situations. Language laboratory, information communication centers and others should be fulfilled in teacher education colleges.

D2p3: Teachers should be trained in a way that enhances their creativity

D2P2: Both pre-service and in-service primary school English teachers should get trainings on technology assisted instruction.

D2p7: Education should be taken as light of life and teaching as a profession of choice. Many new things or concepts that were not part of teacher preparation are now incorporated into primary school English textbooks. For instance, teaching how to recognize speech sounds in words, sound-letter relationship, forming and reading words, etc. clearly need additional training because some of us do not have enough knowledge of these.

D2P4: Special attention should be paid to selection, preparation and continuous professional development of teachers in the early primary schools. This is because early grades, especially grades 1-3 are the foundations. Special emphasis should be placed on basic literacy and numeracy.

Appendix C-6: English Teachers Focus Group Discussion-One (Amharic Version)

ቡድን ውይይት አንድ

መግለጫ

በዚህ ውይይት የተሳተፉ መምህራን በቁጥር ዘጠኝ ሲሆኑ አምስት ሴቶች እና አራት ወንዶች ነበሩ። በዕድሜያቸው ከ25 እስከ 35 ዓመት ባለው የሚገኙ ሲሆን በትምህርት ደረጃቸው አብዛኞቹ ድፕሎማ ሲኖራቸው የተወሰኑት የመጀመሪያ ድግሪ ነበራቸው። የሥራ ልምዳቸውም ከ6 እስከ 11 ዓመት ባለው ነበር። ውይይቱ የተካሄደው በት/ቤቱ ቅጥር ግቢ ዉስጥ ሲሆን በአማካይ 40 ደቂቃ ፈጅቷል። በውይይቱ ወቅት ተሳታፊዎች የተሰጣቸውን ቁጥር ከፍ በማድረግ ተራቸውን ጠብቀው ሀሳባቸውን አጋርተዋል።

መግቢያ

በቅድሚያ ስለጊዜያቸው እና ስለ ፈቃደኝነታቸው እጅግ በጣም አመሰግናለሁ። ይህ ውይይት የሚያተኩረው በመምህራን ማሠልጠኛ ኮሌጅ የነበረው እንግሊዝኛ ቋንቋ መምህራን ሥልጠና ህደት ለመጀመሪያ ደረጃ ት/ቤት የንባብ ክህሎት ለማስተማር በሰጠው ትኩረት ላይ ነው። በዋናነት የንባብ ክህሎት ማስተማር ሥነ ዜጌ ኮርስ እና የተግባር ልምምድ ወይም ፕራክቲካም ለመሠረታዊ የንባብ ክህሎት ማስተማር ምን ያህል ትኩረት እንደሰጡ መለስ ብለን ለማየት ነው። ወደ ውይይቱ ጥያቄዎች ከመሄዳችን በፊት የእያንዳንዳችሁን ዕድሜ፣ የትምህርት ደረጃ እና የማስተማር ልምድ ትንግራኛላችሁ። ሀሳብ መስጠት ስትፈልጉ ቁጥራችሁን ከፍ ታደርጋላችሁ። አሁን ወደ መጀመሪያው ጥያቄ አልፋለሁ።

- 1. **ተመራማሪው:** በ1ኛ ደረጃ እንግሊዝኛ ቋንቋ መምህራን ዝግጅት ሂደት መሠረታዊ የንባብ ክህሎት ለማስተማር ወሳኝ ለሆኑ ክህሎቶች ምን ያህል ትኩረት ይሰጥ ነበር? (ድምፅን መለየት፣ የድምፅ እና ፊደል ተዛምዶ መለየት፣ ቃላትን ማወቅ ፣ በትክክል፡በፍጥነት እና በተገቢው ቅላፀ ማንበብ እና አንብቦ መረዳት)

ዉ.1ተ1: ኮሌጅ ላይ ኮርስ በጥሩ ሁኔታ ወስደን ነበር። ነገር ግን ወደ ት/ ቤት ስንሄድ ሃሳቡ መጽሐፍ ዉስጥ አልነበረም። አብዛኛውን

ትኩረቱ ፊደል ላይ ነበር። በኮሌጅ በተወሰነ ደረጃ ትኩረ ይሰጥ ነበር፣ ነገር ግን ከተማሪ መጽሐፍ ጋር አይገናኝም።

ተመራማሪው: ሌሎቻችሁስ በዚህ ጉዳይ ላይ ምን ትላላችሁ?

ዉ.1ተ2: ሕፃናትን ለመርዳት ከንባብ አንፃር ምን ያህል በቂ ነበር ከተባለ በአንድ ኮርስ ዉስጥ ወስደናል። ድምፆችን ከንባብ ጋር አዛምዶ ከማስተማር አንፃር ብዙም ትኩረት አልነበረም። ከፍ ያሉ ክህሎቶች ላይ እንጂ ከንግግር ድምፆች ጋር የተያያዘ ልምምድ እጅግ በጣም ጥቂት ነበር። በተማሪ መጽሐፍ ዉስጥ በተወሰነ ደረጃ አለ። አንድ ሁለት ቃላት አዉጥቶ በphonetic transcription አስቀምጦ እንዴት እንደሚነበብ ለማሳየት ይሞክራል። በፊት ስንማር እንደዚህ አልነበረም። አንዳንድ ጥሩ ችሎታ እና ፍላጎቱ ያላቸው መምህራን በራሳቸው ጥረት ረድቷቸው ሕፃናት ማንበብ ቻሉ እንጂ መምህር ዝግጅቱ በቂ አልነበረም። የተለያዩ የንባብ ዓላማዎች ለምሳሌ skimming/reading for gist, scanning እና comprehension የመሳሰሉ አሉ።

ወ.1ተ3: ለምሳሌ ድምፅ መነጠልና ማጣመርን ለማስተማር የphonetics and phonology ኮርሶች ትኩረት በሥርዓተ ትምህርት ውስጥ ቢሻሻል

ወ.1ተ4: ድምጽ መለየት ላይ ትኩረት የለም። ስንማር የነበረው ጠቅለል ያለ የንባብ አቀራረብ ላይ ለምሳሌ ቅድመ ንባብ፣ የንባብ እና ድኅረ ንባብ ላይ ነበር። ቀጥሎ በድግሪ ፕሮግራም ወይም ዩኒቨርሲቲ ስንገባ እነዚህን ጉዳዮች በተወሰነ ደረጃ ለማወቅ ችለናል እንጂ በድፕሎማ ፕሮግራም ብዙም ትኩረት አልነበረም። አሁን ያለው መጽሐፍ ለነዚህ ጉዳዮች ትኩረት ይሰጣል ። ነገር ግን የመምህር ዝግጅት በዚያ መልኩ አልነበረም። ቃላት መመሠረት ፣አናባቢ ና ተነባቢ ድምፆች መለየት እና ማገናኘት ... ወገና ሰባተኛ ክፍል ፊደል ለማስተማር ተገድጄያለሁ።

ወ.1ተ5: አሁን ስለ ድምጽ በአዲሱ ሥርዓተ ትምህርት ውስጥ አለ። ነገር ግን ጉዳዩ ለተማሪዎችም ሆነ ለመምህሩ አዲስ ነገር ነው።

2. ተመራማሪወ: የወሰዳቻቸው የማስተማር ሥነ ዘዴ ኮርሶች እና የተግባር ልምዶች ምን ያህል መሠረታዊ የንባብ ክህሎት ለማስተማር አዘጋጅተዋል ብላችሁ ታምናላችሁ? (የትምህርት ቤት ተግባር ልምዶች (ፕራክቲካም) የንባብ ክህሎት ከማስተማር ጋር ተያያዥነት ነበራቸው?)

ወ.1ተ5: ፕራክቲካም ላይ ክፍል ደረጃን ለይቶ የተሰጠን ነገር አልነበረም፣ ጠቅለል ያሉ የመማር ማስተማርን የሚጎዱ ነገሮችን መመልከትና ማቅረብ ወይም ፕረዘንት ማድረግ ነበር። በተለይ የቋንቋ ክህሎት በማስተማር ላይ ያነጣጠረ አልነበረም፣ ከአንጋፋ መምህራን ካገኘነው ምክርና ልምድ በስተቀር

ወ.1ተ6: የተለያዩ ት/ቤቶችን ለማየት ወጥተናል። አካላዊ የሆኑ ነገሮች እንጂ በዝርዝር ስለ ማስተማር ብዙም ትኩረት አልነበረም። ቅድመ ንባብ ፣ንባብ እና ድኅረ ንባብ ላይ እንጂ መሠረታዊ በሆኑ ድምጽ እና ፊደል ጋር የተያያዙ ጉዳዮችን አልዳሰስንም።

ወ.1ተ7: የንባብ ፍጥነትን በተመለከተ የተወሰነ ነገር ለማየት ሞክረናል። ነገር ግን በየትኛው ክፍል ደረጃ በደቂቃ ምን ያህል ቃላት ማንበብ እንዳለባቸው አላወቅንም።

ወ.1ተ8: ትዝ የሚለኝ ነገር በ ክፍል ውስጥ ስንማር ጥሩ መምህር አጋጥሞን በሚገባ ተምረን ነበር። ነገር ግን ወደ ት/ቤት ስንሄድ መምህራን ስጠቀሙት አልተመለከትንም።

ወ.1ተ9: ኮሌጅ ውስጥ በኮርስ የተማርነው ከፕራክቲካም ጋር አይገናኝም ነበር። ሜንቴሮቻችን ራሳቸው በጣም የሚያተኩሩት ክፍል አያያዝ ላይ እንጂ በሚናስተምረው ይዘት ላይ አልነበረም።

3. ተመራማሪወ: መሰረታዊ የንባብ ክህሎት ለማስተማር ወሳኝ የሆኑ ክህሎቶችን ለማስተማር በማቀድ: በማስተማር ፣ በመፀብረቅ እና ግብረመልስ በማግኘት ልምዶች ነበራችሁ? (መመዘን: ግብረመልስ መስጠትና በምዘና መረጃ መሠረት የማስተማር ሂደትን ስለማሻሻል?)

ወ.1ተ5: ከሜንቴሮቻችን ጋር ተመካክረን የትምህርት ዕቅድ እናዘጋጅ ነበር። ጉጉትም ስለነበር ክፍል ለመግባት እንፈልግ ነበር። ነገር ግን አንገመግምም። ለተግባር ልምድ የሚሰጠው ጊዜ አጭር ስለነበር በበቂ ሁኔታ በጥልቀት አልተለማመድንም።

ወ.1ተ6: ከሞላ ጎደል የሞከርነው ነገር ነበር። የትምህርት ዕቅድ አዘገጃጀት ናሙና /sample lesson plan/ ተሰጥቶን የራሳችንን ስርተን አቅርበናል። ግብረ መልስ ቢሰጥም በቂ አልነበረም። የቋንቋ ክህሎት ለማስተማር ለየት ያለ ሥልጠና ያስፈልጋል።

ወ.1ተ3: የትምህርት ዕቅድ አዘገጃጀት ፣ፈተና አወጣጥ በተመለከተ የተማርናቸው ነገሮች ነበሩ። ነገር ግን cognitive, affective እና psychomotor የሚባሉ ጉዳዮችን ታሳቢ ያደረጉ ምዘናዎችን እንዴት እንደሚናዘጋጅ በግልጽ አልተማርንም። በ peer teaching መልክ የሠራናቸው ነገሮች ነበሩ። በዚህ ረገድ መልካም ነገሮች ነበር። ነገር ግን ከታችኞቹ ክፍሎች መጽሐፍ ጋር ከማገናኘት አንጻር የተለመደው ነገር አልነበረም። የኮሌጅ ሥልጠናው የሚቀሩት ነገሮች ቢኖሩትም መምህራን በተለያዩ አጫጭር ሥልጠናዎች ታግዘው አንዳንድ ነገሮች እየተሻሻሉ ይገኛል። ከምንባብ የሚወጡ ጥያቄዎችም መሠረታዊ በሆኑ ነገሮች ላይ አያተኩሩም። ለምሳሌ pronunciation, spelling, sounds, word formation-using prefix and suffixes, long and short vowels words, etc.

ተመራማሪዉ: መሠረታዊ የንባብ ክህሎት ለማስተማር የሚረዱ መርጃ መሣሪያዎችንና ለንባብ ምቹ የሆነ ከባቢ ስለመፍጠር ተምራችሁ ተለማምዳችኋል?(ካደረጋቸው ነገሮች ጥቂት ምሳሌ ቢትሰጡኝ)

ወ.1ተ2: ኮሌጅ ሥልጠና ወቅት እነዚህ ጉዳዮች ነበሩ። አንዳንድ ጊዜ ከትምህርት ይዘት ጋር የሚሄዱ ዕቃዎች መርጃዎችን ላናገኛቸው እንችላለን። የትምህርት ማበልፀጊያ ማዕከላትም እነዚህን ነገሮች ታሳቢ ያደረጉ አልነበሩም። ኮሌጅ ላይ instructional media የሚባል ኮርስ ወስደናል። ስለ መርጃ መሣሪያዎች አስፈላጊነት ተምረን ነበር፤ በመርጃ መሣሪያ ታግዞ የሚያስተምር እና መርጃ መሣሪያ ሳይጠቀም የሚያስተምር መምህር ትምህርት እኩል ዉጤታማ ሊሆን አይችልም። በመርጃ ስደገፍ ትምህርቱ አይረሴ ይሆናል። ለምሳሌ- flash cards, tree-chart, table, pictures, objects, audio, video,....

4. ተመራማሪዉ: መሠረታዊ የንባብ ክህሎት ለማስተማር በምትዘጋጁበት ጊዜ የተማሪ መጽሐፍትና የመምህሩ መመሪያ አንዴት እንደምትጠቀሙ ተምራችኋል? (የትምህርት ዕቅድ፣ መልመጃዎችን ፣ ምዘና ወይም ሠርቶ ማሳያዎችን ቢታስታወሱ)

ወ.1ተ3: አልነበረም። አላጋጠመኝም፤ ሥራ ጀምራለሁም አላገኘሁም። ሥራ ከጀመርኩ የመምህሩ መመሪያ አግኝቼ አላወቅም፤ በተማሪ መጽሐፍ ብቻ ሳስተምር ነበር።

ወ.1ተ2: አዎ ነበር፤ በተለይ ወደ ተግባር ልምምድ ስንወጣ። ነገር ግን ጠለቅ ያለ አልነበረም። ብዙውን ጊዜ የማዳመጥ ክህል ለማስተማር

ተመራማሪዉ: አሰልጠኞቻችሁና ማንቴሮቻችሁ የንባብ ክህሎትን ለማስተማር የሚረዱ የተለያዩ ስልቶችን አስተምሯችኋል?(ጥቂቶቹን ቢትጠቅሱልኝ፤ የነበራችሁን ግንኙነትና ያገኛችሁትን ድጋፍና ግብረመልስ እንዴት ትገልጻላችሁ?)

ወ.1ተ5: የተወሰነ ድጋፍ እናገኝ ነበር። ከኮሌጁ የሚሄዱ አሠልጣኝ መምህራን እና ማንቴሮቻችን ምን ያህል ተግባራዊ እያደረግን እንደሆነ ለመገምገምና ለመደገፍ ጥረት ያደርጉ ነበር።

ወ.1+6: ብዙ ት/ቤቶች እንሄድ ነበር።የኮሌጅ አሰልጣኞችም ሆነ ሜንቴሮቻችን የተመለከቱት ነገር በቂ ሆኖ ካላገኙት እንድናሻሻል ይመክሩን ነበር።አንዳንድ ላላ የሚያደርጉ አሰልጣኞችና ሜንቴሮች ነበሩ፤ሳይደግፉ በመጨረሻ ወጤት ብቻ የሚያስተላልፉ፤ በጊዜ ተገደበ ሥራ የማይሰጡ፤ ማስተካከል እየተቻለ ስህተት ብቻ በመፈለግ ላይ የሚያተኩሩ መምህራንም ነበሩ። ሁሉንም ነገር የሚዳስሱ መምህራን እንዳሉ ሁሉ አለፍ አለፍ ብለው ጎብኝተው ቀና ያልሆኑ ግብረ መልስ የሚሰጡ መምህራንም ነበሩ።

5. ተመራማሪወ: የንባብ ክህሎት ከማስተማር አንጻር 1ኛ ደረጃ እንግሊዝኛ ቋንቋ መምህራን ዝግጅት ሂደት ላይ የታዘባችኋቸው ጉድለቶች ምንድን ናቸው? ለማሻሻልስ ምን መደረግ አለበት ትላላችሁ?

ወ.1+2: የማስተማር ሥነ ዜጌ እየተለዋወጠ እየመጣ ስለሆነ የመምህራን ሥልጠና ሥርዓተ ትምህርት ወቅቱን ጠብቆ ማሻሻልና ሥራ ላይ ላሉት ተጨማሪ አጫጭር ሥልጠናዎችን መስጠት ያስፈልጋል።

ወ.1+4: ከመምህር ሥልጠና ጀምሮ ለትምህርት ፋይናንስና ግብአት ማሟላት ላይ ትኩረት አድርጎ መሥራት ፤ ቋንቋን ማስተማር በተለይ እንግሊዝኛን ለማስተማር መምህር ስናሰለጥን ልዩ ትኩረት መስጠት ያስፈልጋል።

ወ.1+7: በኮሌጅ ደረጃ የቋንቋ ክህሎት ማስተማር ከሥነ ጽሁፍ፣ ከባህል፣ከተፈጥሮ ወዘተ ጋር አያይዞ ማስተማር ላይ ትኩረት ያደረገ ስልጠና ቢሰጥ ወ.1+3: እንደ ኮምፒውተር እና ተያያዥ ተክኖሎጂዎችን ተጠቅመው ማስተማር የሚችሉበት ሥልጠና መስጠት የቋንቋ ላቦራቶሪ ማደራጀትና የመምህሩን የፈጠራ ችሎታን ማሳደግ

Appendix C-7: English Teachers Focus Group Discussion-Two (Amharic Version)

ቡድን ውይይት ሁለት

መግለጫ

በዚህ ውይይት የተሳተፉ መምህራን በቁጥር ሰባት ሲሆኑ ሶስት ሴቶች እና አራት ወንዶች ነበሩ። በዕድሜያቸው ከ25 እስከ 35 ዓመት ባለው የሚገኙ ሲሆን በትምህርት ደረጃቸው አብዛኞቹ ድፕሎማ ሲኖራቸው የተወሰኑት የመጀመሪያ ድግሪ ነበራቸው። የሥራ ልምዳቸውም ከ5 እስከ 15 ዓመት ባለው ነበር። ወይይቱ የተካሄደው በት/ቤቱ ቅጥር ግቢ ወስጥ ሲሆን በአማካይ 45 ደቂቃ ፈጅቷል። በውይይቱ ወቅት ተሳታፊዎች የተሰጣቸውን ቁጥር ከፍ በማድረግ ተራቸውን ጠብቀው ሀሳባቸውን አጋርተዋል።

መግቢያ

በቅድሚያ ስለጊዜያቸው እና ስለ ፈቃደኝነታቸው እጅግ በጣም አመሰግናለሁ። ይህ ውይይት የሚያተኩረው በመምህራን ማሰልጠኛ ኮሌጅ የነበረው እንግሊዝኛ ቋንቋ መምህራን ሥልጠና ህደት ለመጀመሪያ ደረጃ ት/ቤት የንባብ ክህሎት ለማስተማር በሰጠው ትኩረት ላይ ነው። በዋናነት የንባብ ክህሎት ማስተማር ሥነ ዜጌ ኮርስ እና የተግባር ልምምድ ወይም ፕራክቲካም ለመሠረታዊ የንባብ ክህሎት ለማስተማር ምን ያህል ትኩረት እንደሰጡ መለስ ብለን ለማየት ነው። ወደ ጥያቄዎቹ ከመሄዳችን በፊት የእያንዳንዳችሁን ዕድሜ፣ የትምህርት ደረጃ እና የማስተማር ልምድ ትነግሩኛላችሁ። አሁን ወደ መጀመሪያዎ ጥያቄ አልፋለሁ።

1. **ተመራማሪዉ:** በ1ኛ ደረጃ እንግሊዝኛ ቋንቋ መምህራን ዝግጅት ሂደት መሠረታዊ የንባብ ክህሎት ለማስተማር ወሳኝ ለሆኑ ክህሎቶች ምን ያህል ትኩረት ይሰጥ ነበር? (ድምፅን መለየት፣ የድምፅ እና ፊደል ተዛምዶ መለየት፣ ቃላትን ማወቅ ፤ በትክክል፡በፍጥነት እና በተገቢው ቅጣፅ ማንባብ እና አንባቦ መረዳት) **ወ2ተ1:** ኮሌጅ ላይ አንድ የሥነ ዜግ ኮርስ ወስደን ነበር። በተወሰነ ደረጃ ለንባብ ክህሎት ማስተማር ትኩረት ይሰጥ ነበር። ነገር ግን አሁን የሚናስተምረው እና ኮሌጅ ላይ ያለው አይገናኝም።

ተመራማሪዉ: ሌሎቻችሁስ ምን ትላላችሁ?

ወ2ተ2: በኮሌጅ የሚሰጠው ኮርስ ሕፃናትን ለማስተማር በቂ አልነበረም። በአንድ ኮርስ ውስጥ ወስደናል። አሁን እነዚህን ድምፆች ከንባብ ጋር አዛምዶ ለማስተማር በተዘዋዋሪ እንጂ በአብዛኛው ለአጠቃላይ ከንባብ ጋር ለተገናኙ ሀሳቦች ነበር ትኩረት የሚሰጠው። ነገር ግን ከድምጽ ጀምሮ ማስተማርን በተመለከተ ልምዱም ዕውቀቱም የለም። ለምሳሌ-ቃላትን ለማስተማር የንግግር ድምፆች ወይም phonemes ዕውቀት ያስፈልጋል። ኮሌጅ ላይ በነዚህ ነገሮች ላይ የሚሰጠው ሥልጠና ይቀረጥል። ይህ ነገር በጣም አስፈላጊ ስለሆነ የመምህራን አሰጣጥን ቢከለስ ጥሩ ነው።

ወ2ተ3: በኮሌጅ ስንግር ትኩረት ስደረግ የነበረው three phases of reading lesson እንጂ ከድምጽ ጋር አስተሳሰብ ማስተማር ለኛም ለተማሪዎችም አዲስ ነው። ይህም አለ እንዴ እስክንል ድረስ እካ ስንግር የነበረው እና እዚህ መጥተን ስናስተምር ያየነው እጅግ የተለያየ ነገር ሆኑበን። መምህሩ ጭራሽ አዲስ ዝግጅት አድርጎ ነው የሚያስተምረው። ድምፆችን (አናባቢ እና ተነባቢ) አገናኝቶ ቃላት መመሠረት እንዴት ማስተማር እንደምንችል የሚያስተምር በቂ ነገር አልነበረም። ለምሳሌ- ኮሌጅ ስንሰለጥን ክላስተር እና ሊኒየር የሚባል ነገር ነበር። ክላስተር የሰለጠኑት ለሕፃናት ስለ ንባብ ለማስተማር በአቀራረብ ምቹ ማድረግ አይከብዳቸውም። ነገር ግን እዚህ ስንመጣ ክላስተር እና ሊኒየር የሚባል ነገር የለም።

1. **ተመራማሪዉ:** የወሰዳቸው የማስተማር ሥነ ዜግ ኮርሶች እና የተግባር ልምዶች ምን ያህል መሠረታዊ የንባብ ክህሎት ለማስተማር አዘጋጅተዉናል ብላችሁ ታምናላችሁ? (የትምህርት ቤት ተግባር ልምዶች (ፕራክቲከም) የንባብ ክህሎት ከማስተማር ጋር ተያያዥነት ነበራቸው?)

ወ2ተ4: ፕራክቲከም በጣም ዋና ዋና የሆኑ መማር ማስተማርን በተመለከተ -ለምሳሌ የክፍል አይደዘ፣ ሰዓት አጠቃቀም የመሳሰሉ ችግሮችን መለየትና መፍትሄ መስጠት ወዘተ ነበር። ነገር ግን በተግባር ማስተማር ዙሪያ ያገኘነው ነገር ብዙም የለም። የተለያዩ መምህራን ስያስተምሩ በመመልከት የቀሰምነው ነገር ካልሆነ በስተቀር።

ወ2ተ6: በትምህርት ቤት የተመለከትነውን ነገር ርፍለክት/ reflect እናደርጋለን። How to teach reading በአንድ ኮርስ ውስጥ ተምረናል፤ የንባብ ክህሎት ትምህርት ስለማቅረብ-ቅድመ ንባብ ፣ንባብ እና ድህረ ንባብ በተመለከተ እንጂ በትክክል፣ በፍጥነት እና በተገቢው ቅጣፅ ስለማንባብ በተወሰነ ደረጃ ራሳችን ጥረት እናደርጋለን ። ነገር ግን በኮሌጅ ደረጃ ያገኘነው ሳይንሳዊ የሆነ ነገር የለም። ለምሳሌ-አንድ ተማሪ በአማካይ በደቂቃ ምን ያህል ቃላት ማንባብ አለበት ስለሚለው ነገር የሚናወቀው አልነበረም። እንዴትስ መመዘን እንዳለብን አልተማርንም፤አናውቅምም።

ወ2ተ7: ፕራክቲከም ስለ ት/ቤት ምልከታ፣ ክፍል ውስጥ ምልከታ፣ የክፍል አይደዘ ... ወዘተ እንጂ ከንባብ ክህሎት ከማስተማር ጋር ምንም ቀጥተኛ ግንኙነት አልነበረውም።

ወ2ተ5: ፕራክቲካም በተመለከተ ወደ ተለያዩ ት/ቤቶች ለምልከታ እና ልምምድ ወጥተናል። በአብዛኛው አካላዊ ምልከታና ጠቅላላ ያሉ ነገሮች ላይ ያተኮረ ነበር። ዝርዝር የቋንቋ ክህሎት ስለማስተማር አልነበረም። ንባብን ስለማስተማር/Teaching Reading/ በሚል በአንድ ኮርስ ዉስጥ ተምረናል። ነገር ግን መሠረታዊ በሆኑ ጉዳዮች እንደነድምጽ መለየት፣ የድምጽና ፊደል ግንኙነት ማወቅ ወዘተ በተመለከተ ያወቅነው ነገር አልነበረም።

ወ2ተ1: ሹ... ሹ እና አስታውሳለሁ የሥነ ሜዳ ኮርስ ስንማር ሁለተኛ ዓመት ላይ ነበርና ከአንደኛ ዓመት እስከ ሶስተኛ ድረስ በፕራክቲካም ባየነው ትክክለኛ ስትራቴጂ የሚጠቀም አልነበረም። እኛ ወደ ት/ቤት ስንሄድ መጽሐፍም አልነበረም፤ ፕራክቲካም የንባብ ክህሎት ስለማስተማር የሰጠው ትኩረት አልነበረም።

ወ2ተ5: ሲጀመር ሜንቴሮቻችንም ቢሆኑ ትኩረታቸው አጠቃላይ የማስተማር ሥነ ሜዳ ለምሳሌ- አጀማመር፣ አቀራረብ እና አጨራረስ ወይም stages of lesson presentation ላይ እንጂ ዝርዝር የቋንቋ ክህሎት ስናስተምር የሚንጠቀማቸው ስልቶች ላይ አልነበረም።

2. **ተመራማሪዉ:** መሰረታዊ የንባብ ክህሎት ለማስተማር ወሳኝ የሆኑ ክህሎቶችን ለማስተማር በማቀድ። በማስተማር ፡ በመፀብረቅ እና ግብረመልስ በማግኘት ልምምድ ነበራችሁ? (መመዘን፡ ግብረመልስ መስጠትና በምዘና መረጃ መሠረት የማስተማር ሂደትን ስለማሻሻል?)

ወ2ተ1: ከሜንቴር ጋር በመሆን የትምህርት ዕቅድ እና ዘጋጃለን፤ ባልተሸፈኑ ይዘቶች ላይ ብቻ አተኩረን ምዘና አዘጋጅተን፤ አድርገን ነበር። ነገር ግን ግብረ መልስ አልነበረውም። በተለይ የተማርኩበት ት/ቤት ስለተመደብኩ ቀድሞ ካስተማሩኝ መምህራን ጋር ጥሩ ጊዜ ፣ እገዛም አግኝቼ ነበር።

ወ2ተ2: የትምህርት ዕቅድ አዘጋጅተን ነበር፤ የትምህርት ዕቅድ ናሙና ተሰጥቶን በዉጭ መምህራንን አማካሪን ሰርተን እንደአሳይን መንት አቅርበን ግብረ መልስም ተሰጥቶን ነበር።

ወ2ተ3: ኮሌጅ ላይ ጥሩ ትምህርት አግኝተን ነበር። ነገር ግን ተግባራዊ ከማድረግ አንፃር በቂ አልነበረም። በተለይ ምዘናን ሶስቱ የትምህርት ዓላማዎችን ያገናዘበ ከማድረግ አንፃር ጉድለት ነበረው። በአቻ ማስተማር/peer teaching/ መልክ የምክርነው ነገር ነበር ፤ ነገር ግን በቂ አልነበረም። የንባብ ክህሎት ከማስተማር አንፃር ንባብ እጅግ መሠረታዊ በመሆኑ የተሰጠው ትኩረት አነስተኛ ነበር። በተለይ ድምፆችን መለየት፣ የድምጽና ፊደል ዝምድናን ማወቅ፣ በትክክልና በፍጥነት ማንባብ የመሳሰሉ ጉዳዮችን ማስተማር በተመለከተ በተለይ ከ 1-4ኛ ክፍል ለማስተማር የሰጠ ትኩረት ሰጥቶ ማሰልጠን ያስፈልጋል።

3. **ተመራማሪዉ:** መሠረታዊ የንባብ ክህሎት ለማስተማር የሚረዱ መርጃ መሣሪያዎችንና ለንባብ ምቹ የሆነ ከባቢ ስለመፍጠር ተምራችሁ ተለማምዳችኋል? (ካደረጋቸቸው ነገሮች ጥቂት ምሳሌ ቢተሰጡኝ)

ወ2ተ5: አብዛኛውን ጊዜ ከትምህርቱ ይዘት ጋር ተያያዥ የሆኑ ነገሮች ላናገኝ እንችላለን። የትምህርት ማበልፀጊያ ማዕከላትም በሚገባ የተደራጁ አልነበሩም። መርጃ መሣሪያ አጠቃቀምን በተመለከተ ተምረናል። ጥሩ ከባቢ ሲፈጠርና በመርጃ መሣሪያ ስደገፍ መረዳት እንደሚጨምርና እንደማይረሳ አምናለሁ። ለምሳሌ- ቀለማት፣ ጨዋታዎች/ጌሞች፣... አንዳንድ ዕቃዎችን ይዞ በመምጣት የተለያዩ የቋንቋ

ይዘቶችን ለምሳሌ-የስም ገላጭ፣ ስም፣ መስተዋደድ፣ነፃ እና ጥገኛ ምዕላዶች... ማስተማር ይቻላል። ነገር ግን ይህን ያገኘነው በኮሌጅ ሥልጠና ሳይሆን ከልምድና ከንባብ ነው።

4. **ተመራማሪዉ:** መሠረታዊ የንባብ ክህሎት ለማስተማር በምትዘጋጁበት ጊዜ የተማሪ መጽሐፍትና የመምህሩ መመሪያ አንዴት እንደምትጠቀሙ ተምራችኋል? (የትምህርት ዕቅድ፣ መልመጃዎችን ፣ ምዘና ወይም ሠርቶ ማሳያዎችን ቢታስታወሱ)

ዉ2ተ6: እንኳን በኮሌጅ ዉስጥ ሥራ ላይ ሆኜ በመጀመሪያ ዓመት መጽሐፍ አላገኘሁም፤ የመምህሩ መመሪያ እንዳለ ያወቅሁት ቅርብ ጊዜ ነው።

ዉ2ተ5: ሁለቱንም መያዝ አግባብ ነው። በርግጥ በተወሰነ ደረጃ ነበር፤ ነገር ግን ስለ ተማሪ መጽሐፍና የመምህሩ መመሪያ አጠቃቀም በግልጽ አልተማርንም። ብዙውን ጊዜ መምህሩ መመሪያ ለማዳመጥ ከህል ለማስተማር የሚጠቅሙ ጽሁፎችን ለማግኘት ነበር።

5. **ተመራማሪዉ:** አሰልጣኞቻችሁና ሜንቴሮቻችሁ የንባብ ክህሎትን ለማስተማር የሚረዱ የተለያዩ ስልቶችን አስተምሯችኋል? (ጥቂቶቹን ቢትጠቅሱልኝ፤ የነበራችሁን ግንኙነትና ያገኛችሁትን ድጋፍና ግብረመልስ እንዴት ትገልፃላችሁ?)

ዉ2ተ4: በኢጋጣሚ እኔ ጥሩ መምህር ኢጋጥሞኝ ጥሩ ድጋፍ አግኝጭ ነበር።

ዉ2ተ6: ከኮሌጅ የሚመጡ አሰልጣኞች ክፍተቶችን አይተዉ አሻሽል ይሉ ነበር፤ በዋናነት ሥራቸዉ ግምገማ ቢሆንም። ብዙዎቹ ሜንቴሮች ዞር ብለዉ አያዩም፤ በመጨረሻ ግን ዉጤት ሞልተዉ ይልካሉ። አንዳንዶች ደግሞ የሠልጣኝ መምህር ሀሳብ አይቀበሉም።

ዉ2ተ3: አንዳንድ መምህር አሠልጣኞችና ሜንቴሮች ቅንነት ያንላቸዉ ነበር።

7. **ተመራማሪዉ:** የንባብ ክህሎት ከማስተማር አንፃር 1ኛ ደረጃ እንግሊዝኛ ቋንቋ መምህራን ዝግጅት ሂደት ላይ የታዘባችኋቸዉ ጉድለቶች ምንድን ናቸዉ? ለማሻሻልስ ምን መደረግ አለበት ትላላችሁ?

ዉ2ተ1: እንደኔ መሻሻል አለባቸዉ የሚላቸዉ ነገሮች አሉ። ለምሳሌ-እንግሊዝኛ ቋንቋ በዕለት ተዕለት ህይወት ለመጠቀም የሚያስችል አዉድ ስለሌለ ምቹ ሁኔታን ከመፍጠር አንፃር ልዩ ትኩረት ሰጥቶ መሥራት ያስፈልጋል። ለምሳሌ-ላቦራቶሪ፣ ኢንፎርሜሽን ኮሙኒኬሽን ቴክኖሎጂ የመሳሰሉትን በመምህራን ማሠልጠኛዎች እና ት/ቤቶች ማሟላት ቢቻል

ዉ2ተ3: የመምህሩን ፈጠራ ችሎታን የሚያሳድጉ ስልቶችን ተጠቅሞ ማሠልጠን

ዉ2ተ2: ቴክኖሎጂ አጠቃቀም ላይ ቅድመ ሥራም ሆነ ሥራ ላይ ሥልጠና ቢሰጥ

ዉ2ተ7: ትምህርትን የህይወት ብርሃን መምህርነትን ተመራጭ ሙያ ማድረግ ቢቻል፤ ከዚህ በፊት በመምህርነት ስንሰለጥን ያልነበሩ ነገሮች አሁን 1ኛ ደረጃ ተማሪዎች መጽሐፍት ዉስጥ ተካተዋል። አሁን ለምሳሌ-የንግግር ድምፆችን መለየት፣ፊደልና ድምጽ ዝምድና ማወቅ፣ ቃላትን መመሠረትና ማንበብ እንዲችሉ ማስተማር የመሳሰሉት ተጨማሪ ሥልጠና ይፈልጋሉ ምክንያቱም አንዳንዶቻችን ጋር ዕዉቀቱ ስለሌለ

ጧ2ተ4፡ ከመምህራን ምልመላ፣ አሰሰጣጠን እንዲሁም ተከታታይ መቶ ማሻሻያን ጨምሮ ለዝቅተኞቹ ክፍሎች ልዩ ትኩረት ተሰጥቶ ቢሠራ፣ ፤ምክንያቱም እነዚህ ክፍሎች መሠረት ስለሆኑ ለመሠረታዊ ንባብና ማሰላት ልዩ ትኩረት ቢሰጥ

Appendix D-1: Reading Lesson Observations of Grade One-Teacher 1

S1G1 Lesson I

29/06/2015 School: 01 Grade: One Unit: 6 Topics: Weather

T: Good morning

SS: Good morning teacher

T: How are you?

SS: We am[are] fine. Thank you teacher

T: Thank you. Sit down.

T: wrote **Activity 4: Listen and say out the following words.**

1. Hot
2. Cold
3. Rainy
4. Windy
5. Sunny
6. Foggy

T: said out the words

SS: Said the words after the teacher.

T: አሁን ቢቃል ዉስጥ ያሉትን ፊደላት አንድ በአንድ እንድትሉልኝ እፈልጋለሁ። Now I want you to say out each of the letters in the

words as s-u-n to say sun and he added +ny, made sunny

Bethlehem, say out the word ‘rain’ and she started right and finished with ‘d’ which was not part of the word rain.

S (Bethlehem): r-a-i-d (found it difficult to recognize some of the letters in the second semester of grade one)

T: r-a-i-n

ጠዋት ስትነሱ አየር ሁኔታ እንዴት ነበር? How was the weather when you woke up in the morning?

SS: ይበርድ ነበር/ it was cold.

T: አሁንስ? What about now?

SS: አሁን ይሞቃል/ it is hot now.

T: እሱን በእንግሊዝኛ በሉት/ say it in English.

S: hot

T: አየር ሁኔታ ዘገባ ቡቴለቨዥን አላያችሁም/ Haven’t you seen weather forecast on television?

SS: አይተናል/ We have seen.

T: ብዙዉን ጊዜ የሚጠቀሟቸዉ ቃላት ምን ምን የሚሉ ናቸዉ?/what are the words commonly used?

SS: ዝናባማ፣ ፀሐይማ፣ ደመናማ /rainy, sunny, cloudy ...

T: በጣም ጥሩ/ Very good.

Pointed to a girl and asked to spell/write the word rain on the blackboard/ እስቲ ‘Rain’ ብለሽ ዳፍ።

S (the girl): wrote ‘rien’

T: እስቲ አንተ ሞክር/ Let you try (pointing to a boy)

S (the boy): wrote ‘rain’

T: ፊደሎችን እየለያየህ ዳፍ/ Spell out the word.

S (the boy): R-a-i-n

T: pointed to another girl and asked to write ‘sun’ እስቲ ‘sun’ የሚለውን ዳፊ

S (the girl): wrote s-u-n- sun and she said the word correctly.

T: did not tell the children why the letter ‘u’ is read as sound /ʌ/ in the word sun.

Pointed to another girl and asked her to spell out the word ‘wind’/እስቲ ‘wind’ የሚለውን ሞክሪ።

S (the girl): Stood for a while but couldn’t do.

T: አንተ ትሞክረዋለህ?/ would you try? (Pointing to a boy).

S (the boy): tried as w-i-n-? Missed the letter ‘d’.

T: helped the boy to complete and the boy did as w-i-n-d

Did spell out the words as,

h-o-t hot c-o-l-d cold w-i-n-d wind s-u-n sun r-a-i-n rain s-u-n-n-y sunny

w-i-n-d-y windy f-o-g-g-y foggy

ለዛሬ ይበቃናል። It is enough for today.

Time was over!

Lesson II

30/06/2015 School: 01 Grade: One Unit: 6 Topic: Weather- words of initial letters of c, h, w, r, f, s, and c

T: wrote

Activity 1: Study the following words with their initial letters.

h-hot

c-cold

r-rainy
f-fog
s-sun
c-cloud

የዛሬውን ትምህርት ከማየታችን በፊት እስቲ የትናንትናውን እናስታውስ/ before we look at today's lesson, let's recall yesterday's lesson.

S: ሙቀት

T: በእንግሊዝኛ ሙቀት ምንድን ነው ልጆች?/ what is ሙቀት in English?

SS: Hot

T: Tarikua

S: Cold

T: 'cold' ምንድን ነው? What is cold in Amharic?

SS: ቀዝቃዛ

T: አዎ ቀዝቃዛ /yes cold

S: rain

T: rain ምንድን ነው? /What is rain in Amharic?

SS: ዝናብ

T: ዝናብ፣ እሺ rain, hot, cold... ያልነውን ሁሉ የሚይዘው ምንድን ነው?

SS: hot weather

T: hot ሳይሆን weather ነው።

አሁን ደግሞ የመጀመሪያ የመጀመሪያ ፊደል ንገሩኝ/ now tell me the initial letter of each of the words

Pointed to the words

SS: Said the letters.

T: asked students to stand up and say out the words one after another as h-o-t, hot

SS: Came out one after another and tried to read the words by saying out the letters

S (a boy): C-o-l-d –cold

S (a girl): w-e-a-th-e-r-weather

T: weather ማለት ምን ማለት ነው?/ What is weather?

SS: የአየር ሁኔታ/ weather condition

T: ምን ምን ልይዝ ይችላል? (በእንግሊዝኛ) /what does it include? (in English)

SS: hot, cold, rain...

S (a girl): stood up and said out the letters as r-a-i-n-y but she found it difficult to pronounce as **rainy**

T: ስናነበውስ?/ How do we pronounce it?

SS: ዝናባማ

T: in English?

SS: rainy

S (a girl): came out and said out the letters as f-o-g –fog and read the word correctly

S (another little girl): came out and tried to say out ‘cloud’ but confused with mother tongue which uses Latin. C (said /ፍጅ/)

-l-o-u-d; read the word as ‘cold’

T: ልክ ናት? / Is she correct?

SS: አይደለችም/ No

T: ፊደሎችን በትክክል ብላለች ፤ ነገር ግን ቃሉን በትክክል አላነበበችዉም።

She said out all the letters correctly, but she couldn’t read the word.

S (another girl): came over and said ‘e’ instead of ‘c’

SS: laughed

S (a boy): came out and said ‘i’ instead of ‘c’; wrote as c-n-o-w instead of ‘cloud’.

T: did not try to show the phonemic representation of letters.

Time was over!

Note: most of the students struggled to read the word cloud; some of the students were observed to

have a serious problem of recognizing letters in the second semester of grade one.

Lesson III

05/07/2015 School: 01 Grade: One Unit: 6 Topic: Weather

T: wrote Activity1: Write the missing initial words [letters].

--- ot

---unny

--- loud

---indy

---ainy
-old

Did not give the initial sounds/letters

ትናንትና የተማርነዉ ምን ነበር?

What did we learn yesterday?

SS: የአየር ሁኔታ/ weather

T: በእንግሊዝኛ / in English

SS: weather

T: የሰንት ቀን?

SS: የአንድ ቀን

T: በአንድ ቀን ስንት ሰዓት አለ?

SS: 24 ሰዓት

T: ምን ምን አሉበት?/ what does it have?

SS: ዝናብ፣ ፀሐይ፣ ደመና/ rain, sun, cloud,

T: አዎ ዝናብ፣ ፀሐይ፣ ደመና ... ሊሆን ይችላል /yes, it can be rainy, sunny, cloudy

pointed to cluster of letters that make words but whose initial letters/sounds were missing

asked students to come out and fill the missing letter first and then say out all letters of each word and ultimately read

the words

አንቺ ነይ እስቲ / you please come here (pointing to a girl)

በመጀመሪዉ ላይ የጎደለዉን ሞልተሽ እያንዳንዱን ፊደል ካልሽ በኋላ ቃሉን ታነብልናለሽ

Fill the missing letter in the first, say each of the letters and read the word for us

S: came out and wrote 'H' in the blank space; said out the letters as h-o-t but couldn't read the word 'hot'

T: ወንዶች እስቲ ሞክሩ /Boys, let you try

እስቲ አንተ ሞክር/ let you try (pointing to a boy)

ተመስገን አንተን ነዉ / Temesgen I mean you

S: came out and wrote an's' before ---unny and made 'sunny'. The boy couldn't say out the letters and read the

word 'sunny'

T: ተመልከት አሁን እያንዳንዱን ፊደል አልና ቃሉን አነባለሁ። ከዚያም አንተም እንደኔ ታነባለህ።

Look now I say out the letters and read the word. Then you will do the same

s-u-n-n-y –sunny

S: s-u-n-n-y ---sunny

T: Tarkua (called on a girl) and asked her to come out.

S: came out and wrote ‘c’ before ‘--loud’ and made the word ‘cloud’; said out as c-l-o-u-d, but she couldn’t read the word.

T: called on another girl

S: came out and spelt out the word as c-l-o-u-d, but read the word as ‘cold’

T: wrote the words cold and cloud to show the difference

S: read both cold and cloud as ‘cold’, i.e. she couldn’t recognize the difference

T: invited another girl to come out

S: came out and said the first letter in cloud /s/ instead of /k/ sound

SS: the whole class laughed

T: ‘cloud’ ምንድን ነዉ?

S: ቅጠል / leaf

T: ከቅጠል ጋር በጭራሽ አይገናኝም/ It is never related to leaf

SS: ደመና

T: አዎ ደመና

ይህንን ማን ይሞክራል፤ አራተኛዉን ማለቴ ነዉ

Who will try this; I mean the fourth one

Addis (called on a girl)

S: was shy and did not come out

T: አንቺ /you (called on another girl)

S: came out and wrote ‘w’ before ‘—indy’ made the word ‘windy’

She said out all letters as w-i-n-d except ‘y’ which she said ‘w’ again

T: wrote ‘wind’ and pointed at each of the letters

SS: said out the letters as w-i-n-d

T: added ‘y’ to the word ‘wind’

SS: said ‘windy’

T: አንቺ/ you (pointing to a girl)

S: came out and wrote ‘c’ before ‘-old’ and it became ‘cold’

Read the word as ‘sold’

SS: Laughed

T: ሞክሪ አትፍሪ/ don’t be afraid; try.

S: silence

T: called on another girl

S: came out and wrote ‘r’ before ‘—ainy’ it was ‘rainy’, but she read it as ‘rain’

T: ዘርዘር አድርጌ/ spell out the word

S: r-a-i-n-y and read as ‘rain’

T: ‘y’ ጨምረበት/ add ‘y’

S: read it correctly as ‘rainy’ and said ዝናባማ in Amharic

T: ይበቃል/ Enough

Lesson IV

06/07/2015 School: 01 Grade: One Unit: 6 Topic: weather

T: Good morning

SS: Good morning teacher.

T: Thank you, sit down.

Who was absent yesterday?

በደንብ እስከሚታወቁ ድረስ ተመሳሳይ ነገር ነዉ የሚንማረው-ስለ አየር ንብረት ከዚህ ጋር በተያያዘ

የተማርናቸዉን ቃላት አስታዉሱ

እኔ ‘rainy’ ብዬ ልጀምር

S: windy

T: windy (wrote on the blackboard)

S: sunny

T: sunny (wrote on the board)

S: hot

T: hot (wrote)

S: cold

T: cold (wrote)

Cleaned the board; wrote the word ‘weather’ & asked the students to come out one after

Another and write words related to ‘weather’

S (a girl): wrote ‘sunny’

T: encouraged her to add the word ‘day’

S (the girl): added ‘day’; it became ‘sunny day’

T: እስቲ አንብቢል

S: read the phrase ‘sunny day’ correctly & said it in Amharic as ‘ፀሐይ ቀን’

T: ፀሐይ ቀን ወይስ ፀሐይ ቀን?

S: ፀሐይ ቀን

SS: clapped for her

T: እስቲ አንተ/ you please (pointing to a boy)

S (a boy): came out & wrote ‘rainy day’; read it correctly; said it in Amharic as ዝናብ ቀን

SS: clapped for him

T: አንቺ/ you (pointing to a girl)

S: came out & wrote ‘hot’

T: ‘day’ የሚለውን መጨመር ትችያለሽ? / can you add the word ‘day’ after it?

S: wrote ‘day’ after hot & became ‘hot day’ but couldn’t read the phrase ‘hot day’

T: እስቲ አንተ (pointing to a boy)

S: came out & wrote ‘cold day’

T: በጣም ጎበዝ ልጅ ፤ እስቲ ታነብልናለህ? Bravo boy! Would you read it for us?

S: read ‘cold day’ correctly.

T: እስቲ ከዚህ ረድፍ ሞክሩ (encouraging students who did not participate)

S (a girl): came out & wrote ‘foggy day’; read the phrase correctly

T: ምን ማለት ነው?

S: ጭጋጋማ ቀን

T: Meklit (called on a girl) and asked her to come out

S: came out & wrote ‘windy day’

T: ምን ዓይነት ቀን ነው?

S: ነፋሳማ ቀን

T: ነፋሻማ /windy

አሁን ደግሞ የመጀመሪያውን ፊደል ብቻ የሚያነብልን ማን ነው?/ now who can read only the first letters?

S (a girl): came out & said the first letters of weather words correctly

T: አንቺ/ you (pointing to another girl)

S: came out but couldn't say the name of any letter

T: ስምሽን ንገሪኝ/ tell me your name.

S: Selam

T: ሠላም ነው ያልሸኝ? ስላም ተስፋዬ (wrote her name on his notebook)

እስቲ አንቺ (pointing to another girl); ስምሽ ወደነሽ ነው አይደል?

S: Wudnesh Asrat; couldn't read the letters

T: also wrote Wudnesh's name on his notebook

እሺ እምነት ሳሙኤል / Ok Emnet Samuel (called a student's full name)

S: came out but couldn't read any of the first letters

T: wrote her name

አንቺ/ you (pointing to a girl)

S: came out & read the letters correctly

T: አንተ ታረቀኝ (pointing to a boy named Tarekegn)

S: came out & read the letters but not the words

T: አንተ/you (pointing to a boy)

S: came out & started reading the letters, but confused with mother tongue orthography; read 's' as

'c' ; 'r' as 'ri'

T: Bethlehem (called a girl by name)

S: came out & read 's' as 'f'

T: አንቺ/ you (pointing to girl)

S: came out & read letters but hesitated to read 'h' in hot.

T: ለዛሬ ይበቃናል፤ ዕረፍት ውጡ። it's enough for today; go out for break.

Lesson V

07/07/2015 School: 01 Grade: One Unit: 7 Topic: My Role Model

T: cleaned the blackboard

SS: Took out their exercise book

T: Wrote (sounds of) the letters of c, f, h, r, s and w

Activity1: Listen and Match the sounds and letters c, f, h, r, s and w

Sounds	words
c	cup
f	football
h	hero
r	runner
s	seesaw
w	window

እኚ ልጆች ባለፈው ጊዜ ስለ ምን ነበር ስንማር ነበር? / Alright boys and girls what did we learn last time?

SS: ስለ hot weather

T: አይደለም። No

SS: ስለ cold weather

T: ጠቅልለን ስናየው/ when we consider it as a whole.

SS: weather

T: ዛሬ ደግሞ unit 7 ነው።

Wrote 'My Role Model'

እሰጥ ከኔ ጋር በሉት /say it with me.

Said 'My Role Model'

SS: repeated

T: እንግዲህ 'My Role Model' ማለት አርአያ የሚሆን ሰው ማለት ነው። ለምሳሌ- አትሌቶች በሩጫ የሚታወቁ ፤ ኢትዮጵያን

ያስጠሩ /Well, 'My Role Model' mean a person who is exemplar. For example, athletes are known for

Running; they kept the name Ethiopia high in the world arena.

SS: አበበ ቢቁላ / Abebe Bikila

T: ምንድን ነው? / What is he?

SS: ሯጭ/ a runner

T: አሁን በሕይወት አለ? Is he alive now?

SS: የለም/ No

T: ሌላ በሕይወት ካሉትስ? /Another one from those who are alive.

S: ደራርቱ /Derartu

T: ደራርቱ ማን? /Derartu who?

S: ደራርቱ ቱሉ /Derartu Tulu

T: ሌላ /another

S: ጥሩነሽ/ Tirunesh

T: ጥሩነሽ ማን?/ Tirunesh who?

S: ጥሩነሽ ደባባ/ Tirunesh Dababa

T: አይደለም/ No

S: ጥሩነሽ ድባባ/ Tirunesh Dibaba

T: ሌላስ? /Who else?

S: ሀይሌ/ Haile

T: ሀይሌ ማን?/ Haile who?

S: ሀይሌ ገ/ሥላሴ/ Haile G/Selasie

T: ወደፊት እንደ እገሌ እሆናለሁ የምትሉት ሰዉ በእንግሊዝኛ ምንድን ነዉ? / What is a person whom you

Wish to be like in the future called in English?

SS: Role Model

T: sounds ማለት ድምጾች ማለት ነዉ፤ letters ማለት ፊደላት ማለት ነዉ። እነዚህ ፊደላት የራሳቸዉ የሆነ ድምፅ አላቸዉ።

Pointed to the letters

SS: said the letters

T: አንቺ እስቲ ሞክሪ /let you try (pointing to a girl); pointed to an ‘f ‘

S: said ‘h’

T: sounds እንግዲህ ድምጾች ናቸዉ።

Pointed to ‘c’ and said ይህች ምንድን ነች?

SS: C or /s:/

T: እዚህ ቃል ዉስጥ ይህች ፊደል አለች?/Is this letter (c) found in the word ‘cup’? (pointing to ‘cup’)

SS: አዎዉ/ yes

T: የቱ ጋ? /where ?

SS: መጀመሪያ ላይ/ in the beginning

T: ኳስ ተጫዋቶ ላሸነፈ ቡድን ምን ይሸለማል? / What is awarded to a team that won a football match?

SS: ዋንጫ/ cup

T: ዋንጫ ‘cup’ ነዉ። በሠራራችሁ ኳስ የሚጫወቱ ልጆች አሉ?/ are there children who play football in your village?

SS: አሉ/ yes there are.

T: በምናቸዉ ነዉ የሚጫወቱት በእጃቸዉ ነዉ በእግራቸዉ ነዉ?/ what do they play it with, their hands or feet?

SS: በእግራቸዉ/ with their feet.

T: ‘foot’ ማለት እግር ፤ ‘ball’ ማለት ኳስ ነዉ ። ስለዚህ ‘football’ ማለት የእግር ኳስ ማለት ነዉ።

T: hero በሉ/ say hero.

SS: hero

T: ‘Hero’ ማለት ጀግና ፤ ጀግና በጦር ማዳዳ፤ በሩጫ ወዘተ አለ።

Run in the classroom like jogging; asked ‘ምን እያደረኩ ነዉ? /what am I doing?

SS: እየሮጥክ/ running

T: runner

SS: runner

T: ‘runner’ ምንድን ነዉ?/ what is runner?

SS: ሩጫ / race

T: የሚሮጥ ሰዉ/ a person who runs

SS: ሯጭ/ runner

T: pointed to the word ‘seesaw’፤ ሕፃናት የሚጫወቱበት /something children play on in a school compound.

Demonstrated through miming

SS: ሸርተቱ / glide

T: አይደለም/ No

SS: ሚዛን/ balance

T: ሚዛን /

Pointed to ‘window’ ይህ ነገር ቤታችሁም እዚህም አለ።/ this thing is here; it is also there at our home.

S: window

T: ‘window’ ምንድን ነገር?

SS: መስኮት

T: called on students one after another; gave them a stick to point with

SS: pointed with a stick and said the letters under sounds column one after another

T: wrote ‘sounds’; told the students about the sounds and letters but did say any sound; did not make children identify and practice the sounds.

tify and practice the sounds.

ይበቃል።/ it is enough.

Lesson VI

11/07/2015 School 01 Grade 1 Unit 7 Topic My Role Model

T: wrote Activity 2: Listen and write the names of pictures

<u>Sounds of Letters</u>	<u>Pictures</u>	<u>words</u>
<i>c</i>	<i>drew pictures</i>	<i>car</i>
<i>f</i>		<i>flower</i>
<i>h</i>		<i>hen</i>
<i>r</i>		<i>rat</i>
<i>s</i>		<i>sun</i>
<i>w</i>		<i>window</i>

SS: copied the activity

T: አሁን ደግሞ እዚህ እየመጣችሁ ቃላቱን ትጽፋላችሁ/ now you come here & write the words/

SS: came out and tried to write the words against each sound and picture one after another

T: encouraged to come out and supported with writing the words

S: A girl came out and wrote the word rabbit for rat because the picture seemed rabbit

T: called on another student

S: came out and wrote rat

T: አሁን ደግሞ አንድ በአንድ ታነባላችሁ / now you read one after another/

SS: came out, said out the letters as (e.g. r-a-t rat) and read the words; struggled with most of the words

T: pointed to each of the words

SS: read the words

T: ለዛሬ ይበቃል

Note: the teacher said nothing about the sounds; focused on letters as usual

The teacher should have modeled the words before he required the children to read

Lesson VII

12/07/2015 School 1 Grade 1 Unit 7 Topic: Reading the sounds of letters b, h, d & w, m, & r

T: wrote Activity 1: Read the following sounds of letters b, h, d, w, g, m & r

እኚ የዛሬውን ትምህርት ከመጀመሪያችን በፊት የትናንትናውን የሚያስታውሰን?

SS: car, window

T: እስቲ እነዚህን ፊደላት ተመልከቱ (pointing to b, h, d, w)

እነዚህ (?) ፊደላት በሏቸው

SS: b, h, d, w...

T: እነዚህ ፊደላት capital ወይስ small ናቸው?

SS: small

T: አሁን ደግሞ እነዚህ (?) በሏቸው (pointing to the letters b, h, d, g, w, m & r)

Encouraged students to come out and read the letters

S: a girl came out & found the letters g & h difficult to read

T: አንቺ ነይ እስቲ (pointing to another girl) ደምጽሽን ከፍ አድርገሽ በየቸው

S: came out , but could not recognize the letters b, d & h

T: እስቲ 'ሺማ' (to mean the little one in Sidama) አንቺ ዉጪ

S: the little girl came out and read most of the letters correctly, but did not recognize the letter m

T: አንቺስ አትሞክሪም? (Pointing to another girl)

S: came out and said the letters b, r, & w correctly

T: አንቺ አትሞክሪም? (Pointing to the big girl)

S: sat quiet

T: invited another girl

S: the girl came out, but did not say anyone of the letters; couldn't differentiate between m & w

T: አንቺ ጩጩ ሞክሪ (another little girl)

S: did not say any letter

T: አንድም ፊደል ቢሆን የሚትችይውን ሞክሪ (encouraged)

S: stood quiet

T: please try (pointing to a boy)

S: came out and read only r & w

T: wrote the letters b, d, g, m, w, r, h on the board

እነዚህን ፊደላት መለየት ከብደቶቻል አይደል?

SS: አዎ

T: ደግመንም እናያለን እሺ?

SS: እሺ

T: ቻዉ

SS: ቻዉ teacher

Note: most of the students in grade were not able to recognize and write the letters b & d; m & w in the second semester. The intention of the lesson was to help children learn the sound – letter correspondence, but the teacher did not do it that way. He said nothing about the sounds of letters, instead he taught the English letters as usual.

Lesson VIII

13/07/2015 School 1 Grade 1 Unit 7 Topic Blending and reading words

T: ዛሬ ቀን ስንት ነዉ?

SS: 13

T: ስንተኛ ወር

SS: ሰባተኛ ወር

T: ስንት ዓ/ም

SS: 2015

T: ጎበዝ

Wrote Activity 2: blend and read the spelling of the following words.

Example: 1. b-r-a-v-e -----brave

እነዚህን ፊደላት አራርቃችሁ ትጽፋላችሁ ከዚያም አቀራርቦ መጻፍ

1. b r a v e

2. h e r o

3. w i n n e r

4. r u n n e r እሺ ትናንትና ምን ነበር የተማራችሁት?

SS: b, d, g, h, m, r, w

T: wrote the letters

ትላልቅ ናቸው ወይስ ትናንሽ?

SS: ትናንሽ

T: ትናንትና አንዳንድ ልጆች አንዳንድ ፊደላት አስቸግሯቸው ነበር አይደል?

SS: አዎ

T: Wrote b, d, g, h, m, r, w

Said the letters

SS: repeated after the teacher

T: እነዚህ አንዳንድ ልጆችን አስቸግሯቸው ነበር፤ ዛሬስ ያስቸግራቸዋል?

SS: አያስቸግራቸውም

T: አሁን እስቲ ማን ነው ወጥቶ የመጀመሪያውን የሚጽፍ

S: a girl came out & wrote brave

T: እሺ ፊደሎቹን አንድ በአንድ አንብቢልን

S: b-r-a-v? –e [could not recognize the letter v] no teacher support

T: pointed to a little girl and said ነይ ሞክሪ

S: came out and wrote the word ‘hero’; said out the letters as h-e-r-o, but could not the word

T: ሌላ

S: came out & wrote ‘winner’

T: ታነብልናለሽ ፊደሎቹን?

S: w-i-n-n-e-r? [read ‘r’ as ‘y’]

T: አይደለም እሱ ‘y’ አይደለም

ትጽፍያለሽ? (Calling on another girl)

S: አዎን came out & wrote ‘runner’; said out the letters as r-u-n-n-e-r (correctly), but did not read the word ‘runner’

T: እስቲ እናንተ በሉ

SS: read as [ፍነር]

T: ዛሬ ወጥቶ አንብቦ የማያውቅ ተማሪ አስወጣለሁ፤ ተመስገንና ዉጣና ከአራቱ አንዱን መርጠህ አንብብልን

S: came out, but stood quiet by the blackboard

T: እስቲ ከኋላ የሚታወራዉ ልጅ ና (calling on a boy)

S: came out , but could say nothing

T: እንቀጥላለን

Lesson IX

18/07/2015 School 1 Grade 1 Unit 8 Topic Caring for body parts

T: wrote

Lesson 1: identify words of body parts

hair ሐር ፀጉር

head ሐድ ራስ

eye አይ አይን

ear ኢር ጆሮ

nose ኖዝ አፍንጫ

mouth ማዉዝ አፍ

teeth ቲዝ ጥርስ

neck ኔክ አንገት

shoulder ሾልደር ትከሻ

hand ሐንድ አጅ

arm አርም ክንድ

chest ቸስት ደረት

stomach ስቶማክ ሆድ

knee ኒ ጉልበት

leg ሌግ እግር

foot ፉት መርገጫ

toes ቶይስ የእግር ጣት

ዛሬ ልጆች ስለ ሰዉ ነታችን ክፍሎች ነዉ የሚንማረዉ

እነዚህ በሙሉ እሳቶችን ላይ ነጩ የሚገኙት ፤ እነዚህ ብቻ ሳይሆኑ ሌሎችም አሉ

T: አሁን አንድ ተማሪ አስወጣና አሳቶቹን ጠቅሎ ጸረጅ ና እስቲ

Showed by touching the body parts of the boy

እስቲ ሁላችሁም የምንለውን የሰውነታችን ክፍሎች ትይዘላችሁ

SS: Touched body parts and said in English and Amharic after the teacher

T: ይህ ምንድን ነው? (Showing eye)

SS: eye

T: eye ምንድን ነው?

SS: አይን

T: ይህ ምንድን ነው? (Showing nose)

SS: Nose

T: nose ምንድን ነው?

SS: አፍንጫ

T: ይህ ምንድን ነው? (Showing mouth)

SS: Mouth

T: Mouth ምንድን ነው?

SS: አፍ

T: እኚ በል

S: the boy opened his mouth & showed teeth

T: teeth ምንድን ነው?

SS: ጥርስ

T: teeth ጥርሶች - ብዙ ናቸው፤ አንድ ጥርስ tooth ነው።

ይህ ምንድን ነው? (Showing neck)

SS: neck

T: neck ምንድን ነው?

SS: አንገት

T: showing the boy's shoulder, ይህ አካባቢ ምን ይባላል?

SS: shoulder

T: shoulder ትከሻ ነው

ይህ ምንድን ነው (showing the boy's hands)

SS: hand

T: hand ምንድን ነው?

SS: እጅ

T: ልጆች በደንብ ተመልከቱ፤ ይህ arm ይባላል፤ በአግርኛ ክንድ ይባላል

ይህስ ምን ይባላል? (Pointing to the boy's chest)

SS: ደረት

T: ደረት በእንግሊዝኛ

SS: chest

T: አዎ chest

አሁን ሁላችሁም ሆዳችሁን ያዙ

SS: students caught their stomach

T: stomach

SS: stomach

T: brought another boy to the front & showed the boy's knee

ልጆች knee ማለት ጉልበት ነዉ

Showed the leg ይህ ሙሉ leg ነዉ ። leg ምንድን ነዉ ልጆች?

SS: እግር

T: Foot ማለት መርገጫ/ የሚንረግጥበት

በሉ እስቲ

SS: foot

T: toes በሉ

SS: toes

T: የእግር ጣቶች እሺ

ለዛሬ ይበቃናል፤ እቤት ተለማምዳችሁ ተዘጋጅታችሁ ኑ

Lesson X

16/08/2015 School: 01 Grade: One Unit: 8 Topic: Caring for Our Body

T: cleaned the board

Wrote

Eye

shoulder

Ear

chest

Nose

hair

Mouth

finger

Teeth

stomach

Neck	foot
Tongue	arm
Hand	head

Provided 'This is ...'

This is እያላችሁ አንድ የሰውነት ክፍል እየጨመራችሁብት ዓ. ነገር ትመሠርታላችሁ፤ ከዚያም ታነቡታላችሁ

ለምሳሌ:- This is my hair ደግሞ ምን ማለት እንደሆነም ትነግሩናላችሁ

S1: wrote This is my ear

Read as This- is- my - ear

T: ምን ማለት ነው?

ይኸ የኔ ጆሮ ነው

S2 : wrote This is my hand

Read as This – is- my- hand

T: ምን ማለት ነው?

ይኸ የኔ እጅ ነው

S3: wrote This is my mouth

Read This – is-my- mouth

T: ምን ማለት ነው?

ይኸ የኔ አፍ ነው

S4: wrote This is my nose

Read as This-is- my- nose

T: ምን ማለት ነው?

ይኸ የኔ አፍንጫ ነው

S5: wrote This is my teeth

Read as This-is-my-teeth

T: ምን ማለት ነው?

ይኸ የኔ ጥርስ ነው

S6: wrote This is my eye

Could not read the sentence

T: የጻፈችው ትክክል ነው፤ ነገር ግን ማንበብ አልቻላችሁም። እናንተ በሉላት

SS: This- is- my- eye

S7: wrote This is my foot

Read as This-is-my- foot

T: የሷ ንግድ አንባቢ

This –is-my eye

T: አንቀጥላለኝ

Appendix D-2: Reading Lesson Observations of grade one-teacher 2

Lesson I

30/06/2015 School: 02 Grade: One Unit: 4 Topic: Plants

T: started writing right away.

fruit, steam[stem] leaf roof

ከኔ ጋር በሉ / say with me

fruit, steam[/sti:m/], leaf, root

SS: repeated after her, but some students said /lef/ to mean /lif/

T: leaf? ሊፍ በሉ/ Say/ lif/

SS: leaf

T: አሁን የአበባ ክፍሎች አሳያችኋለሁ ተመልከቱ/ now I show you the parts in a flower. Look

Brought a flower from school compound and showed the parts one by one

ይህች ምን ትባላለች? / What is this? /Pointing to the root.

SS: ሥር/root

T: ይህችስ? / What about this one? Pointing to stem

SS: እንጨት/ wood

T: እንጨት አይደለም stem በሉ/ it is not wood; say stem.

ይህችስ? / This one? Pointing to leaf

SS: ቅጠል

T: በእንግሊዝኛ/ in English

SS: leaf

T: wrote Activity 1: Listen and read the words.

apple stem fruit seed plant root wood

ዕፅዋት በእንግሊዝኛ ምን ይባላል? / What is 'ዕፅዋት' in English?

SS: plant

T: እነዚህ የዕፅዋት ምንድን ናቸው? / What are these of a plant? (pointing to the words written on the board)

SS: Silence

T: የዕፅዋት ሰውነት ክፍሎች ናቸው/ The parts of a plant body.

ወደዚህ ወጥቶ እነዚህን ቃላት ማንበብ የሚችል ማን ነው? / Who can come out and read these words?

S (a girl): came out to read the words, but she hesitated with most of the words

S (a boy): came out to read, but struggled even to recognize letters in some of the words.

T: pointed to the words with a stick and asked students to say after her- *ከኔ ጋር በሉ*

SS: said the words after their teacher.

T: *አሁን ማን ነገ ወደ አማርኛ የሚተረጎማቸው? / who can translate these words into Amharic?*
አፕል ምንድን ነው? / what is apple?

SS: Silence

S: *ብርቱካን/ or በእንግሊዝኛ ምንድን ነው? / what is 'ግንድ' in English?*

SS: Stem

T: *ህር ምንድን ነው? / what is seed in Amharic?*

SS: silence

T: *ዘር ማለት ነው።*
Started returning test papers; complemented hard working students; students also ange

T: *ብርቱካን ልጣጩ ተልጦ የሚበላ ነው፤ አፕል ግን ታጥቦ ዝም ብሎ ይበላል/ orange is eaten by removing the cover, but apple is just washed and eaten.*

Plant ምንድን ነበር ያልነው? / What did we call plant in Amharic?

SS: *ዕፅዋት*

T: *እሺ ግንድ*

SS: *clapped their hands.*
Another teacher arrived

SS: *goodbye*

Lesson II

04/07/2015 School: 02 Grade: One unit: 4 Topic: Plants

T: *cleaned the blackboard*
የባለፈውን ትምህርት የሚያስታውስ ማን ነው? / Who can remember the previous lesson?

SS: *silence*

T: *ባለፈው ስለምንድን ነበር የተማርነው? /what did we learn last time?*

SS: ዕፅዋት/plants

T: በእንግሊዝኛ/ in English

SS: plants

T: ምን ምን ክፍሎች አሉት?/ what parts does it have?

SS: ሥር ፣ ቅጠል፣.... /root, leaf,

T: drew a flower on the chalkboard; labeled parts as R for root; S for stem; F for fruit; L for leaf; showed the stu-

dents and said the with them pointing to each of the parts

T: አሁን ደግሞ ወደ ዛሬዉ ትምህርት እንሄዳለን/Now we move to today's lesson

Wrote

Activity 3: Listen and Match the sounds with the words and pictures.

Column A

5. a

6. p

7. s

8. w

Column B

[Pictures drawn]

worm

sun

apple

pineapple

walked around while the students were doing the activity

discouraged some disturbing students

helped some struggling students

did not say anything about sounds; just letters as usual

SS: attempted the activity, they did it with the teacher as:

T: 'a' for what?

SS: apple

T: 'p' for what?

SS: pineapple

T: 's' for what?

SS: sun

T: 'w' for what?

SS: worm

T: Nice

ለዛሬ ይበቃል።/ enough for today!

Note: the lesson was on phonics- relating sounds/ phonemes and words assisted by pictures

Read the instruction and explained what the students were required to do and how they would do in Amharic. The word 'Listen' in the instruction implied that the teacher would say the sounds and words, but she simply focused on letters and words as usual. Though it was intended in the lesson that the students learn the sound-letter or phoneme-grapheme relation, the sounds were disregarded by the teacher may be the teacher was not trained well on teaching sound-letter relationship.

Lesson III

11/07/2015 School 02 Grade 1 Unit 4 Topic Word study

T: wrote

Activity 1: Listen and repeat the following words

<i>Plant</i>	<i>air</i>	<i>water</i>
<i>Tree</i>	<i>flower</i>	<i>apple</i>
<i>Vegetables</i>	<i>seed</i>	<i>people</i>
<i>Fruit</i>	<i>soil</i>	<i>police</i>

SS: copied the words from the chalkboard

T: walked around; የዛሬውን ትምህርት ከመጀመራችን በፊት ባለፈው የተማርነውን የሚያስታውስ ማን ነው?

S: ስለ have and has

T: say have (4x)

SS: have (4x)

T: say has (4x)

SS: has (4x)

T: has ን ከማን ጋር ነው የሚንጠቀመው?

SS: silence

T: for example, He has She has

እሺ have ከማን ጋር ነው የሚትሄደው?

SS: *silence*

T: *I have they have we have*

እነዚህ ደግሞ words

Words ምንድን ናቸው?

SS: *ቃላት*

T: *plant, tree, vegetables, fruit, air, flower, sun, soil, water, apple, people, police*

SS: *repeated the words after the teacher*

T: *pointed at the words*

SS: *said the words*

T: *pointed at the word 'people'*

SS: *read as 'pineapple'*

T: *ማን ነው ወደዚህ መጥቶ የሚያነባቸው? እኔም አግዛለሁ*

SS: *some students came out & read most of the words*

T: *drew pictures in front of words; አሁን ደግሞ ሥዕሉን እያየችሁ ንገሩኝ*

Plant ምንድን ነው?

SS: *ዛፍ*

T: *Tree ምንድን ነው?*

SS: *ዛፍ*

T: *fruit ምንድን ነው?*

SS: *ፍራፍሬ*

T: *air ምንድን ነው?*

SS: *አየር*

T: *አየር በአይን ይታያል?*

SS: *አይታይም*

T: *sun ምንድን ነው?*

SS: *ፀሐይ*

T: *Soil ምንድን ነው?*

SS: *ዝናብ/ዉሀ*

T: *የሚቆፈር*

SS: *አፈር*

T: *ተደዉሏል*

Lesson IV

12/07/2015 School 02 Grade 1 Unit 4 Topic: Names of pictures

T: wrote

Activity 1: read the names of the pictures

Drew pictures of plant, star, sun axe, water, watch, pineapple, window & ant

Wrote the words (names) under each picture

Checked on students drawing and writing the words

ያለፈው ክ/ጊዜ የተማርነውን ታሲታውሳላችሁ?

SS: silence

T: በተለያዩ ድምፆች ቃላትን መመሥረት

Example a-apple

b-ball

c-cat

ዛሬ ደግሞ words ከ pictures ጋር አዛምዶ ማንበብ

Read the words under the pictures repeatedly (modeling)

Plant (3x)

SS: plant(3x)

T: star (3x)

SS: star (3x)

T: sun (3x)

SS: sun (3x)

T: axe (3x) [read as akze]

SS: axe (3x)

T: water (3x)

SS: water (3x)

T: watch (3x)

SS: watch (3x)

T: pineapple (3x)

SS: pineapple (3x)

T: window (3x)

SS: window(3x)

T: come out & read the words aloud

SS: came out & read some of the words correctly

T: clap your hands

SS: struggled with some of the words

T: time over

Lesson V

18/07/2015 School: 02 Grade: One unit: 5 Topic: Domestic Animals

T: cleaned the blackboard

Wrote Unit 5 Domestic Animals

እስቲ ማን ነጩ ይህንን የሚያነብ? (Pointing to 'Unit 5')

S: Unit 5

T: ይህንን የሚያነብ? (Pointing to 'Domestic Animals')

S: Domestic Animals

T: 'Domestic Animals' ምን ማለት ነጩ?

SS: silence

T: እስቲ የቤት እንስሳት ንገሩኝ

S: ጫካ

T: dog (wrote) ሌላ

S: cat

T: cat (wrote) ሌላ

S: horse

T: horse (wrote) ሌላ

S: fish

T: fish domestic animal ነጩ? ሌላስ?

S: cow

T: cow (wrote) ሌላ

S: donkey

T: donkey (wrote) ሌላ የቤት እንስሳ

S: hen

T: hen (wrote) ሌላ

S: እርግብ

T: እርግብ የቤት እንስሳ አይደለም።

S: በግ

T: በግ በእንግሊዝኛ ምንድን ነው?

S: goat [to mean sheep]

T: goat (wrote) ሌላ

S: ፍየል

T: ፍየል በእንግሊዝኛ ምንድን ነው?

S: sheep [to mean goat]

T: sheep (wrote) ሌላስ?

S: ox

T: ox (wrote) አሁን እስቲ ወሻ መሳል የሚችል ማን ነው?

SS: came out & drew pictures for some of the words written on the chalk board

T: pointed to each of the words on the board

SS: repeated the words

SS: most of the students read the word 'camel' as /kamili:/

T: showed the pictures of some domestic animals in the copy of textbook in her hand

Held a copy of textbook up high over her head

Only those who sat in the front desks could see the pictures

አሁን በመደዳቱ ታነባላችሁ፤ እንካ (gave a pointing stick to a boy)

S: the boy came out, but couldn't say any one of the words

T: አሁን ሰዓት ደርሷል፤ ነገ አይንገንገንዎትሁ በመደዳቱ ታነባላችሁ (Vocabulary & word level fluency practice)

*Note: in this session students just remembered what they learnt in **General Science** lessons. Reading words (vocabulary & word level fluency practice) was the focus of the lesson, but students could not look at the pictures because the copy was dark, and most of the students except those in the front desks were unable to see the pictures clearly. Most of the students who came out to read the words were struggling with most of the words.*

Lesson VI

19/07/2015 School 02 Grade 1 Unit 5 Topic Domestic Animals

T: started writing

Activity 1: Listen and repeat the sounds of the letters c, d, g, h, & o

<i>Letters</i>	<i>as in the words</i>	<i>pictures</i>
		<i>Students were required to</i>
		<i>draw pictures</i>
<i>c</i>	<i>cow</i>	
<i>d</i>	<i>dog</i>	
<i>g</i>	<i>goat</i>	
<i>h</i>	<i>horse</i>	
<i>o</i>	<i>ox</i>	

SS: *came out & drew pictures as much as they could*

T: *Activity 1 ምን ማለት ነጩ?*

S: *ተግባር*

T: *ተግባር አንድ*

Pointing to the letters, እነዚህ ድምፆች እንጂ ቃላት አይደሉም/ these are sounds/phonemes, not words/

T: *said the letters loud*

SS: *repeated after the teacher*

T: *pictures ምንድን ናቸው?*

SS: *ስዕሎች*

T: *እነዚህ በሙሉ ምንድን ናቸው? [pointing to the words]*

SS: *የቤት እንስሳት/ domestic animals/*

T: *wrote some more words of animal names- sheep, camel, donkey*

አሁን በመደዳ ታነባላችሁ ና አንብብ (gave a stick to a boy)

S: *read most of the words correctly, but could not read the words hen, sheep, goat & camel*

T: *አንቺ ነይ*

S: *A girl came out & read some of the words, but struggled with donkey, ox, hen goat, sheep & camel*

T: *አንተ (pointing to a boy)*

S: *A boy came out and read dog, cat, but could not read horse, cow, hen, sheep, goat & camel*

T: *እሱኑ አንተ*

S: another boy came out & read dog & cat, but struggled with horse, donkey, ox, hen, cow, sheep, goat and camel

T: did not say the sounds of letters /k/ in cow, /d /in dog, /g/ in goat, /h/ in hen, etc.

ተለማምዳችሁ ኑ

Time is over.

Note: She taught the letters and words, not the sounds. She did not sound out the letters and did not encourage the

children to do so. Sounding out the letters in words could help as word-attack skill.

Lesson VII

03/08/2015 School 02 Grade 1 Unit 5 Topic: Domestic Animals

T: Good afternoon students

SS: Good afternoon teacher

T: How are you?

SS: We am [are] fine. Thank you teacher

T: Thank you. Sit down

Wrote

Activity 1: write the missing letters in the following words.

- | | | |
|-------------|-------------|--------------|
| 1.ow | 4.oat | 7.at |
| 2.og | 5.amel | 8.onkey |
| 3.orse | 6.x | |

ከፊተና በፊት ምን ነበር የተማራችሁት?

SS: Silence

T: ‘on’ እና ‘in’ ; drew pictures in which the ball is placed on the table and under the table.

Revised the previous lesson on prepositions on, in,

Asked, “Where is the ball?” (pointing to the picture)

SS: on

T: asked, “Where is the ball?”

SS: in [while the ball was under the table]

T: እሺ አሁን እንዴት እንደሚሠራ አዳምጡ፤ missing ምን ማለት ነጩ?

SS: Silence

T: missing ማለት የተዘለለ ፊደሎች

የመጀመሪያው -cow

ሁለተኛው -dog ሌሎችን ሥሩ

SS: attempted the activity

T: checked students' attempts

3ኛው የሚሠራለን ማን ነው?

S: a boy came out & wrote h –horse

T: 4ኛው

S: a girl came out & wrote g- goat

T: 5ኛው

S: a girl wrote c-camel

T: 6ኛ

S: a girl wrote o- ox

T: 7ኛ

S: a boy wrote c –cat

T: 8ኛ

S: a girl wrote c- conkey??

T: ልክ አይደለም ሌላ ሰው

S: a boy came over & wrote d-donkey

T: እሱቷ የሚያነብ

S: a girl came out & read 'cow'

SS: repeated after her

T: pointed to a boy

S: came out but couldn't read 'dog'

T: pointed her stick to another girl

S: refused to come out

T: said the words one after another

SS: repeated after her

T: just pointed at each word

SS: said the words

T: cow ምንድን ነገር?

SS: ላም

T: dog ምንድን ነገር?

SS: ጫካ

T: horse ምንድን ነገር?

SS: ፈረስ

T: goat ምንድን ነገር?

SS: ፍየል

T: ox ምንድን ነገር?

SS: ቦሬ

T: cat ምንድን ነገር?

SS : ድመት

T: donkey ምንድን ነገር?

SS: አህያ

T: ቻጫ

Note: the students practiced writing the onset of words (beginning consonant); they tried to read the words although most of them struggled to read the words. The teacher drilled the words (modeled & students repeated them. In the activity it would have been easier for the children if the teacher had specified that words refer to domestic animals and shown how words are changed when the onset is substituted by another consonant. It would have been better understood if pictures had been used.

Lesson VIII

16/08/2015 School 02 Grade 1 Unit 6 Topic: Hot and Cold Weather

T: drew pictures that represent hot and cold seasons

Wrote the words hot and cold next to the respective picture

Wrote letters as Cc, Ff, Hh, Ss, Ww, Rr to represent words related to weather

Picture 1 had Sun to represent hot season; Picture 2 had vegetation to represent cold season

SS: drew the pictures; wrote the letters

T: revised the previous lesson as,

ከ በዓል በፊት የተማራችሁትን ታስታወሳላችሁ ? [it was after consecutive holidays, Chamballala, Easter & Ramadan]

SS: on, in

T: missing letters/የአደሉ ወይም የተዘለሉ ፊደላት

ለምሳሌ-at ላይ c ? ጨምረን cat ብለናል

...og dog

....orse

SS: horse

T:amel

SS: camel

T: ዛሬ ደግሞ Hot and Cold Weather ነው

weather ምንድን ነው?

SS: Silence

T: የአየር ፀባይ

ተክል ወይም አበባ የሚጎሳቆለው ወይም የሚጠወልገው አየሩ ምን ሲሆን ነው?

SS: ፀሐይ

T: ፀሐይ ከሆነ ምን ይባላል?

SS: silence

T: ሞቃት

ይኸኛው ደግሞ ተመልከቱ፤ አበቦቹ ያምራሉ ወይስ አያምሩም? [showing the picture for cold weather]

SS: ያምራሉ

T: ይህ ቃል ምንድን ነው? [Pointing to the word 'cold']

ለእናንተ ለመማር ምቹ የሚሆነው ጠዋት ነው ከሰዓት?

SS: ጠዋት

T: ለምን?

SS: ፀሐይ ስለማይወጣ

T: ተደወሏል

Lesson VII

17/08/2015 School 02 Grade 1 Unit 6 Topic Hot and Cold Weather

T: wrote

Activity 1: Listen to the sounds of the letters and match with the words.

c	f	h	r	s
Letters		words		pictures
c				drew pictures of carrot, flower, hen, rat

&sun

f

h

r

s

ትላንትና ስለምን ነበር የተማራችሁት?

S: ስለ ሙቀትና ቅዝቃዜ

T: Hot and what?

S: Hot and cold

T: ሞቃትና ቀዝቃዛ፤ አሁን ማርክ ልሰጣችሁ ስለሆነ መሐለኛውን ረድፍ ተሞላላችሁ

ለምሳሌ- በመጀመሪያው ፊደል ሊመሠረት የሚችል ቃል

Called on two boys to come out & write

SS: the boys came out & wrote the word 'carrot' correctly- /k/ sound

T: took their roll number to award them some marks

Called on other students

SS: some students came out with the words written on their palm

T: told them to return to their seats

SS: most of the students could not write the words against the letters [sounds] and pictures; especially

no student could write the word 'flower' correctly

T: wrote the words herself

Said the words

SS: repeated after her

T: pointed at the words

SS: read the words in chorus

T: time over

Lesson VIII

T: wrote

Activity 2: Listen and say out the following words aloud

- | | |
|----------|----------|
| 1. Hot | 4. windy |
| 2. Cold | 5. sunny |
| 3. Rainy | 6. foggy |

ትላንትና ስለምን ነበር የተማራችሁት?

S: ስዕልና ፊደል ማዛመድ

T: ዝም በሉ [silencing]

S: ስዕልና ቃላት ማዛመድ

S: Hot and cold አየር

T: ይህን የሚያኑብ [pointing to the word 'cloud']

S: cold

T: አይደለም፤ ሌላ

S: cloud /klaud/

T: pointed to foggy

S: fog

T: እንደገና

S: foggy

T: pointed to rainy

S: ran

T: አሻሽል

S: rainy

T: pointed to hot አንቺ (pointing to a little girl)

S: Silence

T: hot (አንቺ ስሜ) ሌላ (pointing to the word sun)

S: sun

T: excellent! የመጨረሻውን (pointing to the word 'windy')

S: windy

T: read the words aloud

SS: repeated after her

T: cloud ምንድን ነው?

S: ደመና

T: foggy

S: ደመና

T: አይደለም

S: ጨለማ

T: ጭጋግ ከ ደመና በላይ 'rain'

S: ዝናብ

T: hot

S: ሙቀት

T: sun

S: ፀሐይ

T: wind

S: ንፋስ

T: አሁን የሚያነብልን

S: a boy came out but struggled with the words cold, rainy, windy, sunny & foggy

T: እሺ ሌላ

S: another boy came out & read the words correctly

T: አንድ ማርክ አለክ እሺ

በሉ ተደጋጋፊ

Note: At this level it is good to tell students about the words in hand in a language that is easier for them to understand. However, this approach may make the children expect the teacher to translate every word into the local vernacular. Associating the words with children's life experiences or their lessons in General Science's classes could have made children's understanding easier. Again, the teacher should have modeled the pronunciation of the words before she asked the children to read.

Lesson IX

04/09/2015 School 02 Grade 1 Unit 6 Topic Hot and Cold Weather

T: wrote

Activity 1: Match the words with the correct initial letters.

Words	letters
hot	c
cold	r

<i>weather</i>	<i>h</i>
<i>rainy</i>	<i>s</i>
<i>foggy</i>	<i>w</i>
<i>sun</i>	<i>f</i>

ባለፈው ምን ምን ነበር የተማርነው?

SS: *Silence*

T: *የአየር ምን?*

SS: *ፀባይ*

T: *የአየር ፀባይ፣ የአየር ፀባይ ምን ምን ይይዛል?*

S: *hot*

T: *hot weather*

S: *cold*

T: *cold weather*

S: *sunny*

T: *Sunny [wrote]*

S: *windy*

T: *windy[wrote]*

S: *rainy*

T: *rainy [wrote]*

S: *cloudy*

T: *cloudy [wrote]*

S: *foggy*

T: *foggy [wrote] በጣም ሞቃት አካባቢ ለምሳሌ የት ብይቸሁ ነበር?*

S: *Gambela*

T: *እሺ አሁን እኛ አገራችን የሚያነብ [pointed at 'hot']*

SS: *hot*

T: *Aha*

SS: *repeated*

T: *pointed at 'cold'*

SS: *cold*

T: *pointed at 'weather'*

SS: weather

T: pointed at 'rainy'

SS: rainy

T: pointed at 'foggy'

SS: foggy

T: pointed at 'sun'

SS: sun

T: read the instruction for Activity

Match ማለት ምን ማለት ነው?

SS: silence

T: match ማለት ማሳመድ ማለት ነው፤ 'words' ማለት ምን ማለት ነው?

SS: silence

T: words - ቃላት ናቸው፤ ቃላትን ከመጀመሪያ ፊደል ድምፅ ታዛም ያላቸው እሺ

SS: እሺ

T: አሁን ጮክ ብላችሁ ታካባላችሁ

S: read some of the words correctly

T: ተራ ቁጥርህን ንገረኝ ማርክ እሰጥህሁ

S: 17

T: wrote the student's roll number ሌላ የሚያነብ

S: read most of the words correctly

T: ንብዛ ፤ ቁጥርህን ንገረኝ/bravo tell me your roll number

S: 31

T: wrote the student's roll number

ለዛሬ ይበቃናል

Lesson X

08/09/2015

School 02

Grade 1

Unit 6

Topic Hot and cold

weather

T: wrote

Activity 2: Spell out the following words as shown in the example

Example: sun s-u-n

1. hot 2.cold 3. Sunny 4. rain 5.cloud
 ትናንትና ስለ ምን ነበር የተማራችሁት?

SS: Silence

T: መነጠልና /segmenting

SS : ማጣመር/ blending

T: su እና n ሲጣመር ምን ይሆናል? What word do we get when su & n are joined?

SS: sun

T: ho እና t ሲጣመር ምን ይሆናል?

SS: hot

T: rai እና n ሲጣመር ምን ይሆናል?

SS: rain

T: co እና ld ሲጣመር ምን ይሆናል?

SS: cold

T: sun እና ny ሲጣመር ምን ይሆናል?

SS: sunny

T: win እና dy ሲጣመር ምን ይሆናል?

SS: windy

T: አሁን ደግሞ እነዚህ[ን] ትርጉም ያላቸው ቃላት [referring to the words written]
 ትነጣጥላላችሁ፤ በምሳሌ መሰረት ሥሩት።

የትናንትናዉ ማጣመር ሲሆን የዛሬዉ ደግሞ መነጣጠል ነዉ (segmenting)

Did number 1 as an example: ~~hōt~~ h-o-t

Walked around while the students were doing the activity

Checked the attempts of few students; asked students to come out one-by-one to segment & read the words

S: cold----c-o-l-d cold

T: good

S: sunny----s-u-n-n-y sunny

T: በጣም ጥሩ/ very good

S: rain----r-a-i-n rain

T: እንድ የቀረዉ

S: cloud----c-l-o-u-d

T: አሁን ከኔ ጋር ትላላችሁ [read the words]

SS: repeated after her

T: አሁን ደግሞ እዚህ እየመጣችሁ ታካላችሁ

SS: few students came out to read, but struggled with most of the words

T: አሁን መጠጣት ትችላላችሁ /now you can go out/

Appendix E-1: Reading Lesson Observations of Grade Two-Teacher 1

Lesson I

05/07/2015 School 01 Grade 02 Unit 6 Topic Food

T: wrote

Activity 1: Listen and practice the pronunciation of each of the following words or phrases.

<i>Healthy food</i>	<i>meat</i>
<i>Milk</i>	<i>egg</i>
<i>Cheese</i>	<i>fish</i>
<i>Protein</i>	<i>fruits</i>

SS: copied the activity

T: pronounced the words

SS: said the words after the teacher

T: pointed at each of the words

SS: said the words

T: wrote

Activity 2: Listen and complete the sentences

This are-----

This is-----

The bell rang

ተደጋጋፈ

Lesson II

07/07/2015 School 01 Grade 02 Unit 6 Topic Foods [while reading]

T: wrote

Activity 2: Match parts of sentences under column A with parts under B based on the information in the passage

to make complete sentences.

- | | |
|-------------------------------|--------------------------|
| <i>A</i> | <i>B</i> |
| 1. <i>Healthy food</i> | <i>give you strong</i> |
| <i>bone</i> | |
| 2. <i>You can find grains</i> | <i>give you protein</i> |
| 3. <i>Milk and cheese</i> | <i>is tasty and good</i> |
| 4. <i>Meat and fish</i> | <i>in bread and rice</i> |

SS: copied the activity & attempted

T: did not read the passage; it might have probably been read previously

ጥኩራቸዳል?

SS: silence

T: matched the parts by arrow () and said *ጻፉ*

እንቀጥላለን?

Lesson III

11/07/2015 School 01 Grade 02 Unit 6 Topic Foods [phonics]

T: wrote

Activity 1: pronounce the following words with short and long vowel sounds.

<i>Words with short vowel /u/ /ou/</i>	<i>words with short vowel /o/</i>	<i>words with long vowel /o:/ /ou/</i>	<i>words with long vowel</i>
<i>Put</i>	<i>dot</i>	<i>food</i>	<i>boat</i>
<i>Sun</i>	<i>got</i>	<i>cook</i>	<i>goat</i>
<i>Cut</i>	<i>top</i>	<i>moon</i>	<i>house</i>
<i>Cup</i>	<i>dog</i>	<i>broom</i>	<i>mouth</i>
<i>Fun</i>	<i>not</i>	<i>spoon</i>	
<i>Hut</i>			

SS: copied the words

T: read the words

SS: repeated after the teacher

T: *እስቲ ማን ነጩ እዚህ መጥቶ የሚያነብል??*

S: a girl raised hand & came out, but struggled to read most of the words

T: *ስለ ጥኩራቸ አጨብጭብላች*

SS: clapped

T: ሌላ የሚሞክር

S: a little girl came out & read most of the words correctly

T: bravo!

SS: clapped

T: read the words

SS: repeated after her

T: አሁን የየናቸው አጭር እና ረጅም vowel ድምፆች ያሏቸው ቃላት ናቸው። ማጠናና መርዘሙ የሚታወቀው ስናነብ ነው እሺ

SS: እሺ

T: ይበቃል

Lesson IV

15/07/2015 School 01 Grade 02 Unit 6 Topic Foods [fluency]

T: wrote

Activity 1: Listen and say the following sentences after your teacher

Orange, banana and mango are fruits

Cabbage, carrot and tomato are vegetables

Maize, rice and wheat are cereals

Carrot, potato and beet root are root vegetables

SS: copied the activity

T: እሺ አሁን ሁላችሁም ወደኔ ተመልከቱ/ Ok. Now everybody look at me/

Said the words in the sentences one-by-one

አሁን ከኔ ጋር ትላላችሁ / now say with me/

SS: repeated the words after the teacher

T: did not encourage the students to say the sentences or read by themselves

Explained the meanings of words in Amharic as

ብርቱካን፣ ሙዝ እና ማንጎ ሳይበስሉ የሚበሉ ፍራፍሬ

ጎመን፣ ካሮት እና ቲማቲም የጓሮ አትክልት

በቆሎ፣ ሩዝ እና ስንዴ ጥራጥሬ ናቸው

ካሮት፣ ድንች እና ቀይሥር ከመሬት ተቆፍረው የሚወጡ የጓሮ አትክልት ናቸው

SS: listened to the teacher & copied the Amharic explanation

T: ተለማምዳችሁ መጥታችሁ ታነባላችሁ

ቶሎ ቶሎ ጻፉ (went out)

Lesson V

26/07/2015 School 01 Grade 02 Unit 6 Topic Food

T: Wrote

Activity 2: Write the missing letters to complete the blank spaces in the names of food crops.

beans example

- | | |
|-------------------------|--------------------|
| 1. w <u>h</u> eat | 4. c <u>ar</u> rot |
| 2. p <u>o</u> tato | 5. m <u>a</u> ize |
| 3. g <u>re</u> ens | 6. r <u>i</u> ce |

SS: copied the activity

T: እስቲ እንሥራው፤ የመጀመሪያው ላይ የተሠመረባቸው ምን ምን ናቸው?

SS: a

T: ቃሉ ምን ይሆናል? አንብቡት

SS: silence

T: beans - ባቄላ

Number 2

SS: e

T: ቃሉስ?

S: wheat

T: number 3

SS: t

T: the word is

S: potato

T: nice; the fourth

SS: a

T: ጥሹ ሁለት ነው

S: o

T: ቃሉስ?

S: carrot

T: good number 5

S: maize

T: yes ቃሉ ትክክል ነው፤ ፊደሎችን እየጠቀሰው

S: a i

T: yes a & I; the last

S: i

T: ጥሩ ቃሉስ?

SS: silence

T: rice -ሩዝ ነው

አሁን ደግሞ ትጽፋላችሁ

Wrote

Activity 1: Rewrite the following scrambled letters to make meaningful words.

Example: fiutr--fruit

Garisn

Ograne

Avcaodo

Bnaana

Cebbaga

SS: copied the activity

T: እስከ በምሳሌው መሰረት የሚሰራ ልጅ አለ?

SS: silence

T: grains second

S: orange

T: third

SS: Avocado

T: fourth

S: banana

T: fifth

SS: silence

T: cabbage

ለዛሬ ይበቃል

Lesson VI

27/07/2015 School 01 Grade 02 Unit 7 Topic Polluted Environment

T: wrote

Activity 3

What you learnt yesterday?

S: Polluted environment

T: polluted environment ምን ማለት ነጩ?

S: ስለ አካባቢ ብክለት

T: what do you understand about polluted environment?

S: ቆሻሻ በየመንገዱ ሲደፋ

T: what are the words I said yesterday?

S: pollution

T: pollution (wrote)

S: environment

T: environment (wrote)

S: chemical

T: chemical (wrote)

S: protect

T: protect (wrote)

S: waste

T: waste (wrote)

S: toxic

T: toxic (wrote)

S: throw

T: throw (wrote)

S: gas

T: gas (wrote)

Who can tell the meaning of pollution?

SS: silence

T: try

S: dirty- and -unhealthy

T: yes, anything that makes environment dirty and unhealthy

Environment

S: አካባቢ

T: in English

S: surrounding

T: what does it contain?

S: land, water & air

T: excellent!

Protect

S: care

T: take care of

Waste ምንድን ነጩ?

ለምሳሌ ስንሮፕ ከሰጩ ነገራችን በላብ መልክ ምን ይወጣል?

SS: ቆሻሻ

T: waste ቆሻሻ ነጩ which means unwanted materials

Gas

S: ብርጭቆ

T: glass አላልኩም

S: smoke

T: handle

SS: silence

T: control/ መቆጣጠር

Contaminate

SS: silence

ለምሳሌ ቆሻሻ ፤ ሽንኩርት ልጣጭ ምና ምን በማዳበሪያ ታደርጋላችሁ፤ ቆሻሻዎች (ቆሻሻ አንሸዎች)

እስከሚያነሱ ይሸታል አይደል?

SS: አዎ

T: እሱ contaminate ይባላል።

Wrote

Class Activity

Words

their meanings

Toxic

Handle

Gas

Protect

Contaminate

SS: copied the class activity

T: እዚህ እየመጣችሁ ትርጉሞቻቸውን ትጽፋላችሁ (the meanings of words were given before)

S: a girl came out & wrote 'harmful' for toxic

T: correct ሌላ

S: another girl came out & wrote contratul

T: wrote control

S: a boy came out & wrote smok [e]

T: እነዚህን ቃላት አንብቢያቸዋል

S: silence

T: wrote the meanings of the words herself

ይባቃል፤ እንቀጥላለን

Lesson VII

28/07/2015 School 01 Grade 02 Unit 7 Topic Polluted Environment

T: wrote

Activity 1: Read aloud words related to polluted environment [voc]

<i>Pollution</i>	<i>protect</i>	<i>handle</i>
<i>Environment</i>	<i>waste</i>	<i>gas</i>
<i>Chemicals</i>	<i>toxic</i>	
<i>Contamination</i>	<i>throw</i>	

SS: copied the words

T: አዳምጡ አንዴ ላንብብላችሁ/ Listen I am going to read once/

SS: listened to the teacher

T: አሁን ደግሞ ከኔ ጋር ባሉ/Now say with me/

SS: repeated the words after the teacher

T: wrote

Activity 2: Study the meaning of the words with your friends [voc]

Words	meanings
<i>Pollution</i>	<i>anything that makes the earth dirty & unhealthy</i>
<i>Environment</i>	<i>our surrounding including land, air & water</i>
<i>Chemicals</i>	<i>substances such as acids &pesticides that can harm</i>

<i>Protects</i>	<i>take care of</i>
<i>Waste</i>	<i>unwanted material</i>
<i>Toxic</i>	<i>harmful</i>
<i>Throw</i>	<i>put away</i>
<i>Handle</i>	<i>control</i>
<i>Gas</i>	<i>smoke</i>
<i>Contamination</i>	<i>make dirty</i>

SS: copied the second activity

T: ከባለፈው ምን ተረዳችሁ?

Unit 6 ስለ ምን ነበር?

S: Food

T: ምን ምን ነበር?

S: ቃላት ማንበብ

S: ዐ. ነገር እንዴት እንደሚሠራ

T: different types of food

S: mango, banana, avocado

T: እነዚህ ምን ይባላሉ?

S: fruits

T: ሌሎችስ?

S: grains

T: ለምሳሌ- barely, wheat, maize, rice

እነዚህ ደግሞ የእህል ዓይነቶች፤ ሌላ የለም?

S: cabbage, carrot, ...(umm)

T: እነዚህ vegetables የጓሮ አትክልት

ከእነዚህ ጋር በተያያዘ ለቋንቋ የሚጠቅሙ ነገሮች /grammar/

S: likes and dislikes

T: yes, likes and dislikes

የሚንወደውንና የማንወደውን ነገር ለመግለጽ

ከእነዚህ ሌላ s/es የሚወስዱ pronouns አይተናል። He likes; she dislikes እንላለን።

ወደ ዛሬው ትምህርታችን ሲንገባ polluted environment Environment ማለት ምን ማለት ነው?

አንዳንድ ስናወራ environment

እንባለን አይደል?

SS: አዎ

T: ምን ማለታችን ነዉ ታዲያ?

S: አካባቢ

T: read the words; explained their meanings explicitly in Amharic

Pollution - ማባላሽት፣ ቆሻሻ በየቦታዉ መጣል

Environment- አየር፣ ዉሀ እና መሬት የያዘ

Chemicals- አሲድ እና የመሳሰሉት ጎጂ ነገሮች

Protect- መከላከል

Waste- ቆሻሻ፣ የማይፈለግ

Toxic- ጎጂ፣ መርዛማ

Throw- መጣል

Handle- መቆጣጠር

Gas- ጭስ

Contamination- ማቆሽሽ

እናንባለን ተለማምዳችሁ ኑ

Lesson VIII

16/08/2015 School 01 Grade 02 Unit 7 Topic Polluted Environment

[voc]

T: wrote

Lesson 1: Reading and studying words related to pollution

Activity 1: Words and their meanings

Pollution- a thing that makes earth dirty & unhealthy

Cause –what makes something happen

Smog – a mixture of fog and smoke

Harmful – causing danger or injury

Environment- our surrounding, including air, water and land

Chemicals- substances such as acids and pesticides that can harm

Example sentences

Smoke released from factories is one of the causes of pollution

Cutting trees can cause drought

Smog affects our health

Some chemicals can be harmful to our environment

We should protect our environment from pollution.

We should be careful when we use chemicals

SS: copied the words, definitions and example sentences

T: today we look at the words, their meanings and making sentences

Pollution ማለት ብክለት

Cause- መንስኤ

Smog- አንዳንድ ጊዜ ለማየት የሚያስቸግር ጊዜ አለ አይደለ?

SS: አዎ

T: ጭጋግ ነጩ እሺ

Harmful - የሚጎዳ ነገር

environment- አካባቢያችን

chemicals- ለምሳሌ ተባይ ለማጥፋት DDT ይረጫል፤ ለጤናችን ጎጂ ነጩ።

This is all about the words and their meanings ቃላቱንና ፊቺያቸው አይተናል።

ሌላው ደግሞ እነሱን ተጠቅመን ዐ. ነገር እንዴት እንደሚንሠራ አይተናል።

እስቲ ቃላቶቹን አንበቡ ዲሎት(Dilot)

S: silence

T: pollution ሁላችሁም በሉ እስቲ

SS: pollution

S: Pollution-anything-that- makes-the earth –dirty and- unhealthy

Cause- what-makes-something- happen

Smog-a...mixture of ---(silence)

T: smoke and fog

S: smoke- and- fog

T: good

እሺ word ብቻ የሚያነብ ማን ነጩ?

አምስት ማርክ ቦነስ እሰጣለሁ

SS: silence

T: እስቲ ከኔ ጋር በሉ

Pollution

SS: pollution

T: cause

SS: cause

T: smog

SS: smog

T: harmful

SS: harmful

T: environment

SS: environment

T: chemicals

SS: chemicals

T: ነገ ስትመጡ በደንብ አንብባችሁ ኑ እየቆማችሁ ታነባላችሁ

Lesson IX

18/08/2015 School 01 Grade 02 Unit 7 Topic Polluted Environment

T: wrote

Activity 1: Read aloud the following long and short vowels [phonics]

a , a: e ,e: i , i: o , o: u , u:

explained the long and short vowels as

ይኸ (a) አጭር ሲሆን ይኸ ደግሞ (a:) ረጅም ነው።

Wrote

Activity 2: Read aloud short and long vowels from the following words.

Example: long vowel sound words

Uniform /u:/ trash /a:/ climate /i:/

Weather /e:/ eagle /e:/

Short vowel sound words

Apple /a/ elephant /e/ ostrich /o/ umbrella /u/ human /u/ gas /a/
environment /i/

SS: copied the activities

T: እነዚህ አምስት አናባቢ ፊደሎች ናቸው። አጭር እና ረጅም አናባቢ ድምፅ ያላቸው አናባቢ ያላቸው ቃላት እናነባለን

Read the letter sounds of short & long vowels

Read the words of short and long vowel sounds

SS: repeated the letters and the words after the teacher

T: umbrella

SS: umbrella

T: ይህ ፊደል ምንድን ነው?

SS: u

T: እንደምን ነበር ያነበብኑ?

SS: እንደ /a/

T: ‘i’ በእንግሊዝኛ አይ ነው፤ በሲዳምዥ አ ነው። ለምሳሌ- ‘A’ በእንግሊዝኛ ኤ ሲሆን በሲዳምዥ አ ነው።

እንቀጥላለን

Lesson X

09/09/2015 School 01 Grade 02 Unit 8 Topic Good Manners

T: wrote

Activity 1: study the following words with short and short vowel sounds

[phonics]

Short /i/

long /i:/

Ship

sheep

Sit

bean

Bin

Short /e /

long /e:/

Ten

wait

Wet

fail

Test

West

SS: copied the words

T: ባለፉት ጊዜያት ብዙ አጭር ና ረጅም አናባቢ ድምጽ ያላቸው ቃላት አይተናል። ለምሳሌ- long vowel words

S: goat

T: wrote

S: good

T: wrote

S: dog

T: wrote

S: cat

T: wrote

S: food

T: wrote

S: ox

T: short or long

S: short

T: box short or long

SS: short

T: read the short & long vowel words

Read the word 'wet' as /wit/

Explained long /i:/ as ይህ ረጅም አይ /ai/ ነው።

Read wait as /ዋይት/ fail as /ቶል/

አሁን ደግሞ እዚህ እየመጣችሁ ታነባላችሁ

S: a girl came out but read no word

T: ሌላ ልጅ

S: came out, yet could not read any word

T: ይህ / e: / ረጅም 'e' ኢ ለምሳሌ ten, pen, wet, get ወሰጥ እንደሚናገሩቸዋል

ይህ ደግሞ /i: / ረጅም 'i' አይ ነው።

ይበቃል

Appendix D-2: Reading Lesson Observations of Grade Two –Teacher 2

Lesson I

04/07/2015 School: 02 Grade:02 Unit: 4 Topic: Forests

T: cleaned the board & asked the students to recall the previous lesson.

ባለፈው ክፍለ ጊዜ ስለምን ነበር የተማርነው? /What did we learn last period?

SS: ደ?

T: የደን ጥቅሞች ምንድን ናቸው? / what are the uses of forests?

S: እሳት/ fire

T: yes, fire wood

S: ጣጧላ/ lumber

T: yes, construction or furniture

S: መድኃኒት/ medicine

T: yes, medicine

Today's lesson is not outside this. She wrote

The Important[nce] of Forest

trees bushes vegetation plants wild animals birds

T: read a sentence in the passage and explained each of the importance of forest.

የመጀመሪያው ጥቅም ድርቅ እንዳይሆን

The first importance of forest is maintaining water cycle.

ሁለተኛውስ?

The second?

S1: የመሬት ለምነት መጠበቅ/ maintain soil fertility

T: ሦስተኛው? /The third?

S2: ሙቀት መከላከል/control temperature

T: አራተኛውስ?/ The fourth one?

S3: የአየር ለውጥ መከላከል/controls global warming

T: the fifth?

S4: የአፈር መሸርሸር ይከላከላል/ Prevents soil erosion

T: good. Is tree useful or not?/ ዛፍ ይጠቅመናል ወይስ አይጠቅመንም?

SS: ይጠቅመናል/ it is useful

T: በምን በምን? / in what ways?

S: ወፎች ያርፋሉ።/ Birds rest on it

T: አዎ ወፎች ይኖሩባቸዋል/ yes birds live on trees

ገብቷቸዋል? እስቲ በእጃችሁ አሳዩኝ / Have you understood? Show me with your hands.

SS: Clapped their hands

T: our today's lesson is also about forest. Forest has many benefits. Was I lying when I told you

not to cut trees?

SS: አይደለም። No, you were not.

T: It's because a tree is life. That is why I usually bit you when you touch trees unnecessarily

.started writing the following points on the chalkboard

1/ Plant use their roots to hold water

2/ plants control temperature

3/ to use prepare their food [prepare their own food]

4/ plants/forests play an important role in balancing oxygen

5/ to use soil erosion [prevent soil erosion]

6/ to use made through root [prevent soil erosion through root]

Seems she was summarizing the points made in the text. The teacher was supervising students who were not

doing anything- not writing.

***Note:** The passage had different activities on comprehension, fluency, vocabulary, etc. However, the teacher taught it as if it were general science lesson class by reading the text sentence by sentence and explaining in Amharic. Reading to students at grade two is appropriate because they cannot read and understand texts by themselves. Both the teacher and students did not have textbook when the observation was conducted. The teacher was provided with a copy of the chapter. That is, students did not have opportunity for further learning may be the assistance of siblings or literate parent. The teacher did not activate or build students' prior knowledge on the topic before she actually read the text to them. She did not also pre-teach key vocabulary ahead of reading the text. Reading comprehension questions were not attempted. Moreover, the students did not reflect their views towards planting trees, utilizing wisely, etc. after they were read to. That is, there was not a three phase approach to teaching reading.*

Lesson II

05/07/2015 School: 02 Grade: 02 Unit: 4 Topic: Forests

T: *cleaned the blackboard*

ስለ ምን ነበር የተማርነው?

S: *ስለ ዛፍ ጥቅም/ the uses of forest*

T: *አዎ ስለ 'forest' ነበር። ለምን ይጠቅመናል?*

SS: *ለቤት*

T: *yes, construction. ሌላ?*

S: ወንበር

T: furniture

SS: temperature

T: አዎ ጥሩ አየር እንዲኖር ። ዛፍ ለግብርና የሚጠቅመው እንዴት ነው?

SS: silence

T: ሥሩ አፈሩን ጥብቅ አድርጎ ስለሚይዘው መሬቱ አይታጠብም/ because the root holds the soil tight, it is not washed away

Wrote another activity

Activity 2: Say True or False in the blank space based on the above reading text.

Forest has no advantage for living things.

Many living things live in the forest.

Plants use their roots to absorb water.

Forest is not the home of wild animals.

T: ትናንትና አንበሳቸዋለሁ/ I read the text to you yesterday

SS: found it difficult to remember what they heard one day ago

T: እኔን ተከትላችሁ በሉ/ said the sentences in the comprehension activity word by word

SS: said the words after the teacher

T: ጨርሱ /finish it; went out

Lesson III

13/07/2015 School 02 Grade 02 Unit 5 Topic Food Crops

T: wrote

Activity 1: Listen and say the names of food crops after your teacher. [voc]

Word Study

Maize

Wheat

Tomatoes

Cabbage

Beans

Pineapple

Lentils

Carrots

read the instruction for the activity & explained as

ከመምህራችሁ ቀጥሎ በሉ ነገ ያሟላች

Maize

SS: *maize*

T: *maize ምንድን ነገ?*

SS: *silence*

T: *maize በቆሎ ነገ*

Wheat /wet/

SS: *wheat /wet/*

T: *wheat ምንድን ነገ?*

SS: *silence*

T: *wheat ስንዴ ነገ*

Cabbage pronounced as/gabedz/

SS: *cabbage*

T: */gabedz/ በሉ*

SS: */gabedz/*

T: *[g]abbage ምንድን ነገ?*

SS: *ጎመን*

T: *lentils /litlis/*

SS: */litlis/*

T: */litlis/ ምንድን ነገ?*

SS: *silence*

T: *ምስር*

በጣም ጥሩ ይበቃል

Lesson IV

18/07/2015 School: 02 Grade: 02 Unit: 5 Topic: Food Crops

T: *Good afternoon*

SS: *Good afternoon teacher.*

T: How are you?

SS: We am [are] fine. Thank you.

T: Thank you. Sit down.

Cleaned the blackboard

ባለፈው ምን ነበር የተማርነው?

S: banana, orange, mango

T: እነዚህ ምንድን ነው የሚባሉት?

SS: fruit

T: በወጥ የሚባሉትስ?

SS: tomatoes, carrot, cabbage

T: gabbage ነው የሚባለው instead of cabbage

እነዚህስ ምንድን ነው የሚባሉት?

SS: vegetable

T: maize, rice and wheat are cereals

Beet root ምንድን ነው?

SS: silence

T: በየቀኑ እየረሰቻሁ ነው እንዴ የሚትሄዱት? እነዚህ ከመሬት ተቆፍረው የሚወጡ root vegetable ነው የሚባሉት

ለዛሬ ደግሞ Started writing

Activity 2: Listen to your teacher and write the name of each of food crops under its category.

Read the instruction and explained it in Amharic.

Vegetable	root vegetable	fruit	cereals
cabbage	carrot	banana	wheat
carrot	potatoes	orange	rice
tomatoes	beet root	mango	maize
		avocado	
		pineapple	
		apple	

said the words

SS: repeated the words after the teacher

T: ከዚህ ያልገባችሁ ነገር አለ? ምን ከምን እንደተመደበ መጠየቅ ትችላላችሁ

Pointed at each of the words under the categories

SS: *struggled to read the words*

T: ሰዓት አልቋል።

Lesson V

19/07/2015 School: 02 Grade: 02 Unit: 5 Topic: Food Crops

T: ባለፈው ሰለ ምን ተማር?? እሱት አስታውሱ

S: ሰለ ፍራፍሬ

T: በደረጃ(በተርታ) አስቀምጭያቸዋለሁ፤ እሱት ንገሩኝ። እሱት fruit ንገሩኝ

S: avocado

T: avocado. Very good!

S: ሩዝ

T: ሩዝ fruit ነገ እንዴ?

SS: silence

S: banana

T: Yes, banana; root vegetable እነማን ናቸው?

S: beet root

T: beet root. Very good!

Wrote Activity 1: Listen and say the following sentences after your teacher.

T: I like pineapple

SS: I like pineapple

T: She likes potato.

SS: She likes potato.

T: He likes carrot

SS: He like carrot.

T: She doesn't like cabbage. [pronounced as /gabedʒ/]

SS: She doesn't like cabbage.

T: I don't like rice.

SS: I don't like rice.

T: wrote Activity 2: Read the following food crop related words and identify the vowel and consonant sounds [phonics]

- Maize-c-v-v-c-v m & z –consonants*
- Wheat-c-c-v-v-t w, h & t –consonants*
- Cabbage-c-v-c-c-v-c-v c, b &g- consonants*
- Orange –v-c-v-c-c-v r, n & g- consonants*
- Beans –c-v-v-c-c b, n, & s – consonants*
- Beet root-c-v-v-c-c-v-v-c b, r & t – consonants*

T: put your pen on the desk & sit properly

Showed the students which ones are vowels and which ones consonant letters, not the sounds.

እግር እግር ያሰመርኩላቸዋል vowels ናቸዋል፤ እነዚህን ተመልከቱ ከሥር ያሰመርኩላቸዋል vowels ይባላሉ። እኛ?

SS: እኛ

T: ልጆች አንዴ put your pen on the desk & sit properly

Read the instruction & explained it as እነዚህን ቃላት በማንበብ vowel እና consonant sounds

ግለጭላቸዋል ነዉ የምለኝ

Vowels የሆኑት እነማን ናቸዋል?

SS: silence

T: a,e,i, o,u ናቸዋል። ከሥር የተሰመረባቸዋል ምንድን ናቸዋል ብለናል?

SS: vowel

T: ሌሎች በእግራቸዋል ያልተሰመረ ምንድን ናቸዋል?

SS: consonant

T: ነበዝ ለራሳችሁ አጨብጭቡ

SS: clapped

T: wheat ዉስጥ የተሰመሩት እነማን ናቸዋል?

SS: e, a

T: ምንድን ናቸዋል?

SS: consonant

T: vowel ናቸዉ።

Say vowel

SS: bowel [vowel]

T: ‘v’ ስትሉ የላይኛዉ ጥርስ የታችኛዉን ከንፈር ይነካል / your upper teeth touch the lower lip/
ተደዉሏል።

Lesson VI

22/07/2015 School: 02 Grade: 02 Unit: 5 Topic: Food Crops

T: ባለፈዉ ምን ነበር የተማርነዉ?

SS: silence

T: ስለ vowels እና consonants መለየት ነበር አይደል?

SS: አዎ

T: focused on vowel (a, e, i, o, u) and consonant (m, z, w, h, t, c, b, g, n, r, s) letters, not the sounds

Wrote ‘Food Crops’

SS: እንጻፍ? /shall we write?

T: አይጻፍም ምንባብ ነዉ። እዚህ ከአቅማችሁ በላይ የሆነ ንባብ ተሰቷል። /it is not to be written; here is a passage which is beyond your capacity

Started writing the text on ‘Food Crops’ on the blackboard as

Food crops such as fruit, vegetables and grains are harvested to feed many people in the world. Grains such as

maize, wheat and rice..... ጥያቄ አላችሁ? (did not complete writing the text)

Read the text only once

SS: የለም

T: እሺ አሁን ትጽፋላችሁ

Wrote **Activity 2: As you read the above text, complete the following sentences.** (While reading

task) [comp]

Food crops such as -----, vegetables and ----- are harvested to feed many people in the world.

Grains such as maize, -----and ----- are the world's most popular food crops.

----- is a food that makes up the dominant parts of a population's diet.

----- accessibility trade and ----- are just some of the geographic factors that influence (not readable).

SS: were required to complete the sentences while listening to the text read to them.

T: ሰዓት አልቋል።

Lesson VII

26/07/2015 School 02 Grade 02 Unit 6 Topic Foods

T: Wrote

Activity 2: Write the missing letters to complete the blank spaces in the names of food crops.

b- -ns c- rr-t

wh- at m- -ze

po- ato r- ce

gr- -ns

SS: copied the activity

T: እስኪ እንሥራው፤ የመጀመሪያው ምን ይገባበታል?

SS: a

T: ቃሉ ምን ይሆናል?

SS: silence

T: beans -ባቋላ

ሁለተኛው

SS: e

T: ቃሉ ስ?

S: wheat

T: ሶስተኛው

SS: t

T: the word is

S: potato

T: nice; the 4th

SS: a

T: ሁለት ዳሽ ነጩ ያለጩ

S: o

T: ጎሽ! ቃሉስ?

S: carrot

T: bravo የኔ ቆንጆ፤ አምስተኛጩ

S: maize

T: yes ቃሉ ትክክል ነጩ፤ ፊደሎቹ አይታዩባል? ምን ና ምን ገቡ?

S: a i

T: yes a & I; the last

S: i

T: ሀሪፍ ቃሉስ?

SS: silence

T: rice -ሩዝ ማለት ነጩ

አሁን ደግሞ ጻፉ

Wrote

Activity 1: Rewrite the following scrambled letters to make meaningful words.

[voc]

Example: fiutr--fruit

Garisn

Ograne

Avcaodo

Bnaan

Cebbaga

SS: copied the activity

T: እስቲ በምሳሌጩ መሰረት የሚሰራ ማን ነጩ?

SS: silence

T: grains ሁለተኛጩ

S: orange

T: third

SS: Avocado

T: fourth

S: banana

T: አምስተኛው

SS: silence

T: cabbage

ቻል

Lesson VIII

18/08/2015 School 02 Grade 02 Unit 7 Topic Foods

T: wrote

Activity 2: As you listen to the text read, join parts of the sentences under column A with parts under B to complete the

sentences

Example 1: Healthy food is tasty & good.

A

B

Healthy food

give you strong bone

You can find grains

give you protein

Milk, cheese and Yogurt

is tasty & good

Meat and fish

in bread & rice

SS: copied the activity

T: explained the instruction

Did not read the text

SS: did not attempt to join the parts

T: gave the answers herself as

Healthy food is tasty & good

You can find grains in bread & rice

Milk, cheese and yogurt give you strong bone

Meat and fish give you protein

SS: copied the complete sentences

T: Bye

Lesson IX

24/08/2015 School 02 Grade 02 Unit 7 Topic Foods

T: Good morning

SS: *Good morning teacher*

T: *How are you?*

SS: *We am [are] fine. Thank you teacher*

T: *Thank you. Sit down.*

ባለፈው ሰዓት ምን ነበር የተማርነው?

SS: *food*

T: *food እሺ ሌላ*

S: *cloud said /klud/*

T: */klud/ አይደለም /klaud/ ነው*

Wrote

Activity 2: complete the following sentences by using appropriate words from the list given

eggs

carrot

cake

peas

mangos

bread

yogurt

orange I like -----

I don't like -----

She likes -----

He does not like -----

He likes -----

My sister likes -----

My brother likes -----

I like -----

SS: *copied & attempted the activity*

T: *showed the pictures that help children choose appropriate words from her black and white copy of textbook*

SS: *only those in front desks could see, but the others said ቲቸር አይታየንም*

T: ቆዩ ወደዛ መጥቼ አሳያቸዋለሁ/ tried to be closer to the other children & held up the copy

SS: chose the words as they wish because they could not see the picture clues clearly

T: wrote the correct answers & went out

Lesson X

07/09/2015 School 02 Grade 02 Unit 7 Topic Polluted Environment

T: Wrote

Activity 2: Read aloud short and long vowels from the following words.

weather /e:/ long sound

pollute /e/ short sound

climate /ai/ long sound

environment /i/ short sound

humans /u/ short sound

gas /a/ short sound

smog /o/short sound

trash /a:/ long sound

SS: copied the activity

T: read the words, but did not show how short and long vowel sounds are different from one another, the manner of

articulation & phonetic representation, etc.

SS: did not read the words

T: ተደግጧል

Appendix E-1: Reading Lesson Observations for Grade Three –Teacher 1

Lesson I

29/06/2015 School: 01 Grade: 03 Unit: 4 Topic: Rivers [comp]

T: Good morning.

SS: Good morning, teacher.

T: How are you?

SS: We am [are] fine. Thank you, teacher.

T: Thank you. Sit down.

gave the duster to a student to clean the blackboard.

S1: Cleaned the board

T: Thank you.

ባለፈው የተማርነውን የሚያስታውስ ማን ነው? / Who can remember what we learnt last time?

S2: ‘The Awash River’

SS: Raised their hands and asked questions as,

S3: አዋሽ ወንዝ ከየት ይነሳል?

S4: አዋሽ ወንዝ ሄዶ ሄዶ የት ይደርሳል?

T: እስቲ አንዴ ላንብብላችሁ። Let me read the text once again. She read the text one more time and answered students’ ques

tions as,

አሁን እንዳነበብኩላችሁ ወንዙ የሚነሳው ከሸዋ ዞን አሮሚያ ሲሆን የሚደርሰው አፋር ክልል አሸዋማ ቦታ

As I have read to you now, the river starts from Shewa Zone, Oromia and ends in the sands of Afar region.

wrote **Activity 3**

You will answer the following questions after I have read the passage. She wrote the questions.

7. Where does the Awash River originate?
8. Where does it end?
9. In what ways is the river useful to the people nearby?
10. How much megawatt electric power does it generate?
11. When was the Koka Dam constructed?

12. Can you write down some other points discussed in the passage?

SS: copied the questions

T: read the questions again and explained some of the words.

reread the text just to remind them

asked the questions again as, Where does the Awash River originate?

S5: Shewa

T: correct; number 2

S6: 2.Afar

T: Nice

Number3?

SS: Silence

T: ብዙ ጥቅሞች አሉት። እንዳነበብነዉ ማለት ነዉ። It has many uses as we have read so far.

አራተኛዉ?

S8: አራት መቶ/four hundred

T: in English

S8: 400 (four hundred)

T: The time is over

For the 4th question, a student answered, አራት መቶ in Amharic. The teacher encouraged him to say it in English. Some of the students were saying megabyte to mean megawatt, but the teacher did not correct them

Lesson II

05/07/2015 School: 01 Grade: 03 Unit: 4 Topic: River

T: called on four students to come out; explained what they were expected to do

SS: closed their eyes

S: a girl read a story & said who would you help? There were some people in the story to be

helped by someone

SS: Opened their eyes and told that they would help somebody with what they believed they can do

T: asked some students to come out & read the text on ‘The Awash River’ one after another

S1 (a girl): took the turn, read very slowly and struggled to read some of the words in the text

S2 (another girl): took the turn to read, found most of the words in the text difficult to read

T: helped her by saying the words that the girl found difficult to read

S3 (a boy): took the turn, read slowly, found many of the words in the text difficult to read

T: was doing fluency activity but she did not model the reading; did not give sufficient support to struggling readers

wrote the questions on the chalkboard because the students did not have textbook

Complete the following sentences by [using] given in the box.

Stream	produces	
originate	generate	constructing

Was intended to encourage students to use the words the learnt in the text

1. The Abay River ----- in the mountains
2. Rivers are used to ----- electricity
3. A small ----- flows by the side of our village.
4. Ethiopia is ----- a new dam.
5. A dam ----- hydroelectric power.

Wrote another similar activity in which students were required to complete sentences with appropriate words related to the text they read as:

Complete the following sentences by the words given below.

stream mountains huge
tributaries generates merge

1. There is a small ----- in our village. We get drinking water from it.
2. ----- small rivers that join to make a big river.
3. Hydroelectric power ----- electricity.
4. Abay is a -----river. It is the largest river in the world.

Lesson III

18/07/2015 School: 01 Grade: 03 Unit: 5 Topic: Cash Crops

T: cleaned the board

Wrote lesson topic –The coffee plant

ዛሬ ‘passage’ ነገር የማኑብላችሁ፤ እናንተ ሥራችሁ ምንድን ነው?

SS: መስማት

T: sit properly; coffee plant; coffee ምንድን ነው?

SS: ቡና

T: coffee plant

S: ዕውቀት

T: የቡና ዛፍ

Read the text on ‘ coffee plant’ with very low voice and explained- ቡና ምን እንደሆነ፤ እንደሚገለጹት፤ ለምን እንደምጠቀም ፣ ወደ ወጭ ‘export’ የሚደረግ መሆኑን የሚናገር ምንባብ ነው። ‘export’ ማለት ወደ ወጭ ሀገርም የሚላክ መሆኑን ነው። አንድ ሁለት ሰው ካነበበ

በኋላ በምንባቡ ላይ ተመስርታችሁ የሚትመልሱት ጥያቄ ይኖራል። እሺ አንተ (pointing to a boy)

S: stood up & read the text, but was not audible at all.

T: ምን ተረዳችሁ? ስለ ምን ያወራል?

SS: ስለ ቡና ተክል

T: የተለያዩ ሀገራት ቡና የሚያመርቱ መሆኑን፤ የቡና ጥገኛ /dependent/ መሆናቸውን

Now express your likes and dislikes with coffee and tea.

Said the sentences:

Do you like coffee?

Do you like tea?

SS: repeated the sentences

T: do you like coffee more than tea?

SS: No, I don't

T: ቡናን ከሻይ አብልጣችሁ ትወዳላችሁ?

S: Yes, I do

T: do you make coffee at home?

S: Yes, I do

T: do you make tea at home?

SS: silence

T: do you make tea at home? ማለት ምን ማለት ነዉ?

S: እቤታችሁ ሻይ ታፈላላችሁ?

T: ጥያቄ ካላችሁ ጠይቁኝ

S: make ምን ማለት ነዉ?

T: በዚህ ምንባብ ማዘጋጀት ማለት ነዉ:: Assignment አዉጡ (started collecting an assignment)

Lesson IV

19/07/2015 School : 01 Grade : 03 Unit: 5 Topic: The Coffee plant

T: coffee plant ምን ማለት ነዉ?

S: የቡና ቦታ

T: የቡና ተክል ማለት ነዉ.

Started reading the text; meanwhile, wrote some words on the blackboard as:

world= ዓለም፣ earth= መሬት፣ depend

ent=ጥገኛ origin= መገኛ

ምንባቡን አሁን ማንበብ አለባችሁ፤ ከዚያ በኋላ የምትመልሱት ጥያቄ ይኖራል።

Pointed to a girl & stretched her hand to with a copy of textbook

S: stood up & started reading one of the paragraphs; read it word- by –word; read the word ‘most’ as

‘wost’[signifying confusion with the letter shape between ‘m’ & ‘w’]

T: helped the girl with the words that she found difficult to read; anyone else willing to read? በፈቃደኝነት

የሚያነብ?

S: a boy raised a hand & read a paragraph; read relatively better than the girl before him did, but struggled with words

like countries, Asia, producer, exporter, major, commodities

T: Can you try? (Pointing to a boy)

S: the boy came out & read the text with significant difficulty; he couldn't read the words like earliest, developing, central,

United States of America

T: ያገኛችሁትን ነገር እያነበባችሁ ተለማመዱ፤ ካልሆነ ግን ወደፊት በጣም ትቸገራላችሁ። አሁን ደግሞ

Yes, I do ወይም No,

I don't በማለት ትመልሳላችሁ

Wrote Do you like coffee?

Do you like tea?

'Tea' ምንድን ነዉ?

S: ሻይ

T: Do you like coffee more than tea?

SS: silence (didn't understand the question)

T: ከሻይ በላይ ቡና ትወዳላችሁን?

SS: said Aha

T: ለዛሬ ይበቃል፤ ቻዉ።

Lesson V

20/07/2015 School: 01 Grade: 3 Unit: 5 Topic: The Coffee Plant

T: የትናንትናዉን ታሪክ አነበላቸዋለሁ፤ የምንሰራቸዉ አክቲቪቲዎች አሉ አዳምጡ።

Started reading the text on 'The Coffee Plant'

ከዚህ የወጡ ጥያቄዎችን ነዉ አሁንም የምትሠሩት (started writing the activity)

SS: እንጻፍ teacher? / shall we write?

T: አዎ/ yes

Activity 3: As you listen, match the words and ideas on the right with those on the left. [While-reading]

Column A	Column B
1. Ethiopia	A. Brazil
2. Yemen major export commodities	B. popular drink & one of the
3. More production of coffee beans countries	C. one of the coffee dependent
4. Country that is a leading producer of coffee	D. coffee drunk earliest times
5. USA	E. the origin of coffee
6. Coffee	F. developing countries
7. The leading coffee producing continent	G. Latin America

Explained the instruction as ‘As you listen ስል ቅድም ባዳመጣችሁት መሠረት ማለት ነው።

Read the words and ideas in columns A & B, and explained ‘እነዚህ ከ column B ሥር ያሉት column A ሥር ላሉት መልስ ናቸው።

SS: repeated after the teacher

T: አሁን Ethiopia ለሚለው መልሱ ምንድን ነው?

S: B

T: አይደለም

S: C

T: አይደለም

S: E

T: E ምን ይላል?

S: The original of coffee

T: original ሳይሆን origin ነው። ትክክል E

ሁለተኛውስ?

S: A

T: Brazil ም እኮ ሀገር ነው

S: D

T: ቆይ እስቲ ላንብብ (read the text again & confirmed the answers for number 1&2.

ሦስተኛውስ?

S: A

T: አይደለም

S: F

T: F ምን ይላል?

SS: developing countries

T: F ነገር መልሱ (wrote it) አራተኛውስ?

S: A

T: A Brazil አምስተኛውስ?

S: C

T: dependent country –USA; number 6?

S: B

T: B popular drink...; number 7?

S: G (the last & guessed)

Lesson VI

25/07/2015 School 01 Grade 03 Unit 5 Topic Cash Crops

T: Activity 5: Match the pictures below with the appropriate words

a) Plant b) seed/bean c) earth d) globe

Drew the pictures

SS: copied the activity & drew the pictures

T: wrote Activity 6: Say the statements are true or false based on the story that you have listened to.

1. Coffee is both a popular drink and a major export commodity.
2. Brazil exports two types of commodities.
3. Only USA is a coffee dependent country.
4. Developed countries produce more coffee than developing countries.
5. Coffee was first cultivated in Yemen.

Now I read the story one more time; stop writing

Read the story once; who can read the text now?

S: a boy stood up, tried to read the text, but struggled a lot.

T: ሌላ የሚያነብ

S: a girl came out & read the text, but she read slowly & could not read words like countries, continent, major,

Asia, subtropical, originated, cultivated, earliest, beans, developing, producing
United States

T: ሌላ ጊዜ እንሠራለን/ we will do another time

Lesson VII

03/08/2015 School 01 Grade 03 Unit 5 Topic Reading

T: ዛሬ reading ነገር የሚንማረግ፤ reading ምንድን ነገር?

SS: ማንበብ

T: cash crops [wrote on the board]

Gave a copy of textbook to a girl to read the text aloud

S: read slowly & not audible

T: ሌላ ሚሞክር

S: a boy came out & read with difficulty

T: wrote some words on the chalkboard

Profit, subsistence, usually, needs, rich, decrease, poor, countries

Now say after me

SS: repeated the words after the teacher

T: pointed to the words one after the other, and asked students to read

SS: unable to read most of the words

T: enough for today

Lesson VIII

16/08/2015 School 01 Grade 03 Unit 6 Topic Cutting Trees

T: why do people cut trees? ሰዎች ለምንድን ነገር ዛፎችን የሚቆርጡት?

SS: ቤት ለመሥራት

T: ሌላ

SS: ወንበር ለመሥራት

T: ሌላስ

SS: አልጋ ለመሥራት

T: እዚህ መጥቶ የሚያነብ ሰው?/ who can come here and read? [fluency]

S: a boy came out to read, but his voice was not audible

T: ሌላ ጎበዝ ልጅ/

S: a girl came out & tried to read but could not read words such as should, rain, dry, countries, migrate

T: ዛሬች ሲቆረጡ ምን ይከሰታል? / what happens when trees are cut down?

S: ድርቅ ይከሰታል / drought

T: ሌላ / other

S: ንፁህ አየር አይኖርም / no clean air

T: cooking ምንድን ነው?

S: ማብሰል

T: construction -ግንባታ - house

ይህን ቃል አንብቢ people

S: people /pipli:/

T: ይህን ቃል rain

S: /ran/

T: Abenezzer

S: rain

T: ይህችን ሚያነብ - dry / who can read this one

S: /dri/

T: ሌላ

S: dry [drai]

T: ይህችንስ የሚያነብ - should

S: Shold /ʃɔld/

T: anyone else?

S: should

T: Time is over

Lesson IX

18/08/2015 School 01 Grade 03 Unit 6 Topic: Cutting Trees

T: wrote

Activity 1: Guess the meanings of the following words as they are used in the passage. Then match them with the meanings given.

Words

Meanings

- | | |
|----------------------------------|------------------------------------|
| 6. <i>Bad</i> | a) <i>good looking</i> |
| 7. <i>Results</i> | b) <i>not good</i> |
| 8. <i>Migrate</i>
<i>live</i> | c) <i>move to another place to</i> |
| 9. <i>Attractive</i> | d) <i>effects</i> |
| 10. <i>Famine</i> | e) <i>shortage of food</i> |

T: ሰሞኑን ያነብብኑ። ርዕስ ምን ነበር?

S: Cutting Trees

T: read the text again and wrote it on the blackboard because there was no textbook in students' hand.

Cutting Trees

Cutting trees has many bad effects. Cutting trees results in changes of climate. The soil will be washed away. The area will be dry. It then becomes hot. There will not be rain. So, there will be shortage of water. The land becomes barren. It does not grow crops. Also, wild animals cannot live in this area. So, there will be hunger. People will also migrate to other places. Finally, there area will not be attractive. So, tourists will not come to that area.

SS: Copied the text from the board

T: stop writing ይህ ምን ይላል? Pointing to the title 'Cutting Trees'

SS: Cutting Trees

T: pointing at the sentences

SS: read as, Cutting-trees-has-many-bad-effects. Cutting trees-results-in-changes of-climate. The soil-will be-washed away. The area- will be-dry. It then-becomes-hot. There will not- be-rain. So, there-will be-shortage of-water. The land- becomes-barren. It does not- grow-crops. Also,- wild animals-cannot-live-in this area. So, there-will be-hunger. People- will migrate-to- other places. Finally, -the area- will not- be attractive. So, - tourists-will not-come to- that area.

T: Let's come to the activity. የመጀመሪያው ቃል ምን ይላል?

SS: bad

T: bad ነው?

S: bad

T: ሁለተኛው

SS: silence

T: results -ውጤት ማለት ነው፤ number 3

SS: silence

T: migrate- መሰደድ ማለት ነው። number 4

SS: attractive

T: number 5

SS: silence

T: famine- የምግብ እጥረት ማለት ነው።

ይበቃናል

Lesson X

02/09/2015 School 01 Grade 03 Unit 7 Topic Alfred's Daily Routines

T: wrote Classwork [comp]

ጥያቄውን ከጻፍኩላችሁ በኋላ ምንባቡን መልሼ አነብላቸዋለሁ። አሁን ቶሎ ቶሎ ጻፉ/ after I have written the questions, I will read the text

again; now write quickly

Say true or false

- 9. Alfred is an American boy.
- 10. He lives in a modern flat.
- 11. He is eleven years old.
- 12. He has got two brothers.
- 13. Alfred wakes up at eight o'clock.
- 14. He walks to school.
- 15. His classes begin at half past eight.
- 16. Alfred and his family have dinner at half past seven.

T: read the text on 'Alfred's Daily Routines' again

SS: attempted the classwork

T: wrote the answers

SS: copied

T: wrote

Homework.

Match

- | | |
|---------------------|---------------------|
| 9. <i>Modern</i> | <i>a. enters</i> |
| 10. <i>Older</i> | <i>b. alone</i> |
| 11. <i>Starts</i> | <i>c. old</i> |
| 12. <i>Leaves</i> | <i>d. end</i> |
| 13. <i>Begin</i> | <i>e. fashioned</i> |
| 14. <i>Together</i> | <i>f. unhappy</i> |
| 15. <i>Helpful</i> | <i>g. younger</i> |
| 16. <i>Happy</i> | <i>h. finishes</i> |
| | <i>i. unhelpful</i> |

T: stop writing; let's do the activity

SS: stopped writing

T: ጊዜውን ለመጠቀም እኔ ልጻፍላችሁ/ to use our time let me write the answers for you

Wrote the answers

SS: copied the answers

T: የቤት ሥራውን ሳትሰሩ እንዳትመጡ ፤ ማለቴ ያልገፈ ልጅ እንዳይኖር

Appendix E-2: Reading Lesson Observations of Grade Three-Teacher 2

Lesson I

05/07/2015 School: 02 Grade: 03 Unit: 6 Topic: Cutting Trees

T: Took register

የቆምንበት ቦታ ማስታወስ ይገባቸዋል፤ ምን ላይ ነበር? You need to remember where we stoped; what were we on?

SS: profit

T: profit ተመሳሳይ ምን ነበር ያልነገሩ?

SS: income

T: usual

SS: always

T: subsistence

SS: For eating purpose

T: Yes, for eating purpose; ሕይወትን ለማቆየት የሚጠቀሙት ማለት ነው።

Need (Lidia) እስቲ አንብቢዉ

S: silent

SS: demand

T: wealthy

SS: rich

T: decrease

SS: decline

T: cutting trees ምን ማለት ነው? [fluency]

S: ዛፍ መቁረጥ

T: ጎበዝ! ዛፍ መቁረጥ

እስቲ የሚያነብ ?

SS: Silence

T: እኔ አንዴ ላንብብዉ / let me read it once/

Started reading; translated into Amharic and asked some questions in Amharic.

Finished reading and asked students to come out & read the text paragraph by Paragraph [fluency development practice]

SS: *four students came out one after another & read a paragraph each*

Found words such as grow, migrate, neighboring, construction, survival, etc. difficult to read

T: *didn't help the students with the pronunciation of difficult words or did not pre-teach key vocabulary*

አጠቃላይ ትምህርታችን ስለ ምን ነበር?

SS: *ዛፍ መቁረጥ*

T: *ለምን ለምን ጉዳይ ነገር ሰዎች ዛፍ የሚቆርጡት?*

SS: *ቤት ለመሥራት*

T: *አዎ construction*

ምን ምን ይከሰታሉ?

S: *ወጮች ይጠፋሉ*

T: *ሌላስ?*

S: *እንስሳት ይሞታሉ*

T: *ሌላስ*

S: *እንስሳት ይሰደዳሉ?*

Lesson II

11/07/2015 School 02 Grade 3 Unit 6 Topic Vocabulary

T: *ባለፈው ሰለ ዛፍ መቁረጥ ተምረን ነበር አይደል?*

SS: *silence*

T: *ለምን ለምን ጉዳይ ነበር ዛፍ የሚቆርጡት?*

S: *ቤት ለመሥራት*

T: *ሌላ*

S: *እርሻ*

T: *effects ምንድን ናቸው?*

SS: *ድርቅ ይሆናል*

T: *እሺ ሌላ*

S: *እንስሳት ይሰደዳሉ*

T: *ሌላስ*

S: *ዝናብ አይዘንብም*

T: *ጥሩ ሌላስ*

S: የአፈር መሸርሸር

T: ጥያቄ ሰጥቶቶቻሁ ነበር፤ ለምሳሌ - effects of cutting down trees

SS: Silence

T: climate change

Wash away of top soil

Wild animals flee to neighboring countries

Tourists do not visit such places

People cut trees because they want to get

S: firewood

T: yes, firewood for cooking food

ነበዝ ምግብ ለማብሰል ማገዶ እንጨት ለማግኘት

S: Growing crops

T: ገበሬዉ መሬቱን ለአርሻ ከፈለገዉ ዛፎችን ምን ያደርጋቸዋል?

SS: ይቆርጣቸዋል

T: land for growing crops [wrote on the chalkboard]

S: For construction

T: wrote Section 4: Vocabulary [voc]

Guess the meanings of the following words

Words

1. Bad
2. Results
3. Migrate
4. Attractive
5. Famine

Meanings

- a. good looking
- b. not good
- c. move to another place to live
- d. effects
- e. shortage of food

The words in the activity were taken from a story read some days before

SS: Copied the activity& attempted

T: አስቲ አብረን እንሥራ / let's do it together; number 1

S: b

T: Yes b-not good number 2

S: d

T: d right number 3

S: c

T: nice c number 4

S: e

T: no

S: a

T: very good a number 5 እንዴት ቀረጧ አይደል?

S: e

T: አዎ e

Wrote Homework

Complete the following questions

Words given:

washes hot attractive result survival desert dry

1. Helen is an -----girl.
2. Lowlands are -----places.
3. In a ----- there is not any kind of life.
4. We cannot grow crops in ----- months.
5. The rain ----- the soil away.
6. Shortage of rain----- in dry places.
7. The ----- of man depends on the safety of our planet-earth.

SS: copied the homework

T: read the words and the sentences

Told students to stop writing እንዴት አቁሙ

Did the first question as an example

Helen is an attractive girl. ሌላውን ሥሩት

Went out

Lesson III

18/07/2015 School: 02 Grade: Three Unit: 6 Topic: Cutting Tress

T: የባለፈውን ትምህርት የሚያስታውሰ ማን ነው? እሱም ቃላቶቹን ንገሩኝ

S: bad

T: ከምን ጋር ነበር ያዛምድኝ?

S: not good

T: try another 'results' ለሚለው ምን ነበር ያልነው? (Bereket called by name)

S: effects

T: migrate (Dibora)

S: Silent

T: የተማራችሁትን መልሳችሁ ካላየችሁ ምን ዋጋ አለው? እስቲ (Wubalem)

S: silent

T: የለም?

S (another girl): move to another place to live

T: 'Helen is an ----- girl.' ለሚለውስ ምን ነበር የሞላነው? (Lemlem) እጅ አወጣሽ?

S: አይ

T: አላወጣሽም?

S: silent

T: ሁለት ጥያቄዎች ለማስታወስ ብቻ ሰርተን ወደ ሌላው እንሄዳለን። Wubalem

S: attractive

T: አሁን ደግሞ comparison and contrast (ሁለት ነገሮችን ማነፃፀር)

ተነስ እስቲ አንተ (a boy stood up)

ተነስ አንተም (another boy stood up)

Who is tall?

SS: Yisihak

T: Excellent Yisihak is taller than Ababu. Started writing on the board

Activity 3: The following words are taken from the reading passage. Use these words to complete the following sentences.

climate

hot	tourists
	land
	place

ቃላቶቹን አንድ ላይ አታድርጉቸዋል/Do not write the words together.

Wrote the sentences as:

1. The ----- in highland area is cold.
2. ----- come to Ethiopia to visit places.
3. Today the weather is very -----
4. In our village the high ----- is covered with trees.
5. I don't know this -----.

Wrote **'Section Five: Compariton [comparison] and contrast'**

The reasons for cutting trees and the disadvantages of cutting trees.

ከኔ ቀጥሎ በሉ climate

SS: climate

T: hot

SS: hot

T: place

SS: place

T: tourists

SS: tourists

T: land

SS: land

T: 'climate' ማለት በአንድ አካባቢ ረዘም ላለ ጊዜ የሚኖር የአየር ሁኔታ ነው። Dibora እስቲ በይዉ
(pointing to the word climate)

S: climate

T: Excellent! 'Highland' ማለት ከፍተኛ ቦታ

----- come to Ethiopia to visit.....(Bereket)

S: tourists

T: Today the weather is ----- ሸረ ምክሩ (Sindu)

S: hot

T: very good

In our village the high ----- is covered with -----

S: land

T: Ok. 'land' We say highland

I don't know this -----

S: place

T: Now section five: compassion[comparison] and contrast

ቅድም በልጆቹ አሳይቻለሁ፣ ሁለት ነገሮች ማነፃፀር

The reasons for cutting trees in English

S: building house

T: for construction ሌላስ?

S: ለማገድ

T: ለማገድ- for fire wood

To get land to grow crops

ዛፍ የመቀረጥ ዉጤት ንገሩኝ

S: ወሬኝ ወደ ሌላ ሀገር ይሄዳሉ።

T: Yes, wild animals migrate to another country.

Reasons for cutting trees:

- 1. For getting fire wood*
- 2. For getting land*
- 3. For making chairs and desks*

The disadvantages of cutting trees:

- 1. Change of climate*
- 2. Soil erosion*
- 3. The areas will be dry*
- 4. No shelter for wild animals*

ቶሎ ቶሎ ጻፉ ሰዓት ስላለቀ ይጠፉባቸዋል፣ ዛሬ ያየናቸዉ ዋና ዋና ነገሮች

Who can tell me the main points of today's lesson?

For example, change of climate

SS: silence

T: soil erosion

SS: silence

T: the area will be dry

SS: silence

T: no shelter for wild animals. This is all about today's lesson. If you have any questions, ...

S: Teacher 'fire wood' ምንድን ነው?

T: ማገድ እንጨት ማለት ነው። Bye

Lesson IV

20/07/2015 School : 02 Grade: 03 Unit: 6 Topic: Cutting Trees

T: ት/ቱን ከመጀመራችን በፊት የትናንትናው ፈተና እንዴት ነበር?

SS: ጥሩ ነበር

T: እስቲ ጥያቄዎቹን እናስታውስና መልሶችን እንሥራ

Number 1 Cash crops are profit crops. True or false?

SS: True

T: We can't grow crops in dry places.

SS: False

T: True (wrote the answers on the board) as

1. T 2. T 3. F

Matching 4. C 5. D 6. B 7. A

8. People cut trees because they want to get firewood, land, desk, the answer is

SS: all

T: 9. Subsistence

S: A for eating purpose

T: The plural form of 'sheep' is ማን ነው ወጥቶ የሚጽፍልን? መሳይ ና

S: came out & wrote 'sheep'

T: 's' አይጨመርበትም

ባለፈው ስለ ምን ነበር የተማራችሁት? Who can remember the previous lesson? እስታውሱ ምን አይተን

ነበር ያቆምነው? ሁለት ነገር አወዳድረን አላየንም? ምን ና ምን ነበር ያነፃፀርነው?

SS: silence

T: the reasons of cutting trees and disadvantages of cutting trees- compare and contrast

Who can tell the reasons for cutting trees? Workneh

S: getting land to grow crops

T: clamp[clap] your hands

SS: clapped

T: other reasons ሌላ

S: construction purpose

T: Excellent! Clamp[clap] your hands

SS: clapped

T: ሌላ

S: for getting firewood

T: Excellent! Clamp [clap] your hands

SS: clapped

T: እኛ ጉዳቲስ ምንድን ነው?

S: No shelter for wild animals

T: ዱር እንስሳት መጠለያ ያጣሉ። ሌላ

S: soil erosion

T: very good. ሌላ

S: change of climate

T: yes, change of climate

ይህንን ያህል ካስታወሳችሁ ይበቃል።

Wrote Section: Uses of water and forests

እስቲ የዚህ ጥቅም የሚነግረኝ ማን ነው?

S: ለመጠጥ

T: say it in English

S: for drinking

T: Wrote Section 6: Writing

Uses of water and Uses of forests

Uses of water

a. for drinking

a. For washing

b. For cooking

c. For growing crops

d. For swimming

e. For transport

Uses of forest

- *To protect soil erosion*
- *To have good rainfall*
- *To prepare medicine*
- *To make furniture*
- *Homes for wild animals*

ይህን ወጥቶ የሚያነብ ማን ነው?

S: *for- dr-nk-ing*

For- wash-ing

For- cook-ing

For- grow-ing-crops

For- trans-port

T: *say after me*

SS: *repeated after her*

T: *አሁን ደግሞ የደን ጥቅም ከኔ ጋር በሉ።*

Read the phrases

SS: *repeated the phases after her*

T: *called on a student ና አንድ ጊዜ አንብበዋል*

S: *struggled to read the words/phrases such as drinking, washing, cooking, growing crops, swimming, transportation,*

SS: *most of the students could only repeat after their teacher*

T: *እነዚህ ተጠቅማችሁ የቤት ሥራ ሰስት ዐ ነገር ትፀፋላችሁ።*

Home work

Uses of water

Write three sentences use of water [three sentences about uses of water]

Any questions? ጥያቄ ካላችሁ ያልገባችሁ ነገር

SS: *silence*

T: *went out*

Lesson V

22/07/2015 School: 02 Grade: 3 Unit: 7 Topic: The National Flag

T: wrote the words: green, yellow, red

Say after me

SS: repeated the words after her

T: the colors of (of) national flag

S: Teacher አዚጋ ሁለት ጊዜ of ብለኻል።

T: አሃ sorry (erased one 'of') ጎበዝ ተማሪ እንደዚህ አስተዋለ። ነገር የሚጽፈው (writing on the board)

Wrote note as

Purpose of national flag

A national flag of a country

- *Is one of the common national symbols*
- *Represents and symbolizes a given national country*
- *Is followed by the government of that nation and by its people*
- *Is the most liked symbol*
- *Is the nation's emblem of freedom*
- *Shows patriotism, love of a country and sense of nationhood*

The Colors of Ethiopian Flag

Green yellow red

The green color shows development, labor and fertility

Yellow color- hope, justice and equality

Red color –patriotism, sacrifice for freedom and equality (did not read the text)

ቶሎ ቶሎ ጨርሱትና ሁለት ሁለት ተማሪዎች ሆናችሁ የሚትሠሩት dialogue አለ። Stop writing!

ተከታተሉ በኋላ እጠይቃችኋለሁ። ለምሳሌ ይህ ባንድራ ማንን ይወክላል? (Showed the picture in her hand)

SS: ኢትዮጵያን

T: ባንድራ ዓላማዎች - purposes የአገር ፍቅር መገለጫ (ለባንድራ የሚሞቱት አሉ አይደል ወታደሮቹ?)

SS: አዎ አሉ

T: ባንድራ colors አሉት። የኢትዮጵያ ባንድራ ቀለማት

SS: Green, yellow, red

T: green -ልምላሜን፣ ሥራን

Yellow- ተስፋ፣ ፍትህ እና እኩልነት

Red- ለነፃነት ዋጋ የከፈሉበት

S: ጀግንነት

T: አጨብጭብለት

T: አልጨረሰችሁም?

SS: አዎ

T: ጨረሰችሁ ላጥፋዉ?

SS: አዎ

T: Cleaned the board

May I ask you some questions about Ethiopian flag? (Ensho)

S: Yes.

T: how many colors?

S: Three colors

T: can you list down the color?

S: green, yellow red

T: That is true. What does the green color symbolize?

S: development, labor and fertility

T: excellent! Clap your hands.

SS: clapped

T: ገብቷቸዋል?

SS: አዎ

T: ምን ምን አይተናል ዛሬ?

S: ስለ ባንድራ

T: Tell me in English

S: ኢትዮጵያን

T: የኢትዮጵያን ምን?

S: የኢትዮጵያን ባንድራ

T: How many colors?

SS: Three

T: what are they?

SS: green, yellow, red

T: Bye

Lesson VI

25/07/2015 School 01 Grade 3 Unit 5 Topic Cash Crops

T: cleaned the board

Wrote

Activity 5: match the pictures below with the appropriate words

a) Plants b) seed/bean c) earth d) globe and
[vocabulary]

Drew pictures

While the students were attempting, she also wrote

Activity 6: say the statements are true or false based on the story you have listened to. [the story was read some

days before] [comp]

- 1. Coffee is both a popular and a major export commodity*
- 2. Brazil exports two types of commodities*
- 3. Only USA is a coffee dependent country*
- 4. Developed countries produce more coffee than developing countries*
- 5. Coffee was first cultivated in Yemen.*

Now I read the story one more time. Stop writing.

Read the story once

Asked, "Who can read the story?"

S1: *A boy stood up and tried to read, but he struggled a lot*

S2: *A girl came out & read the story, but she read very slowly and couldn't read some of the words like countries, conti*

nent, major, Asia, subtropical, originated, cultivated, earliest, beans, developing, produced, United States

T: *Ok. time is over.*

Lesson VII

03/08/2015 School 02 Grade 3 Unit 6 Topic Clean Surrounding

T: *ከመጀመሪያችን በፊት ቴሌቲቪዥን ስለነበረ?*

SS: ይከብድ ነበር

T: ግን የተማራችሁት ነበር አይደል?

SS: አዎ

T: read the test items one by one and the students told the answers

Wrote 'Keeping our Surrounding Clean'

Read the text to the students

Asked four students to read the text

SS: struggled to read

T: read the text again explaining it in Amharic

Wrote some True/false questions to check comprehension as

Activity 2: write whether [whether] the following sentences are true or false.

Cleaning our environment is not useful.

Common cold is caused by unclean environment.

Dirty places are attractive.

Tourists do not like clean places.

T: ምንባቡን ካዳመጣችሁ መልሱ፣ 1 ኛው true ነው false?

SS: False

T: 2ኛ common cold is caused by

SS: True

T: Dirty places are attractive

SS: True

T: ቆሻሻ ቦታ ይስባል እንዴ?

SS: False

T: Number 4 Tourists do not like clean places

SS: False

T: Any questions?

SS: የለም/ no

Lesson VIII

17/08/2015 School 02 Grade 3 Unit 7 Topic: National Flag

T: Good afternoon students

SS: Good afternoon teacher

T: *How are you?*

SS: *We am [are] fine. Thank you teacher*

T: *I am fine. Thank you. Sit down*

የቤት ሥራ የሠራችሁ ብቻ እጃችሁን አጩ / raise your hands only those of you who have done the homework

Checked few students' works per row

Asked, " what was the previous lesson?"

The first official flag was made in...

SS: *Silence*

T: *In 1897*

How many colors?

S: *Three*

T: *All of you tell me the colors*

SS: *Green, yellow and red*

T: *The green color shows labor, development and fertility; the yellow color shows hope, justice*

and equality; red color shows patriotism, sacrifice for freedom and equality.

ኮከቧ ምንን ታመለክታለች? / what does the star signify?

SS: *Silence*

T: *ብዙሃነት፤ አንድነት*

Let's do the homework together

Matching; it was about the national flag

Wrote the A column

1. *Green*
2. *Tri-color*
3. *The star*
4. *The ray from the star*
5. *The red color*
6. *pentagram*

the text was not read again

what is the answer for number 1?

S: *F*

T: what does it say?

S: Labor, development & fertility

T: number 2

S: E

T: what is in E?

S: Number of colors in Ethiopian flag

T: number 3

S: B

T: what is B?

S: shows the unity of nationalities of Ethiopia

T: number 4

S: A

T: What does A say?

S: hope

T: number 5

S: D

T: D ምን ይለል?

S: Sacrifice for freedom

T: number 6

S: C

T: C says what?

S: the shape of the emblem

T: wrote Activity 2: complete the following questions.

Time is over.

Lesson IX

18/08/2015 School 02 Grade 3 Unit 7 Topic: Reading Comprehension

T: remember yesterday's lesson

ደብተራችሁን አጠገና ለማስታወስ ሞክሩ፤ ስለ ምንድን ነገር የተማርኩዋል?

SS: *ስለ ኢትዮጵያ*

T: የተማራችሁትን ማመርሳት የለባችሁም፤ ስለ ኢትዮጵያ ሰንደቅላማ

Remember the words- tricolor, unity, recognizable, represents, designed, fertility

SS: *repeated the words after the teacher*

T: *Wrote Activity 7: The following statements are true or false according to the story.*

1. *A blue color makes the pentagram of the emblem.*
2. *The green color in the flag shows the diversity of Ethiopia.*
3. *The star represents unity of all peoples.*
4. *The 1897 and 2011 national flag of Ethiopia are the same.*
5. *Sacrifice indicates patriotism of the Ethiopian people.*

Read the statements and explained in Amharic; did not read the text again

SS: *attempted to answer the questions from memory*

T: *Next period we will practice speaking*

*Wrote the **Speech Frame** on the Chalkboard*

Bye. Time is up.

Lesson X

25/08/2015 School 02 Grade 3 Unit 7 Topic The Ethiopian National Flag-

Reading

T: *who can remember the previous lesson?*

SS: *National Flag*

T: *showed the picture of Ethiopian flag*

ለማስታወስ እንደገና አነባለሁ

Read the text from her cell phone- soft copy

Checked on the homework

SS: *Most of the children did not do the homework*

T: *ለምን አልሰራችሁም?*

አስተማሪ አጠፋብን

እሺ እንሥራዉ

Read the T/F Statements

SS: *told the answers*

T: *started writing and said ጻፉ ጻፉ*

Section 4: Vocabulary

Match

The bell rang; time is over.

Appendix F-1: English Teachers' Interview Guide

Dear interviewee,

This brief interview is intended to obtain your opinions as public primary school English teachers on the importance of five critical components of teaching early reading and your classroom practice of teaching early grade reading. The results of this study would be used as input to improve the preparation of pre-service primary school English teachers and plan and implement on-job trainings to teachers of Ethiopian lower primary schools. This interview is audio recorded for the sake of better capture of information. I would like to make sure that there will not be any harm of any kind due to participation in this study. Information gathered from this interview will be kept confidential and will not be passed to any third party. Personal information about the participants will not be disclosed in the report of this study in any way. You have all the right not to respond to questions which you may not be comfortable with and withdraw from the interview at any point of time.

Thank you very much!

- 1. What do you know about five critical components of reading? (phonemic awareness, phonics, vocabulary, fluency and comprehension)*
- 2. Have you had any training on teaching these components in reading classrooms? (Would you share things you remember please?)*
- 3. How do you teach your students how to isolate, categorize, blend, segment, add, delete, and substitute phonemes in spoken words? (Would you give examples please?)*
- 4. How do you teach your students the letter–sound correspondence and apply it in word recognition? Please give some example instances)*
- 5. How do you teach your students words and word meanings in different ways? (please give some examples)*
- 6. How do you teach your students to develop skills on reading accurately, automatically and expressively? (Please would you give few examples of things you do?)*
- 7. How do you teach your students the strategies to read and understand what they read? (Would you mention some reading comprehension strategies please?)*

I thank you once again!

Appendix F-2: English Teachers' Interview Guide Amharic Version

ወደ ተሳታፊ፡

ይህ አጭር ቃለ መጠይቅ ያስፈለገው ወሳኝ የንባብ ክህሎት ማስተማሪያ ክህሎቶች አስፈላጊነት እና በክፍል ውስጥ የንባብ ክህሎት ማስተማር ህደትን በተመለከተ የእርስዎን የመንግሥት መጀመሪያ ደረጃ ት/ቤት እንግሊዝኛ ቋንቋ መምህር ሀሳብ ለማግኘት ነው። ከዚህ ጥናት ውጤት የሚገኝ ሀሳብ በመጀመሪያ ደረጃ ዝቅተኞች ክፍሎች የቅድመ ሥራ እንግሊዝኛ ቋንቋ መምህራን ዝግጅት እና ሥራ ላይ ላሉ እንግሊዝኛ ቋንቋ መምህራን ሥልጠናን ለማቀድና ለመተግበር ግብአት ሆኖ ሊያገለግል ይችላል። ሃሳብዎን በአግባቡ ለመያዝ ይረዳ ዘንድ ቃለ መጠይቁ የሚቀዳ ይሆናል። በዚህ ቃለ መጠይቅ ወይም ጥናት በመሳተፍ ምንም ዓይነት ጉዳት ሊደርስበት እንደማይችል ላረጋግጥልዎ እወዳለሁ። ከቃለ መጠይቁ የሚገኝ መረጃ ሚስጥራዊነቱ ተጠብቆ የሚያዝና ለማንም ሰነተኛ ወገን ተላልፎ የማይሰጥ ይሆናል። በዚህ ጥናት ዘገባም የተሳተፉዎቻች አድራሻም ሆነ የግል መረጃ በማንኛውም መንገድ አይገለጽም። በመጨረሻም ከሚጠየቁ ጥያቄዎች ያልተመቻቸውን አለመመለስ እንደሚችሉ እየገለጽኩ ቃለ መጠይቁንም በፈለጉበት ሰዓት ማቋረጥ መብትዎ መሆኑን አረጋግጣለሁ።

በጣም አመሰግናለሁ።

1. ስለ አምስቱ ወሳኝ/መሠረታዊ የንባብ ክህሎቶች የሚያወቁትን ቢነግሩኝ (ለምሳሌ፡ግንዛቤ ድምጽ፣ድምጽ እና ፊደል ዝምድና፣ የቃላት ዕውቀት፣ ፍጥነት ንባብ እና መረዳት)
2. እነዚህን ክህሎቶች ከማስተማር ጋር በተያያዘ ተጨማሪ ሥልጠና ወስደው ያወቃሉ? (የሚያስታውሱትን ቢያጋሩኝ)
3. ተማሪዎቻቸው ማንበብ እንድችሉ የንግግር ድምጽ መለየት፣መመደብ፣ ማገናኘት፣ መለያየት፣ መጨመር፣ መቀነስ/መሰረዝ እና በሌላ ድምጽ በመተካት ቃላትን መመሰረት የመሳሰሉትን እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)
4. ተማሪዎቻቸው የንግግር ድምጽ እና ፊደል ግንኙነት/ዝምድና እንድሁም ይህንን ዝምድና ቃላትን ለይተው ለማወቅ እንድጠቀሙበት እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)
5. ተማሪዎቻቸው ቃላትንና ትርጉሞቻቸውን እንድያወቁ ምን ምን የተለያዩ ዘዴዎችን/ ስልቶችን ተጠቅመው ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)
6. ተማሪዎቻቸውን በትክክል፣ በፍጥነት እና በተገቢው ቅላፀ የማንበብ ክህሎት እንድያዳብሩ እንዴት ያስተምሯቸዋል? (ምን ምን እንደሚያደርጉ ምሳሌ ቢሰጡኝ)
7. ተማሪዎቻቸውን የተለያዩ የአንባብ ስልቶችን እንድጠቀሙ እና የሚያነቡትን መረዳት እንድችሉ እንዴት ያስተምሯቸዋል? (ለምሳሌ ምን ምን ዓይነት የአንባብ ስልቶችን እንድጠቀሙ እንደረዱቸው ቢነግሩኝ)

በድጋሜ አመሰግናለሁ።

Appendix G-1: English Teachers' Interview-S1G1

Code: SIGITI

Description

This participant was a male English teacher of grade one who had a bachelor degree. He was 52 years old and has taught English for thirty-four (34) years. The interview was conducted on the school compound at teacher's free period. This interview took 36 minutes. Before the interview commenced, the interviewee was given enough explanation about the need for interview, confidentiality of information, the reason for recording the interview, etc.

Dear Interviewee,

I am Endrias, a lecturer in the department of English Language and Literature, Hawassa University and a PhD candidate of ELT at Addis Ababa University. I would like to thank you for your willingness to be interviewed. This interview is needed to obtain public primary school English teachers opinion on the practice of teaching early grade reading as input for the research conducted in the title of 'A Study of English Teachers' Perception of Preparedness and Practice of Teaching Early Grade Reading'. In addition to the notes I take, this interview is audio recorded for better capture of information. I would like to make sure that there will not be any harm of any kind because of your participation in this study, and the opinion you have shared in here will be held confidential and will not be passed to any third party. Your personal and institutional identity will not be disclosed in the report of this study. Before I go to the questions, I want you to tell me your age, qualification and teaching experience.

Now I pass to the first question.

- 1. Researcher: What do you know about five critical components of reading? (phonemic awareness, phonics, vocabulary, fluency and comprehension)*

GITI: Teaching reading starting from speech sounds is rare. Even when we start teaching reading with alphabet, there are certain confusions. For example, the shape of letters like b & d, p & q, m & w is often found to be confusing. Most the struggling readers recognize the name of letters, but they often fail to spell the letters. They change the direction of letter positions. In fact, the children can improve if there were age appropriate follow up and support.

2. *Researcher: Have you had any training on teaching these components in reading classrooms? (Would you share things you remember please?)*

GITI: Certain trainings used to be given. Since some years, trainings have become rare. There are many things changed in the textbook, but teachers are not capacitated accordingly.

3. *Researcher: How do you teach your students how to isolate, categorize, blend, segment, add, delete, and substitute phonemes in spoken words? (Would you give examples please?)*

GITI: When we come to teaching reading after we have taught only letters or graphemes, students find reading certain words difficult. This is because what they know is only letters. They find it more difficult to read when the words have many phonemes.

4. *Researcher: How do you teach your students the letter–sound correspondence and apply it in word recognition? Please give some example instances)*

GITI: English letters are regular when they are named, but their sounds not regular. That means one letter may have different sounds. Therefore, I try to teach letters of similar shapes.

5. *Researcher: How do you teach your students words and word meanings in different ways? (please give some examples)*

GITI: I believe teaching the words that are closer to the students' daily life first based on textbook and teacher's guide. For example, I teach the words of their body parts, things they can easily find in their surroundings before others.

6. *Researcher: How do you teach your students to develop skills on reading accurately, automatically and expressively? (Please would you give few examples of things you do?)*

GITI: Because grade one students are just beginners, I repeatedly read some words for them. Then I make them read the words repeatedly.

7. *Researcher: How do you teach your students the strategies to read and understand what they read? (Would you mention some reading comprehension strategies please?)*

GITI: I try to make the students read as much as they could and assess their progress. In fact, it is difficult to assess or question every student. However, I have my

own technique of follow up or assessing-make them do something, make them read, observe them writing... For example, when I read a story, I try to somehow pretend the character or animal in action and make it attractive. Then I ask them simple questions.

Researcher: I thank you again.

Appendix G-2: English Teachers' Interview-S2G1

Code: S2GIT2

Description

This participant was a female teacher who had diploma level qualification. She was 32 years of age, and she has taught English for fourteen (14) years. The interview was conducted in school one compound at her free period. This interview took 30 minutes. The participant was given enough explanation about the need for interview, confidentiality of information and why the interview was recorded.

Dear Interviewee,

I am Endrias, a lecturer in the department of English Language and Literature, Hawassa University and a PhD candidate of ELT at Addis Ababa University. I would like to thank you for your willingness to be interviewed. This interview is needed to obtain public primary school English teachers' opinion on the practice of teaching early grade reading as input for the research conducted in the title of 'A Study of English Teachers' Perception of Preparedness and Practice of Teaching Early Grade Reading.' In addition to the notes I take, this interview is audio recorded for better capture of information. I would like to make sure that there will not be any harm of any kind because of your participation in this study, and the opinion you have shared in here will be held confidential and will not be passed to any third party. Your personal and institutional identity will not be disclosed in the report of this study. Before I go to the questions, I want you to tell me your age, qualification and teaching experience. Now I pass to the first question.

*1. Researcher: What do you know about five critical components of reading?
(phonemic awareness, phonics, vocabulary, fluency and comprehension)*

GIT2: I do not think I have enough understanding about these things. I think teaching early reading starting with speech sounds would help better development of reading. When I sometimes teach words by segmenting into sounds, the students try to read better. It is good to teach students in grades 1-3 in association with speech sounds. There were categories like cluster and linear diploma during teacher preparation; it would have been better if the same had been the case teacher placement here. However, that thing does not exist here. In colleges there was rush after completing

course content and here there is a worry to finish the contents of student textbook. Things are not treated thoroughly.

2. Researcher: Have you had any training on teaching these components in reading classrooms? (Would you share things you remember please?)

G1T2: I have not taken any training.

3. Researcher: How do you teach your students how to isolate, categorize, blend, segment, add, delete, and substitute phonemes in spoken words? (Would you give examples please?)

G1T2: Including deleting, substituting, segmenting, blending, adding...in teaching early reading is better than teaching letters only as initial reading. Such things are being done in private schools, but it not like that in here because we have many students in a classroom. There was nothing in teacher preparation coursework emphasis or practical training that could enable us help students in grades 1-3. I think this can be the reason that students in grades six and seven of public schools still struggle to read. A lot is missing in terms of using these basic skills; these things are new even to teachers.

4. Researcher: How do you teach your students the letter–sound correspondence and apply it in word recognition? Please give some example instances)

G1T2: Phoneme-grapheme or letter-sound relation in English is confusing. For example, there is letter ‘A’ in words like apple, ant and axe, but the children say, “Isn’t this a letter A?” Another problem is mixing up with the letter names in their mother tongue.

5. Researcher: How do you teach your students words and word meanings in different ways? (please give some examples)

G1T2: The experience we often have is writing the words first and telling word meanings in Amharic. Sometimes we use

pictures to teach words. For example, I use students’ clothes when I teach colors.

6. Researcher: How do you teach your students to develop skills on reading accurately, automatically and expressively? (Please would you give few examples of things you do?)

G1T2: Larger share of class time is spent silencing the children because they are many. They make noise; how can we help, follow up ... each student while we have 100 students in a classroom?

7. Researcher: How do you teach your students the strategies to read and understand what they read? (Would you mention some reading comprehension strategies please?)

G1T2: At the grade level where I teach students read at word level; to some extent they understand when they are read to, but they cannot read and understand sentences. For example, there is a story about Kenenisa Bekele, Ethiopian long distance runner. They respond to the story when it is translated into Amharic.

Researcher: I thank you once again!

Appendix H-1: English Teachers' Interview-S1G2

Code: SIG2T1

Description

This participant was a female teacher who had diploma level qualification. She was 32 years of age, and she has taught English for twelve (12) years. The interview was conducted in school one compound at her free period. This interview took 34 minutes. The participant was given enough explanation about the need for interview, confidentiality of information and why the interview was recorded.

Dear Interviewee,

I am Endrias, a lecturer in the department of English Language and Literature, Hawassa University and a PhD candidate of ELT at Addis Ababa University. I would like to thank you for your willingness to be interviewed. This interview is needed to obtain public primary school English teachers opinion on the practice of teaching early grade reading as input for the research conducted in the title of 'A Study of English Teachers' Perception of Preparedness and Practice of Teaching Early Grade Reading'. In addition to the notes I take, this interview is audio recorded for better capture of information. I would like to make sure that there will not be any harm of any kind because of your participation in this study, and the opinion you have shared in here will be held confidential and will not be passed to any third party. Your personal and institutional identity will not be disclosed in the report of this study. Before I go to the questions, I want you to tell me your age, qualification and teaching experience. Now I pass to the first question.

1. Researcher: What do you know about five critical components of reading? (phonemic awareness, phonics, vocabulary, fluency and comprehension)

G2T1: I do not have enough understanding; isn't it better to tell the truth?

2. Researcher: Have you had any training on teaching these components in reading classrooms? (Would you share things you remember please?)

G2T1: I haven't taken; I haven't taken any training.

3. Researcher: How do you teach your students how to isolate, categorize, blend, segment, add, delete, and substitute phonemes in spoken words? (Would you give examples please?)

G2T1: Yes, I make them do. For example, I make unscramble the letters to make meaningful words, add, delete, substitute, and form words.

4. Researcher: How do you teach your students the letter–sound correspondence and apply it in word recognition? Please give some example instances)

G2T1: For example, I have taught them that the letter is read as ‘u’ but its sound is different in words like umbrella.

5. Researcher: How do you teach your students words and word meanings in different ways? (please give some examples)

G2T1: To teach words, I use pictures, charts and sometimes I bring some portable objects to classroom.

6. Researcher: How do you teach your students to develop skills on reading accurately, automatically and expressively? (Please would you give few examples of things you do?)

G2T1: When a story is read, the sentence itself gives clue whether it is declarative or interrogative. Aren't the children so early? I read first and make them read after me; in this, I help them learn to read. In fact, as teachers, we do not the techniques that help us teach and assess children's reading fluency. We have a serious inadequacy in this regard.

7. Researcher: How do you teach your students the strategies to read and understand what they read? (Would you mention some reading comprehension strategies please?)

G2T1: I lead them by reading myself first; I encourage them to read by themselves. I also encourage them to read repeatedly. If the story is a bit longer, I make them do the activities after I have read the story.

Researcher: I thank you again

Appendix H-2: English Teachers' Interview-S2G2

Code: S2G2T2

Description:

This participant was a female teacher who had diploma level qualification. She was 57 years of age, and she has taught English for thirty-two (32) years. The interview was conducted in school one compound at her free period. This interview took 25 minutes. The participant was given enough explanation about the need for interview, confidentiality of information and why the interview was recorded.

Dear Interviewee,

I am Endrias, a lecturer in the department of English Language and Literature, Hawassa University and a PhD candidate of ELT at Addis Ababa University. I would like to thank you for your willingness to be interviewed. This interview is needed to obtain public primary school English teachers opinion on the practice of teaching early grade reading as input for the research conducted in the title of 'A Study of English Teachers' Perception of Preparedness and Practice of Teaching Early Grade Reading' In addition to the notes I take, this interview is audio recorded for better capture of information. I would like to make sure that there will not be any harm of any kind because of your participation in this study, and the opinion you have shared in here will be held confidential and will not be passed to any third party. Your personal and institutional identity will not be disclosed in the report of this study. Before I go to the questions, I want you to tell me your age, qualification and teaching experience. Now I pass to the first question.

1. Researcher: What do you know about five critical components of reading? (phonemic awareness, phonics, vocabulary, fluency and comprehension)

G2T2: I have certain level of understanding; in fact, no one is perfect.

2. Researcher: Have you had any training on teaching these components in reading classrooms? (Would you share things you remember please?)

G2T2: I have not taken any training on this issue.

3. Researcher: How do you teach your students how to isolate, categorize, blend, segment, add, delete, and substitute phonemes in spoken words? (Would you give examples please?)

G2T2: It is good, but students are not able to recognize these things. Currently, students in grades one and two may recognize letters on English alphabet; however, it is difficult for them to recognize speech sounds in English language.

4. Researcher: How do you teach your students the letter–sound correspondence and apply it in word recognition? Please give some example instances)

G2T2: Yes, I usually try to teach, but I do it little by little because the children lack ability to understand these things due to their age.

5. Researcher: How do you teach your students words and word meanings in different ways? (please give some examples)

G2T2: I try to do, but the children cannot cope up. I personally believe it is better introduced in grades five and six.

6. Researcher: How do you teach your students to develop skills on reading accurately, automatically and expressively? (Please would you give few examples of things you do?)

G2T2: The children even cannot read the letters. To read fluently, they first need to recognize the letters well. In fact, there are very few bright students, but it is impossible to make teacher's pace with only such students.

7. Researcher: How do you teach your students the strategies to read and understand what they read? (Would you mention some reading comprehension strategies please?)

G2T2: I read first and translate it into Amharic. Then they understand; they also try to answer questions.

Researcher: I thank you once again!

Appendix I-1: English Teachers' Interview-S1G3

Code: SIG3T1

Description:

This participant was a female teacher who had diploma level qualification. She was 32 years of age, and she has taught English for twelve (12) years. The interview was conducted in school one compound at her free period. This interview took 34 minutes. The participant was given enough explanation about the need for interview, confidentiality of information and why the interview was recorded.

Dear Participant,

I am Endrias, a lecturer in the department of English Language and Literature, Hawassa University and a PhD candidate of ELT at Addis Ababa University. I would like to thank you for your willingness to be interviewed. This interview is needed to obtain public primary school English teachers opinion on the practice of teaching early grade reading as input for the research conducted in the title of 'A Study of English Teachers' Perception of Preparedness and Practice of Teaching Early Grade Reading.' In addition to the notes I take, this interview is audio recorded for better capture of information. I would like to make sure that there will not be any harm of any kind because of your participation in this study, and the opinion you have shared in here will be held confidential and will not be passed to any third party. Your personal and institutional identity will not be disclosed in the report of this study. Before I go to the questions, I want you to tell me your age, qualification and teaching experience. Now I pass to the first question.

*1. Researcher: What do you know about five critical components of reading?
(phonemic awareness, phonics, vocabulary, fluency and comprehension)*

G3T1: Most of the time our teaching basically focuses on letters; though not sufficient, I have some understanding about these things.

2. Researcher: Have you had any training on teaching these components in reading classrooms? (Would you share things you remember please?)

G3T1: I haven't taken any additional training on teaching basic reading skills. There are many new things; I am trying to help myself with personal reading

3. *Researcher: How do you teach your students how to isolate, categorize, blend, segment,*

add, delete, and substitute phonemes in spoken words? (Would you give examples please?)

G3T1: I teach grade three students. Because I think the students come across these things in grades one and two, I do not often pay attention. I try to help the students when they struggle to read certain words. For example, grade one textbook starts with starts with something complex to their level, but it should start with recognizing speech sounds and letters on English alphabet.

4. *Researcher: How do you teach your students the letter–sound correspondence and apply it in word recognition? Please give some example instances)*

G3T1: I take this question as a comment; I think it is better to teach these things instead of the activities which are over-repeated in the students' textbooks.

5. *Researcher: How do you teach your students words and word meanings in different ways? (please give some examples)*

G3T1: I often teach vocabulary by making students read the words taken from reading passage. If you have noted, English has more periods in private schools; I think this gives students more opportunities, but there is shortage of time because of teachers' rush to cover the syllabus.

6. *Researcher: How do you teach your students to develop skills on reading accurately, automatically and expressively? (Please would you give few examples of things you do?)*

G3T1: I make them read repeatedly and talk about what they read. For example, grade two students struggle to read words like pollution, population, contamination and grade three students also struggle to read words like neighboring, migration, high.... In fact, there are students who try their most, so I do not do anything more than helping these.

7. *Researcher: How do you teach your students the strategies to read and understand what they read? (Would you mention some reading comprehension strategies please?)*

G3T1: I read the story first; I make the students read. Then I ask them few questions.

Researcher: I thank you again.

Appendix I-2: English Teachers' Interview-S2G3

Code: S2G3T2

Description:

This participant was a female teacher who had diploma level qualification. She was 33 years of age, and she has taught English for thirteen (13) years. The interview was conducted in school one compound at her free period. This interview took 34 minutes. The participant was given enough explanation about the need for interview, confidentiality of information and why the interview was recorded.

Dear Interviewee,

I am Endrias, a lecturer in the department of English Language and Literature, Hawassa University and a PhD candidate of ELT at Addis Ababa University. I would like to thank you for your willingness to be interviewed. This interview is needed to obtain public primary school English teachers opinion on the practice of teaching early grade reading as input for the research conducted in the title of 'A Study of English Teachers' Perception of Preparedness and Practice of Teaching Early Grade Reading' In addition to the notes I take, this interview is audio recorded for better capture of information. I would like to make sure that there will not be any harm of any kind because of your participation in this study, and the opinion you have shared in here will be held confidential and will not be passed to any third party. Your personal and institutional identity will not be disclosed in the report of this study. Before I go to the questions, I want you to tell me your age, qualification and teaching experience. Now I pass to the first question.

*1. Researcher: What do you know about five critical components of reading?
(phonemic awareness, phonics, vocabulary, fluency and comprehension)*

G3T2: I do not have enough understanding; I only know things like making and using flash cards.

2. Researcher: Have you had any training on teaching these components in reading classrooms? (Would you share things you remember please?)

G3T2: I haven't got any training

3. Researcher: How do you teach your students how to isolate, categorize, blend, segment, add, delete, and substitute phonemes in spoken words? (Would you give examples please?)

G3T2: I have not taught such things.

- 4. Researcher: How do you teach your students the letter–sound correspondence and apply it in word recognition? Please give some example instances)*

G3T2: I present lessons supported by pictures.

- 5. Researcher: How do you teach your students words and word meanings in different ways? (please give some examples)*

G3T2: I teach words in relation to contexts in reading text.

- 6. Researcher: How do you teach your students to develop skills on reading accurately, automatically and expressively? (Please would you give few examples of things you do?)*

G3T2: I usually make students practice by reading repeatedly.

- 7. Researcher: How do you teach your students the strategies to read and understand what they read? (Would you mention some reading comprehension strategies please?)*

G3T2: I teach by making students read together in groups; present what they have understood from what was read through their group leaders; using teaching aids as appropriate. To make the learning environment attractive, we used to post days a week, months of a year, but the older students destroyed them.

Researcher: I thank you again!

Appendix J-1 English Teachers' Interview-S1G1 (Amharic Version)

መሊያ፡ ት1 ክ1 መ1

መግለጫ

እኚህ ተሳታፊ ወንድ መምህር ሲሆኑ በሙያዊ የመጀመሪያ ዲግሪ ነበራቸው። ዕድሜያቸው 52 ዓመት ሲሆን ለ34 ዓመታት በመምህርነት አገልግለዋል። ቃለ መጠይቁ የተደረገው በት/ቤቱ ቅጥር ግቢ ወስጥ ሆኖ ክፍለ ጊዜ ባልነበራቸው ሰዓት ነበር። ይህ ቃለመጠይቅ 36 ደቂቃ ፈጅቷል። ቃለ መጠይቁ ከመደረጉ በፊት ስለ ቃለ መጠይቁ አስፈላጊነት፣ ስለመረጃው ሚስጥራዊ አያያዝ፣ ቃለ መጠይቁ የሚቀሳበት ምክንያት ወዘተ በቂ ገለፃ ለተሳታፊው ተሰቷል።

ወደ ተሳታፊ፣

እኔ እንደራሴ ለባላለሁ ። በሀዋሳ ዩኒቨርሲቲ የእንገሊዝኛ ቋንቋና ሥነ ጽሁፍ ት/ት ክፍል መምህር ሲሆን በአዲስ አበባ ዩኒቨርሲቲ እንገሊዝኛ ቋንቋ በማስተማር የ3ኛ ዲግሪ ተማሪ ነኝ። ለዚህ ቃለመጠይቅ ፈቃደኛ ስለሆኑ አመሰግናለሁ። ይህ ቃለመጠይቅ ያስፈለገበት ምክንያት የ1ኛ ደረጃ ት/ቤት እንግሊዝኛ ቋንቋ የንባብ ክህሎት ማስተማር ሂደት ላይ እየተካሄደ ላለው ጥናት ግብአት እንዲሆን የመምህራንን ሀሳብ ለማግኘት ነው። እኔ ከሚይዘው ማስታወሻ በተጨማሪ መረጃውን በአግባቡ መያዝ እንዲችል ቃለመጠይቁ በድምጽ መቅረጫ ይቀዳል። በዚህ ቃለመጠይቅ በመሳተፍ የሚመጣብዎ ምንም ዓይነት ችግር እንደማይኖር እያረጋገጥኩ በዚህ ቃለመጠይቅ ያካፈሉኝ ሀሳብ ሚስጥራዊነቱ ተጠብቆ የሚያዝና ለሌላ ሰስተኛ ወገን ተላልፎ የማይሰጥ መሆኑን ለመግለጽ እወዳለሁ። የርሶንም ሆነ የተቋሞን ማንነት የሚገልጽ ማንኛውም መረጃ የዚህ ጥናት ዘገባ አካል እንደማይሆን አረጋግጣለሁ። ወደ ጥያቄዎ ከመሄዴ በፊት ዕድሜዎን፣ የትምህርት ደረጃዎን እና የሥራ ልምድን ማወቅ አፈልጋለሁ። አሁን ወደ ጥያቄዎ አልፋለሁ።

1. ተመራማሪው፡ ስለ አምስቱ ወሳኝ/መሠረታዊ የንባብ ክህሎቶች የሚያወቁትን ቢነግሩኝ (ለምሳሌ፡ ግንዛቤ ድምጽ፣ ድምጽ እና ፊደል ዝምድና፣ የቃላት ዕውቀት፣ ፍጥነት ንባብ እና መረዳት)

ክ1 መ1 ፡ ከድምጽ ጀምሮ ከማስተማር አንጻር ይቀራል። ከፊደል ስንጀምር አንዳንድ የሚያደናግሯቸው አሉ። ለምሳሌ b, d, p, q m, w ብዙውን ጊዜ ፊደሉን በአግባቡ ይጠሩትና ሰጽፉ አቅጣጫውን ማዘር አለ። በእርግጥ ልጆቼ እንደየዕድሜያቸው ክትትል ቢደረግ ሊለወጡ ይችላሉ።

2. ተመራማሪው፡ እነዚህን ክህሎቶች ከማስተማር ጋር በተያያዘ ተጨማሪ ሥልጠና ወስደው ያወቃሉ? (የሚያስታውሱትን ቢያጋሩኝ)

ክ1 መ1 ፡ በፊት አንዳንድ ሥልጠናዎች ይሰጡ ነበር። ከተወሰነ ጊዜ ወዲህ ሥልጠናዎች የሉም። አሁን መጽሐፍ ወስጥ ብዙ ነገሮች ተለወጠዋል፤ ነገር ግን መምህራን በዚያው ልክ እየበቁ አይደለም።

3. ተመራማሪው፡ ተማሪዎችዎ ማንበብ እንድችሉ የንግግር ድምጽ መለየት፣ መመደብ፣ ማገናኘት፣ መለየት፣ መጨመር፣ መቀነስ/መሰረዝ እና በሌላ ድምጽ በመተካት ቃላትን መመሰረት የመሳሰሉትን እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ1 መ1 : ፊደል ብቻ አስተምረን ወደ ንባብ ስንመጣ ተማሪዎች አንዳንድ ቃላት ለማንበብ ይቸግራቸዋል፤ ምክንያቱም እነሱ የሚያውቁት ፊደል ነው። ብዙ ፊደላት ያላቸው ቃላት ሲሆኑ በጣም ይቸገራሉ።

4. ተመራማሪው፡ ተማሪዎችዎ የንግግር ድምጽ እና ፊደል ግንኙነት/ዝምድና እንድህም ይህንን ዝምድና ቃላትን ለይተው ለማወቅ እንድጠቀሙበት እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ1 መ1 : የእንግሊዝኛ ፊደላት አጠራራቸው ወጥ ሆኖ ድምፃቸው ወጥ አይደለም። ያ ማለት አንድ ፊደል የተለያዩ ድምፆች ይኖሩታል። ስለዚህ የሚመሰሰሉትን አንድ ላይ በማድረግ ለማስተማር እሞክራለሁ።

5. ተመራማሪው፡ ተማሪዎችዎ ቃላትንና ትርጉሞቻቸውን እንድያውቁ ምን ምን የተለያዩ ዘዴዎችን/ ስልቶችን ተጠቅመው ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ1 መ1 : አንዳንድ ጊዜ በመማሪያ መጽሐፍና በመምህሩ መመሪያ ላይ በመመሠረት ለልጆቹ ቅርበት ያላቸውን ቃላት በቅድሚያ በማስተማር ቢጀመር የተሻለ ይሆናል ብዬ አምናለሁ። ከራሳቸው አካል በመጀመር ፣ በቅርበት በአካባቢያቸው የሚያገኛቸውን ነገሮችን በመጠቀም አስተምራለሁ።

6. ተመራማሪው፡ ተማሪዎችዎን በትክክል፣ በፍጥነት እና በተገቢው ቅጠል የማንበብ ክህሎት እንድያዳብሩ እንዴት ያስተምሯቸዋል? (

ምን ምን እንደሚያደርጉ ምሳሌ ቢሰጡኝ)

ክ1 መ1 : 1ኛ ክፍል ተማሪዎች ጀማሪዎች ስለሆኑ በተወሰነ ደረጃ ቃላትን ደጋግሜ ራሴ አነባለሁ። እነሱም ደጋግመው እንዲያነቡቸው

በማድረግ አስተምራቸዋለሁ።

7. ተመራማሪው፡ ተማሪዎችዎ የተለያዩ የአንባብ ስልቶችን እንድጠቀሙ እና የሚያነቡትን መረዳት እንድችሉ እንዴት

ያስተምሯቸዋል? (ለምሳሌ ምን ምን ዓይነት የአንባብ ስልቶችን እንድጠቀሙ እንደረዱቸው ቢነግሩኝ)

ክ1 መ1 : የአቅማቸውን ያህል እንዲያነቡና የእያንዳንዱን ተማሪ አቅም ለመለካት እሞክራለሁ። በእርግጥ እያንዳንዱን ተማሪ መጠየቅ

ሊከብድ ይችላል። ነገር ግን የራሴ የሆነ የክትትል ወይም ምዘና ዜዴ አለኝ። በማሠራት፣ በማስነብብ፣ ሲጽፉ በመመልከትለምሳሌ ተረት ሳነበለቸው የገፀ ባህሪ ወይም የእንስሳ ባህሪ በተወሰነ ደረጃ በድርጊት በማስመሰል ሳቢ በማድረግ ቀለል ያሉ ጥያቄዎችን በመጠየቅ ለማስተማር እሞክራለሁ።

ተመራማሪው፡ በድጋሜ አመሰግናለሁ።

Appendix J-2: English Teachers' Interview-S2G1(Amharic Version)

መለያ: ት2h1መ2

መግለጫ

እኚህ ተሳታፊ ሴት መምህርት ሲሆኑ በሙያዊ ድገትም ነበራቸው። ዕድሜያቸው 32 ሲሆን ለ14 ዓመታት በመምህርነት አገልግለዋል። ቃለ መጠይቁ የተደረገው በት/ቤቱ ቅጥር ግቢ ውስጥ ሆኖ ክፍለ ጊዜ ባልነበራቸው ሰዓት ነበር። ይህ ቃለ መጠይቅ 30 ደቂቃ ፈጅቷል። ቃለ መጠይቁ ከመደረጉ በፊት ስለ ቃለ መጠይቁ አስፈላጊነት ፣ ስለመረጃው ሚስጥራዊ እያደገ፣ ቃለ መጠይቁ የሚቀዳበት ምክንያት ወዘተ በቂ ገለፃ ለተሳታፊዎች ተሰጥቷል።

ወደ ተሳታፊ፣

እኔ እንደራሴን አባላለሁ ። በሀዋሳ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ ሥነ ጽሁፍ ት/ት ክፍል መምህር ሲሆን በአዲስ አበባ ዩኒቨርሲቲ እንግሊዝኛ ቋንቋ በማስተማር የ3ኛ ዲግሪ ተማሪ ነኝ። ለዚህ ቃለ መጠይቅ ፈቃደኛ ስለሆኑ አመሰግናለሁ። ይህ ቃለ መጠይቅ ያስፈለገበት ምክንያት የ1ኛ ደረጃ ት/ቤት እንግሊዝኛ ቋንቋ የንባብ ክህሎት ማስተማር ሂደት ላይ እየተካሄደ ላለው ጥናት ግብአት እንዲሆን የመምህራንን ሀሳብ ለማግኘት ነው። እኔ ከሚይዘው ማስታወሻ በተጨማሪ መረጃውን በአግባቡ መያዝ እንዲችል ቃለ መጠይቁ በድምጽ መቅረጫ ይቀዳል። በዚህ ቃለ መጠይቅ በመሳተፍ የሚመጣብዎ ምንም ዓይነት ችግር እንደማይኖር እያረጋገጥኩ በዚህ ቃለ መጠይቅ ያካፈሉኝ ሀሳብ ሚስጥራዊነቱ ተጠብቆ የሚያዝና ለሌላ ሰነድ ወገን ተላልፎ የማይሰጥ መሆኑን ለመግለጽ እወዳለሁ። የርሶንም ሆነ የተቋምን ማንነት የሚገልጽ ማንኛውም መረጃ የዚህ ጥናት ዘገባ አካል እንደማይሆን አረጋግጣለሁ። ወደ ጥያቄዎ ከመሄዴ በፊት ዕድሜያችን የትምህርት ደረጃዎን እና የሥራ ልምድን ማወቅ እፈልጋለሁ። አሁን ወደ ጥያቄዎ አልፋለሁ።

1. ተመራማሪው: ስለ አምስቱ ወሳኝ/መሠረታዊ የንባብ ክህሎቶች የሚያወቁትን ቢነግሩኝ (ለምሳሌ፣ ግንዛቤ ድምጽ፣ ድምጽ እና ፊደል ዝምድና፣ የቃላት ዕውቀት፣ ፍጥነት ንባብ እና መረዳት)

ከ1 መ2: በቂ ግንዛቤ አለኝ ብዬ አላስብም። በድምጽ ጀምሮ ማስተማሩ የተሻለ ለንባብ ልምድ የሚረዳ ይመስለኛል። አንዳንድ ጊዜ ቃላትን በድምጽ እየነጣጠልኩ ሳስተምር ጥሩ ያነበልኛል። ከ1ኛ እስከ 3ኛ ክፍል ላሉት በድምጽ ማስተማር ጥሩ ነው። በመምህር ሥልጠና ወቅት ከላስተር እና ሊኒየር የሚባል ነበር። እሱን እንዳለ ማወራረድ ቢቻል ጥሩ ነበር። ነገር ግን እዚህ ስመጣ ያ ነገር የለም። ኮሌጅ ውስጥ ኮርስ ለመጨረስ እዚህ ደግሞ መጽሐፉን ለመጨረስ እንጂ በጥልቀት አይሠራም።

2. ተመራማሪው: እነዚህን ክህሎቶች ከማስተማር ጋር በተያያዘ ተጨማሪ ሥልጠና ወስደው ያወቃሉ? (የሚያስታወሱትን ቢያጋሩኝ)

ከ1 መ2: ምንም የወሰድኩት ሥልጠና የለም።

3. ተመራማሪው: ተማሪዎችዎ ማንበብ እንድችሉ የንግግር ድምጽ መለየት፣ መመደብ፣ ማገናኘት፣ መለያየት፣ መጨመር፣ መቀነስ/መሰረዝ እና በሌላ ድምጽ በመተካት ቃላትን መመሰረት የመሳሰሉትን እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ከ1 መ2: መቀነስ፣ መቀየር፣ መነጠል፣ ማጣመር፣ መጨመር ...ጨምሮ በፊደል ብቻ ከማስተማር በድምጽ ጭምር ማስተማር በጣም የማይገኝ ነው። ለምሳሌ- በግል ት/ቤት ይሠራባቸዋል፤ እዚህ ተማሪ ብዙ ስለሆነ እንደዚህ አይደለም። በሥልጠና ወይም በኮርስ አሠጣጥ ላይ ከ1ኛ እስከ 3ኛ ክፍል ያሉትን ህፃናት ለመርዳት የሚያስችል ነገር አልነበረም። ልጆቹ በመንግስት ት/ቤት 6ኛና 7ኛ ክፍል ደርሰው ማንበብ የሚያቅታቸውም ለዚህ ይመስለኛል። እነዚህን ነገሮች ከመጠቀም አንጻር ብዙም አይደለም፤ አሁን እነዚህ ነገሮች ለኛም አዲስ ናቸው።

ተመራማሪው: ተማሪዎችዎ የንግግር ድምጽ እና ፊደል ግንኙነት/ዝምድና እንድሁም ይህንን ዝምድና ቃላትን ለይተው ለማወቅ እንድጠቀሙበት እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ከ1 መ2: የፊደልና ድምጽ ዝምድና አወዛጋቢ ነው። ለምሳሌ- 'A' ፊደል በ apple, ant እና axe ውስጥ አለ። ነገር ግን ተማሪዎቹ “ይህ 'A' ፊደል አይደል?” ይላሉ። ሌላው ደግሞ ከአፍ መፍቻ ድምጽ ጋር የመደበላለቅ ነገር አለ።

4. ተመራማሪው: ተማሪዎችዎ ቃላትንና ትርጉሞቻቸውን እንዲያውቁ ምን ምን የተለያዩ ዘዴዎችን/ ስልቶችን ተጠቅመው ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ከ1 መ2: በአብዛኛው ልምድ ያለን ቃላትን እንጽፍና ትርጉማቸውን በአማርኛ እንገባራቸዋለን። አንዳንድ በሥዕል አስደግፈን እናስተምራለን። እኔ ለምሳሌ በቀለም ሳስተምር የለበሱትን ልብስ እያሳየሁ አስተምራለሁ።

5. ተመራማሪው: ተማሪዎችዎን በትክክል፣ በፍጥነት እና በተገቢው ቅጣፀ የማንበብ ክህሎት እንድያዳብሩ እንዴት ያስተምሯቸዋል? (ምን ምን እንደሚያደርጉ ምሳሌ ቢሰጡኝ)

ከ1 መ2: አብዛኛው ደቂቃ የሚያልፈው ተማሪዎችን ዝም በሉ በማለት ነው፤ ምክንያቱም ብዙ ናቸው። ይንጫጫሉና 100 ተማሪዎች አንድ ክፍል ውስጥ ሆነው እንዴት እያንዳንዱን ተማሪ መርዳት፣ ማሰራጨት፣ መከታተል ... ይቻላል?

6. ተመራማሪው: ተማሪዎችዎን የተለያዩ የንባብ ስልቶችን እንድጠቀሙ እና የሚያነቡትን መረዳት እንድችሉ እንዴት ያስተምሯቸዋል? (ለምሳሌ ምን ምን ዓይነት የአንባብ ስልቶችን እንድጠቀሙ እንደገረጹቸው ቢነግሩኝ) ከ1መ2: በማስተምርበት ክፍል ደረጃ አንብቦ መረዳት በቃላት ደረጃ ያነባሉ፣ በተወሰነ ደረጃ ስነ-ባላቸው ይረዳሉ። ነገር ግን በዐረፍተ ነገር ደረጃ መረዳት አይችሉም። ለምሳሌ ስለቀነኒሳ የሚያወራ ምንባብ አለ። ነገር ግን በአማርኛ ስተረጎሞላቸው ምላሽ ይሰጣሉ።

ተመራማሪው: ቢድጋሜ አመሰግናለሁ።

Appendix K-1: English Teachers' Interview-S1G2 (Amharic Version)

መሊያ፡ ት1 ክ2 መ1

መግለጫ

እኚህ ተሳታፊ ሴት መምህርት ሲሆኑ በሙያዊ ድገት ስር ይገኛሉ። ዕድሜያቸው 32 ሲሆን ለ አስራ ሁለት(12) ዓመታት በመምህርነት አገልግለዋል። ቃለ መጠይቁ የተደረገው በት/ቤቱ ቅጥር ግቢ ወስጥ ሆኖ ክፍለ ጊዜ ባልነበራቸው ሰዓት ነበር። ይህ ቃለመጠይቅ በአማካይ 30 ደቂቃ ፈጅቷል። ቃለ መጠይቁ ከመደረጉ በፊት ስለ ቃለ መጠይቁ አስፈላጊነት ፣ ስለመረጃው ሚስጥራዊ እያያዘ፣ ቃለ መጠይቁ የሚቀዳበት ምክንያት ወዘተ በቂ ገለፃ ለተሳታፊዋ ተሰጥቷል።

ወደ ተሳታፊ፣

እኔ እንደራሴ ለባላለሁ ። በሀዋሳ ዩኒቨርሲቲ የእንገሊዝኛ ቋንቋ ሥነ ጽሁፍ ት/ት ክፍል መምህር ሲሆን በአዲስ አበባ ዩኒቨርሲቲ እንገሊዝኛ ቋንቋ በማስተማር የ3ኛ ዲግሪ ተማሪ ነኝ። ለዚህ ቃለመጠይቅ ፈቃደኛ ስለሆኑ አመሰግናለሁ። ይህ ቃለመጠይቅ ያስፈለገበት ምክንያት የ1ኛ ደረጃ ት/ቤት እንግሊዝኛ ቋንቋ የንባብ ክህሎት ማስተማር ሂደት ላይ እየተካሄደ ላለው ጥናት ግብአት እንዲሆን የመምህራንን ሀሳብ ለማግኘት ነው። እኔ ከሚይዘው ማስታወሻ በተጨማሪ መረጃውን በአግባቡ መያዝ እንዲችል ቃለመጠይቁ በድምጽ መቅረጫ ይቀዳል። በዚህ ቃለመጠይቅ በመሳተፍ የሚመጣብዎ ምንም ዓይነት ችግር እንደማይኖር እያረጋገጥኩ በዚህ ቃለመጠይቅ ያካፈሉኝ ሀሳብ ሚስጥራዊነቱ ተጠብቆ የሚያዝና ለሌላ ሰነድ ወገን ተላልፎ የማይሰጥ መሆኑን ለመግለጽ እወዳለሁ። የርሶንም ሆነ የተቋሞን ማንነት የሚገልጽ ማንኛውም መረጃ የዚህ ጥናት ዘገባ አካል እንደማይሆን አረጋግጣለሁ። ወደ ጥያቄዎ ከመሄዴ በፊት ዕድሜዎን፣ የትምህርት ደረጃዎን እና የሥራ ልምድን ማወቅ እፈልጋለሁ። አሁን ወደ ጥያቄዎ አልፋለሁ።

1. ተመራማሪው፡ ስለ አምስቱ ወሳኝ/መሠረታዊ የንባብ ክህሎቶች የሚያወቁትን ቢነግሩኝ (ለምሳሌ፡ግንዛቤ ድምጽ፣ድምጽ እና ፊደል ዝምድና፣ የቃላት ዕውቀት፣ ፍጥነት ንባብ እና መረዳት)

ክ2 መ1 ፡ በቂ ግንዛቤ የለኝም። ግልጽ መናገር አይቻልም?

2. ተመራማሪው፡ እነዚህን ክህሎቶች ከማስተማር ጋር በተያያዘ ተጨማሪ ሥልጠና ወስደው ያወቃሉ? (የሚያስታውሱትን ቢያጋሩኝ)

ክ2 መ1 ፡ አልወሰድኩም፤ ምንም የወሰድኩት ሥልጠና የለም።

3. ተመራማሪው፡ ተማሪዎችዎ ማንበብ እንደችሉ የንግግር ድምጽ መለየት፣መመደብ፣ ማገናኘት፣ መለያየት፣ መጨመር፣መቀነስ/መሰረዝ እና በሌላ ድምጽ በመተካት ቃላትን መመሰረት የመሳሰሉትን እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ2 መ1 ፡ አዎ አሠራቸዋለሁ ። ለምሳሌ የተዘበራረቁትን ፊደላት ሰጥቼ ማስተካከል፣ እየጨመሩ እየቀነሱ ... ቃላት መመሠረት ይችላሉ።

4. ተመራማሪው፡ ተማሪዎችዎ የንግግር ድምጽ እና ፊደል ግንኙነት/ዝምድና እንድሁም ይህንን ዝምድና ቃላትን ለይተው ለማወቅ እንደጠቀሙበት እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ2መ1 : ለምሳሌ ፊደሉ 'u' ዝንጥላ ለማለት umbrella ተብሎ እንደሚነበብ አስተምሬ አወቃለሁ።

5. ተመራማሪዉ: ተማሪዎችዎ ቃላትንና ትርጉሞቻቸውን እንድያወቁ ምን ምን የተለያዩ ዘዴዎችን/ ስልቶችን ተጠቅመዉ ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ2መ1 : ቃላትን ለማስተማር ሥዕል፣ ቻርት ፣ አንዳንድ ቀለል ያሉ ዕቃዎችን ይገፍ በመምጣት አስተምራለሁ።

6. ተመራማሪዉ: ተማሪዎችዎን በትክክል፣ በፍጥነት እና በተገቢዉ ቅላፀ የማንበብ ክህሎት እንድያዳብሩ እንዴት ያስተምሯቸዋል? (ምን ምን እንደሚያደርጉ ምሳሌ ቢሰጡኝ)

ክ2መ1 : ምንባቡ ሲነበብ ዐረፍተ ነገሩ ያስታወቃል፣ ጥያቄዎ ወይም ሁተታዊ ሊሆን ይችላል። እንግዲህ ገና አይደሉም? እኔ መጀመሪያ እያነበብኩ ከኔ በኋላ እንዲያነቡ እያደረኩ አለማምዳቸዋለሁ። የንባብ ፍጥነት ለማለማመድና ለመመዘን የሚያስችሉንን ስልቶች አናወቃቸውም፤ በዚህ ረገድ ብዙ ያጥረናል።

7. ተመራማሪዉ: ተማሪዎችዎን የተለያዩ የአንባብ ስልቶችን እንድጠቀሙ እና የሚያነቡትን መረዳት እንድችሉ እንዴት ያስተምሯቸዋል? (ለምሳሌ ምን ምን ዓይነት የአንባብ ስልቶችን እንድጠቀሙ እንደረዱቸዉ ቢነግሩኝ)

ክ2መ1 : እኔ እያነበብኩ እመራቸዋለሁ። ራሳቸዉ እንዲያነቡ አበረታታቸዋለሁ። ደጋግመዉ እንድሞክሩ አበረታታቸዋለሁ። ነገር ግን ረዘም ያለ ታሪክ ከሆነ እኔ እያነበብኩ አሠራቸዋለሁ።

ተመራማሪዉ: በድጋሜ አመሰግናለሁ።

Appendix K-2: English Teachers' Interview-S2G2(Amharic Version)

መለያ: ት2ክ2መ2

መግለጫ

እኚህ ተሳታፊ ሴት መምህርት ሲሆኑ በሙያዊ ድገትም ነበራቸው። ዕድሜያቸው 57 ሲሆን 32 ዓመታት በመምህርነት አገልግለዋል። ቃለ መጠይቁ የተደረገው በት/ቤቱ ቅጥር ግቢ ውስጥ ሆኖ ክፍለ ጊዜ ባልነበራቸው ሰዓት ነበር። ይህ ቃለመጠይቅ በአማካይ 25 ደቂቃ ፈጅቷል። ቃለ መጠይቁ ከመደረጉ በፊት ስለ ቃለ መጠይቁ አሰፈላጊነት ፣ ስለመረጃው ሚስጥራዊ አያያዝ፣ ቃለ መጠይቁ የሚቀዳበት ምክንያት ወዘተ በቂ ገለጻ ለተሳታፊዋ ተሰጥቷል።

ወደ ተሳታፊ፣

እኔ እንድራያስ እባላለሁ ። በሀዋሳ ዩኒቨርሲቲ የእንገሊዝኛ ቋንቋና ሥነ ጽሁፍ ት/ት ክፍል መምህር ሲሆን በአዲስ አበባ ዩኒቨርሲቲ እንገሊዝኛ ቋንቋ በማስተማር የ3ኛ ዲግሪ ተማሪ ነኝ። ለዚህ ቃለመጠይቅ ፈቃደኛ ስለሆኑ አመሰግናለሁ። ይህ ቃለመጠይቅ ያስፈለገበት ምክንያት የ1ኛ ደረጃ ት/ቤት እንግሊዝኛ ቋንቋ የንባብ ክህሎት ማስተማር ሂደት ላይ እየተካሄደ ላለው ጥናት ግብአት እንዲሆን የመምህራንን ሀሳብ ለማግኘት ነው። እኔ ከሚያዘው ማስታወሻ በተጨማሪ መረጃውን በአግባቡ መያዝ እንዲችል ቃለመጠይቁ በድምጽ መቅረጫ ይቀዳል። በዚህ ቃለመጠይቅ በመሳተፎ የሚመጣብዎ ምንም ዓይነት ችግር እንደማይኖር እያረጋገጥኩ በዚህ ቃለመጠይቅ ያካፈሉኝ ሀሳብ ሚስጥራዊነቱ ተጠብቆ የሚያዝና ለሌላ ሰነድ ወገን ተላልፎ የማይሰጥ መሆኑን ለመግለጽ እወዳለሁ። የርሶንም ሆነ የተቋሞን ማንነት የሚገልጽ ማንኛውም መረጃ የዚህ ጥናት ዘገባ አካል እንደማይሆን አረጋግጣለሁ። ወደ ጥያቄዎ ከመሄዴ በፊት ዕድሜዎን፣ የትምህርት ደረጃዎን እና የሥራ ልምድን ማወቅ እፈልጋለሁ። አሁን ወደ ጥያቄዎ አልፋለሁ።

1. ተመራማሪው: ስለ አምስቱ ወሳኝ/መሠረታዊ የንባብ ክህሎቶች የሚያወቁትን ቢነግሩኝ (ለምሳሌ፣ ግንዛቤ ድምጽ፣ ድምጽ እና ፊደል ዝምድና፣ የቃላት ዕውቀት፣ ፍጥነት ንባብ እና መረዳት)

ክ2መ2: የተወሰነ ግንዛቤ አለኝ፤ መቼም ፍጹም አይደለም።

2. ተመራማሪው: እነዚህን ክህሎቶች ከማስተማር ጋር በተያያዘ ተጨማሪ ሥልጠና ወስደዋል ያወቃለ? (የሚያስታውሱትን ቢያጋሩኝ)

ክ2መ2: በዚህ ጉዳይ ምንም ሥልጠና አልወሰድኩም።

3. ተመራማሪው: ተማሪዎችዎ ማንበብ እንድችሉ የንግግር ድምጽ መለየት፣ መመደብ፣ ማገናኘት፣ መለያየት፣ መጨመር፣ መቀነስ/መሰረዝ እና በሌላ ድምጽ በመተካት ቃላትን መመሰረት የመሳሰሉትን እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ2መ2: ጥሩ ነው። ነገር ግን ተማሪዎች እነዚህን ነገሮች ለይተው አያወቁም ። አሁን አንደኛ ሁለተኛ ክፍል ተማሪዎች ፊደል ለይተው ቃላትን ቢያነቡ እንጂ የእንግሊዝኛ ንግግር ድምጽ መለየት ይከብዳቸዋል።

0. ተመራማሪው: ተማሪዎችዎ የንግግር ድምጽ እና ፊደል ግንኙነት/ዝምድና እንድሁም ይህንን ዝምድና ቃላትን ለይተው ለማወቅ እንደጠቀሙበት እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ2 መ2 : አዎን ለማስተማር እሞክራለሁ፤ ግን ትንሽ ትንሽ ምክንያቱም ካሉበት ዕድሜ አንጻር የመገንዘብ አቅም ያንሳቸዋል።

1. ተመራማሪዉ: ተማሪዎችዎ ቃላትንና ትርጉሞቻቸዉን እንድያዉቁ ምን ምን የተለያዩ ዘዴዎችን/ ስልቶችን ተጠቅመዉ ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ2 መ2 : እሞክራለሁ። ልጆቼ በደንብ መያዝ አይችሉም ። አምስተኛና ስድስተኛ ክፍል ሲደርሱ ቢሆን ይሻላላል።

6. ተመራማሪዉ: ተማሪዎችዎን በትክክል፣ በፍጥነት እና በተገቢዉ ቅላፀ የማንበብ ክህሎት እንድያዳብሩ እንዴት ያስተምሯቸዋል? (ምን ምን እንደሚያደርጉ ምሳሌ ቢሰጡኝ)

ክ2 መ2 : ፊደላትን እንኳን በሚገባ አልቻሉም። በፍጥነት ለማንበብ መጀመሪያ ፊደል አጥርተዉ ማወቅ አለባቸዉ። በእርግጥ ጥቂት ጎበዝ ተማሪዎች አሉ፤ ነገር ግን እነሱን ብቻ ይዞ መጓዝ ደግሞ አይቻልም።

7. ተመራማሪዉ: ተማሪዎችዎን የተለያዩ የአንባብ ስልቶችን እንድጠቀሙ እና የሚያነቡትን መረዳት እንድችሉ እንዴት ያስተምሯቸዋል? (ለምሳሌ ምን ምን ዓይነት የአንባብ ስልቶችን እንድጠቀሙ እንደረዱቸዉ ቢነግሩኝ)

ክ2 መ2 : እኔ አኑብና በአማርኛ አተረጉምላቸዋለሁ። ያኔ ይገባቸዋል፤ ጥያቄዎችንም ይመልሳሉ።
ተመራማሪዉ: በድጋሜ አመሰግናለሁ።

መለያ: ት1 ከ3 መ1

መግለጫ

እኚህ ተሳታፊ ሴት መምህርት ሲሆኑ በሙያዊ ድገትም ነበራቸው። ዕድሜያቸው 32 ሲሆን ለ12 ዓመታት በመምህርነት አገልግለዋል። ቃለ መጠይቁ የተደረገው በት/ቤቱ ቅጥር ግቢ ውስጥ ሆኖ ክፍለ ጊዜ ባልነበራቸው ሰዓት ነበር። ይህ ቃለ መጠይቅ በአማካይ 34 ደቂቃ ፈጅቷል። ቃለ መጠይቁ ከመደረጉ በፊት ስለ ቃለ መጠይቁ አስፈላጊነት ፣ ስለመረጃው ሚስጥራዊ እያያዝ፣ ቃለ መጠይቁ የሚቀዳበት ምክንያት ወዘተ በቂ ገለፃ ለተሳታፊዎች ተሰጧል።

ወደ ተሳታፊ፣

እኔ እንድራያስ እባላለሁ ። በሀዋሳ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ ሥነ ጽሁፍ ት/ት ክፍል መምህር ሲሆን በአዲስ አበባ ዩኒቨርሲቲ እንግሊዝኛ ቋንቋ በማስተማር የ3ኛ ደረጃ ተማሪ ነኝ። ለዚህ ቃለ መጠይቅ ፈቃደኛ ስለሆኑ አመሰግናለሁ። ይህ ቃለ መጠይቅ ያስፈለገበት ምክንያት የ1ኛ ደረጃ ት/ቤት እንግሊዝኛ ቋንቋ የንባብ ክህሎት ማስተማር ሂደት ላይ እየተካሄደ ላለው ጥናት ግብአት እንዲሆን የመምህራንን ሀሳብ ለማግኘት ነው። እኔ ከሚይዘው ማስታወሻ በተጨማሪ መረጃውን በአግባቡ መያዝ እንዲችል ቃለ መጠይቁ በድምጽ መቅረጫ ይቀዳል። በዚህ ቃለ መጠይቅ በመሳተፍ የሚመጣብዎ ምንም ዓይነት ችግር እንደማይኖር እያረጋገጥኩ በዚህ ቃለ መጠይቅ ያካፈሉኝ ሀሳብ ሚስጥራዊነቱ ተጠብቆ የሚያዝና ለሌላ ሰነድ ወገን ተላልፎ የማይሰጥ መሆኑን ለመግለጽ እወዳለሁ። የርሶንም ሆነ የተቋምን ማንነት የሚገልጽ ማንኛውም መረጃ የዚህ ጥናት ዘገባ አካል እንደማይሆን አረጋግጣለሁ። ወደ ጥያቄዎ ከመሄዴ በፊት ዕድሜዎን፣ የትምህርት ደረጃዎን እና የሥራ ልምድን ማወቅ እፈልጋለሁ። አሁን ወደ ጥያቄዎ አልፋለሁ።

1. ተማሪማሪው፡ ስለ አምስቱ ወሳኝ/መሠረታዊ የንባብ ክህሎቶች የሚያወቁትን ቢነግሩኝ (ለምሳሌ፡ ግንዛቤ ድምጽ፣ ድምጽ እና ፊደል ዝምድና፣ የቃላት ዕውቀት፣ ፍጥነት ንባብ እና መረዳት)

ከ3 መ1 ፡ በአብዛኛው ፊደል ላይ ያተኮረ ትምህርት ይሰጣል፤ በቂ ባይሆንም የተወሰነ ግንዛቤ አለኝ።

2. ተማሪማሪው፡ እነዚህን ክህሎቶች ከማስተማር ጋር በተያያዘ ተጨማሪ ሥልጠና ወስደው ያወቃሉ? (የሚያስታወሱትን ቢያጋሩኝ)

ከ3 መ1 ፡ ተጨማሪ የወሰድኩት ሥልጠና የለም። ብዙ አዳዲስ ነገሮች ቢኖሩም በራሴ ጥረት በማንበብ ነው ራሴን እየረዳሁት ያለሁት።

3. ተማሪማሪው፡ ተማሪዎችዎ ማንበብ እንድችሉ የንግግር ድምጽ መለየት፣ መመደብ፣ ማገናኘት፣ መለያየት፣ መጨመር፣ መቀነስ/መሰረዝ እና በሌላ ድምጽ በመተካት ቃላትን መመሰረት የመሳሰሉትን እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ከ3 መ1 ፡ እኔ ሰነድ ክፍል ነው የማስተምረው። 1ኛና 2ኛ ክፍል እነዚህን ነገሮች አግኝተው ይመጣሉ ብዬ ስለማስብ ብዙም ትኩረት አላደርግባቸውም። አንዳንድ ቃላት ለማንበብ ወይም pronunciation ሲቸገሩ

ለመርዳት እምክራላሁ። ለምሳሌ 1ኛ ክፍል ከወሰብነት ነገር ነዉ የሚጀምረዉ፤ ነገር ግን መጀመር ያለበት ከፊደልና ደምፅ መለየት ነዉ።

4. ተማራማሪዉ፡ ተማሪዎችዎ የንግግር ድምጽ እና ፊደል ግንኙነት/ዝምድና እንድሁም ይህንን ዝምድና ቃላትን ለይተዉ ለማወቅ እንድጠቀሙበት እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ3 መ1 : ጥያቄዉን እንደአስተያየት እቀበለዋለሁ፤ በመጽሐፉ ዉስጥ የሚደጋገሙ ነገሮች ተቀንሰዉ እነዚህን ነገሮች ቢናስተምር መልካም ነዉ ብዬ አስባለሁ።

5. ተማራማሪዉ፡ ተማሪዎችዎ ቃላትንና ትርጉሞቻቸዉን እንድያዉቁ ምን ምን የተለያዩ ዘዴዎችን/ ስልቶችን ተጠቅመዉ ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክ3 መ1 : ከምንባብ የወጡ ቃላትን ለብቻ እንዲያነቡ በማድረግ አስተምራለሁ። አይተህ እንደሆነ የግል ት/ቤት እንግሊዝኛ ክፍለ ጊዜ በዛ ይላል፤ ይህ ለተማሪዎች ሰፊ ያለ ዕድል ለመስጠት ይረዳል። ባለ ጊዜ መጽሐፉ ማለቅ ስላለበት የጊዜ እጥረት አለ።

6. ተማራማሪዉ፡ ተማሪዎችዎን በትክክል፣ በፍጥነት እና በተገቢዉ ቅላፀ የማንበብ ክህሎት እንድያዳብሩ እንዴት ያስተምሯቸዋል? (ምን ምን እንደሚደርጉ ምሳሌ ቢሰጡኝ)

ክ3 መ1 : ደጋግመዉ እንዲያነቡ፣ያነበቡት ነገር ምን እንደሆነ እንድናገሩ አደርጋለሁ። ለምሳሌ 2ኛ ክፍል pollution, population, contamination ሳስተኛ ክፍል neighbouring, migration, high, ... የመሳሰሉትን ቃላት ማንበብ አይችሉም። በእርግጥ አንዳንድ የሚፍጨረጨሩ ተማሪዎች አሉ፤ እነሱ እነሱን ከመርዳት ያለፈ የማደርገዉ ነገር የለም።

7. ተማራማሪዉ፡ ተማሪዎችዎን የተለያዩ የአነባብ ስልቶችን እንድጠቀሙ እና የሚያነቡትን መረዳት እንድችሉ እንዴት ያስተምሯቸዋል? (ለምሳሌ ምን ምን ዓይነት የአነባብ ስልቶችን እንድጠቀሙ እንደረዱቸዉ ቢነግሩኝ)

ክ3 መ1 : በመጀመሪያ እኔ አነባለሁ፤ ተማሪዎች ደግመዉ እንዲያነቡት አደርግና ጥቂት ጥያቄዎችን እጠይቃቸዋለሁ።

መለያ: ት2ከ3መ2

መግለጫ

እኚህ ተሳታፊ ሴት መምህርት ሲሆኑ በሙያዊ ድገትም ነበራቸው። ዕድሜያቸው 33 ሲሆን ለ13 ዓመታት በመምህርነት አገልግለዋል። ቃለ መጠይቁ የተደረገው በት/ቤቱ ቅጥር ግቢ ውስጥ ሆኖ ክፍለ ጊዜ ባልነበራቸው ሰዓት ነበር። ይህ ቃለ መጠይቅ 34 ደቂቃ ፈጅቷል። ቃለ መጠይቁ ከመደረጉ በፊት ስለ ቃለ መጠይቁ አስፈላጊነት ፣ ስለመረጃው ሚስጥራዊ እያየዝ፣ ቃለ መጠይቁ የሚቀዳበት ምክንያት ወዘተ በቂ ገለፃ ለተሳታፊዎቹ ተሰጧል።

ወደ ተሳታፊ፣

እኔ እንደራሴን እባላለሁ ። በሀዋሳ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ ሥነ ጽሁፍ ት/ት ክፍል መምህር ሲሆን በአዲስ አበባ ዩኒቨርሲቲ እንግሊዝኛ ቋንቋ በማስተማር የ3ኛ ዲግሪ ተማሪ ነኝ። ለዚህ ቃለ መጠይቅ ፈቃደኛ ስለሆኑ አመሰግናለሁ። ይህ ቃለ መጠይቅ ያስፈለገበት ምክንያት የ1ኛ ደረጃ ት/ቤት እንግሊዝኛ ቋንቋ የንባብ ክህሎት ማስተማር ሂደት ላይ እየተካሄደ ላለው ጥናት ግብአት እንዲሆን የመምህራንን ሀሳብ ለማግኘት ነው። እኔ ከሚይዘው ማስታወሻ በተጨማሪ መረጃውን በአግባቡ መያዝ እንዲችል ቃለ መጠይቁ በድምጽ መቅረጫ ይቀዳል። በዚህ ቃለ መጠይቅ በመሳተፍ የሚመጣብዎ ምንም ዓይነት ችግር እንደማይኖር እያረጋገጥኩ በዚህ ቃለ መጠይቅ ያካፈሉኝ ሀሳብ ሚስጥራዊነቱ ተጠብቆ የሚያዝና ለሌላ ሰዓተኛ ወገን ተላልፎ የማይሰጥ መሆኑን ለመግለጽ እወዳለሁ። የርሱንም ሆነ የተቋምን ማንነት የሚገልጽ ማንኛውም መረጃ የዚህ ጥናት ዘገባ አካል እንደማይሆን አረጋግጣለሁ። ወደ ጥያቄዎ ከመሄዴ በፊት ዕድሜዎን፣ የትምህርት ደረጃዎን እና የሥራ ልምድን ማወቅ እፈልጋለሁ። አሁን ወደ ጥያቄዎ አልፋለሁ።

1. ተመራማሪው፡ ስለ አምስቱ ወሳኝ/መሠረታዊ የንባብ ክህሎቶች የሚያወቁትን ቢነግሩኝ (ለምሳሌ፣ ግንዛቤ ድምጽ፣ ድምጽ እና ፊደል ዝምድና፣ የቃላት ዕውቀት፣ ፍጥነት ንባብ እና መረዳት)

ከ3 መ2 : በቂ ግንዛቤ የለኝም። ለምሳሌ ፈላሽ ካርዶችን ቀርቦ መጠቀም ምና ምን ነው የማወቀው።

2. ተመራማሪው፡ እነዚህን ክህሎቶች ከማስተማር ጋር በተያያዘ ተጨማሪ ሥልጠና ወስደው ያወቃሉ? (የሚያስታውሱትን ቢያጋሩኝ)

ከ3 መ2 : ያገኘሁት ሥልጠና የለም።

3. ተመራማሪው፡ ተማሪዎችዎ ማንበብ እንድችሉ የንግግር ድምጽ መለየት፣ መመደብ፣ ማገናኘት፣ መለያየት፣ መጨመር፣ መቀነስ/መሰረዝ እና በሌላ ድምጽ በመተካት ቃላትን መመሰረት የመሳሰሉትን እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ከ3 መ2 : አስተምሬ አላወቅም።

4. ተመራማሪው፡ ተማሪዎችዎ የንግግር ድምጽ እና ፊደል ግንኙነት/ዝምድና እንድሁም ይህንን ዝምድና ቃላትን ለይተው ለማወቅ እንደጠቀሙበት እንዴት ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክፍል 2 : በሥራ ላይ በማስፈጸም አስተምረው።

5. ተመራማሪዎች፡ ተማሪዎችዎ ቃላትንና ትርጉሞቻቸውን እንድያውቁ ምን ምን የተለያዩ ዘዴዎችን/ ስልቶችን ተጠቅመው ያስተምሯቸዋል? (ምሳሌ ቢሰጡኝ)

ክፍል 2 : ከምንባቡ አዉድጋር አስተሳሰሬ ነዉ የማስተምረዉ።

4. ተመራማሪዎች፡ ተማሪዎችዎን በትክክል፣ በፍጥነት እና በተገቢው ቅጠል የማንበብ ክህሎት እንድያዳብሩ እንዴት ያስተምሯቸዋል? (ምን ምን እንደሚያደርጉ ምሳሌ ቢሰጡኝ)

ክፍል 2 : በተደጋጋሚ በማስነብብ ነዉ የማለማምዳቸዉ።

5. ተመራማሪዎች፡ ተማሪዎችዎን የተለያዩ የንባብ ስልቶችን እንድጠቀሙ እና የሚያነቡትን መረዳት እንድችሉ እንዴት ያስተምሯቸዋል? (ለምሳሌ ምን ምን ዓይነት የአንባብ ስልቶችን እንድጠቀሙ እንደረዱቸዉ ቢነግሩኝ)

ክፍል 2 : በቡድን በማስነብብ፣አንብበዉ የተረዱትን ነገር በቡድን መሪያቸዉ አማካይነት ሪፖርት እንዲያደርጉ በማድረግ፣ መርጃ መሳሪያዎችን በመጠቀም... አሠራቸዋለሁ። ሳቢ የሆነ ከባቢ እንዲኖር ለምሳሌ ሣምንቱ ቀናት ፣ የዓመቱ ወራት የመሳሰሉትን በመለጠፍ እንጠቀም ነበር ፤ ነገር ግን ትላልቆቹ አጥፍተዉብናል።

ተመራማሪዎች፡ ቢደጋግሙ አመሰግናለሁ

Appendix M: Open, Axial and Selective Coding of Interviews

Q1

Code	Properties	Example of participants' words
<i>Understanding of essential components early reading instruction</i>	<i>Has low understanding of critical components of reading instruction</i>	<i>I do not think I have enough understanding about these things [G1T1]</i>
	<i>Spoke truth that the teacher does not have a good understanding of the essential components</i>	<i>I do not have enough understanding; isn't it better to tell the truth? [G1T2]</i>
	<i>Has some level of understanding, but not enough</i>	<i>I have certain level of understanding; in fact, no one is perfect [G2T1]</i>
	<i>Reading is rarely taught in association with speech sounds</i>	<i>Teaching reading starting from speech sounds is rare. ... when teaching reading with alphabet, there are certain confusions [G2T2]</i>
	<i>Limited understanding</i>	<i>I do not have enough understanding; I only know things like making and using flash cards [G3T2]</i>
	<i>Insufficient understanding</i>	<i>Most of the time our teaching basically focuses on letters; though not sufficient, I have some understanding [G3T2]</i>

Q2

Code	Properties	Example of participants' words
<i>Training given to</i>	<i>Whether teachers</i>	<i>I have not taken any training [G1T1]</i>

<i>teachers</i>	<i>received incapacitating trainings</i>	
	<i>No training given on early grade reading instruction</i>	<i>I haven't taken; I haven't taken any training [G1T2]</i>
	<i>Scarcity of trainings to teachers on literacy instruction</i>	<i>I have not taken any training on this issue [G2T1]</i>
	<i>Limited trainings that used to be given are no more there</i>	<i>Certain trainings used to be given. Since some years, trainings have become rare [G2T2]</i>
	<i>Teachers got no training</i>	<i>I haven't got any training [G3T2]</i>
	<i>Teaching fundamental reading skills has got new ideas but not supported by trainings</i>	<i>I haven't taken any additional training on teaching basic reading skills. There are many new things; I am trying to help myself with personal reading [G3T2]</i>

Q3

Code	Properties	Example of participants' words
<i>Using the strategies of teaching of phonemic awareness</i>	<i>Teaching basic reading skills in association with speech sounds</i>	<i>These things are being done in private schools, but it is not like that in here because we have many students in a classroom [G1T1]</i>
	<i>Some of phonemic awareness techniques employed</i>	<i>For example, I make them unscramble the letters to make meaningful words, add, delete, substitute, and form words [G1T2]</i>
	<i>Ethiopian children find</i>	<i>students in grades one and two may</i>

	<i>recognizing English speech sounds difficult</i>	<i>recognize letters on English alphabet; however, it is difficult for them to recognize speech sounds in English language [G2T1]</i>
	<i>Difficult to help children learn to read only with the alphabetic reading</i>	<i>...teaching reading, after we have taught only letters or graphemes, students find reading certain words difficult. This is because what they know is only letters [G2T2]</i>
	<i>Not using phonemic awareness instruction strategies</i>	<i>I have not taught such things [G3T2]</i>
	<i>Not much attention is paid; helps when children struggle</i>	<i>Because I think the students come across these things in grades one and two, I do not often pay attention. I try to help the students when they struggle to read certain words [G3T2]</i>

Q4

Code	Properties	Example of participants' words
<i>Teaching sound-symbol relationship</i>	<i>Letter –sound correspondence confuses</i>	<i>Phoneme-grapheme or letter-sound relation in English is confusing [G1T1]</i>
	<i>Sound-letter relationship in English are irregular</i>	<i>For example, I have taught them that the letter is read as 'u' but its sound is different in words like umbrella [G1T2]</i>
	<i>Teach a little of letter-sound relationship</i>	<i>I usually try to teach, but I do it little by little because the children lack ability to understand [G2T1]</i>

	<i>The sound- letter correspondence has irregular pattern</i>	<i>English letters are regular when they are named, but their sounds not regular. That means one letter may have different sounds [G2T2]</i>
	<i>Sound- letter relationship is taught by help of pictures</i>	<i>I present lessons supported by pictures [G3T2]</i>
	<i>Teaching sound-letter relationship is missing</i>	<i>I take this question as a comment [G3T2]</i>

Q5

Code	Properties	Example of participants' words
<i>Teaching words & word meanings</i>	<i>Words are written and explained in vernacular</i>	<i>The experience we often have is writing the words first and telling word meanings in Amharic. Sometimes we use pictures to teach words [G1T1]</i>
	<i>Use pictures, charts & portable real objects to teach words</i>	<i>To teach words, I use pictures, charts and sometimes I bring some portable objects to classroom [G1T2]</i>
	<i>Teacher believed teaching words & word meanings should be introduced in grades five & six</i>	<i>I try to do, but the children cannot cope up. I personally believe it is better introduced in grades five and six [G2T1]</i>
	<i>Teach words of body parts & things found in the surrounding first</i>	<i>I teach the words of their body parts, things they can easily find in their surroundings before others [G2T2]</i>
	<i>Contexts in reading texts are used to teach words & word meanings</i>	<i>I teach words in relation to contexts in reading text [G3T2]</i>

	<i>Make students read words taken from reading texts</i>	I often teach vocabulary by making students read the words taken from reading passage [G3T2]
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Q6

Code	Properties	Example of participants' words
<i>Developing accurate, automatic & expressive reading ability</i>	<i>The teacher reads ; students repeat after the teacher</i>	<i>I repeatedly read some words for them. Then I make them read the words repeatedly [G1T1]</i>
	<i>Large class size impedes teaching students to develop accurate, automatic & expressive reading</i>	<i>...how can we help, follow up ... each student while we have 100 students in a classroom?[G1T2]</i>
	<i>Teacher reads first & students repeat; teachers fail to use appropriate teaching & assessment techniques</i>	<i>I read first and make them read after me; in this I help them learn to read. In fact, as teachers, we do not use the techniques that help us teach and assess children's reading fluency. We have a serious inadequacy in this regard [G2T1]</i>
	<i>It is difficult to help grade two students develop accurate, automatic & expressive reading ability</i>	<i>The children even cannot read the letters. To read fluently, they first need to recognize the letters well [G2T2]</i>
	<i>Though most of grade three students struggle to</i>	<i>...grade three students struggle to read words like neighboring, migration, high.... In fact, there are students who</i>

	<i>read some English words in the text, teacher helps those who try</i>	<i>try their most, so I do not do anything more than helping these [G3T2]</i>
	<i>Make students read repeatedly</i>	<i>I usually make students practice by reading repeatedly [G3T2]</i>

Q7

Code	Properties	Example of participants' words
Teaching students to understand what they read	<i>Students read as much as they could</i>	<i>I try to make the students read as much as they could and assess their progress [G1T1]</i>
	<i>Make students read words; the teacher reads to them</i>	<i>I teach students to read at word level; to some extent they understand when they are read to, but they cannot read and understand sentences [G1T2]</i>
	<i>The teacher reads first; I make the students read by themselves</i>	<i>I lead them by reading myself first; I encourage them to read by themselves. I also encourage them to read repeatedly [G2T1]</i>
	<i>Teacher reads the text and translates it into Amharic, one of the vernaculars</i>	<i>I read first and translate it into Amharic. Then they understand; they also try to answer some questions [G2T2]</i>
	<i>Teacher reads; makes students read; asks some comprehension questions</i>	<i>I read the story first; I make the students read. Then I ask them few questions [G3T2]</i>
	<i>Students made to read in groups and report</i>	<i>I teach by making students read together in groups; present what they have understood from what was read through their group leaders; using teaching aids as</i>

		<i>appropriate [G3T2]</i>
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Axial & Selective Coding

Open Code	Axial code	Selective code
<i>Understanding of essential components early reading instruction</i>	<i>insufficient understanding of the critical components of early grade reading instruction</i>	<i>Limited knowledge of essential components of early reading instruction</i>
<i>raining given to teachers</i>	<i>on-job trainings on early grade reading instruction are scarce</i>	<i>Rare on-job trainings to teachers</i>
<i>Using the strategies of phonemic awareness</i>	<i>Teachers do not often employ phonemic awareness instruction strategies</i>	<i>Failure to use phonemic awareness instruction strategies</i>
<i>Teaching sound-symbol relationship</i>	<i>Sound- letter relationship in English is irregular, confusing, so that it is less practiced</i>	<i>Limited practice of phonics instruction</i>
<i>Teaching words & word meanings</i>	<i>Words are written and explained in Amharic; pictures are used; read to the students; taught from simple to complex; recommended to be introduced starting grade five</i>	<i>Limited application of variety of vocabulary instruction strategies</i>
<i>Developing accurate, automatic & expressive reading ability</i>	<i>Teacher reads & students repeat; not knowing the techniques; blame large class size; believe students who struggle with words cannot do well with reading accurately, automatically & expressively</i>	<i>Limited understanding & skills of teaching reading fluency</i>
<i>Teaching to read and understand what they read</i>	<i>Teachers read & ask students to re; teachers read & explain in Amharic; students read in groups & report; teacher reads, students read & teacher ask questions</i>	<i>Failure to use reading comprehension strategies</i>