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AN INVESTIGATION OF EARLY GRADE TEACHERS' PRACTICE OF PHONOLOGICAL
AWARENESS: THE CASE OF KOORETE LANGUAGE

BY

SAMUEL ZINABU

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF LINGUISTICS AND
PHILOLOGY, COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION

IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY (PhD) IN APPLIED LINGUISTICS

February, 2025

Addis Ababa, Ethiopia

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DEPARTMENT OF LINGUISTICS AND PHILOLOGY

This is to certify that **Samuel Zinabu Haile's** thesis "*AN INVESTIGATION OF EARLY GRADE TEACHERS' PRACTICE OF PHONOLOGICAL AWARENESS: THE CASE OF KOORETE LANGUAGE*", *has been* submitted in order to fulfill the requirements for the Doctor of Philosophy in Applied Linguistics degree. It fulfills the established standards for originality and quality to university regulations. The board of examiners approve that this thesis has successfully completed the defense procedures and review processes.

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Samuel Zinabu Haile

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Department of Linguistics and Philology, Addis Ababa University

Date of submission: February, 2025

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ABSTRACT

The purpose of this study was to examine Koorete language teachers' practices regarding the key components of phonological awareness in the early grades in Koore zone, Southern Ethiopia region. The study specifically aimed at investigating teachers' practices regarding key components of phonological awareness, identifying perceptions of teachers' readiness to teach phonological awareness, exploring the challenges teachers face in teaching phonological awareness, and assessing the alignment of the content of students' textbooks with the primary school mother tongue curriculum. In doing so, the study employed mixed methods design and sociocultural theory as a theoretical foundation of the study. Questionnaires, classroom observation, semi-structured interviews, and content analysis were used to generate the data. Purposive and random sampling techniques were used to select teachers and schools respectively. Accordingly, 23 grade one teacher, 23 grade two teachers; 4 school principals were randomly selected from thirty primary schools. In addition, two college mother-tongue language instructors have participated. Qualitative data were analyzed thematically and the quantitative one using descriptive analysis with frequencies and percentiles. The results of this study showed that early grades Koorete language teachers do not adequately integrate and practice the key components of phonological awareness in the early grades due to a lack of content and pedagogical knowledge related to teaching phonological awareness. The findings also indicated that teachers lack adequate pre-service and in-service teacher training as well as lack of explicit and systematic use of effective lesson planning and supplementary reading materials. Additionally, early grade mother tongue language teachers fail to allocate adequate time. Therefore, it is recommended that special attention be paid to integrating phonological awareness in the early grades, with particular reference to Koorete language teaching, in curriculum design, textbook preparation, and teacher training programs. The study also recommends that teachers be adequately equipped with content and pedagogical awareness, provided with phonological awareness resources, and supported through in-service training to improve the teaching of reading skills in the mother tongue language. Finally, all stakeholders must work on the access and quality of textbooks and supplementary reading materials, adopt explicit and systematic teaching practices, organize in-service training, and create an environment that promotes teachers' literacy practice.

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List of Abbreviations

CSA	Central Statistical Agency
D ₁	Director one
D ₂	Director two
D ₃	Director three
D ₄	Director four
EGRA	Early Grade Reading Assessment
I ₁	Instructor one
I ₂	Instructor two
IM	Instructional Materials
ILA	International Reading Association.
IRIS	Instructional Resources Information System
LTSM	Learning and Teaching Support Material
MoE	Ministry of Education
MT	Mother Tongue
MTL	Mother Tongue Language
NAEYC.	National Association for the Education of Young Children
NCCA	National Council for Curriculum and Assessment
NCES	National Center for Education Statistics
NELP	National Early Literacy Panel.
NIFL	National Institute of Literacy
NIL	National Institute for Literacy.
NRP	National Reading Panel
NRTAC	National Reading Technical Assistance Center.
PA	Phonological Awareness
PNS	Primary National Strategy
RTI	Response to Intervention
TLM	Teaching and Learning Materials
T ₁	Teacher one
T ₂	Teacher two
T ₃	Teacher three
T ₄	Teacher four
T ₅	Teacher five
T ₆	Teacher six
T ₇	Teacher seven
T ₈	Teacher eight
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE: GENERAL OVERVIEW OF THE STUDY

1.1 INTRODUCTION

This chapter provides an overview of the study, in particular the background, problem of statement, study objectives, research questions, significance, delimitations, limitations and operational definitions of terms used in the study. The second chapter provides the literature review and theoretical framework, the third chapter deals with the research methodology, the fourth chapter deals with the presentations and discussions of the results and the last chapter presents conclusions and recommendations of the study.

1.2 Background to the Study

Literacy, the ability to read and write, is a fundamental skill that enables a person to be successful in lifelong learning activities (Greenstein, 2016:9). It is the most important survival skill of the 21st century, even more so now than in years past. For some children, success in learning reading and writing skills is significantly improved through special experiences and opportunities in early grades (Snow & Matthews, 2016:58). When children have strong literacy experiences in their early school years, they can achieve academic and literacy achievement later in life.

Children develop their reading skills when they are actively guided and encouraged in early literacy. Research shows that a child who learns basic reading skills early in their school career is unlikely to learn to read at all (Westwood, P. S. & Westwood, P. 2008:161). Therefore, acquiring literacy skills is one of the most important goals in the early school years, and children must acquire these critical foundational skills in the early grades to be successful academically (READ Ethiopia, 2014:6; NRP, 2000:27). Lonigan & Shanahan (2009:280) define reading as a complex system of deriving meaning from printed texts that requires: the ability and knowledge to understand how phonemes or speech sounds relate to printed texts; the ability to decipher unfamiliar words; the ability to read fluently; sufficient background information and vocabulary to promote reading comprehension; the ability to construct meaning from prints and to maintain motivation to read. Therefore, children's early literacy performance in the early grades is an indicator of later school success (Hill, 2019:16).

Practicing the key components of phonological awareness in early reading development, which focuses on children's ability to identify and manipulate sound units, is very important

and considered a key skill in reading learning and an important predictor of later reading development (Jonas, & Director, 2019:4; National Reading Panel, 2000:2; National Early Literacy, 2008:69). This key components focuses on teaching children to understand segments of spoken words and the syllable level (rhyme, syllables, and alliteration) down to the most discrete level of individual sounds or phonemes (onset, segmentation, blending, manipulation, and deletion). In addition, it may also involve speaking rhyming words, clapping the syllables of a word, or recognizing the initial sound of a word (Costenaro & Pesce, 2012:590; Jonas, & Director, 2019:8). Therefore, early-grade teachers should focus on sound identification, particularly teaching phonological awareness activities (i.e., listening, rhyming, blending, deleting/segmenting, the size of the intended unit (i.e., phone, word, syllable, phoneme) (Skibbe, Gerde, Wright & Samples-Steele, 2016:131). Although there is ample evidence of the positive effects of an early approach to phonological activities in facilitating later reading acquisition, the role of phonological awareness is still generally underestimated, both in the first language (L1) and in the foreign language (FL) (Costenaro & Pesce , 2012:582).

Teaching the components of phonological awareness to children in early grades is critical to reading success. To improve children's literacy skills, teachers should use explicit and systematic phonological awareness instruction in the early grades (Jensen, 2019:20; Schars & Verhoeven, 2017:1531; Samuel & Binyam, 2024:9). Teachers' general reading skills are closely related to students' reading achievements. In many developing countries, teachers who speak their mother tongue language may lack important reading strategies and subject matter skills. Pre-service teacher preparation programs may not provide literacy instruction techniques, appropriate content knowledge, and assessment. More specifically, they may fail to provide the key components of literacy that they can integrate into their subjects and lessons. As a result, many early-grade children do not achieve the minimum expected learning competencies at this level (Akyeampong, Lussier, Pryor, & Westbrook, 2013:273). The components of reading skills, namely phonological awareness, phonetics, vocabulary, fluency, and reading comprehension, need to be included in reading instruction in the early grades (Minwuyelet, 2020:107). Therefore, reading instruction strategies need to be appropriately integrated into teacher training programs and early-grade reading instruction.

Assessment data on early school-age literacy skills in low-income countries is still limited and shows that many students do not achieve basic reading skills. In these countries, by the end of second grade, the majority of students are unable to read a single word of a simple paragraph

in the language in which they are taught (Gove & Cvelich, 2011:29). Ensuring that children become proficient readers through effective reading instruction in the classroom is a critical issue in reading education. Even experienced kindergarten teachers, special education teachers, reading specialists, and first-grade teachers do not master the refined skills required to provide students with appropriate reading instruction (Berkeley, Regan, Dimitrov, Guckert, & Ray, 2016.:24). However, students benefit from high-quality early literacy instruction from educators who have a deep understanding of phonological awareness. For this reason, preprimary school teachers should be offered a step-by-step including academic training in phonological awareness instruction (Costa & Carnoy, 2015:2).

Early grade children in low- and middle-income countries do not develop basic reading skills even after years of schooling (UNESCO, 2017a:12). In these countries, primary school children have difficulty reading even simple words. According to the United Nations (UN), 9 out of 10 children in sub-Saharan Africa lack basic reading skills. Likewise, in Central and South Asia, approximately 81% of children cannot read at the minimum literacy level (UNESCO, 2017b). Literacy levels in poor countries are generally low compared to developed countries. To alleviate this problem, conducting a study on teachers' reading practices in the classroom plays a crucial role in investigating the gap and suggesting possible solutions for early-grade reading performance.

Furthermore, early reading instruction, particularly phonological awareness instruction, needs to focus on comprehension activities at word level, syllable segmentation, and blending and phoneme manipulation activities in reading comprehension (National Early Literacy Panel, 2008:108). In most African countries, studies show that primary school teachers are not adequately trained or prepared to teach reading in their mother tongue. Many of the recently surveyed teachers training colleges in sub-Saharan Africa do not offer specific courses to teach reading in their mother tongue language (Lyytinen, Ojanen, Jere-Folotiya, Ngorosho, Sampa, February, & Serpell, (2019:126). Therefore, it is not surprising that early elementary school teachers are unprepared to teach children to read in the appropriate languages.

Ethiopia is one of the multi-ethnic countries in Africa, where about 80 languages are spoken by more than 100 million people of different ethnic groups. Since 1994, Ethiopian education and training policies have marked a turning point in the way over 50 mother tongue languages are used as a medium or subject of instruction in primary schools. Therefore, the implementation of a multilingual language policy offers a great opportunity for disadvantaged

language groups to make their language a medium of instruction in primary schools. Therefore, many mother tongue groups have attempted to make their mother tongue the medium and subject of instruction in primary (first and second cycle) schools. However, recent studies have shown that the quality of early education is the biggest problem in Ethiopian schools (Nega, 2012:1; Roadmap, MoE, 2018:16). Based on Piper's (2010:19) finding of gaps in early-grade reading literacy assessment, READ Ethiopia (2014, 2016, and 2018:1) intervened in early-grade reading literacy development in seven Ethiopian languages, but the results remained the same after multiple attempts.

A mother tongue language curriculum in Ethiopia states that children in first and second grade are expected to develop their reading skills through the development of print concepts (MoE Ethiopia, 2021:13). It is also recommended to develop strong oral skills, with an emphasis on phonological awareness and mastery of the most common sound-symbol combinations in language (p. 10). More importantly, reading instruction in the early grades must focus on identifying speech sounds through systematic and explicit instruction in perceiving the phonemes of language. Therefore, the curriculum stated that teachers are expected to demonstrate, show graphemes (letters), ask students to say the name and the sound, show the word, say each sound, and then blend the sounds (using known grapheme sounds). In addition, teachers distinguish the same sound, count words in a sentence, syllables in a word, and sounds in a word; rhyme: rhyming word families; blending: sounds in a word; segmentation: saying the word and then pronouncing each syllable or sound (MoE Ethiopia, 2013:21).

In Ethiopia, Piper reported in (2010:51) that two-thirds of teachers had received no in-service teacher training in reading methods and pedagogical techniques, and 61% of teachers had received no in-service training at all in teaching reading. In addition, the study highlighted that the poor practice of the learning-teaching process, especially the recruitment of low-performing and less committed candidates, the poor quality of teachers (poor teachers' expertise and knowledge), and the weak motivation of teachers are some serious concerns Present challenges in the system. Other local studies also found that the teacher training system is characterized by frequent reforms due to global influences associated with a lack of emphasis on local contexts, a lack of awareness of reading instruction, a lack of teacher commitment, and a lack of pedagogical skills (Melese & Tadege, 2019:5; Kedir, 2007:294). Furthermore, most children, especially in rural areas, do not go to kindergarten; therefore, children's reading performance is very poor.

Koorete language has benefited from a language policy which uses the language as a medium of instruction in early childhood education Ethiopia Federal Democratic Republic (EFDR, 1994). The government designed the *Educational and Training Policy (1994)* to include most language of the country to enrol in primary education level. The language had been taught as a subject from grade 1-4, from 2000 to 2022. Since 2022 the language is used as medium of instruction in early grade 1-3 and will be continued up to grade six according to new Ethiopian Education Curriculum (MoE, 2021). The language uses Latin script in academic environment. Besides, it was given in diploma program at Hawassa Teacher Training College from 2010 up to 2013 and later on it is lunched as a department at Dilla Teachers training College since 2014. Therefore, since the language is newly developed language with very limited literature, the present study may add some input for the language development in educational system.

Currently, most Ethiopian primary school students learning in their mother tongue language are unable to read a single word. It seems that not enough attention has been paid to research on the mother tongue as a medium of instruction in the early grades. As mentioned in the section above, the Koorete language has been used as a subject in the early grades (1-4) for more than thirteen years. However, no study supports language instruction, early grade reading achievement, teacher practice, and student reading outcomes, and assessing early grade reading skills in general. The early reading assessment of seven Ethiopian languages by Piper (2010) and the intervention based on the results of the study did not include the Koorete language and other minority languages (USAID Ethiopia, 2014:43, 2016:8, and 2018:1).

The current study was conducted on Koorete language in Koore Zone in the southern Ethiopia, where 32 languages are spoken as mother tongue languages; about 20 languages are used as the medium of instruction in the early grades in the region. The Koore Zone is located about 478 km from Addis Ababa, the capital of Ethiopia. Koore is the proper name for people who are mother-tongue speakers of the language, referring to the people of this ethnic group, and Koorete is the language they speak. It is an Omotic language of the Afroasiatic group. Its family is mainly divided into Eastern and Western Omotic. Koorete belongs to the western Omotic branch, specifically the eastern Ometo branch (Fleming, 1976). The Koore people live on a mountain range in the middle of the African Rift Valley in southern Ethiopia. The language is spoken by 156,983 mother tongue speakers, according to a census conducted by the Central Statistics Agency of Ethiopia (CSA, 2008).

The study aimed to look into how teachers in the early grades of the Koorete language use phonological awareness in the Koore Zone of the Southern Ethiopia region. It focuses on examining the teaching of phonological awareness (PA) in first and second grade classrooms, as this has a significant impact on the development of reading skills in children. Phonological awareness (PA) is a foundational sub-skill that plays key role for pupils' academic success in general and their reading performance, in particular, is their early-years (Jonas, & Director, 2019:4).

1.3 Statement of the Problem

The development of literacy skills for children in the early grades also consistently recommends high-quality instruction in phonological awareness to support reading and writing development. Researchers found evidence that direct-impact phonological awareness instruction should be intentionally planned and explicitly implemented as part of the early-grade reading program (Dahmer, 2010:6; Dickinson, Griffith, Golinkoff, & Hirsh-Pasek, 2012:2). Teachers in early grades need to practice phonological awareness tasks to make children aware of the sounds heard in words and syllables and also to be able to manipulate phonemes in words. If teachers do not explicitly practice reading in early grades, they may fall even further behind in later years because they cannot read printed information, follow written instructions, or communicate in writing (Gove & Wetterberg, 2011:1).

In sub-Saharan African countries, students are currently struggling to acquire basic reading skills due to inadequate reading instruction in the early grades. According to UNESCO, Global Education Monitoring Report, only 18 percent of all primary school-aged children in sub-Saharan Africa achieve a minimum level of reading proficiency, many of whom are in school. Children reach fourth grade without learning the basics of reading, and 40% of young people cannot read a sentence (UNESCO, 2022). There is evidence that many children enrolled in pre-primary schools in most sub-Saharan African countries have low reading skills. In South Africa, Howie et al. (2007:29) stated that almost 80% of South African 9- or 10-year-old children in first grade cannot read or understand a sentence in any language after five years of schooling. Also in Mali, for example, 94% of second graders at least eight in ten could not read a single word in four national languages, even though Mali is the most advanced West African country in using national languages in the classroom. In Tanzania, Ligembe, (2014:1) reported that most primary school students complete their primary

education without having acquired literacy skills that would enable them to read and write in Kiswahili. In Kenya also a research shows that students' reading skills are low (Ermias Mulatu & Taye Regassa 2022:3).

Furthermore, EGRA Ethiopia (2014, 2016, and 2018) conducted a consecutive study on Early Grade Reading Assessment and an intervention to support children's reading achievement in Ethiopia. The assessment focused on the seven mother tongue Ethiopian languages, namely Tigrinya, Afan Oromo, Amharic, Somali, Sidaamu Afoo, Wolaita, and Haddiyissa, and the result showed that early-grade reading performance was low in all languages assessed. The results show that children in grades 2 and 3 are not able to meet the grade standard set by the Department of Education. For example, 34% of second-grade students could not read even a single word, 48% of children could not understand a single question in their mother tongue language, and children could not identify a single sound or letter in words (Piper, 2010:8). The percentage of students who achieved the upper levels of achievement over the years was 31.3% in 2014; 34.2% in 2016 and 32.4% in (2018:50). As observed that there is little difference in the reading performance of students in the three EGRA studies in Ethiopia. The reports also showed that only 6.2% of Ethiopian students in grades 2 and 3 achieved the target reading comprehension. The average percent correct for reading comprehension questions is a very low 20% and the final assessment report indicated that students' reading development was problematic (USAID Ethiopia (2014:12 and 2018:52).

Moreover, Minwuyelet, (2020:3) children in Grade 3 were found illiterate or non-readers in their mother-tongues. Their reading achievement was also poor in reading comprehension and they failed to answer basic questions taken from a passage in grade 2 in many regions. Likewise, Getachew et al. (2016:17) find that primary school students in Ethiopia tend to have lower reading skills and many early graders had serious problems with letter recognition, phonological awareness, guessing meaning from contextual clues, and understanding longer texts. This is a similar finding that many students in low-income countries fail to learn basic reading skills at preschool and early grade levels (Gove & Wetterberg, 2011:31). Also, world vision conducted a survey on early grade reading in Koorete and Amharic language and the children were unable to read the given word of the grade level (World Vison 2020). Children's inability to read a particular text limits the amount of information acquired; this means that children have to process and understand less information. Similarly, USAID Ethiopia (2014:12 and 2018:52) reported that 69% of children in second and third grades could not read a single word in their mother tongue language and did not meet the minimum learning

competencies set by the Ministry of Education in Ethiopia. This result suggests that reading achievement in elementary school classes in Ethiopia does not show the progress one would hope for considering several years of reading intervention (USAID Ethiopia, 2018:50). Overall reading performance has changed little across the three EGRA administrations at the aggregate national level.

In Ethiopia, the Federal Democratic Republic of Ethiopia (FDRE), (1994), the education and training policy changed the centralized education system, give emphasize for linguistic diversity and framed mother tongue language as medium of instruction. As a result, many languages have been used as the medium of instruction in primary and secondary schools in Ethiopia. So far, policy decisions appear to have adopted conscious planning and consultation with experts may bring changed in language development (Getachew & Derib, 2006:58). Nevertheless, the quality of mother tongue teaching in primary school classes in various Ethiopian languages is not sufficiently discussed. In context, the teacher education and training policy emphasizes basic knowledge, a professional code of ethics, methodology, and practical training so that teachers are equipped with the necessary teaching qualifications and competencies through preparatory and in-service training (ETP, 1994). The policy also confirmed that teachers must be certified before teaching at any level of education (Aweke et al. 2017:62). Furthermore, a new curriculum of mother tongue language education in Ethiopia stated that primary education is expected to develop literacy competence of mother tongue through MT focused medium of instruction (MoE Ethiopia, 2021:13). The primary school curriculum of mother tongue language in Ethiopia recommends that primary school teachers are expected to prepare and teach strong oral skills, with an emphasis on mastering the most common phonological awareness tasks in the language and leading the student to read simple texts (MoE Ethiopia, 2021:18).

The quality of education in Ethiopia in general and early grade literacy in particular are fraught with challenges. The implementation of early reading lessons in the mother tongue in primary school lessons, in particular: teachers' reading teaching practice, teachers' perception of their readiness, challenges related to teachers' reading practice in the classroom, and the orientation of the content of the textbook to the corresponding mother-tongue primary school lessons (Samuel and Binyam 2023:4). The curriculum must be supported by empirical studies to support students' reading development and address existing reading achievement issues in the early grades. Pedagogical logic shows that the development of reading skills in the early grades begins with phonological awareness, while instruction is a critical strategy for

improving children's reading skills in the early grades and later in the academic ladder. Therefore, it is important to evaluate whether teachers apply the explicit and systematic practice of phonological awareness in the actual classroom, as it is effective in improving literacy skills in early grades (Schaars, Segers, & Verhoeven, 2017:1531).

Experimental studies on phonological awareness suggest that incorporating phonological awareness has positive effects on the development of literacy skills in early graders (Menzies et al., 2008 as in Wessels, 2011:17). To prevent reading problem, elementary school teachers' reading instruction must incorporate key components of phonological awareness. In most of sub-Saharan Africa, including Ethiopia, teachers who teach reading practice remain largely underprepared or under qualified. In Ethiopia, most mother tongues are used as a medium of instruction in the first grades, but the quality of education in general and reading development in particular is still questionable (Alemayehu, 2021:525). In studies, teachers lacked knowledge of phonological awareness, lacked preparation, and lacked integrated, effective reading instruction related to teaching phonological awareness (Wessels, 2011:191). Similarly, Barnes, Zuilkowski, Mekonnen, and Ramos-Mattoussi (2018:7) revealed that many early grade teachers lack content and pedagogical knowledge of phonemic and phonological awareness because they were not adequately taught in their preparation program. This revealed that there are explicit guidelines for teaching phonological awareness with useful basic theoretical and practical information in the mother tongue language are lacking.

Therefore, assessing teachers' actual teaching practices to teach phonological awareness helps to become aware of the existing gaps and suggest possible theory- and practice-based interventions. This study focuses on exploring the teaching practice of the components of reading skills, particularly phonological awareness, in first and second-grade Koorete language in Ethiopia. The teacher's teaching practice in the classroom is the focus of reading instruction, and the teacher must have appropriate subject content and pedagogical knowledge to provide students with relevant and high-quality reading instruction. However, a recent study on early childhood reading showed that empirical research in early childhood reading instruction is needed to create effective phonological awareness when teaching early reading (Minwuyelet, 2020:97). Therefore, to fill this gap, a comprehensive and practical study of reading in early grades is urgently needed.

Road map, Ethiopia (2018: 91); Melesse, & Enyew, (2020:386) children's unable to read by the end of the fourth grade, this continue into later grades, with typically falling farther behind

in their education. Therefore, children in early grades supposed to receive explicit and systematic instruction in phonological awareness and reading skills, to be aware of the sound system of the language, and to elicit meaning from any written text. Carson (2012:69) proposed that teachers at an early grade should use instruction in phonological awareness to improve children's reading performance. Available studies that focused on early literacy assessment in some selected languages in Ethiopia revealed that there are limitations in providing relevant and appropriate subject content and pedagogical knowledge on early literacy in the mother tongue (Piper, 2010:13; USAID Ethiopia, 2018:1). Since Koorete has a short history in the school curriculum (script development and appropriateness, transition from oral to printed language), a lot of work from researchers is required. The status of other minority languages like Koorete language has not been assessed and taken into account in previous studies. Therefore, this study attempted to identify the gap and suggest possible intervention mechanisms.

1.4 Objective of the Study

1.4.1 General Objective

The general aim of this study is to investigate the practice of phonological awareness in the Koorete language by primary school teachers in the selected schools of the Koore zone in the southern region of Ethiopia.

1.4.2 Specific Objectives

The study specifically aims to:

1. Investigate teachers' practice of phonological awareness in early grades;
2. Explore teachers' perceptions of their preparedness to teach phonological awareness;
3. Identify the challenges teachers face in teaching phonological awareness;
4. Evaluate the content alignment of the students' textbooks with the corresponding elementary school mother tongue curriculum.

1.5 Research Questions

This research aimed to answer the following research questions:

1. How do first graders teach phonological awareness in the early-grade classroom?
2. What are the teachers' perceptions towards their preparedness in teaching phonological awareness?

3. What challenges do teachers face in teaching phonological awareness in the early-grade classroom?
4. To what extent is the content of the textbook aligned with the relevant phonological awareness curriculum?

1.6 Significance of the Study

The present study generated information on the teachers' practice of phonological awareness in first and second grades. The findings of this study can help elementary school teachers to understand the key components of phonological awareness to develop reading skills. The outcome of this study benefits from identifying the challenges impacting the teaching of phonological awareness so that they can be confronted and appropriate interventions can be implemented. It is also hoped that findings of this study would be important for policymakers, curriculum designers, textbook developers, teacher education programs, researchers, regional education officers, the Ministry of Education and other stakeholders to understand the gap in phonological awareness practice and prepare relevant interventions in academically disadvantaged languages in Ethiopia, particularly the Koorete language.

The results of this study could also contribute to determining teachers' perceptions in teaching phonological awareness and taking relevant in-service measures to raise awareness of the practice of phonological awareness. The overall results of this study help children in first grade by improving their reading skills through teacher intervention in reading instruction. Furthermore, the results of this study would serve as a reference for interested bodies to conduct further comprehensive research on this topic.

1.7 Delimitation of the Study

The study was limited to first and second-grade Koorete language teachers in the Koore zone in the southern region of Ethiopia. The study also restricted evaluating the alignment of the content of textbook and the syllabus regarding the key components of phonological awareness tasks such as words into syllables, rhymes, alliteration, initial rhyme segmentation, segmentation of initial and final sounds, blend of sounds into words, segmentation of words into Sounds, phonemes (identity, isolation, categorization, blending, segmentation, addition, deletion and replacement) (MoE Ethiopia, 2021:12; NRP 2000:2.17; Schuele & Boudreau, 2008:6).

The study also limited investigating teachers' perceptions in teaching phonological awareness in early school Koorete language. The study was also limited to identifying the challenges that hinder practice of phonological awareness in some selected first and second grade teachers. The data collection method is also limited to classroom observations, semi-structured interviews, questionnaires, and content analysis.

1.8 Limitations of the Study

The study had various difficulties at the time of the investigation, there were two main limitations. Firstly, the current political instability in the country, particularly unrest in the location selected for research, and secondly, research-related internal limitations. In terms of external restrictions, Ethiopia has been in a critical crisis due to political conflicts since 2019. As the Koore Zone (the research site) has been the center of conflict with the Oromiya region for the past six years, there have been various challenges in achieving the goals. The challenges included, for example, transport blockages, school closures, and a lack of communication among the participants. Psychologically, then, this affected the ability of the researcher and his assistants to collect data.

The second limitation is related to the research methodology, sample size, techniques, instruments, and scope of the research. The researcher minimized these limitations by attempting to triangulate the beliefs expressed in the responses using various data collection tools (Chali, 2020:6). Although selected teachers were expected to be observed for 40 minutes, however, most teacher take fewer minutes to lesson presentation. Since the research design is a qualitative case study, the result cannot be transferred to other schools and teachers due to the small sample size and the study result may be less generalizable. However, the results may be useful for drawing lessons and intervening in related cases in similar situations in Ethiopia or elsewhere.

On the other hand, this study is limited to teachers' practice of the first component of reading skills, namely phonological awareness. Other components such as phonics, vocabulary, fluency, and reading comprehension are not included. Also, other factors such as student learning outcomes, learning motivation, family income, and home literacy were not considered due to time constraints. Since the study used both a qualitative and a quantitative research design, the instruments for qualitative data collection are limited to observation,

surveys, and content analysis, and the quantitative design is limited to questionnaires to determine frequency and percentage, other methods are not used.

1.9 Operational Definitions

- **Alphabet code or Alphabet Principle:** This is the knowledge that sounds in some languages (e.g. English) are represented by letters of the alphabet.
- **Content Analysis:** The term content analysis can be simply defined as the process of summarizing and reporting written data, the main contents of data, and its messages. In this research, content analysis is a method and data collection technique used to summarize and analyze the Koorete textbook, lesson plan, and modules of colleges.
- **Early Grades:** According to this study, early grades include grades 1 through 4.
- **Early Literacy:** The first years of school life when children are taught basic reading and writing skills.
- **Explicit Instruction:** It is systematic, structured way, engaging, and success-oriented and has been shown to promote achievement for all students. This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content.
- **Instructional Practice:** Instructional practices generally refer to the action taken by the teachers in developing the lesson in the classroom. It is the teachers' characteristics and behaviors that lead their classes and are consistently used over time.
- **Phoneme Manipulation:** refers to the breaking up of sounds found in words.
- **Phoneme:** The smallest linguistically distinguishable unit of sound is considered a phoneme. It hears single noises. For example, the English word cat has three phonemes /k/ /a/ /t/.
- **Phonological Awareness:** It is the ability to recognize and manipulate the spoken parts of words, including an awareness of words within a sentence, syllabic awareness, onset and rime, and phonemic awareness
- **Scaffolding:** Supporting instructions in reading, scaffolding is the act of pushing students to learn just above their developmental level by using verbal or written prompts to guide students through texts.
- **Syllable:** It is part of a word that contains a single vowel and is pronounced as a unit.

- **Alliteration** is the repetition of syllable initial consonant sounds between nearby words, or of syllable-initial vowels, if the syllables in question do not start with a consonant.
- **Rhyme:** A **rhyme** is a repetition of similar sounds in the final stressed syllables and any following syllables of two or more words.
- **Segmentation:** Segmenting sounds is the ability to identify the individual sounds (phonemes) in a word.
- **Blending:** Phoneme blending is the ability to combine individual sounds, or phonemes, to form words.
- **Onset:** onsets are any consonants before a vowel in a spoken syllable; whereas rimes consist of the vowel and any sounds that follow it in the syllable.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this study is to investigate classroom teachers' phonological awareness practices in early Koorete language classes. This chapter contains three main sections, namely a review of relevant literature, a review of previous studies, and a theoretical framework. The first section begins with a presentation of the essential components of early-grade reading, followed by the importance of phonological awareness, the relationship between phonological awareness and learning to read, the components of phonological awareness, the continuum of phonological awareness, and knowledge of phonological awareness, the role of phonological awareness, phonological awareness as a predictor of reading, and teachers' phonological awareness instruction.

The second section provides an overview of previous research studies on teachers' practice of phonological awareness in early grades. The previous studies are presented in line with the research question of this study. Accordingly, studies in this section address teachers' practice about the components of phonological awareness, teachers' perceptions of their preparedness to teach phonological awareness, the challenges teachers face in teaching phonological awareness and assessing the content of aligning early grade textbooks with the Corresponding early grade curricula on the components of phonological awareness were presented. The final section of this chapter looks at the theoretical framework of Vygotsky's sociocultural theory to see how teachers practice phonological awareness in the classroom. The researcher designed this study to look through the lens of sociocultural theory into actual classroom presentations by teachers.

2.2 LITERATURE REVIEW

2.2.1 Essential Components of Early-Grade Reading

As the literature on reading and writing has been explored, reading is an essential skill for students' overall future academic success. Reading instruction in the early grades should include the key components of reading skills, namely: phonological awareness, phonics, vocabulary, fluency, and reading comprehension skills, and everyone should master these cornerstones of reading skills in the early grades. These skills would be developed if children were actively instructed in their development in early grades (Dahmer 2010:6; Graham & Kelly, 2018:3). These five pillars of reading development, areas of early literacy, will be

essential components of reading achievement. Practicing these essential components of learning to read in early grades promotes the development of children's reading skills. As your child takes the first steps toward learning to read, it is important to keep in mind the essential components of reading that every child needs to develop into a confident and fluent reader. Therefore, primary school teachers are responsible for preparing students for reading success by implementing and focusing on educational activities that promote the acquisition of reading skills (Wawire, 2021:11). Each of these essential components of early literacy is defined accordingly in the following section.



Florida Center for Reading Research

Figure 2.1 Components of Reading Adapted Florida Center for Reading Research

2.2.1.1 Phonological Awareness

Phonological awareness is defined as the ability to recognize, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes regardless of their meaning). Early explicit instruction in alphabet skills and phonological awareness has consistently had a positive impact on early reading ability. Tasks that require manipulation of phonemes are too difficult for young children, and tasks requiring manipulation rather than detection of speech sounds are often also too difficult for young children. Consequently, by this definition of PA, young children cannot demonstrate reading-related PA. (National Early Literacy Panel [NELP], 2008:76). Furthermore, it is defined as the ability to understand spoken words as sequences of sound segments corresponding to the written units and to access and manipulate these segments in

words, as well as the conscious ability to perceive think about, and manipulate these phonological units (Samuel and Zinabu, 2024:10).

Carson (2012:30) stated that phonological awareness to be a strong predictor, a possible underlying cause, and an effective teaching approach for identifying and correcting early reading difficulties. It makes sense that efforts be made to ensure that they are included as part of core teaching practices in the early grades to reduce reading difficulties. Most children need explicit phonological awareness activities, and all children can benefit from it, i. e. activities that ask children to actively manipulate the sounds in words at the word, syllable, onset, and phoneme levels (Jordan, 2016:10). Similarly, it is also defined as the conscious ability to perceive and manipulate the sound structure of spoken words at the syllable, rhyme, and phoneme levels (Carson, Gillon, & Boustead, 2013:148).

On the other hand, phonemic awareness is an aspect or component of phonological awareness and refers to knowledge of words at the individual phonetic level and how individual phonemes in words can be segmented, blended, or manipulated (Anthony & Francis, 2005:256; National Early Literacy, 2008:76). Likewise, it is the ability to perceive, hear, identify, and manipulate phonemes in spoken words, including the segmentation and blending of these sounds. Most importantly, it is one of the most fundamental skills that can be used to predict how well children will learn to read and acquire the ability to learn to read (International Reading Association, 2011:4). Phonemic awareness in young children greatly increases their later reading ability. Explicitly and directly teaching speech sounds also accelerates the learning of the alphabetic code. Therefore, lessons for beginning readers should also include phoneme awareness activities. It is considered an essential prerequisite, correlate, and predictor of children's reading performance. It has started to develop; Children can begin to understand how sounds and letters are connected by learning which individual sounds are visually represented by which letters (MelbyLervg, Lyster, & Hulme, 2012:342).

Most children require explicit instruction in letter-phone correspondences, where knowledge of initial letter-phone correspondences is consolidated and expanded through the introduction of basic words that use the same letter-phone patterns (Murphy & Farquharson, 2016:29). As an integral part of learning to read and as a strong predictor of reading success, phonemic awareness helps young children adopt more advanced methods of learning new words. When learning a new word, a connection must be made between visual information about the word as it appears in print and its meaning, pronunciation, and other information stored in the

child's oral vocabulary. This connection allows the reader to access information about the word that is stored in the brain when the word occurs in printed form (Stockard & Engelmann, 2010:3).

Practicing phonological awareness in the elementary school classroom positively impacts reading by promoting reading development and acquisition. These findings encourage the inclusion of phonological awareness activities in the early-grade reading context (Eissa, 2013:15). To understand the concept of phonological awareness, we first need to know what a phoneme is. A phoneme is the smallest sound unit in our language that makes a difference in the meaning of a word. Each word in a language is made up of a combination of individual sound units called phonemes (e.g. the word 'soil' in English is made up of four individual sound units /s//o//i//l/). If we delete the first phoneme /s/ we can get the word "oil" and if we change the second phoneme /o/ into /a/ we can get new word "sail".

Therefore, words in all languages are made up of phoneme chains. This is a stroke of luck because this is how we can all create words; we will never need to use different combinations of different speech sounds in a language. This is how almost everyone in the world learns to speak a language with very little direct instruction. However, because phonemes are represented by printed letters, children must be aware of phonemes as discrete segments in words when learning to read. In general, phonological awareness is most often defined as sensitivity or explicit awareness of the phonological structure of words in one's language. In short, it is the ability to perceive, think about, or manipulate individual sounds in words (National Reading Panel, 2000:124; National Early Literacy, 2008:108).

2.2.1.2 Phonics Awareness

Phonics deals with the relationship between sounds and their spelling. The goal of phonics lessons is to teach students the most common sound-spelling relationships so that they can decipher or pronounce words. This decoding ability is a crucial element to reading success. It is defined as a type of reading instruction that focuses on the acquisition of letter-sound correspondences and their use in reading and spelling. It can be described as learning to read explicitly and sequentially based on the relationship between letters and sounds in words. It helps children understand the connection between the letters and the sounds in oral language (Treiman, 2013:586; Wyse & Goswami, 2008:695).

Additionally, phonological awareness is required to effectively use this phonetic knowledge in reading and writing. This is the process of matching the sounds in words to written letters

(National Early Literacy, 2008:78). This is one of the earliest reading skills children should develop because it introduces them to the connection between letters and sounds known as the alphabetic principle. The principles they developed to ensure consistent representation of speech sounds in print are now known as phonetic rules. Phonics begins with the understanding that each letter represents a sound. Phonics should also be taught explicitly and systematically in the early grades (ILA, 2019:2), and structured and systematic phonics instruction plays a large role in early literacy, particularly for struggling readers (NRP, 2000:124).

2.2.1.3 Vocabulary

Vocabulary is one of the five major components of reading and includes individual items and phrases or parts of several words that convey a specific meaning. It is also defined as knowledge of words and word meanings (National Reading Panel, NICHD, 2000). It plays an important role both in learning to read and in understanding a text: to understand the text, you have to know the meaning of the words. By vocabulary, we refer to the types of words that students need to know to read increasingly sophisticated texts comprehensibly (Kamil & Hiebert, 2005). In addition, the vocabulary is divided into oral vocabulary and reading vocabulary. The first relates to words that we use when speaking or that we recognize when listening. The second relates to words that we recognize or use in print. Our daily vocabulary development is an essential part of our learning and reading success. The more words we know, the better we can read and understand the texts we read. Vocabulary development is closely related to comprehension. The larger the reader's vocabulary, the easier it is to understand the text. According to the National Reading Panel, vocabulary can be learned casually through reading picture books or through listening and should be taught both directly and indirectly. Students should be actively involved in the lesson. This includes learning words before reading, repetition, multiple exposures, learning in a variety of contexts, incidental learning, and the use of computers.

A lack of vocabulary can cause children to have difficulty reading, as vocabulary plays an important role in understanding reading texts. Therefore, it is the most important part of language learning and its use. As children become stronger and more advanced readers, they not only learn to combine their oral vocabulary with their reading vocabulary but also strengthen each of these areas by adding new words to their repertoire (Kameli and Baki, 2013:88). There are two main methods for teaching and learning new vocabulary. The first is

an explicit statement; this includes having someone tell you how a word is pronounced and what it means. This is a type of guide that a teacher, dictionary, vocabulary guide, or other resource provides with definitions and pronunciations for the word (Hanson and Padua, 2011:7). The second is context clues, which help discover new words. Context clues are clues to the meaning of an unknown word that is contained in the words, phrases, and sentences that surround the word. This includes other words in a sentence or paragraph, text elements, illustrations, graphics, and diagrams. Context clues are any elements in the text that indicate the definition of a new word. Since students learn most word meanings indirectly or from context, they must learn to use contextual clues effectively (Almunawaroh, 2016:28). A good vocabulary and knowledge of words and concepts are essential for learning and understanding and form the basis for reading comprehension. When instruction focuses on expanding students' vocabulary, students' reading comprehension improves (Al-Darayseh, 2014:1110).

Previous studies on vocabulary in both the first (L1) and second (L2) languages have shown that vocabulary knowledge is one of the best predictors of reading ability and the ability to extract new details from texts (Sidek and Rahim, 2015:55). Vocabulary knowledge has long been considered an essential part of reading comprehension and helps in using reading as a learning tool. Both vocabulary knowledge and reading comprehension are closely related, and this relationship is not one-sided, as vocabulary knowledge can help the learner understand written texts and reading can contribute to vocabulary growth (Salah, 2008:3). Simply put, readers who know the meaning of the words they encounter while reading a text are more likely to understand that text; Readers with large vocabularies tend to be more proficient readers. Vocabulary development is an ongoing process that continues throughout the reading life. There is a clear connection between students' vocabulary and their reading comprehension (Al-Darayseh, 2014:1110). A good vocabulary promotes reading development and leads to improved reading comprehension.

2.2.1.4 Fluency

Fluency is the ability to read text accurately, quickly, and expressively. It occurs without conscious effort when all the components of reading are present and allows the reader to focus on the meaning of a text. Fluent readers can maintain their skills over very long periods and generalize across texts (Kocaarslan, 2017:40). It requires the reader to combine and use multiple reading skills simultaneously. While language proficiency is most commonly measured through oral reading, good readers also demonstrate this ability when reading

silently. When fluent readers read quietly, they recognize words automatically. They quickly group words to give meaning to what they are reading. Fluent readers read with ease and expression. Of course, reading them sounds like they are speaking. Readers who are not yet fluent readers read word for word slowly; their oral reading is choppy and sluggish (Nation, 2009).

Reading fluency is the ability to read quickly, easily, and accurately, and with appropriate expression and expression. It is a long, gradual process and the expected outcome is comprehension (Wardani, 2014:220). A reader must be able to move through a text quickly enough to develop meaning. If he gets bogged down in reading each word, he is unable to form a complete picture in his mind of what the text is saying. Even if the reader can move quickly through a text, it loses meaning if they cannot master the expression associated with the words. Language skills are important because they bridge the gap between word recognition and comprehension. Because fluent readers don't have to concentrate on decoding the words, they can focus their attention on the meaning of the text. They can make connections between the ideas in the text and between the text and their background knowledge. In other words, fluent readers recognize words and understand them at the same time. Language competence is closely related to understanding (Fuch et al., 2001:224).

2.2.1.5 Reading Comprehension

Comprehension is what most people mean by reading. That's because understanding is the main reason we read. It is the aspect of reading that all others serve. Reading comprehension is a crucial and complex aspect for students to learn and understand what a text is about. It's about more than just understanding words in isolation. It puts them together and uses prior knowledge to develop meaning. Additionally, early reading comprehension is a critical factor for reading at grade level in elementary school. Students who cannot decipher words fluently spend so much time identifying individual words that they are unable to decipher their meaning. Like vocabulary, reading comprehension develops and improves over time with instruction and practice. It is the complex cognitive process that readers use to make sense of what they read. The development and teaching of vocabulary play a crucial role in misunderstandings.

In general, the five components of reading development are interconnected and necessary to create the foundation for a student's reading success. In particular, effective reading instruction must begin early and focus on phonological awareness, which in turn enables the

use of vocabulary and comprehension strategies to access the meaning of the written text (Carson, 2012:5; Wasserstein & Lipka, 2019:9; Wessels, 2011:79). Therefore, this study focuses on the first component of reading skills, namely phonological awareness, as it forms the basis of the decoding strategy for learning to read in kindergarten and early grades. This skill is specified in the Ministry of Education curriculum in Ethiopia as a basic and expected minimum learning competency in kindergarten and first grade (MoE Ethiopia, 2021:13).

2.2.2 The Importance of Phonological Awareness in Learning to Read

Phonological awareness is important because it provides a foundation for reading. There are at least three reasons why phonological awareness is important for learning word-reading skills. Firstly, it helps children understand the alphabetic principle. Second, it helps children recognize the regular ways in which letters represent sounds in words. Third, it enables the generation of word possibilities in a context that is only partially explored (McCutchen et al., 2009:403). Children begin reading by listening to others read, then recognizing sounds in words, saying words to themselves, recognizing familiar words, and so on. Through word games, children learn to recognize patterns between words and use this knowledge to read and form words. This is also important because it is very helpful in learning the printed representation of the words in our language. When children learn to read, they need to master two different skills. They must learn to recognize printed words and understand written material.

The importance of phonological knowledge, particularly phonological awareness and phoneme-grapheme correspondence, is crucial in the alphabetic stages of learning to read. Several key studies have described phonological awareness as a strong predictor of later reading acquisition (Hogan et al., 2005:6; Snow & Matthews, 2016:58).

In Koorete and many other languages, written language is predominantly a recording of the sounds of spoken language. With a few exceptions, there is sound-symbol correspondence in Koorete language. For example, to write the word *kana* ‘dog’, we listen to the individual sounds in the word (the phonemes) and then use the symbols that represent those sounds: *k-a-n-a*. Sometimes sounds are represented not by a single letter, but by combinations of letters. The three sounds are /a/-/ch/-/o/) written with four letters: *a-c-h-o*; the combination of /c/ and /h/ represents the single sound /ch/. We need to be able to perceive and grasp the sounds of our language to understand how to use written sounds. Thinking and manipulating these

smallest speech sounds is the most complex skill of phonological awareness and is called phonemic awareness or phonemic awareness.

2.2.3 The Relationship between PA and Learning to Read

Learning to read is best predicted by phonological awareness at the single-word level. Lerner & Lonigan (2016:8) found that the relationship between the element of phonological awareness of words, syllables, rhyme onsets, and phoneme and letter knowledge is a necessary prerequisite for proficient reading skills. In addition, various studies show that phonological awareness is a crucial factor and a strong predictor of success in reading and learning to read (Carson et al., 2013:158; Snow and Matthews 2016:62). The connection between phonological awareness and learning to read is an inextricable skill, and there are three different views among researchers about children's future reading performance (Rvachew, Nowak, & Cloutier, 2004:260). These views are: First, phonological awareness skills influence later reading skills. Evidence for this view comes from longitudinal studies showing that PA is an important predictor of later reading ability (Literacy, 2008:282).

Second, PA develops as a result of learning to read. This is supported by research showing that illiterates and readers of non-alphabetic writing are not aware of phonemes (Geudens, 2006:34). The final view is that the relationship between a child's phonological perception ability and learning to read is bidirectional. This means that more basic levels of phonological awareness support reading development and reading skills can in turn influence higher levels of PA (Lerner & Lonigan, 2016:9). For example, a child with reading difficulties often has deficits in phonological awareness such that they cannot use the sounds of spoken language to successfully decode written language. Learners with such deficits often demonstrate inadequate accuracy when decoding words (Snowling & Hulme, 2011:14). Therefore, in their early grades, children must learn to identify, segment, and convert a sequence of speech into sentences, words, syllables, and sounds. Indeed, the acquisition of this skill is demonstrated through tasks such as rhyming, identifying initial and final sounds in a word, merging sounds into words, and segmenting words and syllables (Jonas, & Director, 2019:7).

In summary, the above section outlines the relationship between phonological awareness and reading acquisition. Practicing phonological awareness activities in the early grades has a positive impact on reading. There are positive effects when phonological awareness skills are present and negative effects when these skills are absent (Anthony and Lonigan 2004:43).

2.2.4 The Components of Phonological Awareness

Research has found that phonological awareness is a fundamental skill in learning to read, even in alphabetic languages. It is an important component in reading development that focuses on children's ability to identify and manipulate sound units (Shanahan & Lonigan, 2010:280). Specifically, phonological awareness is that area of oral language that relates to the ability to think about the sounds in a word and not just the meaning of the word. In addition, phonological awareness is an umbrella term that encompasses four developmental stages: word-phone manipulation, syllable awareness, onset-rime awareness, and phonemic awareness (Jonas, & Director, 2019:4). Also according to Woldmo (2016:4) the key components of phonological awareness are segmentation, deletion, replacement, and blending activities at the phonemic level. Therefore, students' level of phonological awareness at the end of kindergarten is one of the strongest predictors of future reading success in first grade and beyond (Snow and Matthews, 2016:62).

Good knowledge of phonological awareness in the early grades helps learners in later grades better understand the structure of spoken language: sounds, rhymes, syllables, and words (Mohammed, 2014:110). First-grade teachers should use different tasks to develop children's reading skills. These most common tasks can include word-level activities, such as identifying the number of words in a phrase or sentence; Syllable tasks such as syllable blending; Rhyming tasks, such as identifying and producing rhymes; Phoneme segmentation tasks, such as identifying phonemes, sound blending tasks in which learners combine individual sounds or syllables to form words, and phoneme manipulations, such as identifying, deleting, adding, replacing, or transposing phonemes or syllables (Schuele & Boudreau, 2008:6). Researchers stated the importance of linguistic complexity in phonological awareness tasks and also suggested that such tasks may be better predictors of future reading success (Snow and Matthews, 2016:70).

The practice of teaching phonological awareness should include the basic components. For example, rhyming is one of the components under the umbrella of phonological awareness skills; Its activities must be presented in the skill-building curriculum or it is assumed that rhyming is among the most basic skills of phonological awareness and that it should be a central focus of early literacy activities (Erickson, 2021:15). In this activity, teachers are expected to get children to listen to two or three words and recognize rhyming parts of spoken words. However, as noted during classroom observation, no rhyming exercises were

presented to the teachers during the presentation. The other component of phonological awareness is alliteration, which refers to the ability to recognize similar sounds at the beginning of a word and form groups of words that start with the same initial sounds. It helps the learner to recognize similar sounds at the beginning of a word (Nizomova, 2021:161). The other, less complex component of phonological awareness is onset rim segmentation. It knows that identifying all the phonemes that precede the vowel in a syllable is a start, and knowing to identify all the phonemes that follow the vowel in a syllable is a fresh start.

In addition, the other activity of phonological awareness is the segmentation of initial and final sounds or phonemes. It is another important activity for teaching phonological awareness in the early grades. This activity requires the teacher to choose a word that begins with a specific sound or have children say the beginning sound of a word (e.g. what is the first sound in the word "car" or what is the last sound in the word "dog"). In addition, in this activity, teachers are expected to teach children to identify the initial sound (identifying the beginning), the final sound (identifying the coda), and the missing sound of the elements used in the Koorete words. It was observed that the practice of segmenting initial and final sounds or phonemes was not practiced by teachers to promote children's reading development. The other task is phoneme blending, in which the teacher has to teach how to form individual sounds with words, and teachers are expected to blend the given sounds to form Koorete words. As shown from the classroom observation, teachers did not practice blended sounds to form Koorete words in their daily classroom activities.

The next activity is phoneme segmentation, where teachers must segment the words specified in the phoneme segmentation to identify the individual sounds that make up the words used and form a whole word. Children break the word into syllables. This segmentation task called phonetic insertion, phonemic deletion, spelling the word, and pronouncing all and part of the word is also included. As can be observed, phoneme segmentation was a very important activity in early-grade reading practice. However, observations in the classroom provide evidence that teachers lack the practice of phoneme segmentation to identify individual sounds. There is little practice in identifying the segments that make up the words. From these observations, it is clear that while teachers were aware that words can be subdivided, they still lacked the practice of phonological awareness that words can also be further subdivided into smaller units called phonemes. The final component of phonological awareness activity is phoneme deletion. It is a critical point in kindergarten and first grade. In the phoneme deletion

process, children recognize the omitted sound when the teacher says their name after deleting the first sound (Thomas, Lance, Rainey, Dee, & Jacqueline, 2018:114).

2.2.5 Phonological Awareness Continuum

There are five levels to consider when developing a continuum of phonological synthesis and analysis skills. First, children develop knowledge of sound patterns in rhymes and songs. Second, children must match and contrast sounds in words. The ability to blend individual sounds into words is identified as the third level. At the fourth level, children must be able to hear and segment the individual phonemes in a word. The fifth level requires the ability to manipulate phonemes in words, which can be demonstrated by the ability to isolate individual phonemes in words and delete or add additional phonemes. More importantly, the ability to segment and manipulate phonemes strongly predicts initial reading ability (Erickson, 2021:59).

Additionally, researchers have concluded that phonological awareness encompasses multiple abilities that can be mapped onto a continuum (Pufpaff, 2009:680). The first skill along the continuum is rhyme awareness and alliteration: rhyme refers to knowing that certain words rhyme and matching the final sounds of words at the simple end of the continuum, and alliteration refers to the ability to match similar sounds at the beginning. Recognizing a word and forming word groups that begin with the same initial sounds contribute to children's reading development (Bryant et al., 1990:431). The five scientifically-based essential components of effective reading instruction include: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies (Boudaoud, 2016:9; National Reading Panel, 2000:3; Vesay & Gischlar, 2013:282). Students need to get high-quality reading instruction from qualified teachers to develop their reading abilities. Because the "essence of effective teaching reading lies in the ability of the teacher to set up desired early grade reading outcomes" (Ojetunde, 2022:63), a teacher's academic and professional credentials are significant predictors of the quality of teaching reading.

The second skill is sentence segmentation: This means the segmentation of sentences into spoken words. The third skill on the continuum is syllables: blending syllables to pronounce words or breaking spoken words into syllables. The fourth skill on the continuum is onsets and rhymes: This is the knowledge that words can be broken down into syllables and the ability to blend and match the initial consonant or consonant cluster (initial) and the vowel and consonant sound spoken after it (Jonas, & Director, 2019:9). The final skill of the

phonological awareness continuum is phonemic awareness: it consists of blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words. The most complex end of the continuum is phonemic awareness, the knowledge that allows a child to recognize that each word is made up of individual phonemes. Learners demonstrate phonemic awareness in activities that involve blending, segmenting, manipulating, and deleting phonemes (Schuele & Boudreau, 2008:6).

Schuele & Boudreau, (2008:10), provided the following timeline for phonological awareness outcomes according to children's learning levels. This schedule includes the following phases: Early kindergarten focuses on matching and producing rhyming words; in middle kindergarten, the emphasis is on matching words with the same initial sounds, matching words with the same final sound, and segmenting initial and final sounds. In late kindergarten, the emphasis is on the segmentation and shuffling of two- and three-sounds that contain variations of a consonant and a vowel, and in the early grades the emphasis is on the segmentation and shuffling of sounds in words that contain a mixture. Teachers with phonological awareness skills help their learners understand the reading process better than those who don't. Such teachers will also initiate appropriate intervention programs to help their learners based on the feedback they receive through their reading (Alhumsi and Awwad, 2020:817).

In summary, phonological awareness is a continuum of awareness of the sounds of language, ranging from the ability to distinguish different words in a sentence to the ability to distinguish different sounds in a spoken word. It includes larger sound units, while phonemic awareness is derived from this concept but refers to the smallest sound units at the level of letter sounds such as /b/, /sh/ etc (Ehri, 2022:53). Instructions are presented in the following section, "Sequence of Phonological Awareness" (Schuele & Boudreau, 2008:6).

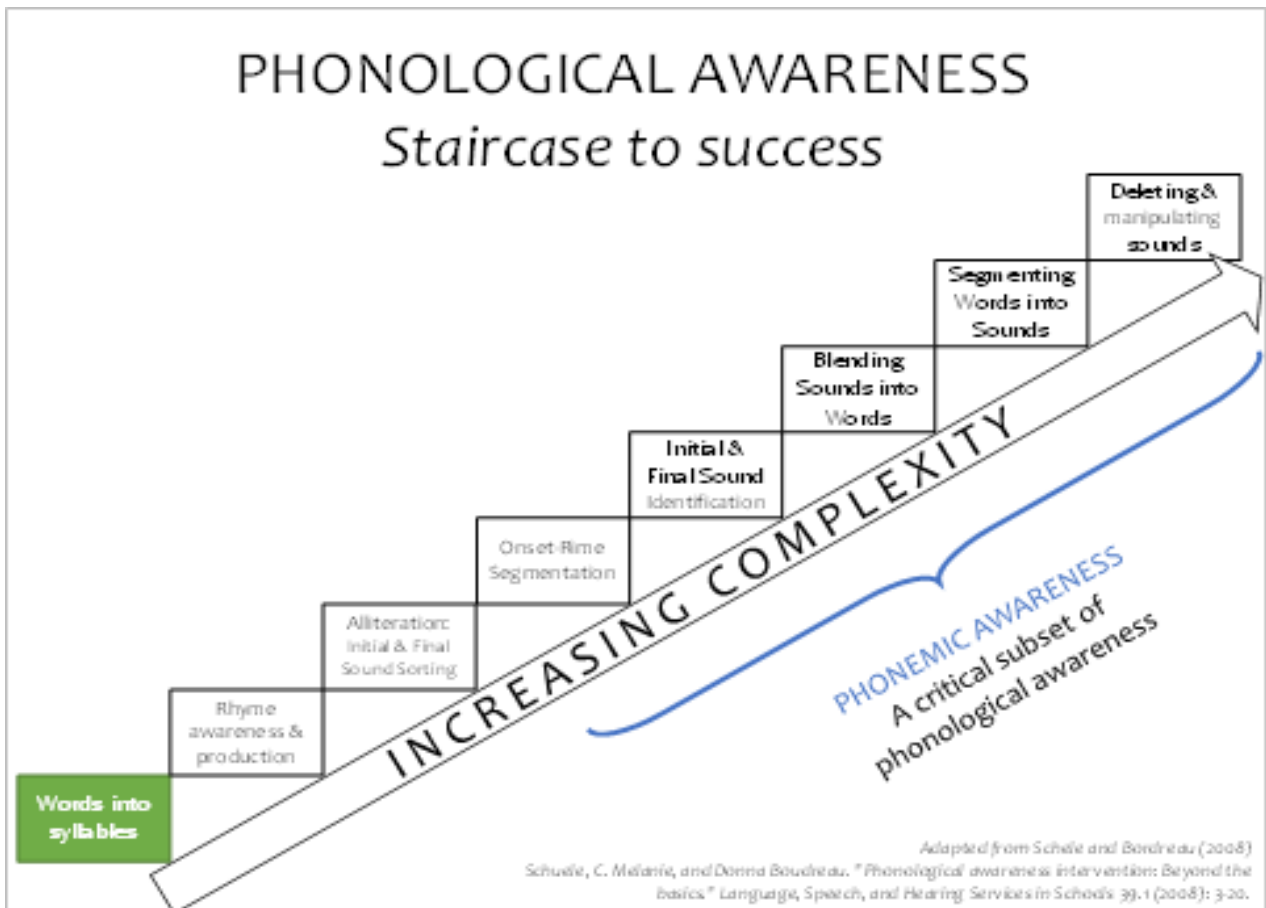


Figure 2.2 The sequence of phonological awareness (Schuele & Boudreau, 2008:6).

2.2.6 Teachers' Knowledge of Phonological Awareness and their Training

Adequate teacher knowledge of phonological awareness is critical if teachers are expected to provide high-quality explicit phonological awareness instruction to students. To provide adequate knowledge and instruction, early education programs must be led by well-trained educators, not only in phonological awareness but also in other early literacy instructional practices (Abebe, & Woldehanna, 2013:4; Phillips et al., 2008:2). However, many learners may experience reading disabilities due to teachers' insufficient knowledge of teaching methods (Marima, 2014:110).

Knowledge about teaching phonological awareness is considered a foundation for teacher practice and children's learning to read (Spencer, Garcia-Simpson, Carter, & Boon, 2008:513; Wessels, 2011; Westerveld & Barton, 2017:107). Therefore, primary school teachers should teach awareness to help children with reading difficulties. Therefore, it is crucial for teachers and all other professionals involved in teaching reading in the classroom that they (a) have a clear understanding of the components of phonological awareness, (b) can understand the

sound structure of words, and (c) an understanding of the differences between phonological awareness and phonics instruction to support children's reading success in their classrooms (Schaars et al., 2017:1545, Wyse & Goswami, 2008:706).

Hayward et al. (2014:18) reported several reasons for reading difficulties, namely: non-inclusion of PA in the KG and early grade curriculum, insufficient knowledge of teachers, insufficient training, and lack of teaching materials. In addition, some young students are at risk of developing reading deficits unless phonological awareness is systematically and intentionally built into early-grade reading programs. Teachers need specific and explicit language skills to identify and respond to the needs of all learners on the literacy continuum (Wessels, 2011:2). To improve early-grade reading, teachers need to understand a language's phonetic system and use context-based teaching. The link between phonological awareness and the development of reading skills underscores the need to provide appropriate instruction in elementary school and can have a positive impact on a student's reading achievement by providing students with an effective reading strategy that builds on prior oral communication skills (Dahmer, 2010:19).

The teacher training program plays a critical role in developing teachers' expertise and pedagogical knowledge in early-grade reading instruction. Therefore, the effectiveness of teaching and learning habits depends on teachers who are knowledgeable about academic content and can use various teaching strategies to address students' needs. Effective primary school teachers should have a variety of teaching methods and know how to design lessons according to the needs of learners (McBer, 2012:8; Runo, Kargu, & Mugo, 2010:110). Teachers should be prepared not only to be efficient but also to be innovative (Budnyk, 2019:87). Not only do they need to have strong content knowledge, but they also need to be able to think of different ways to address the needs of different learners in their classrooms. You should strive to learn not only to understand concepts but also to implement them optimally. They should complete appropriate training at the teacher training college so that they have in-depth knowledge of how children develop language and reading skills, among other things.

Teacher qualifications are fundamental to effective literacy education of children so that they understand the basics of phonological awareness. It is a fact that early-grade students actively work to learn phonological awareness when their teachers are well-trained and qualified. Effective and efficient elementary school teachers are most likely to produce high-performing students. In this way, it is possible to provide quality education and this can be achieved

through the active participation of students in the teaching and learning process, as well as the active implementation of lessons by teachers to respond to the needs of children.

2.2.7 The Role of Phonological Awareness in Reading

Phonological awareness plays a crucial role in children's reading skills. Its role in initiating reading revealed the relationship that phonological awareness has specifically to decoding (Alshaboul, 2018:184). Children who are better at identifying sounds in words can more easily assign letters to those sounds. The development of phonological awareness skills is the oral component, which forms a bridge to the development of reading skills, and the print component (Dahmer, 2010:32). The connection between PA and learning to read may be how much a child's PA ability influences his or her reading development. Therefore, reading development in the early grades is predicted by phonological processing skills measured in kindergarten and early grades (Kibby, Lee, & Dyer, 2014:2).

More importantly, the literature has stated that phonological awareness plays two key roles in reading acquisition, including a strategy for decoding and a predictor of later reading ability. First, phonological awareness as a reading strategy provides students with a useful skill that helps them decode words and gives them a deeper understanding of the phoneme-grapheme association in words. Second, phonological awareness as a predictor of reading provides educators with reading ability that can be measured to indicate both reading ability and potential reading deficits. It is clear from these findings that phonological awareness is a key component in the development of reading skills. Findings from several researchers add to the growing knowledge that phonological awareness is an essential skill in learning to read (Elhassan et al., 2017:1; Kirby et al., 2003:1).

In general, children with a good understanding of phonological awareness have the basic frameworks for reading (decoding) and writing (encoding) as they learn letter-sound correspondences (phonics). Children who lack phonological awareness can often learn phonics (knowledge of letters and sounds) but have difficulty using that knowledge when reading and spelling. To use letters and sounds as a source of information in reading and spelling, it is important to ensure that all students have a well-developed phonological awareness. Students who struggle in this area of language will struggle to figure out how sounds work in print as they progress through school. Phonological awareness skills are

important to learning how to read in any language using the alphabetic writing system (Lukama, 2016:2).

They will not be able to use solid knowledge effectively because they lack the basic ability to listen to a word and play with the sounds they hear (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010).

2.2.8 Phonological Awareness as a Predictor of Reading

Phonological awareness is one of the strongest predictors of later reading success, skills associated with the perception, manipulation, and evaluation of the sounds in spoken language (National Early Literacy, 2008:61; Snow and Matthews, 2016:58). A researcher has shown that phonological awareness is a crucial factor in learning to read (Torgesen, 2012:14). To understand the alphabetic principle underlying the written language system, it is very important to know how words can be broken down into individual phonemes. Understanding the process of associating visual symbols with sounds is considered a prerequisite for decoding unfamiliar words, which serves as a tool for self-learning (Ziegler & Goswami, 2005:3).

According to the relevant research literature, phonological awareness is cited as the strongest predictor of early reading achievement, and children with delayed phonological awareness are at risk of reading delay compared to children who do not experience delays in phonological awareness (National Early Literacy Panel, 2008:61, Rvachew, Chiang, & Evans, 2007:60; Vloedgraven & Verhoeven, 2007:34). Additionally, a study by Tibi & Kirby (2018) found evidence that letter names and solid knowledge, naming speed, and phonological awareness are good predictors of several reading outcomes in the first and second grades. It is one of the first, fundamental skills that all children must master to read successfully throughout school. Teachers can effectively teach these skills through game-based classroom activities and with appropriate learning and teaching support materials that enhance the learning of phonological awareness skills (Wessels, 2011: 48).

2.2.9 Teachers' Phonological Awareness Instruction

Studies show different levels in the practice of teaching phonological awareness in early grades. The stages of the continuum of phonological awareness from fewer complexes (broad tasks) to more complexes (narrower tasks) are presented in Table 1 below (Schuele &

Boudreau, 2008:12). In this study, the following sequential level of phonological awareness in teachers' classroom practice was identified.

Stages/unit	Type	Description	Example (answer)
Words into syllable	Isolation	Given a word, children recognize the first syllable in a word	Tell me the first syllable in 'forget'. (for)
	Blending	A broken word is given into syllables and combines the word parts to create the word.	What word is, /'ex/- /er/- /cise/? (exercise)
	Deletion	Deletion involves deleting the initial and final syllables in words, to create a new word	What is 'teacher' without /er /? (teach)
	Segmentation	Breaking the given compound words into two smaller words.	Sound out (clap hands; tap knee; count on fingers) the number of syllables in the word 'remember'. (re/mem/ber, = 3 syllables)
Rhyme	Identity recognition	Recognize & generate familiar rhyme pairs in a familiar context. Recognize & generate familiar rhyme pairs in an unfamiliar context.	Tell me which two words are among these rhymes. 'Forget, remember, bet' (bet) Rhyme such as bat, cat, mat
	Production	Given a word, the student says a word that rhymes.	Which one sounds different – jug, ram, bug?
Alliteration	Initial & final sound sorts	Recognize and play with the same first sounds in words	What is the first sound of the words? (e.g., <i>a big burly black bear</i>)
Onset and Rime	Onset Unit:	The initial consonant or consonant cluster	Which one sounds different – jug, ram, bug? What is the initial sound? (e.g., <i>b + ug, st</i>

			+ <i>op</i>).
	Rime Unit:	The medial vowel and its final consonant or consonant cluster	What are the medial vowel and final consonants? (e.g., <i>-up</i> , <i>-at</i> , <i>-ops</i>)
Segment initial & final phonemes	Initial sounds	The ability to identify the initial phoneme of a word	<i>What is the initial phoneme?</i> (e.g., <i>m + onkey</i>).
	Final sounds	The ability to identify the final phoneme of a word	<i>What is the final phoneme?</i> (e.g., <i>sto + p</i>).
Blend sounds into words	Blending	Given individual sounds of a word, children combine to form a word.	What word is, /f/ - /i/ - /f/ - /t/ - /i/? (fifty)
Segment words into sounds	Segmentation	Given a whole word, children break a word into separate sounds.	(e.g., <i>Tell me all the sounds you hear in a cat: /k/ + /æ/ + /t/</i>). /3/
Delete & manipulate phonemes	deletion	Recognizing the word that remains when a letter is removed.	What is 'train' without /t /? (rain)

Table 2.1 Sequence of Phonological Awareness Instruction and Intervention

(Adapted from NRP 2000:2-10; Schuele & Boudreau 2008:6).

This section presents the theoretical framework behind teaching phonological awareness and related studies in this area. As an essential component of an early childhood reading program, teaching phonological awareness is necessary in kindergarten and beyond. Explicit instruction in phonological awareness is very effective in developing children's phonological awareness, which in turn prepares them to read words and understand texts (National Reading Panel, 2000:9). It teaches students to hear all the separable sounds in words and helps them remember those sounds and do things with them (e.g., segmenting or deleting them). Developing the ability to isolate sounds and then associate them with letters is an important step in helping students become proficient readers. The teacher can incorporate phonological awareness into their daily reading and writing activities, including specific mini-lessons. The

teachers need to adapt the relevant teaching methodology for effective teaching and learning process. Teaching phonemic and phonological awareness should be playful, with teachers reading stories, telling stories, playing word games, and using rhymes and puzzles. Teaching in this area should be targeted and planned (Blevins, 2019:29).

Schuele & Boudreau, (2008:7) mentioned important points in teaching phonological awareness: First, start with easier tasks and then move on to more difficult tasks. Secondly, it should be an integral part of the curriculum. Third, teachers should be aware that children respond very differently to phonological awareness courses. Fourth, it should include both analytical and synthetic activities. Fifth, since the main goal of teaching phonological awareness is to help children recognize the individual sounds in words, teachers should speak slowly and carefully and pronounce individual sounds correctly. In addition, it is not easy to pronounce individual phonemes correctly without careful practice. Ultimately, teaching phonological awareness should be fun for both teachers and students.

Furthermore, these researchers discussed that teaching phonological awareness has two main goals. The first goal is to help children notice the phonemes in words and discover their existence and distinctiveness. The second goal is to help children make the connection between the phonemes in words and the letters of the alphabet. A good phonological awareness lesson should help children discover the alphabetic principle. In general education, only a focus on phonological awareness, print awareness, and oral language development will likely be needed to help them learn to read and write.

Early childhood teachers should set several literacy goals to ensure children have sufficient phonemic and letter skills to engage in reading instruction early and to identify and support children who are not making the expected progress. In elementary school classes, focusing instruction on phonological awareness leads to enduring benefits for reading performance (Shapiro & Solity, 2008:11). As indicated above, teachers of phonological awareness and existing literacy curricula need to incorporate phoneme-level skills and phonological awareness. Kindergarten and early grades teachers should appropriately teach the following phonological awareness activities. These are words into syllables, rhymes, initial sound alliteration, segmentation of initial rhyme, and segmentation of initial and final sounds, merging of sounds into words, segmentation of words into sounds, and deletion and manipulation of phonemes (Schuele & Boudreau, 2008:6).

The study by Justice et al., 2010:168, and Shapiro & Solity, (2008:29) offers various phonological awareness activities. The first is a word-level activity; this allows children to see how many words there are in a sentence. For example, John likes books; and has three words. Word formation and word sorting are important activities to build students' word awareness. In word formation, students are given a set of letter cards and asked to create a series of words in a specific order. This increases students' ability to work flexibly with letter sounds and to fully analyze words for their phonics and spelling. The second option is rhyme recognition activities. It asks the children to Give me a thumbs if these rhyme words. Examples: lamp/stamp, blessing/guessing, pink/wink, etc. The other is syllable awareness activities, which is the ability to segment and merge words with at least three syllables and is a sound unit made up of consisting of a vowel and optional consonants or after the vowel. It is very helpful for teachers to have a good knowledge of syllable forms, syllable distribution, and phonotactic constraints so that they can assess and evaluate learners' syllable awareness (Helf, Yearta, & Ming, 2018:32; Yule, 2006:206). In this line, it seemed relatively easy for the children to merge the syllables into pencil words using pencil, and through syllable segmentation exercises, the children learned to count the syllables in words and pronounce them separately.

Rhyming activities also include listening to rhyming sentences and stories, generating rhymes, and judging rhyming words to introduce the idea of listening to the sounds in words. If it's a rhyming word, read a poem and pause to insert the rhyming word. Example: lightning, thunder, all around; soon the rain will fall on the (ground). Conversely, alliteration is the repetition of the same consonants at the beginning of nearby words. This repetition of sounds draws attention to the lines in which they are used and provides more listening rhythm. After alliteration of the initial phoneme, the teacher asks which word has a different initial sound than the given words: wise, crazy, friend, and wife; Juice, Joke, Jelly, Fox, and so on (Adams et al., 1998:53).

Phonological awareness is the ability to recognize and manipulate different sound structures in spoken words, including identifying rhymes, breaking words into syllables, and recognizing onsets and rimes. An onset is all phonemes that precede the vowel in a syllable, and rime is the vowel and all phonemes that follow the vowel in a syllable. Tasks to measure rhyme opening awareness include rhyme recognition, rhyme quirk (recognizing a word that does not rhyme with two or more other words), spoken rhyme generation, and merging of opening rhymes. Onsets are consonant sounds that precede a vowel in a syllable. For

example, the sound /b/ is the beginning of the monosyllabic word bed. In the two-syllable word (e.g. pencil), /p/ is the beginning in the first syllable /pen-/ and /s/ is the beginning in the second syllable /-cil/. Some syllables have no beginning (e.g. on), for example, the first syllable has no beginning; the vowel is not preceded by a sound. A rhyme can only consist of a vowel if it is not followed by a consonant. Some of the things children can do by identifying the initial level of language are manipulations (e.g., blend “mmm-agent” to form the spoken word magnet and separating the word “nine” from the hoarfrost to form “nnn-ine” to say (Schechter et al., 2015:197).

The segmentation of initial and final sounds is another important activity of phonological awareness in early grades. These activities require children to choose a picture that begins with a specific sound or say the first sound of a word (e.g. what is the first sound of the word ‘car’? or what is the last sound of the word ‘dog?’). Phoneme blending is the other activity where syllables are blended into words or sounds into sounded words. Example: Which words produce these car noises? (E.g. sounds /k//a//r/, /car/; /b/ /a/ /g/, bag and /p//e//n/, pen and so on). Segmenting words into sounds is another process of phonological awareness in early grades. For the children to understand and identify the sounds in the word, the teacher asks the children (for example: Tell me the sounds in the word ‘cup’ /k/ /u/ /p/ and in the word red /r / /e/ / d/ etc.).

The ability to be phonologically aware is considered to be the most important indicator of early reading skills. Therefore, the study showed that explicit phonological awareness training has a positive impact on the development of one's reading skills as well as future academic success (Jordan, 2016:10). Children who have received explicit phonological awareness training are likely to develop a better awareness of the relevance of phoneme-grapheme connections in the process of learning to read, which also gives more meaning to the text (Carson, 2012:168). The first goal of teaching phonological awareness is to provide activities that help children focus their attention on the individual sounds in words and let them benefit from general decoding instructions. This includes understanding that language is made up of syllables and sounds. To become a reader, young children must find ways to use the sounds they hear to manipulate in a way that suits them to support the relationship and understand the connection of phonemes to graphemes when reading words. A good education in phonological awareness helps children to perceive their identity, number, and order of sounds in words. The literature shows that methods that integrate instructions into letter-sound correspondences in such a way that newly acquired phonemic awareness is directly linked to

reading and spelling produce stronger reading effects than those that do not (Schuele and Boudrau, 2008:7).

According to Snow & Matthews (2016:66), first graders benefited from classroom activities in which the teacher placed a significant focus on code (i.e., phonological awareness and phonics). Additionally, National Reading Panels (2000) found that teaching phonological awareness has a moderate significant impact on literacy skills. They find that explicit instruction in phonological awareness is beneficial for typically developing children, young children with reading difficulties, and reading disabilities (Anthony & Francis, 2005:255). In the early school years, introducing reading is about giving children several important skills that lay the foundation for future learning. It is widely accepted that phonological awareness is a critical component in mediating successful or unsuccessful reading outcomes (Carroll & Snowling, 2004:635; Lonigan et al., 2008:1).

2.2.10 Phonological-Based Instructions

Phonology-based instruction, which focuses on explicitly teaching the phonological analysis of words and letter-phone correspondences, is effective in improving reading and writing outcomes at an early stage (Bus and Van Ijzendoorn, 1999:404). Phonology-based instruction focuses on the acoustic analysis of words at the phonemic level and the mapping of linguistic units for expression so that students can eventually learn to read.

In developing phonological awareness, it may be useful to distinguish between implicit phonological skills and explicit phonological skills, which typically refer to early phonological processing skills used by preliterate children in oral language without thinking about the structure of spoken words to think about. Early phonological skills are exercised unconsciously and automatically and constitute what is commonly referred to as **epilinguistic phonological competence**, which involves intuitive judgments about similarities between words, syllables, onsets, and rhymes. They typically include simple tasks such as naming, repeating words and pseudo words, and sub-syllable unit tasks that rely on verbal short-term memory. These skills are referred to as early phonological awareness (Bentin 1992:29). Conversely, **explicit phonological abilities** imply **metalinguistic competence**, that is, the ability to make explicit judgments about the structure of spoken words through deliberate operations on speech sounds that involve phonological memory, analysis, and synthesis of phonological elements (Nijakowska 2010:13). In explicit phonological awareness Instruction, children should be constantly supported and guided in their learning process. This includes,

for example, modeling language forms for children and supporting their attempts to produce them, as well as providing immediate and clear feedback on correct/incorrect attempts (Jensen, 2019:247).

Phonologically-based teaching adapts the following strategies that introduce the meaning of words before analyzing them phonologically (Yeung and Chan, 2013:2), using stories, songs and games to motivate students (Huo & Wang, 2017:8; Ünal Gezer, 2021:2689), using computer programs to provide intensive and individualized phonemic awareness training (Olson et al., 2021:251), using the total physical response method to make teaching engaging for young learners by interweaving skills related to phonemic awareness (Johnson and Tweedie, 2010:825), using body movements to demonstrate sound segmentation and blending (Yeung et al., 2013:699), and using mnemonics for students to memorize letter-sound correspondences and word spellings (Ehri, 2014:14; Huo & Wang, 2017:8). Accordingly, songs, picture books, and games are often used by teachers of young language learners because early language lessons should be entertaining and interesting; active and practical; support and scaffolding; meaningful and targeted; and culturally appropriate and relevant (Ghosn, 2013:11; Shin, 2017:15).

2.3 Review of Related Previous Studies

This section reviews the previous national and international work done on the language. Specifically, studies related to orthography of Koorete language and an overview of the available monolingual materials are presented. Moreover, studies on teachers' practice of phonological awareness, their perceptions of their preparedness to teach PA, the challenges that faces in teaching PA, and alignment of students' textbooks crossponding with mother tongue curriculum in terms of phonological awareness. Therefore, the researcher came together to explore four themes based on the research questions for effective teaching practice of phonological awareness in the early grade classroom.

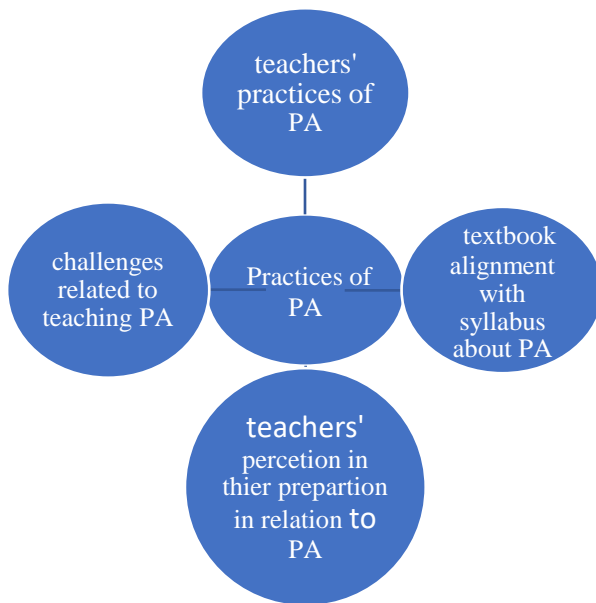


Figure 2.3 Practice of PA adapted by the researcher (Samuel Zinabu, 2023)

2.3.1 Orthography of Koorete Language

In Koorete orthography, the inventory of Koorete consonant and vowel phonemes of this study basically agrees with that of Hayward (1982:213) and Ford (1990:415). Ford has included in her inventory the two ejectives /pʼ/ and /tʼ/ in bracket because they appear in Amharic loanwords only; they are not part of the Koorete phonological system. The voiced bilabial implosive, which Hayward considers marginal (Hayward 1982: 213), however, is a regular phoneme of Koorete. The vowel length and consonant germination are phonemic in the language. It is a common linguistic phenomenon to then neighbouring North Omoto cluster such as Gamo language (Hirut, 1999) and Wolaytta language (Azeb, 1996).

The language uses the Latin script in the school system and the phonemic inventory of the language includes 28 consonant phonemes (22 consonants, 5 digraphs, 1 glottal), and 5 long and short vowel phonemes. The Koorete consonant sounds are: (*n, j, d, m, s, h, g, k, t, r, w, l, tʃ, b, tsʼ, ts, f, tʃ, d, z, ʔ, p, kʼ, dz, f, b, ʒ, dʒ*). In order to clarify the language orthographic system and its International Phonetic Alphabet (IPA) representations, slightly revised Koorete orthography chart is presented in the following section (Samuel Zinabu, 2013:4). Consonants and vowels are displayed according to IPA symbols.

	Labial		Alveolar				Palatal			Velar		Glottal					
	vl	vd	vl	vd	vl	vd	vl	vd	vl	vd	vl	vd					
stops	p	p	b	b	t	t	d	d			k	k	g	g		ʔ	ʔ
Ejectives					ts'	xh			tʃ̣	c		k'	q				
Implosives			ɓ	bh			d'	dh									
Nasals			m	m			n	n									
Fricatives					s	s	z	z	ʃ	sh	ʒ	jh				h	h
Affricates					ts	x	dz	dz	tʃ	ch	dʒ	j					
Liquid/thrill							l	l									
Liquid/ lateral							r	r									
Glides			w	w					j	y							

Table 2.2. Koorete Consonant Phonemes and Graphemes

The voiceless labial stop has two allophones, an aspirated stop /p^h/ and a voiceless bilabial fricative /ɸ/. It is usually realized as affricative word initially and intervocalically, and it is mostly realized as a stop when it is geminated. However, the pronunciation also varies according to speaker, some pronouncing it more as a stop others more as a fricative.

The orthography of the language has diacritic or double consonants /bh/, /ch/, /dh/, /dz/, /jh/, /sh/, and /xh/. The grapheme of the given sounds in the above section are /ɓ/, /tʃ/, /d', /dz/, /dʒ/, /ʃ/, and /ts'/' respectively. This may affect children education not to master sounds and letters easily in the expected grade levels. The language also uses single consonant and double vowel phoneme in the initial position. Besides, double vowel and more than one consonant clusters can be appeared in the word medial. Furthermore, sometimes single and double consonants; single and/or double vowel phonemes can be appeared in the word final position.

Koorete has both long and short vowels. These vowel sounds are: (*e, ee, a, aa, i, ii, o, oo, u, uu*) (Theil, 2011:283). Koorete phonological word has at least two syllables and ends in a vowel, meaning that coda do not occur at word final position. The vowels do not have much allophonic variation, and the broad phonetic transcription [i(:) e(:) a(:) o(:) u(:) e(:)I a(:)I oI u(:)i] is sufficient, with the exception that word final vowels are sometimes unvoiced, totally or only in the last part, or pronounced with creaky voice in the last part. Long diphthongs are rare. All words spelled with an initial vowel have a glottal stops preceding the vowel which will not be written, though phonemically it is always present. Both consonant and vowel

length are phonemic. Length will be indicated by doubling the letter. In case of digraphs, only the first letter of the digraphs will be doubled. Koorete vowel phonemes are presented in the following section.

Monophthongs		Diphthongs				
short	long	short	long			
i	u	ii	uu	ui	uui	
e	e	ee	oo	ei	oi	eei
a		aa	ai	aai		

Table 2.3: Koorete vowel phonemes

The available studies are Notes on the Koyra language by Hayward 1982; Notes on Koorete Phonology by Ford (1990); Phonology by Rolf Theil, 2011:283; Aspects of Koorete verb Morphology by Binyam Sisay, (2008); Documentation and Description of subordinate clauses in Koorete by Samuel Zinabu, (2013). Currently, the existing monolingual materials are first, second, third and fourth grade textbooks and teaching modules in Teacher education College.

There are few published and unpublished monolingual materials in Koorete language.

These are:

- The New Testament in Koorete, ክሌ ጭቆ (The Bible Society of Ethiopia, 2002)
- HIV eydise waysiw iichusho? ኤች ኦይ ቪ ኤይድድሴ ወይስ ኢቸሽ (Sidama Literacy Project, Awasa, Ethiopia, 2002)
- Siima garapa biya kafe, ሲሙ ገረፈ ብዩ ከፊ (Sidaama Literacy Project, 2003)
- Jhi'oy wodundo, ቸዮዎ ወደዎ (short story book, SIL, Ethiopia, 2003)
- Echi Fayanka, (short story book, SIL, Ethiopia, 2006)
- Koorete Nuuna Hata Zeere woga, a brief Grammar of the Koorete Language, (SIL, Ethiopia, 2009)
- The Holy Bible in Koorete (The Bible Society of Ethiopia, 2010)
- There are some teaching modules developed at Hawassa and Dilla College of Teachers Education, in 2010 and 2015, respectively. .

2.3.2 Teachers' Practice of Phonological Awareness

The quality of teacher teaching practice includes various aspects such as subject knowledge, effective communication, engaging learning activities, a positive classroom environment and learner-centred approaches. It also includes understanding the needs of students, using different teaching methods and encouraging student involvement through effective question-and-answer and assessment procedures. Ingvarson et al. (2005:14) state that quality teacher education requires the development of a strong foundation of literacy awareness combined with practical teaching opportunities. Early grade reading success depends on teachers' effective planning of reading instruction in the daily classroom. In elementary schools, teachers must plan, use effective phonological awareness activities and teach the foundations of literacy, particularly a key component of phonological awareness e.g. blending, segmenting, manipulating, and deleting activities (Kosanovich et al., 2020:6).

There is considerable evidence that phonological awareness training is beneficial for beginning readers beginning in first grade (Carson, Gillon, & Boustead, 2013:159). However, there are several challenges in teaching reading to individuals who have limited opportunities to teach reading effectively in the early grades. Teachers' practices regarding children's phonological awareness and literacy skills vary from country to country. According to a report from the National Assessment of Educational Progress, 33% of elementary school students in the United States read below the basic reading level. As a result, students struggle with literacy skills are likely to continue to struggle with this for the rest of their lives.

Similarly, Wessels (2011:185) conducted a study on phonological awareness in early grades in South Africa. She identified that lack of knowledge about phonological awareness, lack of explicit phonological awareness training, lack of relevant teaching and learning materials, and a lack of awareness as a whole in early grades. Lack of practice in phonological awareness in the early grades has a problem in fully understanding and practicing the mapping between a given spoken language and sound-symbol correspondence (Jensen, 2019:247). Therefore, Orago, (2015:171) recommends that an effective training approach is needed that includes teaching and reading activities that include phoneme manipulations: blending, production, segmentation, non-word reading, and other components of phonological awareness that allow children to practice their phonological skills awareness skills in decoding words. Accordingly, teachers in early grades need a sound awareness of phonological awareness and how to

integrate the key components of phonological awareness activities into their teaching to improve children's reading achievement.

Dahmer (2010:103) stated that phonological skills which they formally incorporated into their classroom instruction, including: phoneme isolation; phoneme blending; phoneme segmenting; and phoneme deletion. Those who did not incorporate any of the specified skills could indicate their response as, do not formally teach phonological awareness skills. To provide authentic, explicit instruction in phonological awareness, it is beneficial for teachers to view phonological awareness as an integral part of the kindergarten reading program and to reflect this awareness in their daily classroom practice. It is important to remember that the effectiveness of any phonological awareness training is increased when the connection between the phonemes in oral language and the printed letters is made very clearly and directly. Therefore, since the kindergarten classroom is the first environment for a child, teachers must use authentic and explicit phonological instruction.

Teaching phonological awareness is very important for literacy development in the early classroom. Research has shown that phonological awareness is a key component in preventing reading problems and the building block for developing early reading skills (Alhumsi & Awwad, 2020:841; Veríssimo, Costa, Miranda, Pontes, & Castro, 2021:3; Turan & Gul, 2008:281). Practicing phonological awareness in the early grades is considered the most important prerequisite for early reading success. Therefore, in early grades, the teacher needs to be aware of the key components of PA and teach the skills through systematic, explicit instruction to improve children's reading achievement (Kjeldsen et al., 2003; Schuele and Boudreau, 2008). Further, teachers need to be aware of a variety of phonological awareness activities and should be taught in the early grades (Carson, 2012:269).

In Ethiopia, Piper (2010:52) found that the way students and teachers understand reading instruction is wrong and that language instruction is missing. In most classrooms, reading instruction is not part of the daily curriculum, but teaching in the mother tongue language is important. As a result, there was far less interaction between teachers and students in terms of phonological awareness. Teachers need strategies for teaching their students to read. Most of the students included in the survey were unable to read letters and words adequately. Teachers lack the techniques to build vocabulary and learn basic decoding. Thus, the result of the findings showed that the students' reading ability is below standard. The results of the study

showed that reading is not given the attention it deserves in schools; all subject teachers rarely use effective reading techniques.

A study of reading assessment found that fourth-grade students were not achieving the minimum learning competence (MLC), that the curriculum and textbook indicated that the teacher was not adhering to the standardized lesson plan used and that he included many reading activities left out fourth-grade students should be able to do; and teachers' teaching methodology contributed to students' poor reading performance in the four components of reading: word recognition, oral reading, reading, and listening comprehension (Chanyalew and Yigezu 2015:271). Additionally, USAID, Ethiopia (2014:38) reported that most teachers had little experience with modern pedagogy or research-based teaching, and many classrooms had few high-quality printed materials. However, the early grade reading practice needs to integrate the components of phonological awareness efficiently and effectively, to help ensure children have the required skills to take advantage of beginning reading competence in early grades (Carson 2012:269).

Anteneh et al. (2016:17) point out that at this level; students in Year 4 are expected to understand instructions, questions, and longer texts written in their language and to be ready to face the challenges that they have to cope with the amount of reading material they encounter on their academic journey. In addition, he argues that the literacy program should allow children to develop knowledge of visual object coordination, phonological awareness, and other elements of language. To develop such literacy practices; Children should be adequately educated as success in early literacy skills is the basis for future academic achievement. In addition, the development of reading skills should be carefully taught from the earliest grades, and the use of appropriate reading training could positively balance children's reading development. In addition, the teacher's ability to deliver good reading instruction is crucial, and it is true that children's poor reading ability negatively affects the process and outcomes of the instruction. However, according to the study, many fourth graders had serious problems with letter recognition, phonological awareness, guessing meanings from contextual cues, and understanding longer texts.

USAID Ethiopia (2017:9) also reported that children's poorer reading performance in the early grades is due to poor teacher preparation, lack of training, and a lack of materials for quality literacy instruction. Studies suggest that the effectiveness of phonological awareness training is a causal factor in learning to read (National Early Literacy, 2008:216). Therefore,

effective phonological awareness training needs to focus mainly on understanding of spoken words, syllables, and sounds (phonemes). It also, combines phonological awareness instruction with letter-sound correspondence instruction. The evidence is clear that phonological awareness is critical to becoming a good reader and that those students who do not acquire it naturally through language acquisition need intense intervention before additional reading is given (Burns et al, 2018:411). Many teachers, however, are not qualified to provide a scaffold response to students necessary for the student to develop mastery and continue with further reading instruction.

Yirgashewa & Therrien (2016:65) conducted a study on the effects of systematic pronunciation and language practice on the Amharic language reading skills of first graders in Ethiopia. The result of this study shows that students who received systematic phonics instruction and practiced fluency showed significant improvement in their reading ability. Similarly, Anteneh et al., (2016:17) presented the status and determinants of 4th-grade reading in the Oromo language. In the study, he found that the main determinants of reading instruction in the early grades are a lack of sufficient parental support and pedagogical approach, a lack of teachers' pedagogical skills, inadequate reading materials, and a lack of reading support environments. As a result, he found that reading status in both comprehension and language proficiency is poor in the early grades.

The recent READ M&E study in Ethiopia (2020:80) reported that poor teaching skills, attitude and preparation, and poor leadership were identified as &ajor factors affecting students' reading outcomes in the Somali region. Because this is the region with the lowest MTTCA score, it is unlikely that student reading scores will improve until these issues are resolved. Providing more effective support for raising teachers' awareness of subject content is key to improving teaching skills that can enable children to improve their learning outcomes and is essential. In summary, the research in the section above shows that almost all children can benefit from phonological awareness training, including typically developing readers, children at risk of future reading problems, preschool children, kindergarten children, first graders, children in second through sixth grades. In general, the researcher recommends that teachers should place appropriate emphasis on reading skill development in the early grades to overcome the problems related to reading skill development in the early grades. There is evidence that reading achievement in first grade is a good predictor of later reading achievement (Sparks, Patton, & Murdoch, 2014:191).

2.3.3 Teachers' Perception of their Preparedness to Teach PA

Teachers' implementation of phonological awareness had a significant impact on students' phonological awareness of beginning sound perception skills (Wessels, 2011:3). Students benefit from high-quality early literacy instruction from educators who have a deep understanding of phonological awareness and appropriate lesson preparation. Teacher planning and preparation play a large role in developing children's literacy skills in the early grades (Oliver, & Reschly, 2007:13). Appropriate lesson planning by teachers in the early classroom will benefit children to achieve the minimum learning competency at the level. Although the importance of systematic and explicit phonological awareness training has been demonstrated, lesson preparation and evidence-based teaching practices are not implemented in many classrooms (Foorman & Moats 2004:57).

Teacher perception and planning are critical to effective literacy teaching in elementary school. Effective teachers use systematic planning, balanced literature-based instruction, appropriate supplemental reading, effective instruction, and effective time management, especially in the early grades, to achieve reading development (Wessels 2011:157). The task of teaching young children to read is the responsibility of primary school teachers, especially kindergarten teachers through the third grade. Teachers are at the heart of reading instruction and must receive professional and pedagogical training to provide students with relevant, high-quality instruction. However, it has been found that teachers in many countries, particularly low-income countries in sub-Saharan Africa, lack adequate training and support for teaching reading skills (Lauwerier and Akkari, 2015:4; Nordstrum, 2015:9). As a result, 53% of children in low- and middle-income countries were unable to read an age-appropriate text comprehensibly by the age of 10 in first grade (Azevedo 2021:40). However, in several countries in sub-Saharan Africa, a problem with learners' literacy skills persists.

In the context of this study, “preparation” would refer to a situation in which Koorete language teachers are encouraged to teach phonological awareness. The teacher training program should provide basic knowledge of reading instruction, strategies for practicing teaching skills, and resources for teachers to acquire this knowledge in real classroom settings. This type of professional development is more effective in changing teacher practice if it is of longer duration (Smith & Gillespie, 2023:235). In some sense, reading instruction should include both the direct teaching of phonological awareness and the ability to recognize the different sounds or phonemes of spoken words; Decoding, the ability to connect

phonemes with letters to pronounce unfamiliar words; Vocabulary, understanding the meaning of words and their use in different contexts; oral fluency, rapid and accurate reading (Ehri, 2022:53).

In first grade, an effective training approach that includes instructional and reading activities including phoneme blending, phoneme manipulation, phonological production, phoneme segmentation, non-word reading, and other phonological awareness tasks allows children to apply their phonological awareness skills in decoding words required (Orago 2015:78). Although the content provided met some of the best practice standards, there are significant gaps in the assessed curricula, particularly at the phoneme level, in areas critical to children's reading success (Skibbe et al., 2016:230). Other scholars have noted that teachers require intensive theoretical and practical training through the use of demonstrations and supervised training to achieve satisfactory levels of phonemic awareness content knowledge and procedural expertise (Alhumsia and Awwad 2020:818).

Furthermore, the preparedness to teach phonological awareness requires (systematic) planning; a literature-based program; the use of relevant teaching and learning support materials; and teaching and time management. The teacher training program is specifically designed to allow primary school teachers to put phonological awareness theory into practice. To enable these teachers to implement PA in first-grade classrooms, they are provided with the above topics and should incorporate these important points into early-grade literacy lessons. Accordingly, phonological awareness should be taught in a balanced literature-based program that includes phonological awareness, language development, and comprehension (Moats 2007:16). The purpose of the teacher training program is to fill the lack of a solid scientific basis for phonological awareness; to support teachers with explicit instructional practices needed to teach phonological awareness; model and present activities relevant to phonological awareness; provide teachers with in-depth knowledge of phonological awareness that will enable them to implement phonological awareness in early grade. In addition, the materials supporting learning and teaching must be of high quality, because the learners should be able to handle, learn, and play with the picture cards (Wessels, 2011:154). The teacher training program encourages teachers to implement a balanced literature-based literacy program in their classrooms, use relevant LTSM, and practice time and classroom management using PA.

Therefore, effective training must help educators thoroughly understand language card printing, analyze language unrelated to printing, and ultimately think clearly about how language cards should be printed (Spencer 2008:277). A solid understanding of the relationship between phonological awareness and reading prepares teachers to implement an effective early-grade reading program. As a teacher trainer, based on my experience in training mother tongue language teachers and supervising student teachers in teaching practice in universities, I have always found that for some reason the reading and writing methods do not seem to work well and do not favor student teachers at all when teaching reading. Therefore, this section contributes to bridging the gap between teachers' preparedness to teach phonological awareness as found in research and actual teaching experience in colleges and schools regarding teaching techniques that can be used effectively to improve their reading curriculum.

2.3.4 The Challenges of Teaching Phonological Awareness

In the effective teaching practice of phonological awareness, the curriculum should support the explicit delivery of reading instruction and relevant reading materials in the actual classroom to achieve early literacy (Carson 2012:21, Orago 2015:169, Vesay and Gischlar 2013:294). However, various practical obstacles in the classroom can interfere with sustained phonological awareness as part of the literacy curriculum. These barriers include the availability of time, teachers' knowledge of phonological awareness, difficulties accessing resources, and the lack of material and systemic changes, such as the turnover rate of teachers. Additionally, teachers are uncomfortable using phonics-based instruction that emphasizes the relationships between letters and sounds (Lucas et al., 2014:954). A study assessing the phonological awareness of teachers in early primary schools in Australia found that there is a need across the Australian education sector for teachers to improve their actual PA skills, particularly in phonemic awareness (Carson and Bayetto 2018:79).

A rich literacy environment has a great impact on the development of children's literacy skills and the teaching practices of teachers. In South Africa, early-grade literacy is poor, and the following factors have been identified as causes of poor literacy: underfunded schools, child labor, and legitimate household income, lack of literacy materials at home, poor teaching practices, and low levels of literacy teachers (Spaul, 2013:5). Likewise, in Ethiopia, Samuel and Binyam (2023:4), the quality of supplementary reading materials and references were cited as factors affecting students' reading outcomes. Across the studies, there were challenges

in reading instruction, particularly in the provision of reading materials and teacher training regarding appropriateness and use. Other problems included inadequate teaching materials, the number of students in a classroom, and a lack of in-service training (Marima 2014:83). Therefore, it would be useful to explore existing challenges related to the application of the curriculum materials (textbooks and teacher manuals, including reference materials) and provide appropriate interventions.

Ching, (2012:39) stated that children have a great influence on their attitudes and interest in reading in terms of literacy development, social skills environment, and physical environment. In this line, the environmental components have the following main categories: books, reading, and writing materials. Children in first grade are more likely to participate in reading activities in the classroom. Reading material should therefore be available in several areas of the room and not just one or two. This allows children to be exposed to literacy skills in all areas of their play. This section investigates how the classroom environment in which teachers practice phonological awareness affects children's reading development. The classroom environment is a key factor in teacher skills and student reading outcomes. Therefore, teachers would be well advised to develop a contextual learning system rather than solely relying on a mainstream approach (READ M&E, 2020:82).

In a developing country like Ethiopia, several factors influence reading instruction in primary school classrooms. The most common factors are: lack of teaching and reading materials, teachers' qualifications, availability of supplementary materials and availability of libraries are the most common problems in the classroom (USAID Ethiopia 2018:52). In addition, MoE Ethiopia conducted an assessment on literacy development and pointed out some challenges of these studies: for example, teaching methods, medium of instruction, technological modalities, primary school policies, school facilities, and children's home life, which attract the exclusive attention of researchers who have investigated primary education from different perspectives (MoE 2002, Heugh, Benson, Bogale, & Yohannes, 2007; MoE Roadmap 2018:14).

Based on various reading tests conducted over several years in primary schools in developing countries, Asia, sub-Saharan Africa, and Ethiopia, many students are unable to read with reading comprehension (Gove and Wetterberg, 2011:174).

In Ethiopia, the new education and training policies changed the centralized education system, becoming only Amharic as the language of instruction and emphasizing linguistic diversity, taking into account, among other things, the mother tongue of instruction (Federal Democratic Republic of Ethiopia 1994). It states that instruction will be conducted primarily in the languages of the nation and the granting nationalities. As a result, many languages have been used as the medium of instruction in primary and secondary schools in Ethiopia. Nevertheless, the quality of mother tongue teaching in primary schools is not sufficiently discussed. Several challenges continue to impact literacy skills in the early grades. Most factors are language-specific, as the development of each mother tongue language varies from language to language. Therefore, investigating the challenges that hinder teachers' teaching practice in the first grades helps teachers to revise their teaching methodology and improve students' reading performance.

2.3.5 Phonological Awareness in Early Grade Textbooks

According to the literature, the content of pre-primary reading instruction should correspond to what students are required to learn in terms of reading literacy according to the mother tongue curriculum at the grade level. However, some studies conclude that the reading content of early-grade teaching materials used is not appropriate or designed to meet early-grade reading needs in all situations (Marima, 2014:37). Textbook designers should be able to incorporate the linguistic elements of the language system and the expected competencies of the grade level. Early grade materials must support reading instruction in the classroom or support the achievement of reading goals; It needs to be designed by experts in the field and include the required skills (Samuel & Binyam 2023:2). Garinger states that when evaluating textbook content, three areas of content must be considered: instructional goals, depth and breadth of material, and whether or not the textbook needs supplementation. When preparing material, it is very important to consider the validity of the content and to check that all subject areas are representative and appropriate when trying to measure phenomena (Sangoseni et al., 2013:2).

The literature shows that the associations between phonological awareness and literacy development have highlighted the importance of training phonological awareness in early grades. Therefore, effective phonological awareness and phonics education should include the basic components of phonological awareness in textbooks for first-grade children. At this level, the reading instruction task should involve the manipulation of larger and simpler units

of analysis, such as: Segmenting words into syllables, creating rhymes and identifying words that start with the same sound, and manipulating smaller and more difficult-to-isolate units of analysis; individual sounds in words (e.g., blend sounds into words, segment words into sounds, and delete, replace, or add sounds into words) (Anthony & Francis, 2005:256; Schuele & Boudreau, 2008:6). Likewise, reading materials for kindergarten and first graders should include the sound structure of spoken words and include instructions for identifying, blending, segmenting, deleting, and manipulating syllables, rhymes, and individual phonemes in words (Wessels, 2011:46).

In particular, the content of preschool and early school textbooks must include the key components of teaching phonological awareness to develop reading skills (i.e., listening, rhyming, blending, deletion/segmentation) (Skibbe, Gerde, Wright, & Samples - Steele, 2016: 231). Longitudinal studies also recommend that the components of PA skills should be integrated into early-grade curricula because they represent the most important aspects of children's reading development (Schuele & Boudreau 2008:3). The key components of PA should be integrated into teacher teaching and teachers should be aware of it and practice according to the early grade curriculum to improve children's reading skills. Studies have found that the quality of textbooks and curricula plays an important role in the reading achievement of early graders, especially in developing countries that lack access to local literacy materials. Textbooks play a crucial role in many language courses and are considered the second most important factor in language teaching after teachers (Zemenu (2014:45).

Textbooks play a very important role as teaching materials because they serve as supplementary materials by incorporating definitions of terms and results of many different types of research. In the Ethiopian context, Zemenu (2014:45) where there are insufficient teaching materials, textbooks are considered as basic sources of ideas and information. A review of the recent literature on the use of textbooks in language teaching shows that the textbook has become the central critical tool in schools as it prescribes implicit and explicit tasks that define the core work of schools (Wen-cheng, Chien-Hung, & Chung-Chieh, 2011:92). The quality of textbooks should be assessed and evaluated during implementation by external consultants who were not involved in the textbook development and selection process (Hailu, 2016:8). Many scholars have noted that textbooks serve as the main source of information when teaching a particular subject and that the quality and accuracy of the content are crucial to their educational effectiveness (Dalim and Mubarrak, 2013:1038; Khine, 2013:3).

Therefore, the content evaluation of textbooks for elementary school classes on phonological awareness is very important to assess the content alignment with the mother tongue language elementary school curriculum, literature-based knowledge in teaching reading skills, and to recommend possible measures to improve the quality of the textbook. This section provides insights into the content of the first-grade textbook, which is aligned with the curriculum as there is limited research on this very important topic. Also, this article evaluates the adequacy of the content of the first-grader textbook in terms of components of phonological awareness in the Koorete language in the context of primary education in Ethiopia. This study aims to assess the content of textbook with regarding the existing mother tongue curriculum (MoE, 2021:13) and aligned with the components of PA (Schuele & Boudreau, 2008:11).

2.4 Theoretical Framework

The development of reading and writing skills in the early grades is the fundamental basis for children's later academic success. The theoretical framework used in this study is Vygotsky's theory of social constructivism (1978). Vygotsky's SCT views social interactions as the essence of cognitive development, which may vary across cultures. That is, SCT emphasizes the importance of various immediate environments in which learners find the opportunity to receive support from those around them during their learning process, be it family, friends, school, or a social activity environment (Lantolf, Thorne & Poehner in VanPatten & Williams, 2015). From a social constructivist perspective, knowledge is constructed by individuals, groups, and society and is not simply passed on. The main concepts of this theoretical framework arise from the mediation process, in particular, the key concepts of the Zone of Proximal Development (ZPD) and their direct impact on the teaching and learning process, making this theory relevant to teaching in early grades.

The zone of proximal development is the imaginary distance that a person can achieve using the tools provided or with the help of peers or teachers. The support that the learner receives is referred to as scaffolding in SCT. Only through the interaction that serves as a framework between peers and the teacher can students develop their true learning potential. The theory of sociocultural language learning states that language cannot be learned in isolation, but is by its nature a social effort that must be learned in a social context with the help of peers, parents, teachers, etc. (Vygotsky, 1978). It describes learning and development as embedded in social events and it occurs when a learner interacts with other people, objects, and events in a collaborative environment (Vygotsky, 1978). The relationship between the social world and

cognitive development of sociocultural learning theory is related to understanding the relationship between the social world and cognitive development. In this context, culture is viewed as socially acceptable behavior, attitudes, and beliefs. It is constructed through human social products such as institutions, symbolic systems, and tools such as language (Zhou & Brown, 2015:33).

In addition, sociocultural theory helps by considering the experience, participation, and development of childhood literacy in different social and cultural contexts (Hamer, 2005:74). By treating young children as active participants and learners of literacy, educators can provide young children with opportunities to participate in a wide range of relevant, purposeful, and contextually meaningful literacy practices. The social process also recognizes the important role of a teacher as a facilitator or facilitator who should help learners develop their reading skills by working collaboratively with the teacher and peers and later being able to work alone. Other scholars refer to this as learner scaffolding, meaning that help is given to learners only when they need it and withdrawn once they can work independently (Enyew & Yigzaw, 2015:271; Fottland & Matre, 2005:517).

Various scholars state that there are four key concepts derived from Vygotsky's theory that play an important role in teaching and learning (Shabani, 2016:3). They are a social context, a zone of proximal development (ZPD), a scaffold, and cognitive training. First, in the social context, there is a belief that culture plays a key role in child development over time and influences learning. Furthermore, the interaction between learning and development (Vygotsky, 1978) suggests that children can initially learn much more by working with others than they can achieve alone and that this learning will then carry over into future learning situations. Through these interactions, a child learns the habits of his or her culture, including speech patterns, written language, and other symbolic knowledge from which the child derives meaning and influences the construction of his or her knowledge. This core statement of Vygotsky's psychology is often referred to as cultural mediation. The specific knowledge that children acquire through these interactions also represents the shared knowledge of a culture. According to Vygotsky, the cultural development of children occurs first at the social level between people (inter-psychological) and later at the individual level of the child (intra-psychological), therefore learning is the result of social and cultural interaction.

Secondly, Vygotsky's term "Zone of Proximal Development" (ZPD) is a set of tasks that are too difficult for the child to handle alone, but which can be learned with the guidance and

support of adults or more experienced children (Vygotsky, 1978). He believes that learning develops through the support of a more capable person; A child may learn skills as aspects of a skill that go beyond the child's actual development or maturity level. Consistent with this view, the zone of proximal development (ZPD) is a central concept in sociocultural theory that explains the important role of teachers as facilitators and forms the core of the concept of scaffolding (Feryok, 2013; Wessels, 2011:13). Since sociocultural theories suggest a mediating role in learning, the teacher's role can be described in terms of how he or she facilitates learning. This can be achieved using Vygotsky's concept of Zone of Proximal Development (ZPD) (Hall, 2007:97). Scientists define ZPD as the difference between what a child can do alone and what the child can do with help. It is the lower level in the ZPD zone, the actual expansion stage; the individual master's everything below the lower level and can work independently. The upper level in the ZPD zone is the potential development level. Without the help of a competent instructor, an individual cannot yet reach this level. Accordingly, it captures the child's cognitive abilities, which are in the process of maturing and can only be achieved with support.

Third, scaffolding is another concept related to the idea of the zone of proximal development. In the Vygotskian classroom, learners' learning activity is mediated through the scaffolding of teachers of their zone of proximal development (ZPD). Initially, the person interacting with the child takes on most of the responsibility for leadership and problem-solving, but gradually responsibility shifts to the child. Scaffolding helps children acquire skills they probably wouldn't be able to achieve without help. Learners are supported throughout the learning process by teacher-provided scaffolds. Scaffolding changes the level of support. It enables students to perform tasks that would normally be slightly beyond their ability without the teacher's support and guidance (Wessels, 2011:13). During a lesson, the teacher adapts the scope of the lesson to the child's current performance, Boudaoud, (2016:43) and Van de Pol, Volman, Oort, & Beishuizen, (2015). Appropriate support from teachers can enable students to be at the forefront of their individual development. Teachers need to develop strong reading activities to help students learn to read. Learners' scaffolding reading is directly dependent on teachers, who are recommended to include both effective and carefully designed scaffolding activities in their lessons to encourage learners to become independent readers (Behroozizad, Nambiar, & Amir, 2014:222).

The fourth aspect of cognitive training refers to the process by which a learner gradually acquires a new skill by observing and learning from a more experienced adult or peer. The

development of mental habits and functioning depends on our interactions with others, which are also influenced by factors such as environment, context, and history (Dennen & Burner, 2008:433). Furthermore, (Vygotsky, 1986) postulated that social interactions with an adult within the cultural contexts of society are fundamental to cognitive development. For Vygotsky, the child is an apprentice who actively learns by interacting with an adult mentor who provides the child with knowledge and cognitive tools. The main feature of cognitive education is a cognitive modeling strategy in which teachers and competent students act as cognitive role models. Models should verbalize their thoughts and reasons while explaining and demonstrating specific actions, otherwise, students cannot monitor the thinking process (Dennen & Burner, 2008:426). The fundamental component of cognitive training is for students to learn the cognitive processes in realistic contexts so that they can process their thoughts appropriately in actual situations (Dehqan and Samar, 2014:405). More importantly, cognitive training is a method that helps students understand concepts and procedures under the guidance of an expert, such as a teacher. Its basic principles lie in the works of Vygotsky, including his theory of the zone of proximate development. This teaching approach is characterized by modeling, coaching articulation, reflection, and inquiry (Yilmaz, 2011:209).

In the concepts of constructivism theory, teachers are expected to provide opportunities to explore literacy activities, particularly phonological awareness activities, in everyday events and authentic activities. In this way, the teacher models and coaches the activities while the learners take an active role in acquiring phonological awareness skills. Using teacher-appropriate scaffolding, children can independently complete tasks specified for their level. In class, teachers practice teaching strategies and explicit and systematic phonological awareness as well as phonological teaching with possible exercises. This will help teachers draw on experiences and remember activities once they are back in the classroom and need to implement the program. In this sense, teachers use Vygotsky's framework and ZPD aid as a theoretical background for teaching skills.

In general, the sociocultural perspective brings together the various models of professional development into a single unified framework that has predictive and explanatory power to address different aspects of teacher development in different sociocultural environments (Hamer, 2005:74). The teacher facilitates the activities while the learners take an active role in acquiring phonological awareness. With the help of the teacher, children can complete tasks that they cannot do on their own. To this end, this theory helps the researcher to explore the teaching practice of phonological awareness by the teacher's framework for his zone of

immediate development in the actual context. Furthermore, current decision-making is hypothesized to reflect the interaction between instructional goals, resources and materials, and teachers' knowledge and beliefs (Cheesman, McGuire, Shankweiler, & Coyne, 2009:276). Due to a research gap related to how first graders practice their phonological awareness; the current study was conducted to provide greater awareness of how first and second-grade teachers practice these skills in sociocultural, theory-based environments. This approach helps the researcher to assess teachers' phonological awareness in the classroom through these four parameters, namely: social context, zone of proximal development (ZPD), scaffolding, and cognitive training.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter attempts to describe the methodology of the study. Accordingly, the research design and the general description of the research methodology is presented. More specifically, this section presents the study area, the participants, the sampling techniques, and the sample size of the study. It also presents validity and reliability of the data, result of pilot study, data collection procedure and data collection tools, namely: observation, interview, questionnaires, and content analysis), the method of data analysis, and the ethical considerations.

3.2 Research Design

This study employed a mixed study design inspired by the case study. This method allows researchers to answer research questions with sufficient depth and breadth Enoshe et al. (2014:3) and provides a logical foundation, methodological flexibility, and a deep understanding of smaller cases Maxwell (2016:13). It helps the researcher to integrate and synergize multiple data sources, which can be useful when studying complex problems (Poth & Munce 2020). Accordingly, this study employed an exploratory sequential design, which helps researchers begin exploring the data qualitatively and follow up the design quantitatively (Creswell et al., 2004:10).

A fundamental rationale for this design is that a more complete understanding of a research problem results from the collection of both qualitative and quantitative data. Therefore, the choice of research design is based on the research questions of the study. This means that the research questions of a study can determine the design to be used (Asenahabi, 2019:78). From this perspective, a research questions related to teachers' practice of PA and evaluation of an alignment of the content of the textbook with the curriculum in relation to PA were addressed in a qualitative approach. Additionally, teachers' perceptions towards their preparation and challenges associated with teaching PA were addressed in qualitative and quantitative methods.

3.2.1 Qualitative Research

According to Elizabeth (2017:26), the richness and depth of description gained through a qualitative approach allows for a unique assessment of the reality of the experience. In this study, the use of qualitative research approaches help to understand the situation through

inductive results, through classroom observation, interviews, and content analysis. For the qualitative part, a descriptive research design influenced by a case study was used. Because the study requires detailed answers to the research questions and it allows the researchers to analyze what is seen, heard, and understood, (Creswell 2009:41). To understand the phenomenon from the perspective of respondents in a natural setting, qualitative research is relevant (Bryman, 2008:161; Mohajan, 2018:24). The main goal of descriptive research is to represent the environment as it is in the actual classroom. Therefore, this design supports researchers in observing, describing, and exploring a real-world scenario taking place in a classroom. It also contributes to gaining a comprehensive understanding of the actual practice of teaching phonological awareness in early-grade Koorete language classrooms.

This study focuses on the investigation of teachers' actual classroom practice of PA; hence, qualitative research method is relevant to capture the real-world contexts (Lim, 2025:202). Understanding the reality or nature of certain phenomena helps the practitioner to take relevant actions for the future. Maxwell (2005:22) explained that qualitative research is suitable to understanding the meaning from the perspective of the respondents, understanding the context in which the actions and events take place, making discoveries and connections, understanding the process and not the product and ultimately the causality of phenomena.

According to Siedlecki, (2020:8) descriptive research helps to investigate the current status and nature of a particular phenomenon; which means it describes the characteristics of a particular group or person. It can also produce non-statistical data, namely words, symbols, images, sounds, and other non-numerical records. Therefore, the researcher chose the qualitative approach due to the following advantages:

- A. It is exploratory in the sense that it includes in-depth interviews. It also allows the researcher to use various tools to pursue questions that were not clear from the start. In addition, using other tools helps in authenticating other instruments.
- B. It allows the researcher to be flexible throughout the research process. This means that the researcher can use a variety of tools and has the freedom to do further research to get to the bottom of the story.
- C. It emphasizes people's lived experiences so that their perceptions can be discovered and explained. The researcher interacts with the participants and obtains first-hand information.

However, it is important to note that despite the advantages that the qualitative method offers, there are also some disadvantages. Given this, one of the main disadvantages of qualitative research is that the subjectivity of the investigation leads to difficulties in determining the reliability and validity of the approach and information (Queirós, Faria, & Almeida, 2017:381). To ensure validity and avoid subjectivity, the researcher remained non-judgmental throughout the research process so that the report prepared in a balanced manner Stenbacka (2001:551). With this in mind, in this study, the researcher has considered reliability and validity in research while avoiding subjectivity.

To this end, a qualitative method is relevant in this study because it helps the researcher to observe the teachers' practices of PA, to evaluate teachers' perception of their preparedness to teach PA, to explore the challenge in teaching PA and to examine the content of the textbook through classroom observation and teacher interviews. Therefore, this approach helps research to observe, describe, and explore a natural situation as it occurs in the classroom and the way teachers' practice teaching in an actual situation.

3.2.2 Quantitative Approach

In the quantitative part, a descriptive survey design was used to describe teachers' perceptions of their readiness to teach phonological awareness and to investigate the challenges that teachers face in teaching phonological awareness. Survey research provides a quantitative or numerical description of the trends, attitudes, or opinions of a population by investigating a sample of that population (Apuke, 2017:44; Cresswell, 2003:207).

The validity of the tool was ensured by, firstly, adapting the instrument from various published and valid sources; secondly, the tools were reviewed by early reading experts and the thesis supervisor; and thirdly, the findings from the pilot study and seminar presentation were made a significant contribution to the Contribute to improving the validity of the instruments. In this study the collected data were transcribed and analyzed in prose to present numerical data using frequencies and percentages. In general, quantitative data analysis helped the researcher to trivialize the findings from qualitative data analysis and triangulate the data as a strategy to validate the results.

3.2.3 Case Study

A case study is an in-depth study of an individual, group, or institution. It is closely linked to the central qualitative observation and survey methods. It is an investigative strategy in which

the researcher examines in depth a program, event, activity, or process of one or more people (Creswell, 2009:179). According to Yin (2009:18) a case study is an empirical investigation that examines in depth a contemporary phenomenon and its real-world context, especially when the boundaries between phenomenon and context are not clear. This type of phenomenon needs to be studied in depth in the natural and broader context to understand it in detail (Vaismoradi, Turunen, & Bondas, 2013:404). Similarly, a case study is used to provide a detailed description and analysis of a limited system (Merriam, 2009).

According to Baskarada, (2014) there are different purposes for using case studies, some of which are to describe, explain, or evaluate the phenomenon. This is a specific moment, often intended to illustrate a larger principle and provide an examination of an entity in action. It provides a unique example of real people in real situations and therefore allows readers to understand ideas more clearly rather than just presenting them with abstract theories or principles (Tracy, 2019:42). In qualitative research, research within a case study plays a crucial role. In seeking truth, the researcher should develop or already possess the following skills: an ability to ask the right questions and interpret answers; preparedness to be flexible and the ability to recognize the situation; and the distance to impartiality against this background. In case study research, results may not be generalizable because small samples are used (Bryman, 2008:159).

In case study, the investigator played the role of the uninvolved observer. This means that the observer was a neutral outsider who attempted to understand the context and the process by observing and recording the process. Although this may have been a limitation as the observer was viewed as an intruder, it allowed the researcher to spend time and interact with respondents to collect data and understand their world and the meaning they give to it (Britta Gammelgaard, 2017:910). Therefore, the case study is relevant to this study as it helps to understand how phonological awareness instruction is delivered in the classroom and provides appropriate intervention. In addition, it provides knowledge about causal factors that may contribute to the success and failure of a program or phenomenon.

3.3 Research Setting

The study was conducted in the Koore Zone in the southern region of Ethiopia with focus on teachers' practice of PA in the Koorete language in first and second-grade. The Koore Zone was previously part of the Southern Nations, Nationalities and Peoples Region (SNNPR) and was called Amaro Special Woreda. On July 5, 2023, it officially became the Koore Zone in

the Southern Ethiopia region; it is about 470 kilometers from Addis Ababa, the capital of Ethiopia. Most Koore Zone residents are monolingual and use the Koorete language as their first language. The Koorete language was taught as a subject in early grades (1-4) and recently introduced as a medium of instruction for grades 1-6 in 2022/2023 based on the new primary school curriculum in Ethiopia (MoE Ethiopia 2021:12-13). This research was carried out in the Zone in some selected early grades. There are 75 government primary schools in the zone and about 30% (23) schools were selected for quantitative data collection and among these four schools were selected for a qualitative study taking into account their experience in teaching the mother tongue and access to trained teachers.

3.4 Participants of the Study

In this study some selected schools were participated. The participants of this study were early-grade Koorete language teachers from selected schools in the Kooret zone in the Southern Ethiopia region. The sampling techniques and sample sizes used in the qualitative and quantitative study were described as follows.

3.5 Sampling Technique and Sample Size

In this study 23 first grade and 23 second grade a total of 46 Koorete language teachers, 4 school directors and 2 College instructors were participated. The main purpose of the sample is to enable the researcher to reliably obtain the desired information without necessarily covering the entire population involved (Uys and Basson, 1991:86). The sampling techniques and sampling sizes used in the qualitative and quantitative study were described in the following sections.

3.5.1 Sampling Technique and Size for Qualitative Study

This study mainly used the purposive sampling method as a qualitative method to meet the research design of this study. It helps to collect specific cases, events, or actions that can clarify or deepen the researcher's understanding of the phenomenon being studied. It is also relevant to this study as it is a common technique in the social sciences; and is pre-identified as a resource for the target variables for a specific purpose (Singh, & Masuku, 2014:2).

In this qualitative study, sampling occurs at three levels. First, schools are selected based on access to trained teachers, schools' experience in teaching the MT language, access to teaching materials, and the Education Office's recommendations on school performance. Accordingly, four schools were specifically selected. Second, the focus in terms of grade level

is on grades 1 and 2; a classroom from each grade is selected upon the recommendation of the principal. Third, about the teachers: One teacher from each class, a total of 4 first-grade teachers, and 4 second-grade teachers, one from each class, a total of 8 Koorete language teachers were selected using the available sampling method were participated in classroom observations and interviews.

Classroom observations and individual interviews were conducted with these eight teachers, whose teaching experience ranges from 4 to 6 years and all hold a diploma in teaching MT language. The selected teachers were observed three times and recorded twice with the support of a video recording tool to collect comprehensive data on teachers' practice regarding phonological awareness activities, meaning that 16 lessons were recorded for further analysis. In addition, four principals of the selected primary schools and two MT language instructors from Dilla College of Teachers Education were selected using available sampling techniques.

In addition, the content alignment of the first and second-graders textbooks and the teachers' daily lesson plans was analyzed about the components of phonological awareness. A document analysis was carried out to evaluate the content of the textbook based on the primary school mother tongue curriculum concerning the components of phonological awareness activities. Therefore, the profile of Koorete language teachers, code, pseudo name, gender, school, teaching level, experience, native language, and qualifications who participated in observations and interviews are shown in the table below (see Table 3.1).

Table 3.1: The profile of the participants

No	Codes	Gender	School	Grade	Experience	MT language	Qualification
1	T ₁	M	Sing-Kela	1	4	Koorete	Diploma in MT
2	T ₂	M	Dano Bulto	1	4	Koorete	Diploma in MT
3	T ₃	F	Qore Biko	1	4	Koorete	Diploma in MT
4	T ₄	M	Jijola	1	4	Koorete	Diploma in MT
5	T ₅	F	Sing-Kela	2	4	Koorete	Diploma in MT
6	T ₆	F	Dano Bulto	2	4	Koorete	Diploma in MT

7	T ₇	F	Qore Biko	2	4	Koorete	Diploma in MT
8	T ₈	M	Jijola	2	4	Koorete	Diploma in MT
9	D ₁	F	Sing-Kela	Director	24	Koorete	BA in Education
10	D ₂	M	Dano Bulito	Director	22	Koorete	Degree in Education
11	D ₃	M	Qore Biko	Director	28	Koorete	Degree in Education
12	D ₄	M	Jijola	Director	20	Koorete	Degree in Education
13	I ₁	M	Dilla	Instructor	22	Koorete	M.A in TEFL
14	I ₂	M	Dilla	Instructor	21	Koorete	M.A in TEFL

Schools were selected based on access to trained teachers in their native language. All selected teachers had qualifications in teaching the native language at the College of Teachers Education and had almost equivalent teaching experience in the native language. All selected teachers are native speakers of the Koorete language.

Phonological awareness as well as speech perception skills, both of which are predictive of literacy achievement, require access to the phonological structure of speech in early grades (Callaghan & Madelaine 2012:14; Goldstein et al. 2017:89). The content alignment of the textbooks in relation to the key components of phonological awareness with its respective syllabus in the targeted classroom is investigated. Hence, the first grade textbook has seven chapters and the second-grade textbook has ten chapters. Since the study is case study, the chapters which has the key components of phonological awareness across the chapters is selected for further analysis. Accordingly, from first grade Unit 1, 3, and 5 and from second grade Unit 1, 2, and 4, are selected by purposive sampling method. Because, it allows the researcher be focused and to collect the required data particularly, the practice of PA, teachers perception towards their teaching and challenges that affects teachers practice of the key components of phonological awareness. It also helps to assess the consistency of the textbook content with the corresponding primary PA curriculum. In addition, it allows the researcher to collect data from a certified or qualified first and second-grade teacher and years of experience teaching mother tongue.

3.5.2 Sampling Technique and Size for Quantitative Study

There are 75 government primary schools in the Koore zone in the southern Ethiopian region. For quantitative data, all schools in the zone were listed and 23 (30%) first grade teachers and 23 (30%) second grade teachers of the total population were randomly selected to fill the questionnaires. In the first round data collection session from first grade 20 teachers and from second grade 18 teachers were completed the questionnaires and the rest 3 teachers from first grade and 5 teachers from grade two were completed the questionnaires in the second round data collection session. Therefore, the selected teachers were asked about their assessment of their readiness to teach phonological awareness and the challenges they face in teaching these skills in primary Koorete language classrooms. Teacher questionnaires were used to triangulate data from classroom observations and teacher interviews. In following section the respondents' anonymized name, participant school, grade, gender, date, and time of data collection stated in the following Table 3.2.

Table 3.2: The profile of the participants

School (place)	Grade	Teacher	Gender	Date	Time
Afaso	G1	T1	M	2021.03.22	4:10
	G2	T2	M	2021.03.22	4:10
Argade	G1	T3	M	2021.03.10	5:05
	G2	T4	F	2021.03.10	5:05
Dano bulto	G1	T5	F	2021.03.03	8:30
	G2	T6	m	2021.03.03	8:30
Derba	G1	T7	M	2021.03.22	4:10
	G2	T8	F	2021.03.22	4:10
Dhidacha	G1	T9	M	2021.03.10	5:05
	G2	T10	M	2021.03.10	5:05
Gamule	G1	T11	F	2021.03.18	4:45
	G2	T12	F	2021.03.18	4:45
Jijola	G1	T13	M	2021.03.08	9:15
	G2	T14	F	2021.03.08	9:15
Karapa	G1	T15	F	2021.03.15	3:30
	G2	T16	M	2021.03.15	3:30
Kasho	G1	T17	F	2021.03.10	5:05
	G2	T18	M	2021.03.10	5:05
Kele mulu	G1	T29	M	2021.03.18	4:45
	G2	T20	F	2021.03.18	4:45
Kereda	G1	T21	F	2021.03.19	5:30
	G2	T22	M	2021.03.19	5:30
Laflitsa	G1	T23	M	2021.03.17	4:50
	G2	T24	F	2021.03.17	4:50
Lo'oyndo	G1	T25	M	2021.03.18	4:45

	G2	T26	F	2021.03.18	4:45
Mareta	G1	T27	M	2021.03.17	4:50
	G2	T28	M	2021.03.17	4:50
Meqeredi	G1	T29	F	2021.03.18	4:45
	G2	T30	M	2021.03.18	4:45
Qobo	G1	T31	F	2021.03.17	4:50
	G2	T32	F	2021.03.17	4:50
Qole	G1	T33	F	2021.03.10	5:05
	G2	T34	M	2021.03.10	5:05
Qore biko	G1	T35	F	2021.03.05	8:10
	G2	T36	F	2021.03.05	8:10
Shafule	G1	T37	M	2021.03.12	4:15
	G2	T38	F	2021.03.12	4:15
Sharo	G1	T39	F	2021.03.19	5:30
	G2	T40	M	2021.03.19	5:30
Sing kela	G1	T41	M	2021.03.01	8:55
	G2	T42	F	2021.03.01	8:55
Suluko	G1	T43	M	2021.03.12	4:15
	G2	T44	M	2021.03.12	4:15
Zokesa	G1	T45	F	2021.03.19	5:30
	G2	T46	F	2021.03.19	5:30

3.6 Data Collection Procedure

Before the field trip, the researcher received an approval letter from the Department of Linguistics and Philology, at Addis Ababa University. The researcher then visited the Zonal Education Office, presented the letter to the Zonal Education Department, and discussed the purpose of the study. The schools were then selected. In agreement with the zone education office, the researcher visited the selected schools and presented the objective of the study to the principals and selected teachers. The lesson observation discussion plan and teacher survey were organized based on the teachers' weekly lesson plan. This study consists of three data collection phases. The first phase is the pilot session. In this session, class observations, individual interviews, and questionnaires with the selected teachers took place. In addition, school principals and native language teachers were interviewed and the content of the students' textbook related to the components of phonological awareness was evaluated.

The second phase is the main data collection session. In this session, classroom observations, interviews, and questionnaires were conducted with the selected primary school teachers about the practice of phonological awareness through audio and video recordings in the actual classroom. This helps the researcher obtain detailed data about teachers' actual teaching practices, teachers' perceptions of their preparation, and the challenges that impact teachers'

PA practice. In addition, individual interviews were conducted with school principals and MT teachers at College of Teacher Education. In addition, a content analysis section assessed the consistency of the textbook with the MT language curriculum in primary school in terms of PA components (MoE 2021:13; Schuele & Boudreau, 2008:6). In the third phase, all collected data were refined through school visits with the participating teachers, principals, and MT language Instructors at the College of Teachers Education.

3.7 Data Collection Instruments

According to the research question, several instruments were used to obtain relevant data for the study. To ensure the credibility of this qualitative research, triangulation was used. A study revealed that data sources should be triangulated to ensure the credibility of the data (Lemon & Hayes, 2020:606). Then, the data was collected through observations, interviews, questionnaires, and content analysis to give credibility, objectivity, and validity to the interpretation of the data. All sub-research questions address specific data collection instruments. Each of the data collection tools has been explained in the following section.

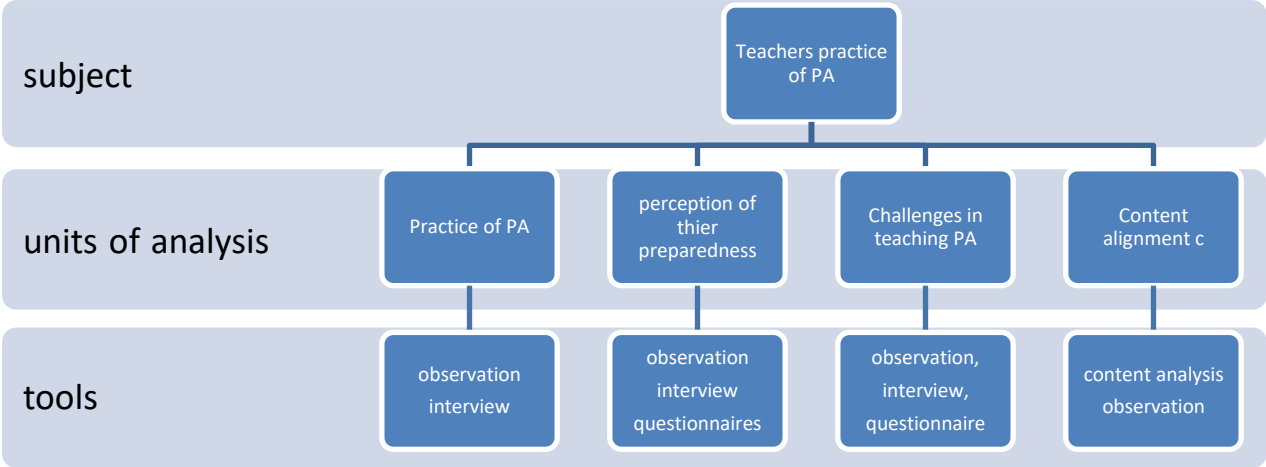


Figure 3.1 Units of Analysis and Data collection tools adapted by the researcher

3.7.1 Classroom Observation

Observations can provide important and useful information about teacher practice. It is the most common form of data collection in qualitative research design to investigate teachers' actual teaching practices in the early grade context. In particular, it is the most intensive and profound qualitative approach. In this type of research, behaviors, values, and interactions between group members are closely explored, described, and interpreted by the researcher

(Creswell, 2014:209; Mohajan, 2018:34). By observing and recording naturally occurring interactions, the researcher can access the data in its original form as often as desired.

O’Leary (2017:143) viewed classroom observation as a tool to provide feedback to support teachers' professional development. Therefore, classroom observation supported by video recordings is relevant to capture the teacher's actual practice of phonological awareness in the selected lessons in this study. Video-based recordings can capture the complexity of a classroom and enable detailed assessment of teaching and learning from multiple perspectives (Trail, & Caukin, 2022:58). Furthermore, the use of video materials can stimulate discussion between teachers and researchers after a lesson and lead to a deeper understanding of teaching practice (Zhang, Lundeberg, McConnell, Koehler, & Eberhardt, 2010:63).

Merriam (2009) suggests that observations should focus on the researcher's physical environment, participants, activities, interactions, conversations, and subtle things and behaviors. According to Merriam, these guidelines were followed:

- **The physical environment:** What is the context? How does the teacher manage the allotted time? What objects, resources, and reading and writing materials are in the area?
- **The participants:** The relevant characteristics and organization of the participants. How do teachers shape students’ reading practices?
- **Teaching Activities and Interactions:** Is there a definable sequence of activities? How long does it take? How do people interact with the activity and with each other? Which PA activities do teachers do and don’t do?
- **Conversation:** What is the content of the conversations in the setting? Who is talking to whom?
- **Subtle factors:** Observing unplanned classroom activities.

Accordingly, classroom observation helps the researcher to capture the actual teaching of phonological awareness activities, namely: rhymes, syllables, alliteration, initial and rhyme segmentation, and initial and final sound segmentation; phonemes, as well as the required cognitive operations (e.g. recognition, blending, segmenting, and manipulating words into phonemes (Anthony & Lonigan, 2004:43, Schuele & Boudreau, and 2008:6). It also helped the observer to see what is going on in the classroom and how teachers use the teaching strategies.

In addition, lesson observation helps the researcher to observe teachers' preparation for lesson presentations and the challenges in teaching phonological awareness. The observer used an adapted observation guide that included the common components of phonological awareness classroom activities with examples, descriptive notes, and reflective notes. Moreover, it determines teachers' perceptions towards their phonological awareness and teaching practices. It also helps to recognize the challenge impacting teachers' phonological awareness practice. Accordingly, 16 video recordings were made by 8 teachers for this study. In addition, the on-site observer took notes about what was happening in the classroom and used a checklist for the key components of the PA activities. Using this log, the researcher wrote down what he observed and what it meant. These notes taken during the observation served as the basis for the subsequent discussion to clarify certain aspects of the lesson. The field notes were also helpful in data analysis and discussion. In general, this tool helped the researcher to observe and record how teaching practice affects phonological awareness. See (Appendix A) for the observation instrument used.

3.7.2 Individual Interview

An interview is a targeted, coordinated conversation between two or more people to gather information about a person or topic as part of a qualitative research method (Berkelaar, 2017). It is a conversation between a researcher and an informant on a specific topic. The debriefing following the lesson observation provided the researcher with the opportunity to find out how and why the lesson went the way it did and why the teachers conducted or used certain activities. According to Elliott (2018:2851), a researcher should not only infer from what he or she sees during observation but also ask respondents to explain why they did things the way they did and exactly what turned out. This is useful when you want detailed information about a person's thoughts and behavior or want to delve deeper into new topics. It also creates a more relaxed atmosphere when gathering information.

On the other hand, studies have shown that qualitative interview studies tend to be conducted with relatively small numbers and more informal question patterns that allow the respondent to set the pace (Bazen, Barg, & Takeshita, 2021:142). The interview questions are designed to stimulate reflection on teachers' personal information, challenges, and perceptions related to teaching phonological awareness to first- and second-grade Koorete language teachers. In this sense, the semi-structured interview would allow the researcher to search for additional information as the interview progresses, thus supplementing what the researcher may have

left out in the planned questions (Cameron, 2014:266). It provides interviewers with clear information and can provide reliable, comparable qualitative data. It also helps respondents to express their ideas/views and attitudes in their own words, thus presenting the phenomenon clearly and for the benefit of researchers. The literature states that interviews are interactive, promote complete and clear answers, and can explore any issues that arise (Alshenqeeti, 2014:40; Elliott, 2018:2851). The interviewer used the audio recording to record the conversation for later analysis. It is carried out after the lesson observations with the observed teachers.

The semi-structured interview is relevant in qualitative research because it is open-ended, more flexible, and allows the researcher to investigate to obtain detailed data. This method is necessary when behaviors cannot be observed, e.g. It can show how people interpret the world around them and contribute to respondents' opinions about a particular situation (Merriam 2009). Creswell (2014:209) emphasizes that the best way to gather history is to have individuals talk about their experiences in face-to-face conversations or interviews. During the interview, participants may feel more comfortable talking to you about their practice, preparation, and challenges in teaching and learning phonological awareness. Therefore, the following research questions will be answered through teacher interviews: teacher practices, teachers' perceptions of their preparation, and challenges in teaching phonological awareness in elementary schools. Because of these advantages, the researcher conducted interviews with eight Koorete language teachers, four school principals, and two college native language lecturers using audio recordings.

The semi-structured interview identified by Dörnyei (2007:123) is suitable for cases where the researcher has a sufficient overview of the phenomenon or area in question and can develop comprehensive questions about the topics in advance, but does not want to use ready-made answer categories that would limit the depth and breadth of the respondent's story". This format requires an interview guide to be prepared in advance. Typically, the interviewer asks all participants the same questions, although not necessarily in the same order or wording, and supplements the main questions with different samples. Finally, the interview was conducted in person in the Koorete language using an audio recorder. The interview guidelines can be found in Appendix B.

3.7.3 Questionnaires

Creswell and Plano Clark (2018:192) state that, a small size in the qualitative component and a larger size in the quantitative component help researchers to conduct an in-depth qualitative investigation and a rigorous quantitative investigation of the topic. Accordingly, the quantitative approach helps a researcher to collect data from a large number of participants; this increases the possibility of generalizing the results to a broader population. The qualitative approach, on the other hand, allows for a deeper understanding of the topic under investigation and honors the voices of its participants. In other words, quantitative data adds breadth to the study and qualitative data adds depth to the study.

Furthermore, quantitative results can be triangulated with qualitative results and vice versa. Triangulation as a qualitative research strategy is the use of multiple methods or data sources to develop a comprehensive understanding of a research problem or test validity through the convergence of information from different sources. Therefore, in this study, a quantitative approach to data collection can expand the study by helping the researcher to collect data on different aspects of a phenomenon from different participants. In a quantitative method, concepts can be operationalized in terms of, for example, clearly defined indicators, the tracking of trends and relationships, and the use of large and potentially representative samples. A sequential mixed-methods design was implemented in this study.

Regarding sequential combination, Dawadi, Shrestha & Giri (2021:30) suggest that qualitative methods should be performed before quantitative methods so that detailed information can be collected and more targeted. Therefore, the researcher used a quantitative method for data collection, specifically questionnaires for the participating 23 (30%) of the total population of each classroom teacher in the zone. This tool helps the researcher leverage the breadth of data to triangulate the data from the qualitative study of teacher perceptions and challenges impacting the teaching of phonological awareness in early grades. The sample participating in a qualitative strand may be a subset of the participants participating in the quantitative study. The guidelines for the Likert questionnaire can be found in Appendix C.

3.7.4 Content Analysis

In this study, content analysis is another method among the qualitative research methods used for data collection. It is a systematic process of reviewing and evaluating documents that include searching, selecting, evaluating (making sense), and synthesizing the data they contain (Bowen, 2009:32). Like other analytical methods in qualitative research, document

analysis requires that data be evaluated and interpreted to make meaning, gain understanding, and develop empirical knowledge (Solak & Erdem, 2015:21).

Additionally, content analysis is the process of organizing information into categories that relate to important research questions. The researcher should demonstrate the ability to identify relevant information and separate it from non-relevant information (Corbin & Strauss, 2008:614). While thematic analysis is a form of pattern recognition within the data, emerging themes become categories for analysis (Fereday & Muir-Cochrane, 2006). Therefore, the process requires careful and more targeted re-reading and review of the data. The reviewer takes a closer look at the selected data and performs coding and category construction based on the data characteristics to uncover themes relevant to a phenomenon. The codes used in observation protocols can, for example, be applied to the content of documents. Codes and the topics they generate are designed to integrate data collected using various methods. Missing, sparse, or incomplete documents should provide information about the subject of the investigation.

This study focused on an evaluation of the content validity of instructional materials: specifically, native-language early-grade curricula, early-grade textbooks, and daily lesson plans related to the key components of phonological awareness. To assess how the content of primary school reading materials matches the native language primary school curriculum in terms of phonological awareness (MoE, 2021:13). The validity of the textbook content was analyzed using phonological awareness tasks adapted from Schuele & Boudreau (2008:6). For this purpose, since the content of the textbook contains the same lesson representations in all seven units, the researcher specifically selected three representative lessons from Units 1, 3, and 5 out of the seven units for further analysis (see Figures 4.1, 4.2, and 4.3).

In general, the data collected through content analysis is analyzed qualitatively by describing the frequency and percentage of occurrence of the skills in the units. The authors emphasized the need for triangulation of study methods (including observation and interviews) to validate and confirm the data obtained during the study. The content analysis guide can be found in Appendix F.

3.8 Trustworthiness of the Data

In both qualitative and quantitative research, subjectivity is inherent as the researcher may not frequently use pre-designed instruments in their studies. Therefore, determining the credibility or trustworthiness of the data is a challenging task. In qualitative studies, trustworthiness

helps strengthen the argument that research findings are worth paying attention (Lincoln & Guba, 1985:289). It increases confidence in the data, interpretation, and method to maintain the quality of the study. Both qualitative and quantitative approaches make assumptions to ensure data quality. In the present study, the qualitative aspect outweighs the quantitative one, and ensuring the quality of the qualitative data using various criteria is a fundamental issue. Lincoln and Guba proposed four alternatives for assessing the trustworthiness of qualitative research, namely credibility, dependability, conformability, and transferability.

3.8.1 Credibility

The credibility of research data is the most important issue in qualitative research. It increases confidence in the truth of the study and the results of the study. The main question is how to ensure that the results are true and correct. According to Connelly (2016:435), techniques to use to build credibility include but are not limited to, prolonged engagement with participants, ongoing observation when appropriate for the study, peer debriefing, member checking, and reflective journaling. With this assumption, the current study attempted to capture actual practice through prolonged involvement in classroom observation and invest sufficient time to obtain rich data and increase the credibility of the data. The credibility of the data is therefore based on the participants' answers and reflections.

3.8.2 Dependability

Dependability refers to the stability of the data over time and under the conditions of the study. Kyngäs, Kääriäinen, & Elo, (2020) defines dependability as the constancy of the data over similar conditions and the degree to which the study might be replicated by other researchers and the findings would be consistent. It is similar to reliability in quantitative research, but understanding the stability of conditions depends on the type of study. Procedures to ensure reliability include maintaining an audit trail of process logs and peer debriefings with a colleague. Process logs are notes by the researcher about all activities that take place during the study and decisions about aspects of the study, such as: who you interview and what you observe (Connelly, 2016:435). In this study, care was taken to carefully formulate the research questions and carefully review the literature in line with the objectives of the study. In addition, an attempt was made to provide a detailed description of the study's methodology. At the same time, the comments of the supervisor and reviewers of the paper were included at different stages of the study to ensure dependability.

3.8.3 Conformability

Conformability is similar to objectivity or neutrality in that it determines how far constructions, assertions, facts, and data can be traced back to their sources (Pandey, & Patnaik, 2014:5746). Methods include maintaining an audit trail of analysis and methodical log notes. Qualitative researchers keep detailed notes of all their decisions and analyze them as they progress. Cope (2014) suggests that “the researcher can determine compliance by describing how conclusions and interpretations were made by illustrating that the results were derived directly from the data” (p. 89). Additionally, Cope suggests that when reporting qualitative data, providing extensive quotes from participants' words is appropriate to ensure compliance. Consequently, in reporting the results of the study, extensive quotes from classroom observation interviews using the participants' words were used and analyses were conducted based on these quotes. To avoid bias in classroom observation, interviews, and content analysis, audio and video recorders were used for further analysis. In addition, during the content analysis, some insights were directly extracted for further analysis.

3.8.4 Transferability

The type of transferability refers to whether and to what extent the results of the study apply to other contexts, circumstances, and settings (Elo & Kyngas, 2008:112). To demonstrate transferability in qualitative research, you can use a detailed description that includes providing appropriate details about the location, participants, and data collection methods or procedures during your study. Researchers support the transferability of the study through a comprehensive, detailed description of the context, location, and people studied, as well as transparency regarding analysis and trustworthiness. Researchers must provide a vivid image that appeals to and resonates with readers. In qualitative studies, generalizability is not a priority because the results of each study may not convey meaning to people in different contexts and with different experiences. Therefore, to ensure the possible transferability of the study, the researcher tried to provide adequate information about the location, participants, methods, and procedures used in the study.

3.9. Reliability and Validity

3.9.1 Triangulation

The credibility of research data is the most important point in qualitative research, so the research should ensure the reliability and validity of the data. Therefore, during the classroom observation, the researcher conducted a longer period and captured the actual practice by

investing sufficient time to obtain rich data and increase the credibility of the data. Likewise, research reliability in a case study refers to the extent to which other researchers would reach similar results using the same procedures (Sürücü, & Maslakçı, 2020:2695). It also depends on how accurate and consistent the information is. On the other hand, validity refers to the extent to which the data was collected, a measure that it purports to measure. Therefore, triangulating the sources of data collection tools helps the researcher to improve the reliability and validity of the data. In this sense, the data of this study comes from four sources based on the research question, namely: classroom observation, interview, questionnaires, and content analysis. To find out the meaning of the data, the researchers organized the research questions thematically and interpreted them based on the insights from the data sources.

3.9.2 Pilot Study

The pilot study was conducted in Koore Zone to verify the credibility of the data collection tools and whether the selected tools would be able to reveal the research question of this study from December 2019 to January 2020 in the selected schools in Koore Zone. The general aim of the study was to investigate teachers' practice regarding the components of phonological awareness in the Koorete language in early grades. A mixed study design was conducted to collect data from the selected schools. Accordingly, two primary schools were selected using a purposive sampling technique, and two teachers, i.e. each teacher was observed and interviewed using video and audio recordings. The teachers who participated in the classroom observation and interview were also asked to complete the questionnaires. Next, school principals and university teachers were interviewed. Finally, the content alignment between the early grade curriculum and instructional materials, namely student textbooks and daily lessons on PA components, was assessed.

The analysis of the pilot study was then presented at the seminar organized by the NORAD-funded project and the AAU Department of Linguistics. The panelists, the local consultant, the external consultant, and the seminar participant then provided comments on the research tools and the results of the pilot project. A lot of input and experience was gained from the pilot session, especially some technical errors, repeated interviews, and vague questionnaires from the study. Relevant comments and feedback were obtained from the local supervisor, seminar discussion, and seminar participants. Based on the results of the pilot study, minor changes were made to the study instruments and objectives. The session helped the researcher to evaluate the readability of the data collection tools for the actual data collection session.

Ensuring the credibility of qualitative research is one of the issues that the researcher should be concerned with (Guba and Lincoln, 1989:239).

In addition, several techniques were implemented to improve credibility, including activities such as prolonged engagement, sustained observation, and triangulation of data collection across multiple sources. Therefore, credibility can also be operationalized through the process of member evaluation to verify findings and interpretations (Lincoln & Guba, 1985:289). As a result, the researcher incorporated the comments before the main data collection session.

3.10 Method of Data Analysis

The data analysis method describes the process of data analysis, which includes organizing, analyzing, and interpreting data. Qualitative data analysis helps organize the data by systematically searching and organizing interview transcripts, observation notes, or other non-textual materials that the researcher collects to improve understanding of the phenomenon. The process of analyzing the collected data usually involves coding or categorization (Wong L., 2008:14). The study then addresses the presentation, analysis, and interpretation of data in line with the aim of the present study to investigate the practice of phonological awareness by teachers in Grades 1 and 2 of the Koorete language.

The study used both qualitative and quantitative methods through inductive analysis, building patterns, categories, and themes from the ground up and organizing the data into increasingly abstract units of information. An inductive approach to data coding and analysis is bottom-up and driven by the data within the data. This means that the codes and themes are derived from the content of the data itself so that what the researchers represent during analysis is largely consistent with the content of the data (Braun & Clarke 2012:3). Data organization was based on information from all sources, observations, interviews, and questionnaires.

In quantitative data, the occurrence of key components of phonological awareness was presented in terms of frequency and percentage in the units. The collected data was then grouped into themes and sub-themes based on the research question of the study. These include teachers' practice in teaching phonological awareness, teachers' perceptions of their readiness to teach phonological awareness, and challenges affecting teachers' practice in teaching phonological awareness. In addition, the content analysis assessed the components of phonological awareness and compared them with early-grade teaching materials and the native language curriculum.

The data is analyzed inductively as it illustrates the back and forth between the database in actual teaching practice, teacher interviews, and teacher questionnaires. All data from classroom observations, interviews, and questionnaires were transcribed, translated, organized, categorized, and thematically analyzed to uncover responses (Creswell, 2007:270). This method of data analysis is relevant in this study to categorize and evaluate the results of the collected data. In addition, when aligning the content of the textbook with the corresponding elementary school native language curriculum, the integration of the key components of phonological awareness as in the literature for the early school level was evaluated. Therefore, the data collected in various tools were coded into themes and sub-themes using a bottom-up approach, and the data analysis process included literal transcription, translation, coding, and categorization (identification of themes) several times until we identified the general categories and themes using an inductive approach like Braun and Clarke (2006:10). The results were interpreted and discussed thematically according to the research question of this study. Finally, data from classroom observations and interviews were transcribed, translated, organized, thematically coded, triangulated, and analyzed using a thematic approach (Samuel and Binyam 2023:1).

3.10.1 Inductive Data Analysis

Inductive analysis refers to approaches that primarily use detailed readings of raw data to derive a concept, theme, or model through interpretations that an evaluator or researcher makes from the raw data. This understanding of inductive analysis is consistent with Strauss and Corbins' (1998:89) description: the researcher begins with an area of research and allows a theory to emerge from the data. In literature, qualitative content analysis can be used both inductively and deductively. Both inductive and deductive processes of content analysis include three main phases: preparation, organization, and reporting of results. The preparation phase consists of collecting appropriate data for content analysis, interpreting the data, and selecting the unit of analysis. In the inductive approach, the organizing phase includes open coding, categorization, and abstraction (Elo & Kyngs, 2008:109). In deductive content analysis, a categorization matrix is developed in the organization phase in which all data is checked for content and coded so that it corresponds to or reflects the identified categories (Kuckartz, 2019:16). An inductive approach is used in this study because coding and theme development are inductively guided by the content of the data and the data can determine the themes.

The most widely used criteria for evaluating qualitative content analysis are those developed by Lincoln and Guba (1985:289). They used the term trustworthiness. The trustworthiness of a qualitative study is intended to support the argument that the study results are worth considering. This is particularly important when using inductive content analysis, as the categories are created from the raw data without a theory-based categorization matrix. For this reason, we have chosen to use such traditional qualitative research terms when identifying factors that influence the reliability of data collection, analysis, and presentation of content analysis results. Creswell (2007:38) also describes inductive analysis as follows: It builds its patterns, categories, and themes from the ground up by organizing the data into increasingly abstract units of information. This inductive process illustrates working back and forth between topics and the database until the researcher has a comprehensive set of topics. It may also involve interactive collaboration with participants, allowing participants to shape the themes or abstractions that emerge from the process. The study first develops the analysis categories according to the research questions and proposes a constant back-and-forth between theory and empirical data. This approach helps the researcher to explore how teachers use PA to develop children's reading skills.

On the other hand, the disadvantages of thematic analysis become more apparent when considering other qualitative research methods. The lack of robust literature on thematic analysis compared to, for example, grounded theory, ethnography, and phenomenology can leave novice researchers uncertain about how to conduct a thorough thematic analysis. Compared to other methods, a simple thematic analysis has the disadvantage that it does not allow the researcher to make any statements about language use (Braun & Clarke, 2006:27). Although thematic analysis is flexible, this flexibility can lead to inconsistencies and a lack of coherence in the development of themes derived from the research data. Consistency and cohesion can be promoted by applying and making explicit an epistemological position that can coherently support the empirical claims of the study (Holloway & Todres, 2003:90). To this end, the data were collected, listed, sorted, interpreted, and grouped thematically according to the research question using classroom observations, teacher interviews, teacher questionnaires, and content analysis supported by the recordings.

The research questions of this case study include investigating teachers' practice of phonological awareness, investigating teachers' perceptions of their readiness to teach phonological awareness, identifying challenges that impact teachers' practice of phonological awareness, and evaluating the content orientation of reading in the classroom primary school

curriculum material on the key components of phonological awareness. When analyzing the data, the researcher organized the data according to these themes. Data were collected through classroom observation, interviews, questionnaires, and content analysis.

3.10.2 Thematic Analysis

The word themes are conceptualized as patterns of shared meaning across data items, underpinned or united by a central concept, which are important to the understanding of a phenomenon and are relevant to the research question (Braun & Clark, 2019:12). Thus, thematic analysis is one of the most common forms of analysis within qualitative research. It emphasizes identifying; analyzing, organizing, describing, interpreting and reporting patterns of meaning (or "themes") found a data (Braun & Clarke, 2006:6). Furthermore, it is a useful method for examining the perspectives of different research participants, highlighting similarities and differences, and generating unanticipated insights. It is also useful for summarizing key features of a large data set, as it forces the researcher to take a well-structured approach to handling data, helping to produce a clear and organized final report.

In fact, thematic analysis has several advantages: the applicability of research questions that go beyond an individual's experience, its well suited to large data sets, interpretation of themes supported by data, allows for inductive development of codes and themes from data, using coding reliability approach and the use of flexible of theoretical and research design allows the researchers to use this method (Braun & Clarke, 2006:5; Guest, MacQueen, Namey, 2012:9).

The main themes of this case study are namely: investigation of teachers' practice to teach phonological awareness; explore teachers' perception of their preparedness to teach PA; identify the challenges that are facing teachers in teaching PA and evaluate the content of early grade teaching reading materials alignment with the primary school curriculum in relation to the component of phonological awareness. During analysis the data the researchers organized the data according to these themes. The data were collected through classroom observation, interviews, questionnaires, field notes and content analysis.

3.10.3 Coding

Coding is about identifying a passage of text or other data elements (photo, image), searching and identifying concepts, and finding relationships between them. The definition also refers to

highlighting sections of our text, usually phrases or sentences, and creating shorthand terms or codes to describe their content and answer the research question. The entire data set is coded and then all codes and all relevant data extracts are compiled for later analysis phases. It is a way of indexing or categorizing the text to create a framework of thematic ideas about how you define what the data you are analyzing is about (Gibbs, 2007:38). Qualitative researchers tend to use different mechanisms of data analysis. In analysing qualitative data, coding is important. Coding suggests a routine mechanical process, whereas developing theory is anything but mechanical. The steps of coding move from a lower level (raw text) to a higher (more abstract) level of understanding research concerns or theory generation.

Creswell (2007:207) emphasizes that qualitative data can be analysed in three steps: open, axial, and selective coding. Open coding is one of the tools for coding qualitative data generated from text information such as interviews, observations, or field notes. Open coding serves as the foundation step in qualitative data analysis, allowing researchers to break down complex data into manageable segment. During this stage, researchers carefully sift through raw data, such as interview transcripts or focus group notes, identifying significant concepts, phrases, and themes. Each piece of data is examined without preconceived categories, enabling a fresh perspective that fosters creativity and innovation. The primary aim of open coding is to generate initial codes that reflect the data's essence. By assigning labels to various segments, researchers create a map of ideas that can later inform deeper analysis.

Open coding or initial coding is the first level of coding. It is "*the analytic process through which concepts are identified and their properties and dimensions are discovered in data*" (Strauss & Corbin, 1998:101). It is an analytic method by which concepts to the observed data and phenomenon are attached during qualitative data analysis, and the researcher tries on distinct concepts and themes for categorization (Bazen, Barg, & Takeshita, 2021:144). Open coding includes labelling concepts, defining and developing categories based on their properties and dimensions (Khandkar, 2009:1). It makes initial connections with categories (Creswell, 2007:90). It is usually the first approach to the data and is organized by creating initial broad thematic domains for data assemblage (Williams & Moser, 2019:48).

In this study, the recorded data from various sources were coded, transcribed, translated, analyzed, and interpreted to answer the research questions. Williams, & Moser, (2019:49) defines coding as the process of organizing material into blocks or segments of text before assigning meaning to the information and segmenting sentences or images into categories

(transcripts are carefully read). The results were evaluated without mentioning the names of the participants; Instead, their names were converted into codes such as teacher one (T1), teacher two (T2), teacher three (T3), teacher four (T4), teacher five (T5), teacher six (T6), teacher seven (T7), teacher modified eight (T8), director one (D1), director two (D2), director three (D3), director four (D4), instructor one (I1) and instructor two (I2) for the classroom observation and interview. They were then coded into themes and sub-themes based on the research questions and information collected (Elliott, 2018:2852). A list of all topics is then created and sorted according to similarities and differences based on the topic of the research topics. The topics are later abbreviated as codes and the codes are written next to the associated text in a Word document. These topics are then converted into categories of main topics, individual topics, residual topics, and new topics. Accordingly, the information is categorized and a preliminary analysis is carried out (Creswell, 2009:184).

In summary, the data analysis process included verbatim transcription, translation, coding, categorization (identifying themes), analysis and reporting, and subsequent writing as narratives; because narratives are seen as a powerful tool for connecting meaning and experience. In addition, the approach contributes to achieving the specific goal of the study. The results would form the basis for a discussion about the practice of phonological awareness.

3.11 Ethical Considerations

Ethical considerations related to human problems that raise ethical concerns must be given due consideration by the relevant group. Accordingly, some ethical issues were mentioned, discussed, and agreed upon between the researcher and participants. This is voluntary participation, avoiding harm to participants; Child protection; Confidentiality; fair consideration for participation; privacy and welfare of research staff; and greater accountability to participants, the community, and stakeholders (Pillay, 2014:195; United Nations Children's Fund 2012).

In Ethiopia, the Addis Ababa University College of Health Sciences (IRB) approved the ethics policy for piloting the Young Lives survey (Astatkie, 2020:6). Under this policy, informed consent from the participant is possible if the research project poses minimal risk, if the research is to be conducted or approved by the federal or state government, and if the study, evaluation, or other research involves public charities or community service programs. Therefore, in this study, participants' rights were addressed as follows. First, all participants

were informed about the goals and procedures of the study as well as their role as participants. Meanwhile, their verbal consent was obtained and they confirmed their preparedness to participate in the study. Accordingly, informed consent was obtained from participants to protect ethical concerns and avoid stress. The researcher tried to respect the rights and thoughts of the participants with great care.

To ensure participant confidentiality and anonymity, teachers' names were changed to codes such as teacher one (T1), teacher two (T2), teacher three (T3), and teacher four (T4) in first grade and teacher five (T5), teacher six (T6), teacher seven (T7) and teacher eight (T8) in the second grade. In addition, school principals were coded as Principal One (D1), Principal Two (D2), Principal Three (D3), and Principal Four (D4), and college native language teachers were coded as Instructor One (I1) and Instructor Two (I2). In general, the data collected for this study will be kept secure and will only be used to fulfill the objective of this study.

CHAPTER FOUR: PRESENTATIONS AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

The study's presentations and discussions are presented in this chapter. First, data from classroom observations and interviews was presented in a cohesive way. Second, the quantitative data analysis was completed before the qualitative data analysis. Thirdly, a thematic analysis approach was used to present the textbook extract for content analysis. The following is a general presentation of the main study's findings.

4.2 Findings and Discussion of the Data Analysis

This section identifies and discusses the major themes and sub-themes as well as the data analysis based on the research questions. Following a simultaneous presentation and discussion of the data from each data collection tool, a summary was given.

4.2.1 Theme: Teachers' Practice of the Components of Phonological Awareness

In teaching reading in early grades, phonological awareness must be integrated into all literacy learning activities, such as drawing students' attention to sounds of words, play based activities, songs, rhymes, and storytelling (Wessels 2011:145). This section presents the results of classroom observations and teacher interviews about teachers' practices related to phonological awareness. Detailed discussions are conducted into five subtopics, namely: [incomplete segmentation of words into syllables, incomplete phoneme awareness practice, incorrect phoneme segmentation, lack of integration of some key components of phonological awareness, and some factors affecting teachers' practice regarding key components of phonological awareness. The data from each data collection tool is presented and discussed simultaneously, and finally a summary was presented.

4.2.1.1 Sub-theme: Incomplete Words into Syllable Practice

Data from classroom observations suggested that teachers lacked awareness of how to appropriately integrate the word into syllabic activities, such as phonological awareness instruction in early grades. The direct quote from the teacher's classroom observation during word-in-syllable activities was presented accordingly. For example, T1 presented the sound /q/ with short and long vowels in the given words. As can be seen in teacher's lesson vignette on syllable activity as presented in the following section (T₁2021-03-01-G₁-sk-ob-#01-txt).

- (1) *Hata diizo beytituna medhuta xheysita qa, qe, qi, qo, qu, raa galala arxaxi diizo beytituna medhuta xheysita qaa, qee, qii, qoo, ha esa u maqusune usuna medhuta katiti eqo qoro, goodzoko. Sounds produced with short vowels are qa, qe, qi, qo, qu, and with long vowels: qaa, qee, qii, qoo, quu and words: eqo 'string' qoro 'Judg', goodze 'round stone' quail.*

As demonstrated in the teacher lesson, word-to-syllable exercises have not been demonstrated in the lesson. In the lesson, the given syllables such as *qa, qe, qi, qo, qu* and *qaa, qee, qii, qoo, quu* were discussed in syllable isolation exercises. However, the words in the lesson must be presented in syllable form: *eqo to e-qo, qoro to qo-ro* and *goodze to goo-dze*, as it is indicated in the literature (Schuele & Boudreau, 2008:6). The teacher's daily lesson presentation shows that there is a gap in integrating words into syllabic activities as in the literatures.

Similarly, T2's lesson presentation showed that the lesson attempted to convert words into syllables. The lesson vignette from the teacher's presentation on segmenting words into syllables was presented accordingly, (T₂2021-03-03- G₁.db-ob-#02-txt).

- (2) *Haya e bidzi bidzi diizo beytana katiti medhutese, /p/, pii, piire; /p/ poo, poosta, /p/ poolise. Here I have a specific letter. It is /p/, pii, piire; this is /p/, poo, poosta; and /p/, poo, poolise.*

As shown in the teachers' class discussion (T2) above, he tried to represent syllables such as *pii* from the word *piire* "flower", *poo* from the word *poosta* "posta" and *poo* from the word *poolise* "police" with their pictures. However, the literature suggests that the entire word *piire* must be divided into the syllables *pii-re*, *poosta* into *poos-ta*; *poolise* into *poo-li-se*. as in the study by Samuel (2019). The teacher's instruction is unable to break down the words within known words into syllables and the syllable into manipulated syllables, as in the literature Schuele & Boudreau (2008:6). These results show that the teachers' lesson in the classroom was unable to convert the words of the Koorete language into syllables based on the literature of syllabification.

Here T3 attempted to break the given words into syllables to identify each syllable in the word. The following vignette from the classroom lesson presentation regarding word into syllables activities are presented accordingly, (T₃2021-03-05- G₁.qb-ob-#03-txt).

- (3) *Handzo xheysi /p/ nu ere, waanu nu zeeruse, piire, pila, poosta, poolise raa narpe hine katitako. Today we're learning about the letter /p/ and how to read it, so piire "flower", pila "warp", poosta "posta", poolise "police", prapro "butterfly" and narpe "needle"*

The result of the lesson observation shows that the teachers did not discuss the syllables in the given words as in the literature. The correct syllabification of the given words could be as follows. For example, *piire*, in *pii-re*, *pila* in *pi-la*, *pootsa* in *poo-sta*, and *poolise* in *poo-li-se* etc. However, the teacher needs to redefines the syllables for the students and then shows how to segment a word into syllables and how to put the syllables back together into a word (Jonas & Director, 2019:8).

Teacher T4 presented a sound /q/ and how words are segmented into syllables, as seen in the following paragraph. The lessons showed that segmentation of the syllable was demonstrated with the given sound, but the other syllables in the word were not, as in (T₄2021-03-01- G₂-sk-ob-#05-txt).

(4) *Miiqe hine katoy (qe, q); qalo hinesi (qa, q); qino (qi, q); quluula hinesi (qu, q) hidi e shahutte. We can see that the word miiqe “drill” is segmented into (qe, q); qalo ‘goat’, segmented into (qa, q); qino ‘head’ segmented into (qi, q); or qu luula “queried”, segmented into (qu, q).*

As can be seen in the extracted lesson, the teacher tried to present a syllable within the given word: *qe*, *qa*, *qi*, *qu*, and the given sounds /q/. However, the words should be arranged syllable by syllable according to the literature. For example, the words in *miiqe* need to be syllabified in *mii-qe*; *qalo* in *qa-lo*, and *qino* in *qi-no* as phonological awareness instructions as in Schuele & Boudreau (2008:6). This show that there is knowledge gaps in segmentation of words into syllables.

4.2.1.2 Sub-theme: Incorrect Phoneme Awareness Practice

A teacher who does not understand phonemic awareness will not be able to properly teach the elements of phonemic awareness. For example, teacher T1 used the sound /q/ several times with vowel sounds, as seen in the following lesson vignette as in (T₁2021-03-01-G₁-sk-ob-#01-20:10'-txt).

(5) *These letters are short vowels qa, qe, qi, qo, qu and the next ones are with long vowels qaa, qee, qii, qoo and quu.*

To teach a sound, in the lesson above, the teacher tried to demonstrate to students the distinction between the /q/ sound with long and short vowels and get them to distinguish between them. However, the lesson cannot show how the sounds occur in word-initial, middle, and final positions as described in the literature by NRP (2000:43), and Schuele &

Boudreau (2008:6). The teacher needs to practice phoneme identification activities by asking which word has the same initial, middle, or final sound in a given word.

On the other hand, T1 used multiple words to represent the /q/ sound, but the lesson failed to demonstrate phoneme blending and segmentation in the words, as in the following vignette, (T₁2021-03-01-G₁-sk-ob-#01-txt).

(6) *Erunxuka ingutese katiti eqo, qirqace, hayqe raa qoro hinesaarako. The given words are eqo "string", qirqace "species of bird", hayqe "intestine", qoro "judge" and so on.*

As shown above, T1 attempted to introduce activities involving phoneme isolation and identification in his class presentation. However, in order to practice phoneme recognition, the children were not asked by the teacher to tell them the same sound that appears in *eqo* "string", *qirqace* "bird species", *hayqe* "intestine" and *qoro* "judge". Furthermore, the teacher did not ask children to recite the initial, middle, or final sounds of the given word to practice phoneme isolation activities. Studies found that phoneme recognition helps children identify the initial or final phoneme in a word, providing a simple phonological awareness factor in elementary school classrooms (Hollis, 2022:70; Schuele & Boudreau 2008:11). Accordingly, phoneme recognition was not presented in systematic and explicit phonological awareness instruction.

During observation, T2 also provided long and short vowels, as shown in the following section, to teach phoneme identification and isolation, (T₂2021-03-03- G₁.db-ob-#02-txt).

(7) *Hata arxaxi diixo beytiti (a, e, i, o, u) raa galala arxaxi diizo beytiti aa, ee, ii, oo, and uu hineesitako. The short vowels are (a, e, i, o, u) and the long vowels are (aa, ee, ii, oo, and uu). Please say the sounds after me, a, e, i, o, u.*

As shown in the section above, teachers pronounce both short and long vowels by making children repeat them. Phoneme recognition requires teachers to practice each sound in the given word (Schuele & Boudreau 2008:6). However, in the lesson above, the teacher does not able to teach the same sounds in different words and teaches the pronunciation of these individual phonemes. Similarly, Minwuyelet (2020:104) found a similar result that teachers do not make their children practice phoneme awareness activities in the early grades. Most teachers did not realize that when they taught early reading, they were practicing the fundamentals of reading. This gap is due to the lack of awareness on the part of teachers of what to teach and how to teach the phonemic system of the mother tongue.

Practicing individual phonemes in the given words is rarely exercised when participants observe lessons. T3 discussed the phoneme /p/ in the given lesson and read the given words produced by the phoneme. The lesson vignette from the teacher's class presentation showed that not each phoneme is practiced individually as in (T₃2021-03-05- G₁.qb-ob-#03-32:33'-txt). She says the following:

(8) *Ha xhesyse waani nu zeeruse? Ha esi /p/ ko (gilusisidi), piire, pila, poosta, poolise, praapro raa narpe. What do we say to this sound? It is /p/ (pointing to the word), piire (flower), pila (chain), poosta (posta), poolise (police), praapro (butterfly), and narpe (needle). Who can read these words?*

The target phoneme was then pronounced along with a word that began with the same phoneme. As stated, T3 pronounced the words without identifying the given sound in the given words. She simply read the words and the children repeated them after her. The specific sound in the given word is not pronounced separately and is treated individually for better understanding, as in Schuele & Boudreau (2008:6).

In phoneme identification instruction, phoneme identification and phoneme recognition activities need to be integrated into teachers' teaching practices. However, T4 used the /q/ sound in several words and asked children to read the word and provide the meaning of the words. He did not practice the individual sounds in the given words, as can be seen in the following section, as provided in (T₄2021-03-08- G₁.j-ob-#04-txt).

(9) *Ha kato waanu nu zeeruse? (gil'usisidi). Eru. Miki, Eria: /miiqe/, abase nu go'utte? Eria: wootase. Eru: galala arxaxunako e diizutte. Peda katosene go'uttusune e beysesi. Eru: qalo, galoy deyshuko e diizutesi hatanako. How do we read this word? (Points to the word), Ss [silent], T: /miiqe/, (points to the word) [miiqe], why do we use it? Ss: for framing. T: It's written in long vowels. What does it mean when you refer to other words? Ss: [quietly], T: qalo, you know, qalo, "goat", qalo is written in short vowels.*

The result of T4 showed that the phoneme /q/ appears in the given words. The individual phonemes in each word cannot be segmented. For example, teachers segmented the words *miiqe* "drill" into (*miiqe, qe, q*); *qalo* "goat child" into (*qalo, qa, q*) instead of segmenting /m/, /ii/, /q/, /e/ etc. Teachers need to use modeling and guided practice to demonstrate how to isolate individual phonemes in words and segment words into their phonemic components, working with the whole class and then with small groups or individuals to teach students as needed support (Al Otaiba et al., 2016:11). However, it is discussed in the literature that in phoneme recognition lessons all phonemes in the given words should be represented Schuele & Boudreau (2008:6).

On the other hand, T5 taught a reading comprehension lesson in second grade titled *Indo ehaa* “A mother’s love.” As observed in the actual class presentation, the teacher read the assigned text and asked reading comprehension questions. After reading a short story from the textbook, he asked the following questions from the passage, (T₅2021-03-01- G₂.sk-ob-#05-txt).

(10) *Gadhessa handay oonewa? Who went to the market? Sonkoro Woonguwa Hiday Oonewa? Who said you should buy sugar? Nayshi beyndoko woxisina amee hando? Why did the children run to their mother?*

In this section, teachers were asked comprehension questions, and activities related to phonological awareness were not integrated throughout the lesson. However, the literature suggests that strong phonological awareness continues to support reading development in preschool and elementary school settings. By second grade, most children need to master the more basic skills, including rhyming, syllables, alliteration, and breaking a sentence into words (National Education Association, 2023). Similarly, Grade 2 students continue to master linking sound-symbol relationships of their mother tongue language, as in MoE Ethiopia (2021:9), but teacher instruction does not integrate these activities into the overall classroom presentation.

Teachers' practice of the components of reading skills in the early grades serves as a springboard for later reading achievement. Here, T6 in second grade reads a short story about *Kaxa Go'unxe*, “the use of food,” to the whole class. The teacher's lesson focuses more on reading comprehension and other literacy activities were rarely mentioned in the lesson. As you can see, the teachers asked the following questions, (T₆2021-03-03-d G₂.b-ob-#06-txt).

(11) *Kaxay go'esi, harge ooxese, dicesaara osa degexesaarako. Food serves to protect against disease, grow, and generate energy. Is the use of all types of food similar? Kaxay axi yelese inge go'unxi uddi bidzi bishako? A balanced diet is not good? Kaxa kaaci miyeyi iitako?*

As observed in T6's lesson presentation above, there were no activities related to phonological awareness integrated into her lessons. The teacher read the given text and asked the children questions about reading comprehension. The lesson did not include activities related to phonological awareness to support children in learning to read. However, research has found that phonological awareness is a valid predictor of the acquisition of early reading skills in both transparent and opaque languages (Caravolas et al., 2013:1398). Research has also shown that incorporating the components of phonological awareness into the elementary school curriculum helps improve children's reading success (Samuel & Binyam, 2024:30).

Teachers' early reading practices have positive or negative effects on children's reading development. In this case, T7 was observed and she offered the daily lesson entitled *Kaxa go'unxe*, "The use of Food." However, the teacher's instruction rarely focused on the components of reading skills. The teacher's lesson vignette is shown in the following section as in (T₇2021-03-05- G₂-qb-ob-#07-txt).

- (12) *Kaxa nu muunesi gara dicesaara osa degexesaarako. We at food to grow our bodies and provide human energy. Means: Harage garapa ooxe danada'e lam'I kaxa bishaara; Nu garay dicorosa mahe haydzi kaxa bisha diizuwaite. Meaning: Write down two types of food that protect our body from disease and three types of food that help our body grow.*

Likewise, T7 presented a short story titled *Benaara e pissharuwaara*, meaning 'Bena and his book'. Its instruction was more integrated with reading comprehension activities related to phonological awareness were not included. The excerpts from the teacher's lesson are shown in the following section, (T₇2021-03-05- G₂-qb-ob-#07-txt).

- (13) *How do you describe Bena? That is, Benay waakahidese axuna e maaqicha? What class is he in? Does that mean Aanxhunxo sumaso eriyasaxuni e maaqicha? Tell true or false: Bena forgot his book at home? That is, Benay be pissharo zawako botti yoodo. Food protects against disease, promotes the body's growth, and provides energy. Means: Kaxay harge ooxese, gara dicesaara osa ingeseke e go'e.*

In the above section, T7 asked reading comprehension questions from the given reading short story. However, phonological activity-based practice was not integrated into teachers' classroom practices. Although reading comprehension is often part of daily classroom presentation, children's early reading difficulties (i.e., word decoding) are typically related to poor phonological awareness.

The last teaching control took place at T8 in the second grade of the Koorete language. In this lesson, the teacher introduced the reading lesson titled *Kaasiti bisha*, which means 'type of games'. A teacher asked the children to name the games based on their background knowledge. The lesson does not include activities related to phonological awareness as outlined in the excerpt from the teacher's lesson presentation, (T₈2021-03-08- G₂-j-ob-#08-txt).

- (14) *Ha Kaasiti sunxe ohuwayte (bishunchi gara gil'ana beysisina). Can you tell me the name of these games (pointing to the pictures in the textbook)?*

As can be seen in the teacher's lesson presentation above, the lesson helps children rehearse and understand the given image. However, students were not invited to practice reading

activities, although phonological awareness is developed through reading practice (e.g., Griffiths & Stuart, 2011:97).

4.2.1.3 Sub-theme: Incorrect Phoneme Segmentation in Words

Phoneme segmentation is a key skill that helps children understand the phonetic system of a particular language. It is understood that the teachers segment the given words based on the syllabification process of the language and the given literature in the subject area. From this perspective, the participants in the study presented incorrect phoneme segmentation. It has been observed that teachers do not know how to divide words into phonemes. For example, in T4 lessons, the word *miiqe* “drill” was segmented into (*qe, q*) instead of /*m/*, /*ii/*, /*q/*, /*e/*; the word *qalo* “goat kid” was broken down into (*qa, q*) instead of /*q/*, /*a/*, /*l/*, /*o/* as in the study by Samuel and Binyam (2023:10). This plot shows that there is incorrect phoneme segmentation in the words and therefore poor segmentation. Phoneme segmentation, including initial sound identification (e.g. what sound does the word *miiqe* begin with?) or segmenting a word into individual phonemes (e.g. what sound is heard in *miiqe*?). Therefore, teachers need to practice phoneme segmentation to develop children's ability to break words down into individual phonemes (Kenner & Terry 2017:1589). However, these activities were not integrated into teachers' classroom presentations in early-grade reading classes.

4.2.1.4 Sub-theme: Lack of Integration of some Components of PA

Syllable blending, in which the given syllables are combined to form a new word, was rarely represented in teachers' lessons. For example, the correct syllable structures of the given words are: *eqo* becomes *e-qa*, *qoro* becomes *qa-ro*, *piiire* becomes *pii-re*, *poosta* becomes *poos-ta*. Additionally, the teacher's instruction should include the use of body movements to demonstrate the segmentation and blending of sounds (Yeung et al., 2013:699). However, teachers' classroom presentations may not provide syllable segmentation and blending according to the literature in that particular lesson (Schuele & Boudreau 2008:11).

The teachers' lessons indicated that their classroom was unable to incorporate phoneme-blending activities. In phoneme blending, the teacher's instruction involves blending words that are divided into individual phonemes (e.g., what word is made up of /*q/*-/*o/*-/*r/*-/*o/*?). On the other hand, syllable blending which a word is broken down into its syllable parts and put together to form a new word was not implemented well by the teachers. For example, as in literature, the phonemes /*e/*, /*q/*, /*o/* must be blended with *eqo*. The phonemes /*q/*, /*o/*, /*r/*, /*o/* blended with *qoro* to form the new word (Schuele & Boudreau 2008:11). However, teachers'

practice regarding the components of phonological awareness in the early grades was not as blended as in the Woldmo (2016:5).

4.2.1.5 Sub-theme: Some Factors that Affect Teachers' PA Instruction

In the following section, several issues were observed and reported that prevent teachers from practicing the key components of phonological awareness in early grades. As observed during teachers classroom observation, most teachers come late and leaving the classroom early, taking much time copying the lesson on the blackboard, lack of daily lesson planning, lack of time management skills and lack of adequate children scaffolding, lack of students textbook, and supplementary reading materials were common gaps observed in the classroom.

The lack of textbooks and additional reading materials are some of the biggest challenges for teachers and students, as the following excerpts from interview show. Furthermore, in an individual interview, participating teachers claimed that the school and educational administration failed to provide textbook and an appropriate supportive environment for reading practice. In the selected classroom, teachers and students were shared a single textbook as reported and observed in the actual classroom. For example, as in the vignette, T1 mentioned the lack of textbooks and overcrowding of students in the classroom as a factor in reading practice in the classroom, (T₁2021-03-01-G₁-sk-ob-#01-txt).

(15) *Pissharo dheebete, pissharo zeeruse zawa dheebe, zeeruse miijhita dheebiyaara sumasuwa eriyasaxiti lagey orje jheeteko maaddhese. The shortage of textbooks, the lack of well-organized libraries and reading materials, and overcrowding in classrooms are major challenges in teaching reading.*

As T1 reported in the first grade of the Koorete language, the lack of access to a textbook proved to be the school's greatest challenge. Similarly, a study on early grades showed that many low- and middle-income countries struggle to provide reading materials of sufficient quality and quantity to their students in the early grades (Robledo & Gove 2019:1). Many language courses in early grades rely heavily on textbooks, which are considered the second most important aspect of language teaching after teachers especially in developing countries. The lack of textbooks and supplemental reading materials were revealed as the impacts both teachers' and students' reading practices in the classroom.

Likewise, T2 also mentioned the lack of a textbook and the lack of a responsible body for the preparation and access to supplementary reading material as can be seen in the following section, (T₂2021-03-03- G₁.db-ob-#02-txt).

(16) *Ta maxoke, nuuna zeeruse erusese orjena jheete maaddhesesi, pissharo dheebe, pissharo naqesaara uqusesaara adeto etti hante ax dheebeko. In my opinion, the main obstacle to carrying out reading activities is the lack of textbooks for reading practice and the lack of a responsible body for the preparation and access to reading materials.*

Access to textbooks and supplemental reading materials is a critical challenge for developing reading skills in the early grades. Zemenu (2014:45) stated that textbooks are essential teaching tools that serve as basic supplementary materials in the early-grade teaching and learning process. Ensuring access to quality textbooks and reading materials for all learners plays a critical role in early native language reading achievement (Robledo & Gove 2019:1).

In addition, T3 also felt that the lack of a textbook caused him to waste a lot of time in writing the lesson on the blackboard. As mentioned in the teacher interview, the time provided is not used effectively for reading instruction, as mentioned in the teacher report in the following excerpts (T₃2021-03-05- G₁.qb-ob-#03-txt).

(17) *Pissharo Dheebey will Karxi Saleeda gara diizena wogga ta baysorosako e matto erunxe karxi saleeda gara diizena wogga ta baysorosako e matto. Make sure you run out of time and don't get discouraged. The lack of textbooks forced me to copy the lessons and spend the allotted time. As I said, I didn't create an annual and weekly plan because I didn't have a textbook.*

As mentioned in the above section, teachers reported that the lack of reading material is seen as one of the major challenges in early Koorete language teaching in Ethiopia. Likewise, Samuel and Binyam (2023:6) revealed that the main problems in teaching reading lie in the limited use of appropriate reading instruction by teachers and the lack of relevant reading materials for students. Similarly, Barnes et al. (2018:8) stated that most schools in Ethiopia lack reading materials printed in the language of instruction beyond specialized texts.

Furthermore, T4 reported that providing supplementary reading materials at his school and other schools in the zone was the biggest challenge, as shown in the vignette in the following section, (T₄2021-03-08- G₁.j-ob-#04-txt).

(18) *Zeeruse erusisidi pissharo dheebe, yes, killoonxesaara shawusesa kumena nuuna dicho gara adeto etti hante axe dheebeko nu madhunxiya yesa. Through our reading instruction, we experience the shortage of textbooks, the lack of a body responsible for revising and reprinting textbooks, and language development in general.*

The teachers' reflection shows that there is a lack of access to textbooks and high-quality teaching material in the early grades. Similarly, USAID, Ethiopia (2014:38) reported that

most teachers had little experience with modern pedagogy or research-based teaching and many classrooms had few high-quality printed materials. They also argue that the use of appropriate textbooks and learning materials plays an important role in improving learning outcomes. Providing appropriate textbooks for teachers and students is crucial, especially in disadvantaged contexts (Milligan, Koornhof, Sapire, & Tikly, 2018:15). Similarly, Robledo & Gove (2019:2) pointed out that a successful reading intervention requires high-quality instructional materials for students and teachers in early grades.

The relevance of textbooks and supplementary reading materials are crucial basic materials in the early grades, especially in the native languages. However, T5 felt that the lack of these materials hindered the exercise of phonological awareness, as shown in the following narratives, (T₅2021-03-01- G₂.sk-ob-#05-txt).

(19) *Pissharoy baa gisha peda godopa garxhuti yoodaseko ta go'utte; eriyasaxiti pissharo beyseni maaqe zeeruse losunxita losee danda'utto basso. I use the only textbook I borrowed from other schools to copy the lessons and the children do not have the opportunity to see and practice reading activities.*

As the participating T5 reported, the lack of textbooks, the lack of supplementary reading materials, and the lack of attention to the native language are the most common factors in the early grades of Koorete language education. Similarly, Zemenu (2014:49) pointed out that Ethiopian schools lack sufficient reading materials for teaching in primary schools.

Furthermore, T5 explained that the existing textbook was not accessible and did not correspond to the learning level of the students and that there was no well-organized library and reading books. The participant teacher reported accordingly, (T₅2021-03-01- G₂.sk-ob-#05-txt).

(20) *Ha yes, pissharoy zeeruse ayfunxita kumena aytto baaso. Assiwo, pissharo dheebe, pissharo zeeruse zawa dheebe, zeeruse losso deexhusesa. Kumena eriyasaxiti zeeruse erunxe moddhusi erutiya basso. The existing textbook does not address the relevant components of reading proficiency for the level. In addition, the lack of a Koorete textbook, library, and teacher's manual makes reading practice difficult in the early grades. In general, students do not learn to read in their native language.*

The lack of supplementary reading materials is the biggest challenge in developing countries. In several countries, textbook shortages have worsened over the last decade, negatively impacting the quality of education (Fredriksen, & Brar, 2015:2). Additionally, T5 reported

that the lack of adequate support and in-service training resulted in ineffective classroom reading practices in the early grades, as shown in the teacher vignette in the following section, (T₅2021-03-01- G₂.sk-ob-#05-txt).

(21) *Gayro Zoone kaati, Zoone erunxi zawa durke sumay, erunxi zawaara peda erunxe mare e worguse geriti nuuna birche nuunana zeeruse erunxe marutiya basso. The zonal administration, zonal education office, school, and other concerned authorities did not conduct in-service training to improve native language reading skills in the early grades in the Koorete language.*

The role of in-service education in teaching reading in the native language in the early grades plays a fundamental role in later academic success. A study by Degu (2022:9049) supports this finding that the lack of short-term training for teachers to convey subject content in their native language affects the quality of teaching.

T₆, on the other hand, believed that there had been progressing in the children. His reading skills had improved since the trained teacher started teaching the mother tongue. However, there is a lack of in-service training to build and update teachers' pedagogical and academic knowledge of reading instruction. T₆ explained as in (T₆2021-03-03-d G₂.b-ob-#06-txt).

(22) *There is a lack of in-service capacity-building training to update teachers' content and pedagogical knowledge of MT reading instruction in early grades. Erunxi hanta nu jamarduwaapa ayti nu erunxe nu killoonxe lossunxo zeeruse eraara eruse ogiyara wolla aytese lossunxo degesso baanxhiko.*

The teacher mentioned that there is a lack of in-service training for teaching reading in native languages in the early grades, resulting in a knowledge gap in preparing and implementing high-quality reading lessons. More effective support in raising teachers' awareness of subject content is key to improving teaching skills that can enable children to improve their learning outcomes and is essential (READ M&E Ethiopia, 2020:52). However, a study found that teachers need to be equipped with adequate knowledge and a variety of teaching strategies for PA teaching (Tibi, 2005:61).

Likewise, T₆ reported that due to the lack of textbooks for students and the length of the textbooks, it was extremely difficult to teach reading lessons in the classroom as in the teachers' reflections, (T₆2021-03-03-d G₂.b-ob-#06-txt).

(23) *Hatte yese erunxi zawaaka pissharo dheebeteko yesa. Buro ta yech erunxi zawaa bidzi pisharoni badiko yecha. Yese pissharoni bisheshshaara elle ayfunxe, bisha aytobaasako. Eriyasaxiti gaxhe danda'uwa galala zeere utitako yesa. There is a lack of textbooks in the current school. In my first school; even we didn't even have a single textbook for the teacher. The existing textbooks are not attractive and contain enough pictures to simplify teaching. And there are long sentences that the children do not understand.*

A high-quality textbook is expected to cover all the content, objectives, and outcomes of the main curriculum of the subject (Oates, 2014:4). Existing early-grade textbooks do not provide the required quality for early literacy skills in the native language.

Furthermore, it is clear in the T7 reflection that the lack of teaching materials and extended textbooks are the main factors for the early practice of phonological awareness grades, as in the teachers' reflections, (T72021-03-05- G₂.qb-ob-#07-txt).

(24) *Erunxi zaway pissharo uqusiya baasso, yes pissharoni eriyasaxitit eraara wolla hanguwa galalesesako. The school does not access the textbooks, the content of the textbook consists of long paragraphs, and the reading comprehension activities exceed the children's learning ability.*

Primary schools teachers and students in Koore Zone are suffered from lack of textbooks and other supplementary materials. More importantly, T7 mentioned several challenges, which are outlined in the following reflection, (T72021-03-05- G₂.qb-ob-#07-txt).

(25) *Erunxi zawa laga jheetitako nuu muhiya jaa pissharo zeeruse zawa dheebe, zeeruse miijhe dheebe, erusaxe durke miijhitani maaqe naqutte dheebiyaara hanta gara lossunxo dheebeko. In school, we face several challenges: lack of library and reading materials, lack of teacher manuals, lack of teacher preparation, and lack of in-service capacity-building training in native language reading instruction.*

The teachers' reflection shows that there is a lack of teacher preparation for teaching reading skills. This is a similar finding to Tibi (2005:61) that teachers are not adequately prepared in this important topic area, namely phonological awareness.

Similarly, T8 reflected on several issues that hinder his ability to teach phonological awareness in the classroom. The following vignette shows her the reflection, (T₈2021-03-08- G₂.j-ob-#08-txt).

:

(26) *Lakunxo sumaso erusey deexhoko, eriyasaxiti pissharoy worguse ayfunxe kumena ayto basso. Teaching in second grade is kind of difficult for the level; the students' textbooks do not cover the basic reading skills of reading instruction in the native language.*

As indicated by the teacher's reflection in the section above, the teacher's daily lesson plan does not integrate the key components of PA according to the early grades reading literature. The content of the student's textbook need to integrate literacy components into each lesson, such as letters, syllables, words, sentences, stories, comprehension questions, and practice activities (Robledo & Gove, 2019:10). Similarly, literature recommends that teachers should use stories, songs, and games to motivate students to learn to read (Shin, 2014:557; Ünal Gezer, 2021:2689).

The recent study indicated that lack of students' textbook, availability of quality supplementary reading materials and the lack of appropriate literacy environments are the main problem of mother tongue languages in Ethiopia. Even though the majority of languages in primary schools are taught in the mother tongue, the availability of quality teaching and learning resources remains a challenge for the education system. The study also mentioned that several issues affected children's reading ability, including inadequate seating (fixed tables, small classes, few seats), and low contact with preschool (Mereba & Mekoneen, 2022:45).

The primary school mother tongue curriculum stipulates that teacher's daily lesson should be planned. However, the result showed that in the early Koorete language classroom, there is a lack of explicit planning and implementation of the key components of reading skills in general and the key components of phonological awareness in particular to develop children's reading comprehension.

4.2.1.6 Summary of the Section

As in the literature, the key components of phonological awareness activities include the transformation of words into syllables: syllables (isolation, blend, deletion, segmentation); rhyme activities (identity, recognition, production); alliteration (initial and final sound); Phoneme (identity, isolation, categorization, blend, segmentation, deletion, addition and substitution) (Al Otaiba 2009:11; Schuele and Boudreau, 2008). However, as noted in the teacher's teaching presentation, word-to-syllable activities are incomplete, incorrect and are not integrated in the teachers' daily teaching.

On the other hand, teachers attempted to demonstrate phonemic activities (identifying, isolating, and segmenting to some extent) during their daily classroom presentations. However, other aspects of phoneme manipulation, namely phoneme activities (categorization, blending, deletion, addition, substitution), were not integrated into teachers' classroom presentations. Teachers' use of instruction is much more effective when phoneme manipulation activities are added to phoneme awareness activities. To help children understand phoneme manipulation techniques, teachers need to appropriately integrate and practice these activities in daily lessons. Researches reveal that phonemic awareness instruction was still beneficial for all students (Clemens, et al, 2021:2).

Furthermore, the other critical aspects of phonological awareness activities: rhyming (listening and producing rhymes), activities such as rhyme identity, rhyme recognition, and rhyme production activities, were not addressed in teacher instruction (Schuele & Boudreau 2008:11). According to Veronika, (2024:6) songs, games, poems, and stories play a large role in rhyme activities. Children need to discover it in the early school years as it is the foundation for early phonemic awareness (Carson 2012:24). Also, alliteration (initial and final sounds): Recognizing and playing the same beginning and ending sounds in words is a fundamental sound identification skill. It is a key skill for reading and helps to isolate the individual sounds in words (Schuele & Boudreau 2008:6). The literature suggests that children who are exposed to rhyme and alliteration, initials, and endings in early grades are more successful than children who are not (Turan and Gul 2008:281). However, alliteration, which involves identifying and playing with the same initial sounds in words, was not part of the teachers' daily lessons, as evidenced by the teaching of the selected participating teachers.

Moreover, the onset rime action is another crucial part of PA training. Onset is a syllable-initial consonant or group of consonants; whereas rime is the syllable-final vowel or vowel-consonant sequence (Goswami, 2001:4). Therefore, classroom lesson should include initial tasks as part of teachers' daily lessons on phonological awareness, such as those that distinguish the initial consonant or consonant cluster from the middle vowel and its final consonant or cluster. For example, in the two-syllable word *matse*, meaning "thought", the consonant /m/ is the beginning and the following vowel, while the consonant /atse/ is the rime. The word *marts'a*, meaning "eye booger," has the initials /mar-/ and the final consonant /-ts'a/. However, the teachers had not incorporated any precociousness exercises.

In the above section, as observed in teachers' teaching practices on phonological awareness, incomplete words in syllable segmentation, incorrect phoneme segmentation in word activities, and lack of integration of key components of phonological awareness into their daily lesson. Also, the results of the teacher questionnaires result showed that lack of textbook, lack of supplementary reading materials and lack of appropriate literacy practice environment are discussed as the most common factors hindering teachers' practice of phonological awareness in the classroom. Furthermore, the result of actual classroom observation revealed that teachers late coming and early leaving the classroom, wasting time by copying the lesson on the blackboard, lack of daily lesson planning, lack of time management skills and lack of adequate children scaffolding, lack of students textbook, and supplementary reading materials were common gaps observed in the classroom.

In general, the result from teaching practice of phonological awareness in early grade showed that there is a gap of the lack of the subject content and pedagogical knowledge. As a result of this knowledge gap, teachers have difficulty teaching the key components phonological awareness in the early grades due to a lack of content, pedagogical knowledge about the use of explicit and systematic instruction, and preparing quality lesson planning. Similarly, Melesse (2015:262) and Tesfaye (2014:16) showed that many teachers in Ethiopia do not have the necessary skills to teach early reading and lack the pedagogical and content knowledge to teach reading in early grades

4.2.2. Theme: Teachers' Perception of their Preparedness in Teaching PA

The results from teachers' interviews, and questionnaires about teachers' perceptions of their preparedness and planning to teach phonological awareness were presented. The result of the findings are discussed into four sub-themes namely teachers' perception about their subject content knowledge of PA, their perception of preparedness or planning, their perception about using supplementary reading materials and their perception of literacy program in teaching phonological awareness in early grades. The data in this questionnaires are collected in cluster school through the coordination of the school supervisors.

4.2.2.1 Sub-theme: Teachers' Perceptions about the Content Knowledge of PA

Teachers need systematic and explicit content knowledge of reading instruction to identify and address the needs of all learners on the continuum of phonological awareness and effective reading instruction in early grades. To determine teachers' existing actual teaching practices and their perceptions of key components of phonological awareness, teachers were

interviewed, and completed questionnaires. Data collection in various tools helped the researcher to triangulate the results in actual teaching and their self-perceptions about the teaching practice of phonological awareness. Accordingly, the excerpt from teachers' interview is presented in the following section.

In this section, teachers reported their perceptions of subject content knowledge of phonological awareness. The interview with T1 revealed that most of the factors were related to external factors. For example, the vignette from the teacher interview about their attitude towards teaching phonological awareness showed that (T₁2021-03-01- G₁.sk-I-#01-txt).

(27) *Sumasuwa yese jheetiti, sumaso taafu lage, pissharo dheebiyaara pissharo essa zeeruso zawa dheebeko. ...the factors faced in the classroom are over-enrollment of students, lack of textbooks, and lack of a library in the early grades.*

Similarly, T2 also expressed that he was well prepared, but lack of textbooks, in-service training, and lack of support from stakeholders affected his teaching practice in the classroom. As can be seen, the teacher's reflections are as follows, (T₂2021-03-03- G₁.db-I-#02-7:14'-txt).

(28) *Ta maxoke tani ta erunxuse modhusi naqutiko ta yese. Maaqe baa orje jheetey pisharo dheebe, hanta gara losunxo dheebiyaara e worguseesiti garap maro dheebeko. In my opinion, I am sufficiently prepared for my teaching, but the main obstacles are a lack of textbooks, a lack of in-service training, and a lack of support from stakeholders.*

As the teacher's reflection above shows, lack of preparation, lack of textbooks, and lack of in-service training are the biggest challenges in teaching phonological awareness. Similarly, Zhang (2015:58) found that a lack of pedagogical content knowledge among teachers hinders children's learning in the classroom. A recent study by Taddese (2018:166) suggests that continuous and responsive, stimulating, and motivating capacity-building training should be provided to in-service program teachers.

Furthermore, the vignette from the T3 interview showed that the lack of textbooks and lack of use of supplementary materials lead to inappropriate waste of time in class. She discussed that the lack of supplementary reading material leads to a reasonable waste of time. However, what she feels and practices about the components of phonological awareness in the actual classroom varies. She does not integrate the key components of phonological awareness activities into the classroom, as evidenced by classroom observations. Nevertheless, it appears

that educators have gaps in their knowledge of phonological awareness (Messier & Jackson, 2014:522).

Furthermore, the vignette from the T4 interview reflected that an inadequate teacher training program and lack of appropriate supplementary reading materials contributed to their inadequate teaching presentation. As in the participant reflection showed in (T₄2021-03-08-G_{1,j}-I-#04-txt).

- (29) *Nu zeeruse erunxi zeeruse eruse maro miijhena kiidhuto baaso, erunxi zawani mariya baaso, ha esako hisso maroy basso. Our teacher training has not been supported with reading materials, we do not have sufficient support from the school and we do not have a textbook or use supplementary reading materials.*

The teacher discussed that inadequate reading resources and in-service capacity building training, as well as the lack of textbooks, were key factors affecting teachers' practice on phonological awareness. The lack of quality reading instruction was due to either a lack of subject knowledge or a lack of appropriate supplementary reading materials, including students' textbooks in their native language.

Also, this section presented a vignette of interviews with second-grade teachers about their perceptions of teaching phonological awareness. T5 reported that in (T₅2021-03-01- G_{2,sk}-I-#01-txt).

- (30) *Erusaxitini eriyasaxitini pissharo keengutuwaaso, ha e gishako wonta erunxe karxi saleeda gara ta diizosi. Pissharo dheebiyaara zeeruse zawa dheebiyaray nayshi gara zeeruse danda'o pacete elusiko e yese. ...both teachers and students did not have textbooks; that's why I wrote the given lessons on the board. The lack of textbooks and the lack of libraries are reasons for poor performance in reading lessons.*

Likewise, as it can be reported from T6, she could not receive any supplementary reading materials from the school. She stated accordingly, (T₆2021-03-03- G_{2,db}-I-#06-txt).

- (31) *Era esuna ta eruse zeeruse miijhe erunxi zawapa bidzini degeso baaso. I did not receive any reading materials during the lecture presentation.*

In the given vignette, teachers perceive that they externalize the challenges associated with the lack of textbooks and other reading and writing materials. According to a study, a lack of teaching materials and teachers' attitudes are the causes of problems in the teaching-learning process in Ethiopia (Bosha, 2019:11). The result of the other study showed that most respondents had a positive opinion about the use of literary materials to teach reading. However, the relationship between teachers' impression and their actual practices was not

correlated and the degree of their correlation was poor (Dibekulu, 2022:100). Despite their positive perception, teachers' practices of using literary texts in reading lessons were low.

Likewise, T7 reported that he did not use supplementary reading materials in class. For example, she reported the absence of reading materials accordingly, (T₇2021-03-05- G₂-qb-I-#07-txt).

- (32) *Ta wonta erunxe erusese aba maro miiheni go'utto baaso, ha esini maadhosi erunxi zaway abani ingese dandadho baaso. I don't use teaching materials in my daily lessons because the school couldn't provide textbooks.*

The teacher mentioned that both teachers and students suffer from the lack of textbooks. The lack of reading materials in early grades is a common challenge in Ethiopia (Bosha, 2019:11). In addition, T8 reported that she used several teaching materials as in (T₈2021-03-08- G₂-j-I-#08-txt). For example:

- (33) *Aate maadhese miihita, mixi washe, bishunchiyaara diizo beyta xheysiti lossunxita erunxi sumaso ta eruseniya go'uttoko ta go'utte. I try to use real objects such as a tree leaf, figures, or pictures and include important components of phonological awareness activities when I teach reading lessons in my classroom.*

The teacher explained that she used supplemental materials to teach reading in the second grade classrooms. However, there were limitations in the use of supplemental reading materials, lesson planning, and implementation of phonological awareness activities in the classroom. What teachers think about their reading practices and what they implement in class is completely different, as it can be seen there are content and pedagogical gaps in teachers' teaching practices. Similarly, research found that teachers who lack in-depth knowledge of phonological awareness and related skills can jeopardize children's literacy development (Orago 2015:15).

On the other hand, the following section presents the results of the teachers' questionnaires on perceptions related to their knowledge of teaching phonological awareness (see Table 4.1 below).

Table 4.1 Teachers' perception of integrating the component of phonological awareness

Perceptions towards their Knowledge of phonological awareness										
			grade	No	Agree		Unsure		Disagree	
					Freq.	%	Freq.	%	Freq.	%
Incorporating the key components of PA			G1	23	14	60.9	3	13	6	26.1
			G2	23	13	56.5	4	17.4	6	26.1
Absence of in-service training			G1	23	19	82.6	2	8.7	2	8.7
			G2	23	18	78.2	3	13	2	8.7
Subject content and pedagogical knowledge inadequacy			G1	23	14	60.9	3	13	6	26.1
			G2	23	13	56.5	3	13	7	30.4

In Table 4.1, the results show that 14 (60.9%) and 13 (56.5%) teachers admitted that they ensured that they included all key components of PA in early reading practice in the classroom in first and second grade respectively. However, 3 (13%) and 4 (17.4%) were unsure and 6 (26.1%) and 6 (26.1%), disagreed about the inclusion of the key components of PA activities in the early grade teaching materials respectively.

Furthermore, teacher surveys suggest that there is an awareness gap in teachers' practice regarding phonological awareness, as they were recorded at 19 (82.6%) and 18 (78.2%) teachers agree; 2 (8.7%), and 3 (13%) teachers were unsure; and 2 (8.7%) and 2 (8.7%) disagreed about the absence of in-service training as shown in Table 4.1 above in first and second grades respectively. Also, teachers' perceptions of their subject content and pedagogical knowledge showed that 14 (60.9%) and 13 (56.5%) felt that they lacked knowledge, 3 (13%) and 3 (13%) were unsure; 6 (26.1%) and 7 (30.4%) disagreed about their subject matter and content knowledge in PA instruction in first and second grade, respectively. Most teachers admitted that the lack of in-service training as well as the lack of appropriate content and pedagogical knowledge limits their practice of phonological awareness.

4.2.2.2 Sub-theme: Teachers' Perceptions of Preparedness or Planning of PA

The following section presents findings from individual interviews regarding teachers' perceptions of their preparedness to plan for phonological awareness. Extract about T1

reflection about his perceptions on preparation or planning to teach phonological awareness are stated in the following section as in as (T₁2021-03-01- G₁.sk-I-#01-txt).

- (34) *Acha nu erdo erunxi losunxoy modhe maaquwaaso, ha esini acha eriyasaxita nu maaqicho gisha laga paceteko yecha. Ha e gisha, worguse maro miiijheni maaqe maro degexese danda'dhobaanxhiko. Yediwo assi, hanta nu densoosapa hanke nu era dicheshe danda'e hanta gara losunxo degexese dandadhobaanxiko. Ha esapa dendase sumaso nu eruse diizo beytitaara u xheysitaara shati erusey orje gapeteko e keenge. Our training program in the teacher training program was weak because we were the first to be joined into the mother tongue language department. Therefore, we could not get proper support and reference material as the mother tongue language is beginner. In addition, right from the start, we were unable to get any in-service training on the content and pedagogical knowledge of reading lessons in the native language. Because of these gaps, our preparedness to teach phonological awareness is weak*

The teacher pointed out that there are gaps in the provision of adequate reading materials and in-service capacity-building training in early grades on the content and pedagogical knowledge of phonological awareness. This showed that primary school teachers perceive that they don't have adequate knowledge to support their children's phonological awareness practice.

Further, T₂ reflected on his perception of preparation or planning when teaching phonological awareness. The actual words are reported accordingly, as in (T₂2021-03-03- G₁.db-I-#02-txt).

- (35) *Ta maxoke, wonta ta naqutey elesako; In my opinion, my preparation for daily class presentations is sufficient. Maaqe baaka worguse maro miiijhe, maraxaara hanta gara lossunxo dheebiyapa dendase laga paceteko yesa. Ha e gisha e worgusenikiyaara e kaputenikiyaara naqutuwaanxhiko. However, our daily lesson preparation is limited due to the lack of support from stakeholders, the lack of in-service training programs, and the lack of appropriate additional reading material. Therefore, we are not as encouraged and have not prepared our courses as expected.*

In addition, the reflection from T₃ about his perception towards their planning or preparedness is stated in the following section, (T₃2021-03-05- G₁.qb-I-#03-txt).

- (36) *Laga wogga nubaysesi wonta erunxe karxi saleeda gara diizenako. We spent the allotted time on teaching practice in the classroom while writing the daily lessons on the board.*

According to teachers' reflections, reading skills are not taught in primary school lessons. Similarly, as the reflection shows, T₄ did not use reading materials and did not adequately prepare to teach his children to read the lesson. These reflections revealed that there are perception gaps in what to teach and how to teach the components of phonological awareness in the native language in early grades.

Furthermore, second-grade teachers reflected on their perceptions of preparation when teaching phonological awareness. T5 reported in the following section accordingly, (T₅2021-03-01- G₂.sk-I-#01-txt).

(37) *Erusaxini eriyasaxitini pisharo keengutuwaaso. Ha esa hiyoy eriyasaxiti xheysita hanti be losse oge keengutuwaaso. Pissharo dheebiyaara maro miijhe dheebiyaaray ta eruse naqutte gara orje paceteko e medho. ...both teachers and the students did not have textbooks. This means that children do not have the opportunity to practice the language's sound system. The lack of reading materials and textbook influenced my planning and preparation about teaching phonological awareness in early grades.*

Teacher T6 in grade two also mentioned about the lack of supplementary reading materials and absence of alphabet chart. The teacher reflection stated in (T₆2021-03-03- G₂.db-I-#06-txt) accordingly.

(38) *Pissharo dheebiyaara diizo beyta tato dheebiyaaray xheysita shati beyse eruse gara orje paceteko e medho. ...the lack of reading materials and the absence of alphabetical charts in the language affected the teachers teaching practice of PA*

In the same line, T7 mentioned that there is lack of planning (T₇2021-03-05- G₂.qb-I-#07-txt).

(39) *Laga wogaa ta erunxe kidhese danda'e hanta hantute oge go'utuwaaso. I do not use a lesson plan to prepare her lesson.*

She argues that the school does not provide access to textbooks and other supplemental reading materials.

Conversely, T8 reported that she used supplementary materials created from local materials to support her reading instruction in the classroom. Teacher report reflected in the following section, (T₈2021-03-08- G₂.j-I-#08-txt).

(40) *Aade maaqe maro miijhe ta erunxe kiidhese go'uttoko ta go'utte. I try to use real objects and materials to support my reading instruction*

Teachers' interviews generally revealed that teachers perceived that the lack of lesson planning and preparation was due to the lack of textbook and supplementary reading material. The teachers externalize the problems and they don't try to do their best. However, they need to be able to plan their lessons and do their part to teach reading effectively rather than externalizing the problems. Therefore, early grade teachers, need awareness about explicit and systematic strategies for preparing or planning lessons and implementing these skills.

On the other hand, the results of the teachers' questionnaires regarding teachers' perceptions of their preparation or planning in teaching phonological awareness are presented in the following Table 4.2.

Table 4.2 Teachers' perception of the preparation or planning in teaching PA

Teacher's perception of their preparedness in teaching phonological awareness							
	grade	Agree		Unsure		Disagree	
		Freq.	%	Freq.	%	Freq.	%
I prepare and plan my daily lessons	G1	9	39.1	3	13	11	47.8
	G2	11	47.8	2	8.7	10	43.5

The results showed that only 9 (39.1%) and 11 (47.8%) of the teachers regularly prepared and planned their daily lessons before presenting the lessons in first and second-grade classrooms; however, 11 (47.8%) and 10 (43.5%) said they did not prepare and plan their daily lessons, and 3 (13%) and 2 (8.7%) of the first and second graders not sure whether this was the case prepared or planned their lessons well before the lesson presentation respectively. The result shows that the lack of lesson preparation and presentation by teachers is significant as shown in the above table.

On the other hand, the interview result supports this finding; almost all the participating teachers perceive that the lack of lesson planning and preparation is because of lack of learning resource and supports. The results show that the majority of first graders do not use supplementary reading materials, do not prepare and plan daily lessons about the components of phonological awareness. This is a similar finding from USAID Ethiopia (2018:70) that reading is not taught explicitly and systematically in the early grades of Ethiopian schools. In addition, teachers mentioned several factors that influence their lesson preparation and planning when teaching phonological awareness (see Table 4.3).

Table 4.3 Factors that affect teachers' preparation or planning in teaching PA

Factors that hinder teachers' practice of phonological awareness								
	grade	No.	agree		unsure		disagree	
			Freq.	%	Freq.	%	Freq.	%
I am not motivated to teach in early grade	G1	23	18	78.2	2	8.7	3	13
	G2	23	19	82.6	1	4.3	3	13

The number of students in the classroom is a factor affecting teaching reading.	G1	23	16	69.5	0	0	5	21.7
	G2	23	18	78.2	1	4.3	4	17.4

Teachers' perceptions of their teaching practices for teaching phonological awareness in first and second grades of primary school were influenced by: lack of motivation 18 (78.2%) and 19 (82.6%), teachers who are not sure 2 (8.7%) and 1 (4.3%); teachers who are disagree with lack of motivation 3 (13%) and 3 (13%) are reported factors that influence their preparation and planning, respectively. Additionally, teachers reported that the number of students in a classroom is a factor that influences reading instruction in the classroom. According to the responses of the first and second-grade teachers, 16 (69.5%) and 18 (78.2%) of the students' class agreed on enrollment, 5 (21.7%) and 4 (17.4%) did not agree and in the first grade none of the students and in the second graders 1(4.3%) were unsure about classroom enrollment. Likewise, Samuel and Binyam (2023:11) points out that teacher incompetence, lack of educational resources, unfavorable school environment, and lack of academic support are the major challenges in teaching reading in schools. The above results showed that teachers' preparedness and planning is identified as factors that influence teachers' implementation of phonological awareness in Koorete language.

4.2.2.3 Sub-theme: Teachers' Perceptions towards the Use of TLM in Teaching PA

This section investigates teachers' perceptions of their preparation and use of supplemental reading materials to teach phonological awareness in early-grade Koorete language classroom. Teachers were observed and questioned about their perception regarding the use of teaching reading materials. Almost all participating teachers, including first graders (T1, T2, T3, and T4) and second graders (T5, T6, T7, and T8), reported the lack of textbooks, teacher guides, and the lack of supplementary reading materials were not able to contributed to their lesson planning. However, teachers made no effort to create a reading environment and produce supplementary reading materials.

As indicated by the teachers' observations, none of the participating teachers used additional reading materials other than a blackboard and a chalkboard to present their daily lesson. Likewise, Taddese (2018:169) identified several factors that influence teachers' perceptions regarding the use of differentiated instruction, such as lack of support from school management, large class sizes, and lack of incentives for effective teachers directly or indirectly influencing positive perceptions from teachers. This is a similar finding as many

low- and middle-income countries struggle to provide their students with reading materials of sufficient quality and quantity. There is a need for research-based reading textbooks and other reading materials for young learners in low- and middle-income countries (LMICs), particularly in native languages (Robledo & Gove 2019:1).

In general, all participating teachers reflected that supplementary reading material is important for early reading practice. However, no effort was made to create additional materials from their environment to support reading instruction in the first and second grades. The teachers argue that the regional education office, zonal administration, zonal education officials, school community, and other stakeholders are not working to ensure access and availability of textbooks and other supplementary reading materials to support mother tongue teaching. This gap suggests that teachers lack motivation to create reading materials and tend to refuse to take responsibility for teaching phonological awareness in the classroom. However, the literature suggests that research-based reading materials play an important role in the reading achievement of young learners in low- and middle-income countries (LMICs) in their native language in the early school year (Robledo & Gove 2019:1). Chard (2004) also stated that the importance of effectively designed instructional materials and reading instruction depends on the instructional materials.

The results of the teachers' questionnaires in the surveys regarding their perceptions of the use of supplementary reading materials, challenges related to stakeholders, and the classroom literacy environment are presented in Table 4.4 and Table 4.5 below.

Table 4.4 Teachers' perception of their use of supplementary reading materials in teaching PA
Teachers Perception towards using supplementary reading materials

				grade	No		Agree		Unsure		Disagree	
						Freq.	%	Freq.	%	Freq.	%	
I use supplementary reading materials in teaching PA				G1	23	10	43.7	2	8.7	11	47.8	
				G2	23	8	34.8	2	8.7	13	56.5	

Teachers' perception regarding the use of supplemental reading materials in first and second-grade classrooms, 10 (43.7%) and 8 (34.8%) were in favor; 2 (8.7%) and 2 (8.7%) were undecided; 11 (47.8%) and 13 (56.5%) did not use any supplementary reading material respectively. The result shows that half of the teachers believe that they are familiar with the use of supplementary materials and half of the teachers also report that they do not use

supplementary reading materials in the early grades, which may influence the practice of reading instruction in the early grades. As can be seen from the actual classroom presentation, none of the participating teachers used additional reading material. This is a related finding that the lack of supplementary reading materials in primary school education is a major obstacle for teachers in Ethiopia (Minwuyelet 2020:101). Literature has shown that the acquisition of sufficient reading skills depends on teachers' correct use of teaching strategies and teaching materials (Hanson & Padua 2014:20). The challenges that prevent teachers from using additional reading materials are listed in Table 4.5 below.

Table 4.5 Perception towards support from stakeholders and teaching environment

Challenges related to stakeholders and the teaching environment										
	grade	No.	agree		unsure		disagree			
			Freq.	%	Freq.	%	Freq.	%		
Lack of adequate support from stakeholders	G1	23	19	82.6	1	4.3	3	13		
	G2	23	18	78.2	2	8.7	3	13		
Lack of conducive literacy environment (library, etc...)	G1	23	19	82.6	0	0	4	17.4		
	G2	23	18	78.2	1	4.3	4	17.4		

As shown in Table 4.5, teachers' perceptions towards support from stakeholder and teaching environment for teaching phonological awareness in first and second grade were influenced by: Lack of adequate support from stakeholders in 19 (82.6%) and 18 (78.2%), teachers who disagreed at 3 (13%) and 3 (13%) and teachers who are unsure at 1 (4.3%) and 2 (8.7%), respectively. Furthermore, as indicated by the teachers' responses, 19 (82.6%) and 18 (78.2%) claim that there is no conducive literacy environment, while 4 (17.4%) and 4 (17.4%) claim that there is conducive literacy environment; and 0 (0%) and 1 (4.3%) teachers are unsure about lack of conducive literacy environment in the classroom respectively. Teachers' perceptions of the role they play and the responsibilities associated with that role are influenced by their beliefs. Similarly, lack of support from stakeholders and the creation of an appropriate literacy environment represent a major barrier to reading instruction in Ethiopia (Minwuyelet 2020:105).

4.2.2.4 Sub-theme: Teachers' Perceptions of Literacy Program in Teaching PA

As revealed from the teacher interview, some teachers indicated that their training program had limitations in imparting appropriate knowledge and supporting instruction with

supplementary reading materials. During the teacher training course, technical content and pedagogical knowledge should be conveyed using practical examples. This allows teachers to draw on their experiences and use balanced literature-based program to teach phonological awareness.

T1 argued in the interview that the teacher's training did not allow him to use a balanced literature-based literacy program and that even the module did not integrate the literacy components and was well organized. On the other hand, T2 reported that his lesson preparation was appropriate for the given lesson, (T₂2021-03-03- G₁.db-I-#02-txt). He says:

(41) *Ta erunxi naquteni maaqe uqusey zeeruse erusese elesako hidiko ta maxe. I believe my lesson preparation and presentation are sufficient to support students' reading practice.*

Likewise, T3 and T4 reported that they received relevant training and participated in relevant classroom activities related to phonological awareness. However, as observed in classroom observations, teachers did not integrate the components of phonological activity levels (word, syllable, and phoneme), literacy activities with games, stories, songs, flashcards, pictures, etc. into classroom practice. Teachers' perceptions of their knowledge of phonological awareness were highly inaccurate. What they perceive and practice through the components of phonological awareness is completely different. They also found that teachers tend to overestimate their knowledge rather than underestimate it. An overestimation of knowledge limits the receptivity to learning new information (Wessels 2011:137).

As revealed from the teacher interview, some teachers indicated that their training program had limitations in imparting appropriate knowledge and supporting instruction with supplementary reading materials. During the teacher training course, technical content and pedagogical knowledge should be conveyed using practical examples. This allows teachers to draw on experiences and remember activities when they are back in the classroom and need to implement the program. Therefore, this finding suggests that teacher training programs should appropriately integrate phonological awareness instruction, which can be accessed with supplemental reading materials and reference books. Effective teaching of phonological awareness in early grades should occur as part of a balanced literacy program that incorporates phonological awareness (Al Otaiba et al. 2009:14).

On the other hand, the result of the teacher survey questionnaires regarding their perception of appropriate in-service training and awareness of subject content is shown in Table 4.6 below.

Table 4.6 Perception towards in-service training and adequate subject awareness with PA

Teachers Perception about in-service training and subject content awareness of PA									
	grade	No		Agree		Unsure		Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
I have gained adequate awareness of teaching PA in pre-service training	G1	23	15	65.2	1	4.3	7	30.4	
	G2	23	14	60.9	0	0	9	39.1	
There is no frequently in-service training with phonological awareness	G1	23	20	87	0	0	3	13	
	G2	23	21	91.3	0	0	2	8.7	

The results on the perception of the adequacy of in-service training on phonological awareness by first and second graders in Table 4.6 showed that 15 (65.2%) and 14 (60.9%) of the teachers reported that they had received adequate pre-training; 7 (30.4%) and 9 (39.1%) disagree that they have not undergone appropriate training and none of the teachers hesitate because they are unsure about in-service training respectively. Concerning further training for first and second-grade teachers on the subject content and pedagogical knowledge of phonological awareness, 20 (87%) and 21 (91.3%) believed that there is no further in-service training; 3 (13%) and 2 (8.7%) disagreed with the lack of in-service training and none of the teachers were unsure respectively.

As seen in the above section, there are gaps in teachers' training and knowledge in implementing phonological awareness in the Koorete language in primary schools in Ethiopia. This shows that teachers have not been provided with adequate training that would help them acquire the skills needed to teach early reading in the Koorete language. Inadequate training in appropriate literacy components, particularly the key components of phonological awareness, can hinder the acquisition of reading skills. When asked about their perceptions of their awareness of the key components of phonological awareness, they indicated that they achieved adequate awareness during the actual classroom presentation; they have not integrated the key components of phonological awareness.

4.2.2.5 Summary of the Section

In this section, the summary of the discussion from classroom observation, individual interviews and teachers’ questionnaires about their teaching practices and their perceptions of teaching phonological awareness are presented. During teacher classroom observation in first and second grades, several gaps in the teacher's classroom presentation of key components of

phonological awareness were identified. For example: As noted during classroom observation, syllable segmentation and blending, phoneme segmentation, and blending activities were not demonstrated in almost all of teachers' classroom presentations. Additionally, teachers cannot incorporate phoneme manipulation activities (deletion, addition, substitution) into their daily classroom presentations.

On the other hand, as evident from the second graders' classroom presentation, none of the participating teachers integrated phonological awareness activities into their daily classroom presentations. However, their lessons usually consist of asking reading comprehension questions from the assigned reading passages. No effort is made to teachers to alleviate classroom challenges in teaching phonological awareness. Teachers' arguments during the interview showed that the lack of textbooks or supplementary reading materials, the lack of library, the lack of in-service training, the lack of support from stakeholders and the lack of motivation from teachers as barriers for teachers in PA practice according to the ideas of teachers in the early grades. The results from classroom observations and individual interviews clearly demonstrated that there are gaps in teachers' actual practice and their perceptions of teaching phonological awareness. The teacher survey results also revealed what teachers thought about their subject matter knowledge and pedagogical knowledge, which led to teachers' confidence as if they were providing quality reading instruction in their classrooms. A study on early grade reading revealed that to be effective, phonological awareness activities must be systematically planned and taught in a specific order in early grade reading instruction (Phillips et al., 2008:8).

Teachers were interviewed and observed about lesson preparation or planning related to phonological awareness practice in first and second grade Koorete language. Before presenting the lesson, T1 inquired about the appropriateness of the lesson and then said that: (T₁2021-03-01- G₁.sk-I-#01-txt).

(42) *Pissharo dheebey angusi ta erunxi uquso gara jheete medhesako e maadhese.*
“the lack of textbooks was the main factor that hindered my lesson preparation”

However, as teachers' reflections showed that they believe the lesson planning is important to support reading instruction. When presenting the lesson, as it turned out from the lesson observation, the teacher does not use any daily lesson plan during teaching practice. The use of systematic planning helps teachers provide balanced literature and developmental activities, particularly phonological awareness (Phillips et al. 2008:9; Wessels 2011:138).

In this study, most teachers argue that they have integrated the components of phonological awareness into their daily classroom presentations. However, actual classroom observations have shown that the fundamental components of phonological awareness are not integrated and demonstrated in teachers' daily classroom presentations. This shows that there are gaps in teacher knowledge regarding the key components of phonological awareness among primary school teachers. Similarly, Getachew et al. (2016:17) pointed out that many early graders had serious problems with letter recognition, phonological awareness, guessing meaning from contextual clues, and understanding longer texts.

During the interview, T2 explained about the lesson preparation in the following section accordingly, (T₂2021-03-03- G₁.db-I-#02-txt).

(43) *Ta erunxi naquxi eriyasaxiti gaxe aykese elesako. My lesson preparation was enough to draw the children's attention to the lesson'*

However, as mentioned earlier, T2 does not use lesson planning to outline its daily lesson presentation. Most children need explicit instruction in phonological awareness, and all children can benefit from it (Kosanovich, Phillips, & Willis, 2020:20). Therefore, early graders should incorporate the key components of phonological awareness into their lesson planning. In fact, what teachers think about their lesson preparation or planning and what they practice in actual lessons about the key components of phonological awareness are completely different. According to the literature, phonological awareness activities must be systematically planned and taught in a specific order in the actual classroom to be effective (Phillips et al., 2008). This result showed that there is a gap between self-knowledge and the actual practice of explicit and systematic lesson preparation in teaching phonological awareness.

Thus, T3 reported that she had acquired sufficient knowledge of phonological awareness and reading skills, as in (T₃2021-03-05- G₁.qb-I-#03-txt).

(44) *Nuuna xheysita shati eruseseni maaqe, zeeruse eruse ogese yeydiwo ta erunxe modhusi erusese elle erako ta keenge. I have a reasonable understanding of the language's sound system, reading instructions and prepared my lesson adequately in the classroom.*

However, as shown in her teaching presentation, there was no evidence of any of the three proposed levels of lesson program planning (daily teaching, weekly planning, and annual planning) used as in the literature (Department of Basic Education 2003). Likewise, the

excerpt from the teacher interview showed in the following section as in (*T₃2021-03-05- G₁-qb-I-#03-txt*).

(45) *Koorete nuuna erusese go era erdiko ta yese, Kooretey ta nuuna birche nuunako. Nuuna birche nuuna erusese elle erako ta keenge. ...since I am certified to teach my native language and am a native speaker of the language, I have sufficient awareness of mother tongue language teaching in the initial stage*

However, her classroom observation shows that the overall feedback assessment results, selection of appropriate activities, use of relevant supplementary reading materials, and allocation of time for specific activities were neglected in daily lessons. The decline in the quality of education is very real at all levels, but it is particularly alarming at the primary level.

In general, most elementary school teachers believe that a lack of in-service capacity building training, a lack of appropriate textbooks, supplementary reading materials, and a lack of motivation hinder teachers' practice of phonological awareness. In addition, as indicated by the teachers' survey report, teachers' lack of adequate preparation and lesson planning, lack of adequate scaffolding, lack of conducive literacy environment are identified as the major challenges and affecting the quality of teachers' lesson presentations. Similarly, Tesfaye (2014:14) also stated that teacher training was intertwined with complex problems, ranging from the inadequacy of courses on technical-pedagogical preparation and teaching practice to the lack of psychological preparation for teaching due to the forced assignment of students to universities enough of education. Therefore, reforming existing primary school teacher preparation programs should be an urgent priority. Teachers should be provided with a systematic and explicit program to teach phonological awareness (Samuel and Binyam, 2024:11).

4.2.3 Theme: The Challenges Facing Teachers in Teaching Phonological Awareness

This section presents the results and discussions from classroom observation, teachers' interview and survey questionnaires about the factors that affect teachers' practice of phonological awareness to first and second-grade Koorete language. The results from different sources are presented and discussed in the following section.

The result of this research demonstrated several challenges associated with teachers' practice of phonological awareness. During T1's classroom observation, the teacher presented the lesson by writing down the given words in syllables. He taught phoneme identification

activities through word reading activities. For example, the teacher taught the word *ego* “string” by writing it on the board and reading and repeating it to the whole class. The sounds in the words /e/, /q/, and /o/ are not practiced separately, meaning that phoneme recognition and phoneme isolation activities are not included in the lesson practice. In addition, teachers' classroom presentations showed that the classroom presentations did not contain alliteration (initial and final sounds), rime, and onset activities. Also, phoneme manipulation activities: blending, addition, substitution, and deletion are also not mentioned in teacher practice. This shows that the teacher lacks awareness of phonological awareness.

In other observation, T2 taught the sound /p/ in other words, such as *piire* “flower.” For example, the teacher wrote activities such as the sound /p/, the syllable *pii*, the word *piire* “flower,” and the picture of the flower on the board. He reads it to the whole class and the children follow him. He further demonstrated by connecting sounds and letters to pictures and labelling those sounds and then allowed students to practice accordingly. Students also learned to orally practice syllable segmentation in words by adding the given sound to the syllable. In teaching sounds, letters, and words the students are encouraged to practice independently, in pairs, and small groups. However, the sounds in the words /p/, /ii/, /r/ and /e/ and the syllables in the word /pii/ and /re/ are not practiced separately. There are also practical limitations to phoneme manipulation: identification, isolation, segmentation, blending, addition, substitution, and deletion.

T3 also taught the /p/ sound in the word *piire* “flower”. She wrote the word *piire* “flower” and the sound /p/ on the board. After she writes it on the board, she reads it out loud and repeats it to the whole class. The sounds in the word are /p/, /ii/, /r/, and /e/; however, the teacher does not practice every sound in the word. Rhyme and alliteration exercises (beginning and ending exercises) in the given words are not presented as part of the class presentation. Phoneme manipulation: identification, isolation segmentation, blending, addition, substitution, and deletion are also not integrated into teacher instruction. This shows that there is a lack of awareness among teachers about the key components of phonological awareness activities.

Additionally, T4 taught the specified sound /q/ in the word *miiqe* “hoe.” He wrote *miiqe*, /qe/, and /q/ on the board and after a while asked the children to say after him. The syllable and the sound in the word are not presented separately and the manipulation of the phonemes in the word is practiced. He tries to explain the meaning of the word instead of manipulating the sound into different starting and ending positions of words. The sounds in the word are /m/,

/ii/, /q/ and /e/. However, the teacher does not mention every sound in the word. It has been shown that teacher teaching cannot integrate phoneme manipulation activities: identification, isolation, segmentation, blending, addition, substitution, and deletion.

This section presented the results of classroom observations of second grades associated with teaching the components of phonological awareness. Accordingly, the selected participating teachers (T5, T6, T7, and T8) presented several reading activities for reading comprehension in the second-grade Koorete language. For example, T5 presented a lesson titled *Indo eeha* “Loving Mothers”; T6 presented a lesson titled *Kaxa go 'unxe* the “use of food”, T7 presented a lesson titled *Benaara e pissharuwaara* means “Bena and his book” and T8 presented the same lesson with teacher T6 *kaxa go 'unxe* “the use of food”. The key components of phonological awareness activities are not integrated into all textbooks. Therefore, students do not have the opportunity to practice phonological awareness activities in the classroom.

As observed with first-grade teachers (T1, T2, T3, and T4) and second-grade teachers (T5, T6, T7, and T8), none of the teachers used supplemental reading materials in the classroom during lesson presentations. Although the selected classroom teachers used a single student's textbook during the reading exercise. As already mentioned, there are no textbooks, libraries, or other play materials at school to support reading. In addition, pictures or flashcards were hung on the walls of the classrooms so that there were no pictures that could be accidentally read. The classroom is overcrowded and unsuitable for reading practice, and teachers do not support students with reading practice.

It has been shown that both teachers and students suffer from a lack of textbooks, teacher guides, and supplementary reading materials in the classroom. The children could not follow the reading activities from textbooks. According to researchers' observations, schools are neglected and do not have sufficient resources. Also, there is no any teaching reading resources in the classrooms other than blackboard and chalk. The teachers had to write everything on the board. There were no reading books and/or library corners in these classrooms.

As observed, the teacher spent an unreasonable amount of time on the lesson presentation. The following section presents some selected teacher vignettes from the class presentation. For example, T1 used 20:10, T2 used 20:42, T3 used 27:45, T4 used 21:14, and second grader T5 used 17:45 in the first presentation; T6 used 21.14 in the first-grade presentation; T7 used 32.46 minutes in the second presentation and T8 used 31.10 minutes of the allotted 40

minutes in the first presentation because he was late and left the class early. They spent most of the time writing the lesson on the board. This shows that teachers are not planning and managing their lessons for better practice. Also, it was found that the teacher did not guide children's reading practices and did not provide scaffolding and reading resources in the classroom.

4.2.3.1 Teachers Interview Report regarding Challenges in Teaching PA

This section presented the results of teachers' interviews on the challenges teachers face in teaching phonological awareness in early Koorote language teaching. In addition, the results of school principals and native language teachers on teaching reading skills in early childhood education were presented in the following section.

Teacher one (T1): (T₁2021-03-01- G₁.sk-I-#01-txt): In our school, there are no any supplementary reading materials to support our reading practice. As mentioned earlier, the lack of textbooks, lack of support from stakeholders, lack of in-service training, and overcrowding of classrooms with children are the biggest challenges in our school. We were unable to use additional reading materials such as pictures, flashcards, and reading texts in class. All of these challenges make reading instruction difficult.

Teacher two (T2): (T₂2021-03-03- G₁.db-I-#02-txt): Several challenges affect our teaching practice: lack of textbooks, lack of literature-rich environment, lack of libraries and reference books in the native language, lack of family support, poor school organization, lack of motivation towards teachers, lack of people's responsibility for the language and the language is not known, among other things. I am using a single first grade textbook which borrowed from another school. Even some pages are not included in the textbook.

Teacher three (T3): (T₃2021-03-05- G₁.qb-I-#03-txt): The school does not have resources such as textbooks and other relevant reading materials for classroom teaching. That is why we write the daily lesson on the board and it takes time, the allotted 40 minutes may be over. Moreover, stakeholders like zonal administration and education officials do not care about language development. In addition, children in the first grade do not know the sound system of the language because there is no strong preschool system in the zone. The teacher does not use additional reading materials to help children learn to read.

Teacher four (T4): (T₄2021-03-08- G₁.j-I-#04-txt): The practice of phonological awareness in the early grades is hampered by several problems. The main difficulties are a lack of

textbooks, supplementary reading, and absence of language as a medium of instruction, a substandard learning environment, and illiteracy among those involved.

Teacher five (T5): (T₅2021-03-01- G₂.sk-I-#05-txt): The entire zone lacks mother tongue language textbooks and teaching aids, a tidy library, and in-service training, and the current textbook is above their level of understanding.

Teacher six (T6): (T₆2021-03-03-G₂.db-I-#06-txt): Teaching reading in the classroom is a big challenge due to the lack of textbooks. There is no access to in-service training to develop skills in MT language teaching, and the current textbook does not include sound recognition and word-level exercises. For example, the English letter /x/ and the Koorete letter /x/ are similar, but the pronunciation of the sound in Koorete is different.

Teacher seven (T7): (T₇2021-03-05- G₂.qb-I-#07-txt): The most commonly challenge according to T7 are the lack of any reading teaching resources in the classroom, the lack of a teacher's guide, the lack of a library, and the lack of in-service training.

Teacher eight (T8): (T₈2021-03-08- G₂.j-I-#08-txt): In my experience as a teacher, the second-grade lesson is too lengthy. Other barriers that prevent children from developing their phonological awareness include the lack of in-service training, textbooks, and a reading corner.

Director one (D1): (D₁2021-03-01.sk-I-#09-txt): The main problems mentioned by the DS director included a shortage of textbooks, a lack of reading resources in students' MT languages, and lack of literacy environment.

Director two (D2): (D₂2021-03-03.db-I-#10-txt): Because children enter first grade without having attended preschool or having learned the language's sound system or alphabet, can be challenging. In addition, there is a lack of textbooks and supplementary reading materials, and the content of available textbooks does not take students' reading skills into account. As a result, students do not have a solid knowledge of the basics of reading skills by the time they reach fourth grade.

Director three (D3): (D₃2021-03-05.qb-I-#11-txt): The lack of textbooks, supplementary reading materials and in-service training in our school limited teachers practice of reading in their MT language, which would benefit the school and their professional development.

Director four (D4): (D₄2021-03-08.j-I-#12-txt): The most common factors affecting teachers' practice of phonological awareness are a lack of stakeholder support for language

development, a lack of quality training materials, a lack of supplemental reading materials, and a lack of in-service training to build capacity in teaching the mother tongue.

Instructor one (I1): (I₁2021-04-19.D-I-#13-txt): A meaningful interview was conducted with the mother tongue language instructor. According to I1, there are some challenges faced in the practice of phonological awareness exercises. For example, there is a lack of teaching materials that support teaching reading in mother tongue language in the College. Also, trainee teachers join the department for the sack of getting job rather than genuine passion.

Instructor one (I2): (I₂2021-04-19.D-I-#14-txt): Lack of reading materials and reference materials, lack of in-service training in the MT language, and lack of sufficient support from stakeholders are the most common challenges. Expected stakeholders need to improve the overall professional development of MT language and teachers training program.

4.2.3.2 Teachers Survey Questionnaires Report regarding Challenges in Teaching PA

To obtain the necessary data about the challenges teachers face in the practice of phonological awareness teaching, the selected teachers completed questionnaires to describe their teaching experiences. The results are shown in Table 4.7 below.

Table 4.7 Challenges related to awareness, training, and motivation with PA

Challenges related to motivation, training, awareness, & planning about PA					
Responses	grade	No part.	Freq.	percent	
Lack of teachers' motivation for their profession	G1	23	18	78.2	
	G2	23	19	82.6	
Lack of in-service training about teaching reading in MT	G1	23	19	82.6	
	G2	23	17	74	
Inadequate pre-service training about teaching reading in mother tongue language	G1	23	15	65.2	
	G2	23	14	60.9	
Insufficient subject content & pedagogical awareness	G1	23	14	60.9	
	G2	23	13	56.5	
Lack of support from stakeholders in teaching MT	G1	23	17	74	
	G2	23	18	78.2	
Lack of relevant daily lesson plan for teaching phonological awareness	G1	23	13	56.5	
	G2	23	12	52.2	

Table 4.7 shows that first and second grade teachers at 18 (78.2%) and 19 (82.6%) reported a lack of motivation for their work and at 19 (82.6%) and 17 (74%) teachers lack of in-service training in reading in the native language was reported. In addition, 15 (65.2%) and 14 (60.9%) teachers in the first and second grades have insufficient early education to teach reading in the mother tongue. Also, the results of the surveys of first and second grade teachers about the challenges in terms of subject content and pedagogical knowledge for teaching phonological awareness showed that there were sufficient levels for 14 (60.9%) and 13 (56.5%) teachers subject content and pedagogical knowledge were lacking, with challenges attributed to lack of support by 17 (74%) and 18 (78.2%) stakeholders and 13 (56.5%) and 12 (52.2%) in first or second grade attributed to the lack of a daily lesson plan.

Table 4.8 Challenges that affect teachers' practice of phonological awareness

Challenges related to teaching materials and literacy environment in teaching PA

Responses	grade	No part.	Freq.	percent
Lack of access and availability of students' textbooks, teachers' guides, & MT reading materials	G1	23	21	91.3
	G2	23	22	95.6
Lack of a conducive literacy-rich environment, library, reading camp, etc.	G1	23	18	78.2
	G2	23	19	82.6
Lack of reference materials for MT in a teachers' training college	G1	23	16	69.5
	G2	23	15	65.2
Overcrowded in the classroom	G1	23	17	74
	G2	23	18	78.2
Quality of textbooks and integrating the components of PA-related problems	G1	23	16	69.5
	G2	23	17	74

In addition, the results of the teacher questionnaire on challenges affecting teachers' practice regarding phonological awareness are presented in Table 4.8. Accordingly, the study identified a lack of access and availability of textbooks, teacher manuals, and mother tongue reading materials for students are 21 (91.3%) and 22 (95.6%), as well as the lack of a conducive literacy-rich environment: library, reading camp, etc. identified at 18 (78.2%) and 19 (82.6%), and lack of reference materials for MT in the College of Teachers Education at 16 (69.5%) and 15 (65.2%) in first and second grade, respectively. Additionally, classroom over-enrollment occurred in 17 (74%) and 18 (78.2%) students and textbook quality in 16 (69.5%) and 17 (74%) students in the first and second grades, respectively and integrating

components of PA-related problems. The class teachers were informed about the challenges in teaching phonological awareness.

4.2.3.3 Suggested Solutions to Overcome the Challenges of Teaching PA

To understand how teachers attempted to address the challenges teachers faced in teaching phonological awareness in first and second grade, data used by teachers were collected and presented in Table 4.9.

Table 4.9: Possible solutions suggested by the teachers to alleviate the challenges

Responses	grade	No	Freq.	percent
Access to textbooks, teacher's guide, & reading materials and enhance the quality of the materials	G1	23	21	91.3
	G2	23	19	82.6
Preparing capacity-building in-service Training regarding content and pedagogical knowledge	G1	23	20	87
	G2	23	21	91.3
Support of the stakeholders in the development of mother tongue education	G1	23	17	74
	G2	23	16	69.5
Strength pre-service Teachers' training programs with adequate reference materials	G1	23	14	60.9
	G2	23	15	65.2
Create a literacy-rich environment in schools, library, reading camp	G1	23	18	78.2
	G2	23	19	82.6
Working on enhancing the teachers' motivation towards their profession	G1	23	20	87
	G2	23	18	78.2

Table 4.9 shows that the solutions offered by teachers to the problems they encountered in teaching phonological awareness in accessing textbooks, teacher guides, and reading materials and improving the quality of the materials were 21 (91.3%) and 19 (82.6%) preparations, capacity building in in-service training on content and pedagogical knowledge is 20 (87%) and 21 (91.3%) and supporting stakeholders in the development of mother tongue teaching is 17 (74%) and 16 (69.5%). first and second class respectively. In addition, participating teachers suggested strengthening pre-service teacher training programs with appropriate reference materials at 14 (60.9%) and 15 (65.2%) to create an environment in schools, libraries and reading camps as further solutions, in which literacy is promoted 18 (78.2%) and 19 (82.6%) and 20 (87%) and 18 (78.2%) of the first and second grades of

Koorete language teachers, respectively, are working on increasing their teacher motivation for their profession.

In general, based on these findings, access to textbooks, teacher manuals, and native-language reading materials, as well as in-service capacity-building training, are considered most appropriate for teaching phonological awareness. The literature studies reviewed suggest that children in a larger classroom with a variety of reading materials and an appropriate literacy environment are likely to read and write more frequently.

4.2.3.4 Summary of the Section

The results of this study showed that teachers who practice phonological awareness in the early grades of the Koorete language in Ethiopian public schools do not achieve expected early-grade reading achievement due to several challenges. Among these, lack of awareness of the components of phonological awareness, inadequate facilities for teaching reading skills, and lack of a literature-rich environment are the major challenges faced by teachers in the first grade of Koorete language reading.

Accordingly, teachers lack content and pedagogical knowledge of the key components of phonological awareness activities, as evidenced by teachers' classroom observations. A lack of phoneme identification, phoneme segmentation, blending, addition, deletion, and substitution was observed in T1's classroom presentation. This shows how incomplete and inadequate the teaching is. Likewise, in the results of the questionnaires, around 14 (60.9%) and 13 (56.5%) of the teachers stated that they did not have sufficient subject content and pedagogical knowledge. They claim that a lack of textbooks, a literacy environment, and in-service training influenced their practice of phonological awareness in the classroom. However, the study concluded that elementary school teachers should demonstrate a greater understanding of implementing an effective reading program that includes explicit instruction on phonological awareness (Alhumsia and Awwad 2020:841). Teachers teaching beginning readers must have sufficient knowledge and skills to teach phonological awareness (Meeks & Kemp, 2017:11; Spencer, Schuele, Guillot, & Lee, 2008:518).

When teaching sounds, letters, syllables, and words, teachers are expected to encourage students to practice phoneme manipulation activities, syllable activities, and word-level activities for phonological awareness independently, in pairs, or groups. However, as shown in T2 lesson, phoneme segmentation is not practiced in the word *piire*, /p/, /ii/, /r/, and /e/ as

in the literature. The exercises for blending and segmenting syllables in a word are also not presented and practiced separately in class. There are also practical limitations to phoneme manipulation: identification, isolation, segmentation, blending, addition, substitution, and deletion. This gap shows that teachers do not have a sufficient understanding of the key components of phonological awareness (Samuel and Binyam, 2023:9).

Understanding the teacher-related factors that contribute to the adoption of more effective teaching practices can assist researchers and practitioners in their efforts to improve teacher training and professional development so that teachers are better prepared to meet the educational needs of all children as they learn to read (Moswane 2019:187). However, the results of classroom observation showed that teachers' practice of teaching phonological awareness and promoting children's reading practice was limited to some aspects of skills. For this poor performance in the interviews, they attributed a lack of part-time MT training 19 (82.6%) and 17 (74%), a lack of motivation 18 (78.2%) and 19 (82.6%), and insufficient subject content and pedagogical knowledge 14 (60.9%) and 13 (56.5%) were the reasons for their recognized academic inability. When the teacher use effective reading instruction and teach in well planned instruction the children may have good reading skills. Teachers with phonological awareness help their students understand the reading process better than those who do not. Such teachers will also initiate appropriate intervention programs to help their learners based on the feedback they receive from their reading (Orago 2015:22).

Thus, T3 was taught about the phoneme /p/ in the Koorete language, and the sound is represented in the word *piire* “flower.” The sounds in the word are /p/, /ii/, /r/, and /e/, and the teacher needs to practice each phoneme in the given word. However, the teacher does not practice every sound in the word. Rhyme and alliteration exercises (beginning and ending exercises) in the given words could not be presented as part of the class presentation. One study found that rhyme identity tasks were most appropriate, while phoneme identity, phoneme blending, and phoneme segmentation were more appropriate in early grades (Carson 2012:273). Phoneme manipulation: identification, isolation segmentation, blending, addition, substitution, and deletion are also not integrated into teacher instruction. The components of phonological conscientious knowledge are critical to the development of reading skills through fourth grade or beyond (Lonigan et al., 2008:2). There is a lack of awareness among teachers about the key components of phonological awareness activities. This is similar to findings that poor implementation of phonological awareness by teachers is a critical factor in students' reading proficiency (Enyew and Yigzaw 2015:271). The teaching practices and/or

use of teachers with low phonological awareness also result in poor reading skills in children (Spaull 2013:60).

Moreover, T4 taught the specified sound /q/ in the word *miiqe* “hoe.” He wrote the word *miiqe* “hoe”, the syllable *qe*, and the sound /q/ on the board (1st grade textbook, 2000). The other syllables and sounds in the word are not shown separately to practice syllable and sound recognition in the word. He tries to explain the meaning of the word instead of manipulating the sound into the different starting and ending positions of a word. The sounds in the word are /m/, /ii/, /q/ and /e/. However, the teacher does not mention every sound in the word. As shown, teachers do not incorporate phoneme manipulation activities into instruction: identification, isolation, segmentation, merging, addition, substitution, and deletion. In the literature, phoneme manipulation activities include phonemes (identifying, isolating, categorizing, blending, segmenting, deleting, adding, and replacing) (MoE Ethiopia 2021:13; Skibbe et al., 2016:230).

It turned out that the teachers used the allotted time inappropriately, as revealed during lesson observation. All teachers have gaps in the use of their allotted time. As the results showed, T1 used 20:10, T2 used 20:42, T3 used 27:45 and T4 used 21:14 of the allotted 40 minutes by arriving late and leaving the class early. The time recorded was not used for reading exercises; Most of the minutes were wasted writing the lesson on the board. They spent most of their time writing the lesson on the board, coming to class late, and leaving class early. This was a clear indication that the teacher was not well prepared and did not organize the daily lessons according to the literature. Lack of daily lesson plans was reported by first and second-grade teachers as 13 (56.5%) and 12 (52.2%), respectively, in a questionnaire. This lack of commitment on the part of teachers has resulted in ineffective reading practices and therefore is unable to do what they should do, which is to teach these learners to read effectively. To be effective, reading instruction, particularly phonological awareness activities, must be systematically planned and taught in a specific order (Phillips et al., 2008:8).

As indicated by teacher interviews and questionnaires, the teacher training program was unable to produce qualified teachers. Koorete first and second-grade language teachers discussed that 83.3% of teachers reported a lack of MT reference materials and 15 (65.2%) and 14 (60.9%), respectively, reported weak native language preparation programs. The biggest challenge for native-speaker teachers is the lack of integration of the components of phonological awareness in the early grades. Likewise, the low proportion of qualified teachers

in the first cycle of primary education and the existence of some unqualified teachers in the second cycle of primary education suggest that improvements are still needed (Mekonnen, 2017:44). Similarly, various scholars have argued that teacher education programs do not provide the depth of training necessary to prepare prospective teachers early to teach reading effectively (Wessels 2011:191). One of the main challenges related to teacher training and professional development is that education (both professional and professional) does not give due consideration to in-depth knowledge and modern pedagogical styles. Furthermore, crowding was observed during a classroom observation, and T1 also reported that the number of students was one of the challenging factors in teaching phonological awareness in the classroom. Likewise, 66.6% of teachers reported that overcrowding is one of the challenging factors in teaching phonological awareness in early grades.

The study also discussed that lack of access to textbooks, teacher guides, and supplementary reading materials is the most common challenge in the early grades for both teachers and students. As found during classroom observation, there was a single textbook, no teacher's manual, and other supplementary materials in all classes. In the interview, all teachers mentioned that the lack of textbooks, teacher guides, and other supplementary materials was the biggest challenge in teaching reading. In addition, 21 (91.3%) and 22 (95.6%) of the teachers reported that the lack of textbooks, teacher manuals, and supplementary reading materials is the main challenge that prevents teachers from practicing phonological awareness in primary school classrooms. According to researchers' observations, schools are neglected and do not provide enough resources. However, songs, picture books, and games are often used by teachers for young language students because they want early language learning to be fun and interesting; active and practical; supports and scaffolding; meaningful and targeted; and culturally appropriate and relevant (Shin, 2014:557). This finding is consistent with USAID Ethiopia's (2018) view that most Ethiopian primary schools lack literacy facilities, particularly textbooks, libraries, and supportive classrooms.

Furthermore, as observations show, the classroom environment is not an environment in which teachers can improve their reading skills in the early grades. There were no resources like alphabet tables, flashcards, word tables, and pictures that could be read accidentally, so teachers forced everyone to write everything on the board. For example, 18 (78.2%) and 19 (82.6%) of the teachers reported that there is a lack of a conducive environment that promotes literacy, a lack of adequate support from the zonal education office and the regional education office, 17 (74%) and 18 (78.2%) are some of the challenges that hinder their phonological

awareness teaching practice. USAID Ethiopia (2018:59) also came to the same conclusion that the school environment in Ethiopia is not rich in supplementary reading materials and that this impacts instruction in teachers' reading classes. Similarly, the Early Grade Reading Assessment (EGRA) found that several practical barriers in the classroom can impede sustained phonological awareness as part of the literacy curriculum. These barriers include the availability of time, teachers' phonological awareness, difficulty accessing resources, and a lack of materials (USAID Ethiopia, 2018:59).

In general, first and second the Koorete language teachers proposed the following solution to reduce the challenges that hinder teachers from practicing phonological awareness. Accordingly, lack of textbooks, teacher manuals, and reading materials was admitted at 21 (91.3%) and 19 (82.6%), whereas lack of preparation of in-service capacity building training at 20 (87%) and 21 (91.3%), and lack of support of mother tongue teaching at 17 (74%) and 16 (69.5%) in first and second grade of Koorete language respectively. The primary school teacher questionnaire result also indicated that strength personnel teach pre-service MT training programs at ages 14 (60.9%) and 15 (65.2%) and at ages 18 (78.2%) and 19 (82.6%) creating a literacy environment in early grades in Ethiopia. Similarly, the literature also suggests that raising teachers' awareness of phonological awareness and supporting children with appropriate supplementary reading materials improves their reading achievement in the early grades (Tyler, Hughes, Beverley, & Hastings, 2015:4).

4.2.4 Theme: The Textbook Content Alignment with the Corresponding Early Grade Curriculum to the Components of PA

This section analyzes the content of the textbook in line with the primary school curriculum and early-grade reading literature. The content of the textbook is coded thematically into four sub-themes namely into evaluation of the frequency and percentage of the occurrence of the components of PA, Content relevance about the components of PA in the syllabus, inadequacy of the components of phonological awareness, Inappropriate presentation of the lessons, incompleteness of components of phonological awareness and omission of components of phonological awareness.

4.2.4.1 Sub-theme: Evaluation of the Frequency and Percentage of the Occurrence of the Components of PA

Turning Words into Syllables Activities: This section assesses the occurrence of the components of the phonological awareness lesson namely Words into Syllables unit. Specifically, word-to-syllable activities include syllable activities (isolate, merge, delete, and segment). Shown is the frequency (F) of the components of phonological awareness distributed across the units. The result of the content distribution among the units is presented in the following section (see Table 4.10).

Table 4.10 Total distribution of words into syllable activities across the units

Syllable	unit 1		unit 2		unit 3		unit 4		unit 5		unit 6		unit 7	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Isolation	4	13.8	4	13.8	6	20	3	10.3	1	3.4	1	3.4	1	3.4
Segmentation	4	13.8	4	13.8	6	20	3	10.3	1	3.4	1	3.4	1	3.4

The table above summarizes the occurrence of the teaching units by frequency and percentage. In the syllable phase, syllable isolation activity was found in all units across words. Accordingly, Unit 1 includes 4 (13.8%) teaching hours; Units 2, 4 (13.8%) lessons; Units 3, 6 (20%) lessons; Units 4, 3 (10.3%) lessons and Units 5, 6 and 7 each contain 1 (3.4%) lessons. The per-unit syllable segmentation results are similar in frequency and percentage to syllable isolation (see Table 4.10).

Other Activities: Rhyming, Alliteration, and Onset-Rime: Other activities of PA such as rhyming activities (identity, blend, and production); alliteration (initial and final sound); and early detection activities are not integrated by the units, as shown in Table 13.

Phoneme Manipulation: Phoneme manipulation is another component of phonological awareness. Phoneme manipulation activities include phonemes (isolation, identity, categorization, blending, segmentation, deletion, addition and substitution). The following section presents the occurrence of phoneme manipulation activities (isolation, identity, and segmentation) in teaching in the units of the textbook under consideration.

Table 4.11 Distribution of phoneme manipulation across the units

phoneme	unit 1		unit 2		unit 3		unit 4		unit 5		unit 6		unit 7	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
isolation	3	10.3	4	13.8	5	17.4	4	13.8	7	24.1	5	17.2	1	3.4
identity	3	10.3	4	13.8	5	17.4	4	13.8	7	24.1	5	17.2	1	3.4
segmentation	4	13.8	4	13.8	5	17.2	3	10.3	7	24.1	5	17.2	1	3.4

In the table above, the occurrences of the phoneme isolation lessons in terms of frequency and percentage are lessons from units 1, 3 (10.3%); Unit 2, 4 (13.8%) teaching hours; Units 3, 5 (17.4%) lessons; Unit 4, 4 (13.8%) teaching hours; Unit 5, 7 (24.1%) lessons; Unit 6, 5 (17.2%) lessons and Unit 7, 1 (3.4%) lessons are presented as shown in Table 4.11.

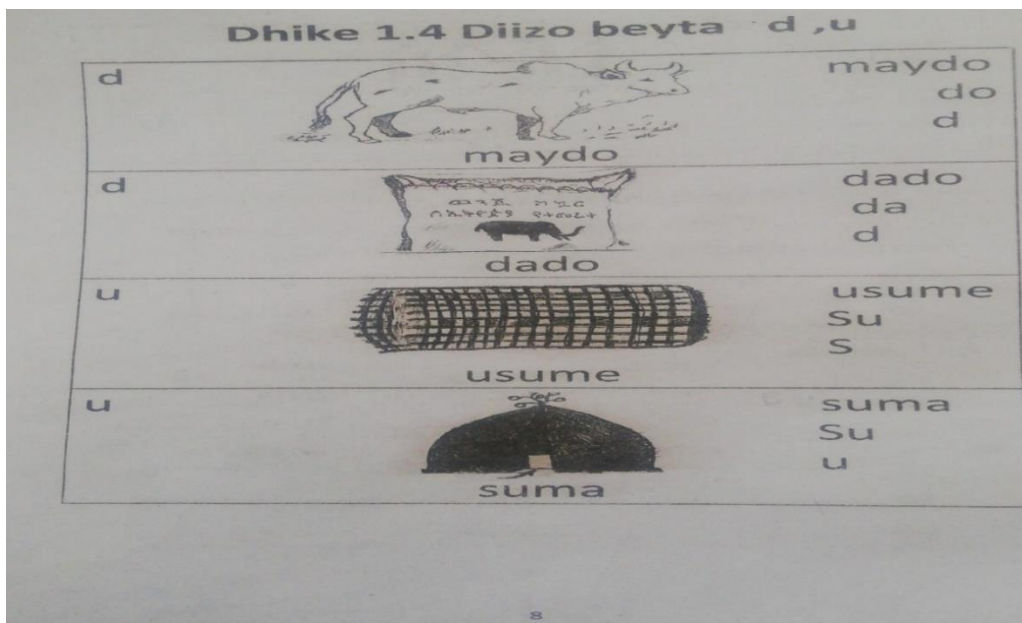
Furthermore, the occurrence of phoneme identity lessons is Unit 1, 3 (10.3%) lessons; Unit 2, 4 (13.8%) teaching hours; Units 3, 5 (17.4%) lessons; Unit 4, 4 (13.8%) teaching hours; Unit 5, 7 (24.1%) lessons; Unit 6, 5 (17.2%) lessons and Unit 7, 1 (3.4%) lesson are presented (see Table 9.4). The occurrence of phoneme segmentation instructional activities in Unit 1 is 4 (13.8%) instructional hours; Unit 2, 4 (13.8%) teaching hours; Units 3, 5 (17.2%) lessons; Unit 4, 3 (10.3%) lessons; Unit 5, 7 (24.1%) lessons; Unit 6, 5 (17.2%) lessons; and Unit 7, 1 (3.4%) lesson are presented as shown in Table 4.11.

On the other hand, the textbook analyzed the distribution of some components of phonological awareness activities in the unit. However, how to analyze the appearance of the key components of phonological awareness, namely syllable level (blend, deletion), rhyme (identity, recognition, production), alliteration (initial, final), onset of rhyme (identification), phonemes (categorization, blending, deletion, addition, substitution) were scored with a frequency and percentage of zero in all units. As can be seen in the table above, syllable (blending, deletion); rhyme (recognize, produce); alliteration (initial and final sounds); and precocious activities were not included in the textbook's units. Likewise, phoneme manipulation (categorization, blending, deletion, addition, and substitution) was not integrated into the observed units.

4.2.4.2 Sub-theme: Content Relevance about the Components of PA in the Syllabus

Three lessons were extracted from the textbook to assess the suitability of the textbook to implement the content included in the curriculum. Since the textbook content contains the same lesson presentations in all units, the researcher deliberately selected only three representative lessons from Units 1, 3, and 5 out of the seven units (see pictures 4.1, 4.2, and 4.3).

Picture 4.1 Extracted lesson from Unit 1



In the extracted lesson, each word with the syllable *maydo* "ox" (*do,d*), *dada* "lightening" (*da,d*), *usume* "storage" (*su,s*), and *suma* "door" (*su, u*) (see Figure 4.1). This includes the word, the syllable with the focused letters such as *do*, *da-* and *su-* and the sounds such as /d/, /s/ & /u/ as shown above. It is also shown that words such as *maido* "ox" were divided into "*do*" and *d*, while elements such as *usume* "storage" segmented into 'su' and u and the word *suma* "door" were segmented into 'su' and 'u'.

The result of adapting the content of the textbooks to the curriculum in terms of word-in-syllable activities such as (isolation, segmentation, blending, and deletion) is shown in the following Table 4.12.

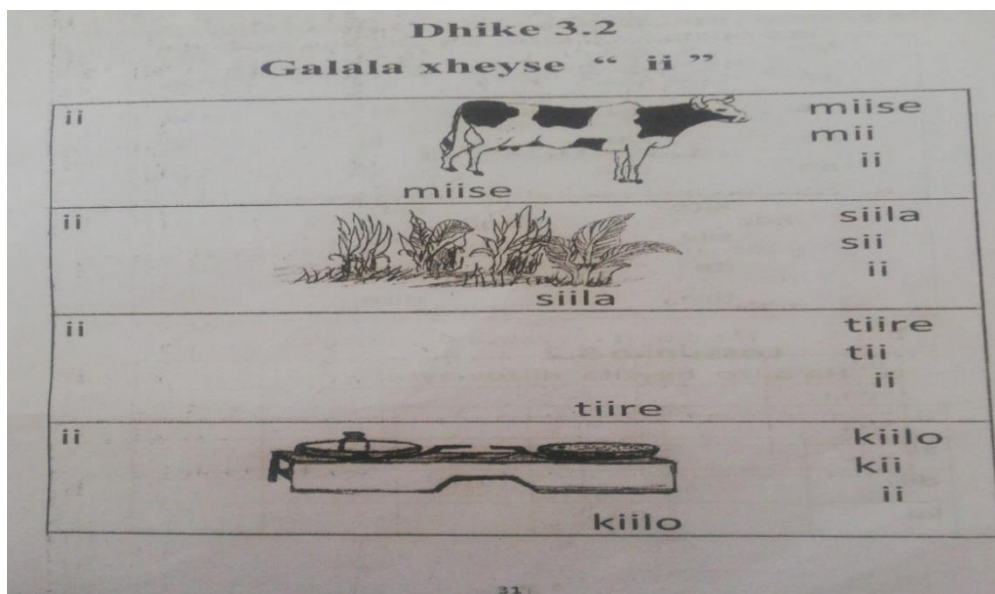
Table 4.12 Alignment of words into syllables in the G1 textbook & the syllabus

Theme	Components of phonological awareness			
	In the syllabus & Literature	In textbook		
		Yes	No	Reflection
syllable	isolation	yes		inappropriate
	segmentation	yes		inappropriate
	blending		no	omitted
	deletion		no	omitted

Words in unit 1, page 8 are isolated from syllables with the syllables *maydo* “ox” (*do, d*), *dada* “lightning” (*da, d*), *usume* “storage” (*su, s*), and *suma* “door” (*su, u*). In Unit 3, page 32, words are also referred to as *miise* “cow” (*mii, ii*), *siila* “seedling of enset” (*sii, ii*), *tiire* “squatting” (*tii, ii*), and *kiilo* “kilo” (*kii*), referred to as, *ii*). In Unit 5, page 70, words appear as *xhaqo* “grasshopper” (*xha, xh*), *xhilo* “eagle” (*xhi, xh*), and *gulxhe* “fish” (*xhe, xh*). The textbook also introduced the only syllable with the specified sound; *do, da, su, mii, sii, tii, kii, xha, xhe, xhi*, and so on. However, other syllables that can be used for further practice are not presented in the specified words in the textbook.

During syllable segmentation, in Unit 1, page 8, the words *maydo* “ox” are segmented into a (*do, d*), *dada* “lightning” (*da, d*), *usume* “storage” (*su, s*), and *suma* “door” (*su, u*) (see picture 4.1). In Unit 3, page 32, words in *miise* “cow” (*mii, se*), *siila* “enset seedling” (*sii, la*), *tiire* “squat” (*tii, re*) and *kiilo* “kilo” (*kii, see there*); and in Unit 5, page 70, words such as *xhaqo* (*xha, xh*), *xhelbe* (*xhe, xh*), *xhilo* (*xhi, xh*) and *gulxhe* (*xhe, xh*) are segmented. Other syllables in the given words are not segmented as this is stated in both the syllabus and the available literature.

On the other hand, it was found that syllable blending and syllable deletion were not integrated into the textbook (see Table 4.12). The extracted lesson on the components of phonological awareness is presented in the following figure (Figure 4.2) for further analysis.



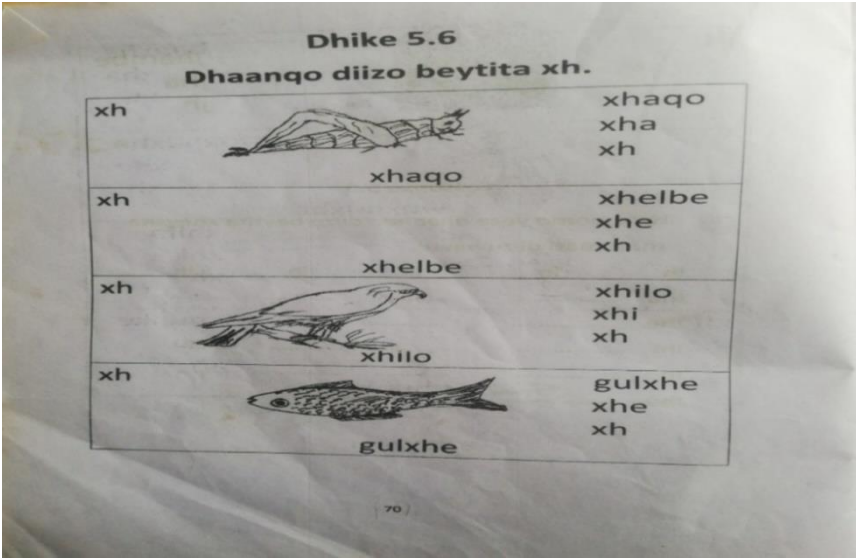
Picture 4.2 Extracted lesson from Unit 3

The lesson in Unit 3, taken from page 31, covers syllable isolation, which includes *miise* "cow" (*mii, se*), *siila* "enset seedling" (*sii, la*), *tiire* "ambush" (*tii, re*) and *kiilo* include 'kilo' (*kii, lo*)⁴⁵. This includes the word and the syllable with the letter in focus, such as: E.g. *mii, sii, tii* and *kii*. In addition, in the textbook the words *miise* "cow" are divided into *mii*; *siila* "seedling of Enset" in *sii*, *tiire* "sitting" in *tii* and *kiilo* in *kii*. The vowel /ii/ is also present in the given words and syllables, as shown in Figure 6. The results of comparing the rhyming activity and alliteration with the textbook and syllabus are presented in the following table (see Table 4.13).

Table 4.13 Alignment of rhyme activity & alliteration between textbook & syllabus

Theme	Components of phonological awareness			
	In the syllabus & Literature	In textbook		
		Yes	No	reflection
rhyme	identity		no	omitted
	recognition		no	omitted
	production		no	omitted
alliteration	Initial & final sounds		no	omitted

Rhyming activities such as rhyming (identity, recognition, and production) were not included in the content of the textbook. Table 4.13. As can be seen in the remaining chapters, alliteration activities (initial and final sounds) were not included in the textbook. The extracted lesson on the components of phonological awareness is presented in the following figure (Figure 4.3) for further analysis.



Picture 4.3. Extracted lesson from Unit 5

Lessons on words, syllables, and sounds were also presented in Unit 5, page 70. The lessons are *xhaqo* “grasshopper” (*xha*, *xh*), *xhilo* “eagle” (*xhi*, *xh*) and *gulxhe* “fish” (*xhe*, *xh*), which represent the syllables with the letters in focus, i.e. /h/ in the syllables *xha*, *xhe* and *xhi*. In addition, the words *xhaqo*, *xhilo*, and *gulxhe* were found to be broken down into the syllables *xha*, *xhii* and *xhe*. In this section, the grapheme /xh/ is represented in both words and syllables (see Figure 4.3). In addition, the following table (Table 4.14) shows the results of the content coordination between the textbook and the syllabus at the beginning and rhyme activities.

Table 4.14 Alignment of onset & rime between curriculum & textbook

Theme	Components of phonological awareness		
	In the syllabus & Literature	In textbook	
		Yes	No reflection
Onset - rime	isolation		no omitted
	identification		no omitted
	categorization		no omitted

Table 4.14 in the section above shows that, unlike the curriculum, the onset and rime activities: isolation, identification, and categorization were not integrated into the students' textbook. The results of the evaluation of the textbook content with the corresponding phoneme manipulation curriculum are summarized in Table 4.15.

Table 4.15 Alignment of phoneme manipulation between curriculum & textbook

Theme	Components of phonological awareness			
	In the syllabus & Literature	In textbook reflection		
		Yes	No	
phoneme	isolation	yes		incomplete
	identification	yes		incomplete
	segmentation	yes		incomplete
	blending		no	omitted
	deletion		no	omitted
	addition		no	omitted
	substitution		no	omitted

This study found that phoneme recognition lessons were integrated into the textbook under consideration. For example, the phoneme /d/ was represented in the words maydo “ox” and dada “lightning,” and alongside /u/, the other phoneme was identified in the words *usume* and *suma*, respectively, as shown in Figure 4.1.

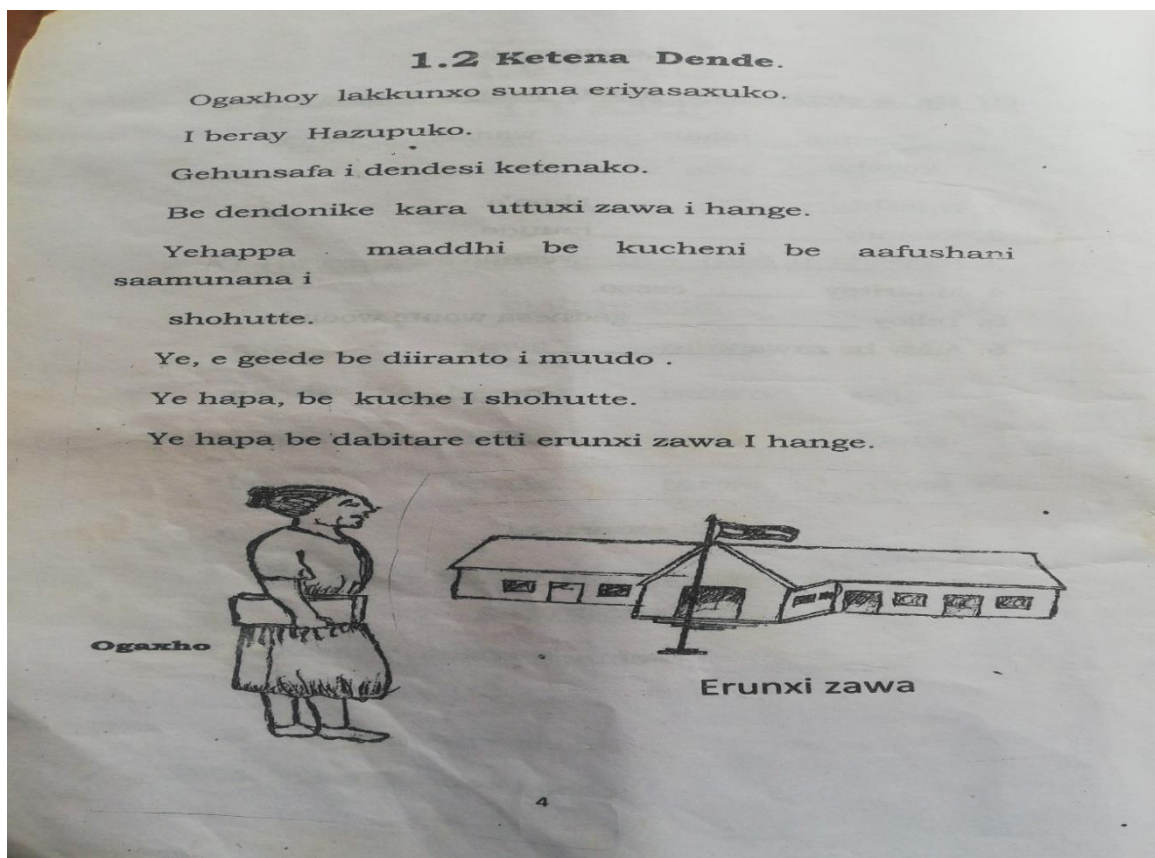
The phoneme /ii/ was found to be represented in the words *miise*, "cow", *siila*, "seedling of enset" and *tiire* "squatting", as in Figure 6. Likewise, the phoneme /xh/ was represented in the words *xhaqo* “shown. Grasshopper”, *xhilo* “Eagle”, and *gulxhe* “Fish” (see Figure 4.3). This phoneme was specified in different words, so it was possible to identify similar phonemes from different words. In addition, in the phoneme isolation lesson, the textbook presented a specific phoneme in such a way that the children could recognize individual sounds. Some of

these phonemes that appeared in the lesson are /d/, /s/, /w/, /ii/, and /xh/ (see Figures 4.1, 4.2, and 4.3).

In the extracted lessons from the different chapters, observed phoneme segmentation activities were made an integral part of the lesson. For example, in the different sections of the lesson, *maido* "ox" was segmented into (*do, d*), *usume* "storage" into (*su, u*), *miise* "cow" into (*mii, se*), and *siila* "seedling of Enset" into (*sii, la*), *xhaqo* 'grasshopper' in (*xha, xh*) and *gulxhe* 'fish' in (*gul, xhe*). However, they have not been adequately reported in the early year's literature.

A gap in phoneme segmentation was identified in the textbook. In the words given in the textbook, individual sounds should have been segmented. That is, the word *maido* "ox" was segmented as /m/ + /ay/ + /d/ + /o/; the word *miise* "cow" as /m/ + /ii/ + /s/ + /e/ and *xhaqo* "grasshopper" as /xh/ + /a/ + /q/ + /o/ (see pictures. 4.1, 4.2 and 4.3). This suggested that the textbook contained an incomplete description of phoneme segmentation, particularly given its consistency with the curriculum and literature. Another observation also suggested that the extracted lessons from the textbook did not integrate the phonemic activities (blending, deleting, adding, and replacing) into the chapters according to the early-grade curriculum and literature. Such lessons were completely omitted from the textbook.

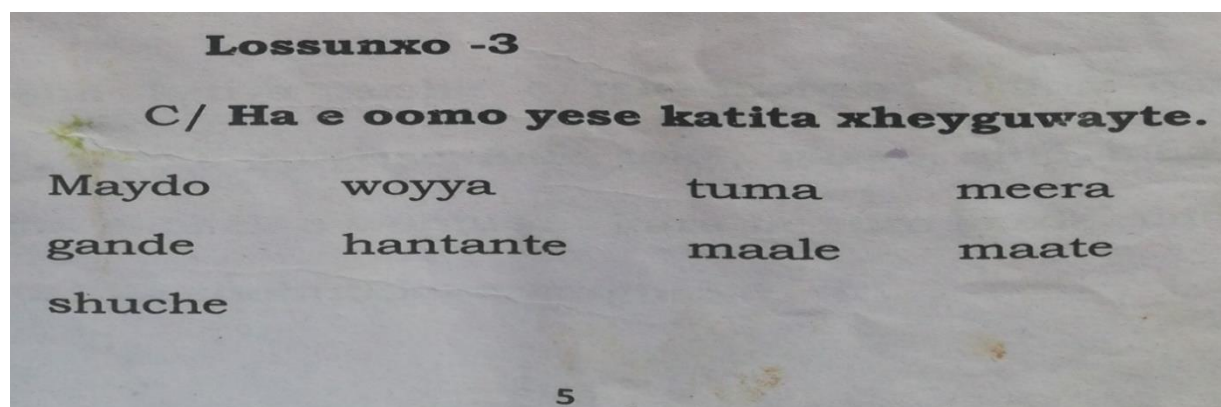
The second content analysis is the reading instruction lesson taken from the Koorete language textbooks of 2nd-grade students. The textbook contains several reading stories. Most of the story takes a similar approach to classroom presentation. Two lessons are specifically selected for further content analysis. The first story lesson is titled "Ketena Dende" and is located in Chapter 1 on page 4, the reading exercises on pages 5 and 6 (See Figure 4.4).



Picture 4.4 Reading lesson in Unit 1

As suggested in the reading lesson above, the section includes a reading story, a picture of the students, and a picture of the school. The reading lesson is designed clearly for the children's understanding. The picture can help more than words in the early grades and they can give different meanings to the picture.

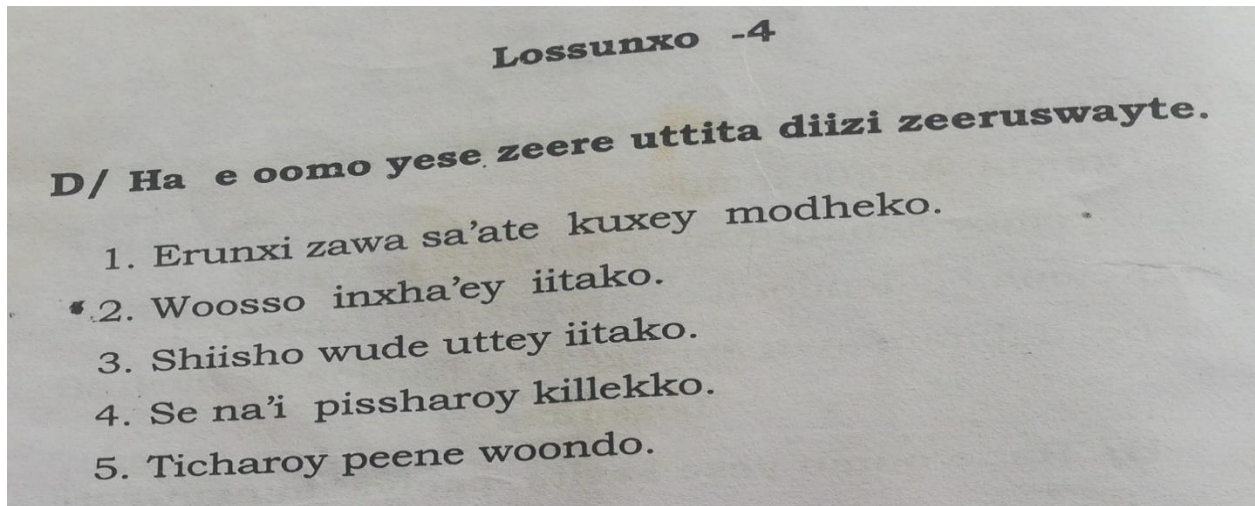
As seen in Unit 1, the given exercise “C” is about the word reading activity in the textbook. There are no word segmentation and blending activities throughout the lesson as in Figure 4.4.



Picture 4.5 Exercise provided in Unit 1

In the first activity, children are asked to read words like Maydo, Woyya, Maale, Shuche, etc. There is no syllable and no rhyme; Lessons include beginning, alliteration, and phoneme level activities.

In addition, Unit 1 introduced the sentence reading exercise in the textbook, which is extracted and presented in the following section for further analysis (see Figure 4.6).



Picture 4.6 Exercise provided in Unit 1

As can be seen in picture 4.6 above, the children are asked to say sentences such as:

(46) *Erunxi zawa sa'aate kuxey modheko; Woosso inxha'ey iitako; Shiisho wude uttey iitako* and so on.

4.2.4.3 Sub-theme: Inadequacy of the Components of Phonological Awareness

Two components were introduced in word-to-syllable activities: syllable isolation and syllable segmentation. Content inadequacies in syllable isolation were counted in a maximum of 20% of the lessons presented in the units. Syllable segmentation covered a similar percentage of lessons across units. As the data analysis showed, the number of lectures in each unit was too small. For example, the reported teaching rate in the fifth unit was only 3.4%. This result suggests that the phonological awareness components of syllable isolation and syllable segmentation represent inadequate lessons in the first-grade textbook.

Regarding phoneme manipulation, most of its components were not sufficiently integrated into the student textbook units. For example, in the case of phoneme isolation, a maximum of 24.1% of lessons were observed in Unit 5, while the minimum number of lessons was observed in Unit 7, which was 3.4%. In addition, almost similar percentages in phoneme

identity and phoneme segmentation were found for instruction (see Table 4.10). The result shows that the content of the first-grade textbook in the teaching units did not provide sufficient instruction to make it easier for the children to learn to read.

4.2.4.4 Sub-theme: Inappropriate Presentation of the Lessons

The textbook presented words in syllable isolation by syllabifying them as *maydo* “ox” (*do, d*), *miise* “cow” (*mii, ii*), and *xhaqo* “grasshopper” (*xha, xh*). This means that the textbook tried to represent a single syllable of the given word; other syllables are not mentioned because the syllables /*do/*, /*mii/*, and /*xha/* appeared in the above words. The correct hyphenation would be *maido* “ox” (*mai-do*), *miise* (*mii-se*), and *xhaqo* (*xha, qo*), etc., but as the analysis showed, the lessons were not conveyed to the children in a way that helped them to practice each syllable.

When segmenting syllables, the textbook segmented words as follows: *maydo* “ox” (*do, d*), *usume* “storage” (*su, u*), *miise* “cow” (*mii, se*), and *xhaqo* “grasshopper” (*xha, xh*) etc. The correct way to segment syllables would be, for example, *maido* "ox" as (*may-do*), *usume* "storage" (*u-su-me*), *miise* "cow" as (*mii-se*) and *xhaqo* 'grasshopper' as (*xha-qo*), etc. (see Figs. 4.1, 4.2 and 4.3). In the textbook, syllable segmentation focused only on a syllable with a specific sound, but the remaining syllables in the words under consideration were not specified. This shows that syllable segmentation is handled inappropriately. In general, the words in the textbook were not syllabified according to the curriculum and established literature (MoE 2021:12; Schuele & Boudreau 2008:11). Incorporating words into syllable awareness includes activities such as combining a word into a syllable, as in the items “pencil,” to form the word “pencil,” and syllable segmentation: counting the syllables in the word and saying them separately Syllables (Yule 2006:206).

In the phoneme segmentation section, words are segmented accordingly: For example, *maido* “ox” in (*do, d*); *miise* 'cow' in (*mii, ii*); and *xhaqo* “grasshopper” in (*xha, xh*), etc. As mentioned in the textbook, these words were not syllabified into individual sounds. For example, *maydo* “ox” was not segmented into /*m/ /ai/ /d/ /o/*; *miise* cow was not represented as /*m/ /ii/ /s/ /e/* and *xhaqo* “grasshopper” was not divided into /*xh/ /a/ /q/ /o/* as required in the curriculum and literature (see Figs. 4.1, 4.2 and 4.3). Phoneme segmentation activities of this type improve children's reading skills (Shapiro & Solity 2008:7). However, as seen in the lesson presentation above, phoneme segmentation is not segmented according to the first-

grade curriculum (MoE, 2021:13) and the early-grade literature of Schuele & Boudreau 2008:6).

4.2.4.5 Sub-theme: The Incompleteness of Components of Phonological Awareness

In the results section, an incomplete description of phonological awareness in the textbook was reported. As for phoneme isolation, the textbook must provide individual sounds in a given word. However, in the current textbook, only the specified sound was represented as a /d/ sound in the word *maydo* 'ox', as an /ii/ sound in the word *miise* 'cow', and as a /xh/ sound in the word *xhaqo* 'grasshopper' /xh/. The presentation of individual sounds helps children to recognize individual sounds and words more easily, as Wessels (2011:21). The practice observed in the textbook contradicts the existing literature, which strongly recommends segmenting a word into individual sounds (National Reading Panel 2000:6).

To identify phonemes, the lesson should include an activity that asks children to identify similar phonemes in different words. For example, it should include questions like: “What sound is the same in the words “let,” “love,” and “lap?” In the specified textbook, the phoneme /ii/ was presented in the middle word position in various words, for example in the words *miise* "cow", *siila* "seedling of Enset" and *tiire* "squat". The small gap observed in this representation was that the sound /ii/ did not appear in the initial and final positions of several words (see Figure 4.2). A similar finding was reported by Ashby et al., (2013:158), who found that incomplete phoneme recognition in early educational material affects children's reading skills.

4.2.4.6 Sub-theme: Omission of Components of Phonological Awareness

Several components of phonological awareness activities were omitted from the first-grade textbook. Specifically, the result of the textbook evaluation showed that this syllable (blend and deletion); Rhyme (identity, recognition, and production), and alliteration activities were not integrated into the textbook. However, this situation is at odds with current literature showing the importance of familiarizing children with rhyme and alliteration as well as beginning and ending sounds to be successful in preschool and early school education (e.g., Turan & Gul 2008:281). Furthermore, onset rhymes (isolation, identification, and categorization) are important skills as units in the preschool and early school years, as shown in the work of Grofčíková, & Máčajová, (2021:119). However, such activities were omitted from the student textbook evaluated.

Phoneme manipulation activities (categorization, blending, deletion, addition and substitution) are described in previous works such as Hayward, Phillips & Sych (2014:7) as very important for the recognition of individual sounds in a word. However, the current early grade textbook was missing these key components of phonological awareness tasks. The result of a study also showed that there is a serious discrepancy between teacher practices and textbooks for face-to-face teaching in Ethiopia, as in Fitsume, 2020:66).

In early education, it is often suggested to integrate phoneme manipulation into reading materials and textbooks for preschool children (Piasta 2016:136). If preschool students are adequately supported following their primary school curriculum and with supplementary reading, they will achieve the minimum expected learning competence. However, the results of the study showed that there is a lack of availability and quality of teaching and learning materials on the components of phonological awareness in first grade. It became apparent that teachers lack appropriate strategies and phonological awareness of the content in their classroom practice to develop reading skills.

4.2.4.7 Section Discussion

Textbooks are the main instructional materials used in Ethiopian schools for teaching and learning activities (Gebregeorgis, 2016:120), and aligning textbooks with the relevant curriculum helps to improve students' learning in a particular subject (Hadar 2017:154). In the study, the evaluation of the contents of the selected textbook regarding the components of phonological awareness was done based on the protocol adopted from the mother tongue curriculum for primary education in Ethiopia and the early grades literature as presented in the following Works included: MoE (2021:18); and Schuele & Boudreau (2008:6).

The results of the textbook evaluation showed that there were gaps in three areas across units. These are (a) inappropriateness, (b) incomplete description, and (c) omission of components of phonological awareness in first-grade textbooks. However, when it comes to incorporating activities at the syllable level (isolation, blend, deletion, segmentation), the rhyme level (identity, recognition, production), the initial level (isolation, categorization), and the alliteration level (identification, isolation, categorization, Blending, deletion, addition and substitution) and phoneme level (isolation, categorization, blending, deletion, addition and substitution) none of the activities are integrated.

The practice of phonological awareness by elementary school teachers plays a critical role in the success or failure of early reading development. Therefore, primary school teachers must have the relevant content and pedagogical knowledge in literacy practice, use relevant supplementary reading materials, and use explicit and systematic reading instruction to provide effective reading instruction. The results of the study showed that the teacher's teaching practice does not support the children's reading practice; it is not based on the early grade literacy skills and the children's socio-cultural context. Hence, literature- and research-based early reading education is needed to teach primary school students the native language, and teachers' daily lesson preparation should be based on the existing knowledge and available supportive reading materials from the local environment. In addition, early reading practice, particularly phonological awareness activities, are clearly outlined in the mother tongue curriculum, teacher training program, student textbooks, and all supplementary reading materials in mother tongues in Ethiopia and elsewhere.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

The present study makes a theoretical and empirical contribution to the area of phonological awareness and its importance for early grade reading. Theoretically, it provides additional evidence that phonological awareness is a key factor in reading and that children who are not exposed to explicit and systematic reading instruction have overall reading difficulties in their later academic performance. In practical terms, it presents actual teacher practice of the key components of phonological awareness in the early grades and recommends literature-based implementation for early grade reading success. This chapter presented the study's summary, conclusion and recommendations.

5.1 Summary

The study was conducted in the Koore zone of southern Ethiopia and focused on first and second grade teachers teaching phonological awareness. To examine teachers' existing practice on phonological awareness in the Koorete language, a mixed-methods design inspired by the case study was developed. In a qualitative study, classroom observations, individual interviews and content analysis were used as data collection tools, while teacher questionnaires were used for the quantitative aspect. Then, 4 first and 4 second grade teachers observed three times and interviewed in the Koorete language. In addition, 23 first grade teachers and 23 second grade teachers from different government schools completed questionnaires. The researcher used audio- and video-recording to grasp the data from the classroom observation and teachers interview for further analysis.

In addition, the content of the student's textbook was assessed for the key components of phonological awareness based on the existing native language primary school curriculum and early grade literature. To ensure the quality of the qualitative data, various methods such as credibility, reliability, conformity and transferability were used. To improve and ensure the validity of the quantitative data instruments, various published and valid sources were adapted and reviewed by early literacy experts and the thesis supervisor. This section presents the summary of the four objectives of the present study. The first objective guiding this study was to examine teachers' practices regarding phonological awareness of primary school students in selected schools in Ethiopia.

The result of this study suggests that early grade Koorete language teachers failed to integrate and implement the key components of phonological awareness in their early grade classroom presentations. This gap results from their content and pedagogical knowledge of early literacy

or from the lack of integration of the key components of PA into the existing native language curriculum and early primary school textbooks. It is also indicated that classroom teaching presentation was not supported by supplemental reading materials, appropriate scaffolding, and practice in a literacy environment to develop early grade reading skills.

The findings from the first objective showed that some participants had phonological awareness skills in their daily teaching practice. However, it was indicated that incomplete words in syllable segmentation, incorrect phoneme segmentation in word activities, incorrect phoneme segmentation in words (phoneme identification, phoneme blending and segmentation) and lack of integration of syllable segmentation and blending in daily teaching were the major factors in teachers' teaching practices for the key components of phonological awareness. In addition, it has been reported that the lack of textbooks, the lack of supplementary reading materials, and the lack of an appropriate environment for practicing literacy skills are the most common factors that prevent teachers from practicing phonological awareness. Similarly, the results of classroom observation and researcher notes revealed that teachers were late and left class early, lacked time management skills, copied lessons on the blackboard, lacked daily lesson planning, lacked appropriate scaffolding for children and a lack of textbooks for students and supplementary reading materials were the most common gaps identified.

The study also found that teacher' perceptions about content knowledge, preparation, or planning and literacy programs in teaching phonological awareness. As mentioned previously, in teachers' classroom observations, some phonological awareness activities, namely phoneme syllabification, phoneme segmentation, and phoneme blending activities in first grade, as well as in second grade, were not integrated into teachers' daily classroom presentation. In addition, teacher interviews and questionnaires showed that there was over enrollment, lack of motivation, lack of daily lesson plan, lack of textbooks, lack of library, lack of supplementary reading materials, lack of in-service training and lack of adequate teachers stakeholder support and a weak-long service preparation program are reported. However, teachers did not make efforts to adequately support their children's reading practices unless they externalized the factors. Some teachers argue that they are well prepared and planned to present their daily lessons appropriately. None of the teachers reported gaps in their content knowledge and daily lesson planning.

As indicated by the teacher response above, some of the participating teachers felt and reported that they had sufficient knowledge of the key components of phonological awareness and were integrating these skills in their early teaching. However, as observed in the actual classroom, they were not able to integrate the components of phonological awareness activities (word into syllables, rhymes, onset and rhyme, alliteration and phoneme manipulation) and were not able to do so able to plan to attend the lesson and practice these important key components of phonological awareness. Both teacher confidence and lack of reading instructional materials (textbooks, supplemental reading materials, literacy environment, and in-service training) were identified as significant factors in the early grades. Some teachers claimed that their literacy program was insufficient to provide reading instruction in the mother tongue due to inadequate pre-school education and a lack of in-service training on content and pedagogy in the early grades.

The result of the study on the challenges teachers face in teaching phonological awareness in the early grades is presented. Accordingly, the results of classroom observations, interviews and questionnaires showed a lack of motivation, in-service training, and lack of support from stakeholders, inadequate content and pedagogical knowledge, and lack of daily lesson planning. In addition, lack of textbooks, lack of access and availability of quality reading materials, lack of literacy environment, and overcrowding are identified as factors that prevent teachers from practicing phonological awareness. As shown in the content analysis of the Koorete first and second grade language textbooks haven't integrated the key components of PA and aligned with the primary school mother tongue curriculum and early grade literature. Accordingly, some components of phonological awareness were inadequately represented, others were incompletely described, and some components were omitted throughout the textbook. There are gaps in the alignment of the textbook with the corresponding curriculum and reading literature about the components of PA activities.

In general, the textbook fails to integrate the key components of phonological awareness and reading orientation in the early grades. It is identified that practical and theoretical gaps in content knowledge, pedagogical knowledge, and access to supplementary reading materials.

5.2 Conclusions

The results of the present study allow for certain conclusions regarding the practice of phonological awareness in early grades. Based on the results of the study, the following conclusions were drawn.

- Most teachers' phonological awareness teaching practices are not based on the linguistics structure of the components of phonological awareness of the Koorete language, primary school mother tongue language curriculum and early grade reading literature. Teachers' classroom teaching observations showed that teachers' daily lessons revealed that incomplete syllable segmentation and incorrect phoneme identification activities such as phoneme blending and phoneme segmentation. Furthermore, there is a lack of integration of syllable segmentation and syllable blending activities. This gap is due to lack of subject content and pedagogical knowledge for teaching Koorete language. Teachers did not adequately support children's reading activities in the classroom based on the linguistic structures of the language. There is also a lack of adequate pre-service and in-service training on the subject content and pedagogical knowledge, preparation of lesson plans, and time management for teaching phonological awareness.
- Furthermore, classroom teachers were found, late leaving the room, too much copying of time on the board, and lack of adequate scaffolding for learners are common factors. It has also been reported and demonstrated that students' lack of textbooks, quality of mother tongue reading materials, and environment for literacy practice are some factors affecting teachers' practice of phonological awareness in early grades. Therefore, teachers' phonological practice is not enough to adequately equip learners' phonological awareness in the form of early grade curricula and literature. These gaps arise because there is a lack of awareness and support from relevant stakeholders to motivate teachers to support the teaching and learning process and to access and make available relevant reading resources.
- Teachers' perceptions are presented in terms of their subject knowledge, preparation and planning and using supplementary reading materials. As noted, teachers' teaching practices did not adequately address key components of phonological awareness such as phoneme syllabification, phoneme segmentation, and phoneme blending in first and second grades. However, teacher educators externalize the factors by saying there is a lack of enrollment, textbooks, a library, in-service training, and inadequate support

from stakeholders. In addition, most teachers believe that the inadequate practice of phonological awareness is due to a lack of textbooks, supplementary reading materials, and lack of support from stakeholders, and they are not encouraged to create a reading environment for children's reading practice. Teachers made no effort to support children's reading practice, particularly phonological awareness practice.

- Furthermore, some of the teachers perceived and reported that they had adequately prepared and planned before the class presentation and used relevant reading materials for the class. However, the result of the classroom observation showed that almost all participating Koorete language teachers had no lesson planning on phonological awareness in the classrooms and did not use supplementary reading materials. As the study shows, teachers' ideas about teaching phonological awareness did not match their actual presentation in the classroom. Obviously, Koorete language teachers believed that lack of preparation or planning was due to weak pre-service training, lack of in service training, lack of reading materials and lack of support from stakeholders.
- Some teachers felt they were adequately supporting their children's reading practices. However, in actual teaching, no efforts were made to scaffold their children learning, use supplementary reading materials, create a conducive reading environment, and provide effective reading instruction. This clearly shows that there are deficits among teachers in their self-awareness of their teaching practice regarding phonological awareness, children's reading facilities and the lack of effective phonological awareness in early grades. It is also noted that the participating teachers felt that they use supplementary reading materials, that their teaching is sufficient, and that they have sufficient knowledge to teach phonological awareness in early grades. However, in actual classroom practice, most participating teachers were unable to adequately support their children's literacy instruction. Teachers have a misconception about their literacy practice in the early grades of Koorete language.
- As the study shows, there are several problems which prevent teachers from teaching phonological awareness in the early years. More specifically, the challenges are divided into four topic areas: teacher-based, reading resource-based, motivation-based, and mother tongue language curriculum based. Accordingly, teacher-related challenges include the lack of appropriate subject content and pedagogical knowledge, the lack of quality preparatory and continuing education, the lack of adequate teacher preparation or planning, and the lack of effective time management skills. Second, the

quality of reading materials (textbooks, teacher's guides, flashcards, picture cards) in schools poses challenges to reading resources such as the lack of textbooks, supplementary reading materials and an appropriate literature-rich environment.

- The next challenges were related to the lack of active participation of stakeholders such as the lack of relevant in-service training, lack of access to adequately trained teachers and teaching and learning environments, lack of an established preschool system and lack of access to quality reading materials in MT language. In the literature area, successful teachers can create relevant supplementary reading materials from their environment, such as alphabet tables, flash cards, picture cards and word games. However, the participating primary school teachers made no effort to improve the quality of reading instruction in the early grades. The final challenge is related to the existing curriculum, which is that the key components of phonological awareness activities are not integrated into the textbook, that language structure-based reading methods are not provided in early grades. There is a lack of in service training, access of instructional resource and support of experts for minority languages in Ethiopia.
- The study found that lack of support from the school community, Zonal Education Office, Regional Education Office, NGOs and the Ministry of Education was identified as one of the major challenges in mother tongue reading practice in the early grade. These institutions do not care about the access and availability of textbooks, library reading camps, and other supplemental reading materials. For this reason, Koorete language teachers do not adequately support their children in learning to read. In addition, teachers are unable to provide a sufficient foundation for early reading and a literacy environment is lacking, which negatively impacts children's later reading achievements in particular and academic performance in general. If teachers don't put a lot of effort into teaching phonological awareness, children will no longer be enthusiastic about developing phonological awareness.
- There is a close relationship between the access, availability and quality of textbooks and supplementary reading materials in the early grades. Elementary textbooks and supplemental reading materials must integrate the key components of phonological awareness as in literature. However, the provision and quality of textbooks and supplementary reading materials have been discussed as critical gaps in early Koorete language instruction. Wessels (2011:191) showed that the availability of reading materials is the first step in developing literacy skills in early grades. The result of evaluating the content of the existing textbook showed that some components of

phonological awareness were incompletely described and inadequately presented, and some content was omitted.

- The researcher concludes that the poor performance of reading exercises in the early grades is due to several factors such as a lack of literature-based primary school curricula in the mother tongue, insufficient training in the mother tongue per teaching unit, a lack of subject content of the Teachers and pedagogical awareness for the early grades. Lack of literacy skills, lack of integration of key components of phonological awareness into early grade reading materials, lack of adequate support in early grade reading exercises, etc. are identified as major factors hindering teachers' reading practice, inability to provide an attractive , to create a literacy-friendly environment to acquire reading skills in the early grades.
- The generally recommend that effective teacher training programs, adequate subject content and pedagogical knowledge, appropriate lesson planning or preparation, attractive a literacy environment, the provision and availability of textbooks, teacher manuals and reading materials and literature based primary school mother tongue syllabus and involvement of early grade literacy experts in mother tongue language development are the necessary ones, most recognized solutions for improving teacher practice in teaching phonological awareness in early grades.

5.3 Recommendations

The results of this study have important implications for early school-age reading achievement in the Koorete language in Ethiopia and native languages elsewhere. Based on the results and conclusions, the following points were recommended.

- The majority of Koorete language teachers do not regularly participate in phonological awareness exercises consistent with the early grades curriculum and literature. This is due to the lack of adequate subject content and pedagogical knowledge about the key components of phonological awareness in the Koorete language. Therefore, this study suggests that it is crucial to revise teachers' training programs per service to ensure that they are adequately aware of the subject content and pedagogical knowledge of teaching Koorete language reading in the early grades. It is also recommended that ongoing in-service training be provided on early grade reading development, time management, and the creation and use of appropriate supplemental reading materials. In addition, all stakeholders (Ministry of Education, Regional Education Office, Zonal

Education Office, NGOs and researchers) must play a role in revising the curriculum, creating an environment that promotes literacy and conducting research on the linguistic structure of languages.

- Koorete early grade language teachers have observed and highlighted theoretical and practical gaps in teaching phonological awareness. Therefore, capacity-building training is needed to increase their knowledge of effective time management, strengthen learners' reading practices, and plan daily instruction on the key components of phonological awareness in early grades. The study also recommends that all stakeholders work on the development and access to the quality of textbooks and supplementary reading materials, create an appropriate reading environment in the early grades and raise awareness.
- It is important to adequately integrate the key components of phonological awareness into the early grade curriculum, teacher training programs, student textbooks and supplementary reading materials, particularly in the Koorete language and other native languages in Ethiopia in general. This study suggests that curricula, textbooks, and other supplemental reading materials for early grades should be created by early literacy experts. Elementary school teachers should apply systematic and explicit instruction on phonological awareness and use relevant supplemental reading materials when planning lessons.
- The study also found that the majority of language teachers in Koorete reported experiencing several difficulties and that these difficulties were due to a lack of resources, including training, support from stakeholders and teaching materials. However, the teachers could not avoid the difficulties at their level. However, there are gaps in subject knowledge, lack of preparation or planning, and use of appropriate reading materials. They may not take action to address the problems, but instead externalize them. To address these issues, the study suggests that there is a need for in-service capacity building training on what to teach, how to teach, how to plan, what to teach through, and how to foster a literacy-rich environment can create To improve teachers' practice of phonological awareness and to increase teachers' awareness of reading practice in the early grades and encourage them to take responsibility for their teaching profession.
- Some teachers felt they were adequately supporting their children's reading activities. However, in actual lessons, teachers did not make any effort to educate children, use

relevant reading materials, and create appropriate reading environments. This clearly shows that there are deficits in teachers' self-awareness and in the actual practice of phonological awareness. They have misconceptions about their actual practice; therefore, it is important to provide awareness-raising training on literacy practices of Koorete language in particular and mother tongues in general in the early grade.

- The outcome of this study identified four major challenges associated with teaching phonological awareness in Koorete language in early grades. They are divided into teacher-based, reading resource-based, interest-based and native language curriculum-based challenges. Therefore, primary school teachers should be provided with adequate preparation and training on knowledge of key components of phonological awareness. In addition, early grade textbooks and reading materials must be developed by early grade literacy experts and be sufficiently available to support children's reading practice, and the reading environment should be provided by the relevant authority.
- The study also revealed that lack of support from stakeholders (school community, Zonal Education Office, Regional Education Office, NGOs and the Ministry of Education) was identified as one of the major challenges in mother tongue reading practice in the early grade. These institutions do not care about the access and availability of textbooks, library reading camps, and other supplemental reading materials. For this reason, Koorete language teachers do not adequately support their children in learning to read. In addition, teachers are unable to provide a sufficient foundation for early reading and a literacy environment is lacking, which negatively impacts children's later reading achievements in particular and academic performance in general. If teachers don't put a lot of effort into teaching phonological awareness, children will no longer be enthusiastic about developing phonological awareness.
- The study found that the teaching and learning process of Koorete language is not supported by appropriate literature, materials and stakeholders as it is a beginner language teaching medium. Therefore, from this study it is evident that the school community, the zonal education office, the regional education office, NGOs and the Ministry of Education support the education system through the access and availability of textbooks, reading camps in the library and the establishment of an attractive reading and writing environment and the provision that others need to support additional reading material. Therefore, all relevant agencies (Ministry of Education, Regional Education Office, and Zonal Education Office, school

communities, NGOs and researchers) must contribute to the quality of early grade reading instruction in the Koorete language and other mother tongues in Ethiopia and elsewhere.

- The study identified the lack of access, availability, and quality of textbooks, supplemental reading materials, a library, and a rich reading environment as critical gaps in early grade Koorete language instruction. Therefore, the Zonal Education Office, Zonal Administration, Regional Education Office and the Ministry of Education must work on the accessibility, availability and development of quality textbooks and integrate the key components of phonological awareness activities into reading resources. It was also recommended that the Ministry of Education, Regional Education Office and zonal education officials should involve early grade reading experts, particularly linguists, in curriculum design, development of teacher training programs and development of early grade materials to address the key components of Improve general reading skills at an integration level based on early grade literature.
- The next challenge is the lack of quality of the primary school mother tongue curriculum that aligns with early grade reading literature on the key components of Koorete language phonological awareness. To achieve this, the primary school curriculum must be developed by early literacy experts. It must integrate the key components of phonological awareness, for example in the specific language structure and in early childhood reading of literature.
- The study generally recommends that, to improve the reading practices of teachers in Koorete language courses, teacher training programs per service and in-service be revised to incorporate explicit and systematic phonological awareness instruction to enhance teachers' subject content and pedagogical knowledge improve particularly in the Koorete language in Ethiopia and in native languages in other countries. In addition, the study also recommends that professional development be provided on effective teaching of reading skills, teachers' lesson preparation and planning, creation of an environment that promotes literacy skills, and access and use of supplementary resources Reading material is required in early grade reading instruction. In conclusion, the study suggests that all stakeholders need to work together to develop mother tongues, particularly in revising the curriculum, the quality of the teacher training program, and the development and availability of high-quality mother tongue reading materials in primary schools.

- Further studies can be conducted to examine the reading performance of Koorete language students and other native language teachers. Other researchers might consider examining the relationship between Koorete language teachers' phonological awareness practices and students' general phonological awareness skills in Ethiopia. In general, the results of this study have some important implications for early Koorete language teachers and other native languages in a similar context in Ethiopia and elsewhere. It also contains some suggestions for the Ministry of Education, Regional Education Office, Zonal Administration, Zonal Education Office, preschool teachers, curriculum designers and textbook developers of reading materials for the preschool grade, who need to be aware of the existing limitations of the mother tongue of primary education and take them into account the preparation of new materials or the revision of existing materials.

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APPENDICES

Appendix Ia: Classroom Observation Protocol

Name of teacher (pseudo name): _____

Basic Descriptive Information

No.	Information	Description of the information
1.	Observation date:	Time: Starting: _____ ends: _____
2.	School name:	_____
3.	Grade level:	_____
4.	Sub-topic of the lesson	_____
5.	Number of students in class	Male: _____ Female: _____ Total: _____

Components of Phonological awareness to be observed.

Section A. Phonological Awareness Instructions adapted from NRP (2000) & Schuele & Boudreau (2008)

Stages	Activity	Descriptive notes (what I have seen)	Reflective notes (how I interpret what I have seen)
Words into syllables	<p>Isolation: “Tell me the first syllable in ‘forget’ (for)</p> <p>Blending: “What word is, /’ex/-/er/-/cise/ (exercise)</p> <p>Deletion: “What is ‘teacher’ without /er /?” (teach)</p> <p>Segmentation: Sound out numbers of syllables in the word ‘remember’ (re/mem/ber =3 syllables)</p>		
Rhyme	<p>Identity: Which two words among these rhymes? Forget, remember, bet? for-</p>		

	<p>get & bet</p> <p>Production: “Which one sounds different – jug, ram, bug?”</p>		
Alliteration: initial and final sound sorts	<p>Which two words have the same initial sounds?” Peter, piper, kipper,</p>		
Onset-rime segmentation	<p>Isolation: Which ones sound different: Jug, ram, bug?</p> <p>Categorization: “Which ones sound the same – rib, bib, jag?”</p>		
Segment ini- tial & final sounds	<p>Initial sound: ‘mask’ without the /m/ is? ‘ask’</p> <p>final sound: ‘dog’ without /g/ is? ‘do’</p>		
Blend sounds into words	<p>“What word do you get from the sounds, /k/-/a/-/t/?” cat</p>		
Segment words into sounds	<p>“How many sounds in a cat?” (3 -- /k / +/a / + /t /</p>		
Phoneme manipulation	<p>Identity: “Tell me the sound that is the same in far, flow, and France.” (/f/)</p>		
	<p>Isolation: “Call individual sounds in the word ‘hat’? /h/-/a/-/t/</p>		
	<p>Categorization: “Which word does not belong? man, morning, friend?” (friend)</p>		
	<p>Blending: “What word is, /f/- /i /- /f /-</p>		

/t /-i/?” (fifty)		
Segmentation: “How many sounds in a cat?” (3 -- /k / +/a / + /t /		
Deletion: “What is ‘train’ without /t /?” (rain)		
Addition: What word do you have if you add /s/ to the beginning of /park/? (spark)		
Substitution: The word is a rug. Change /g/ to /n/. What is the new word? (run		

Appendekse Ib: Erunxi Sumaso Beyo Porotokoole

Erusaxi Sunxe (bishushe sunxe): _____

Kaacho maaqe addusute maxo

T/f	Kaxo maxo	Kaacho maxo adduso
1.	Beyo wonta:	Wogga: denx: _____ also: _____
2.	Erunxi zawa sunxe	_____
3.	Erunxi suma:	_____
4.	Erunxi zeere qino	_____
5.	Eriyasaxiti taafu:	Asanxe: _____ Maacho: _____ Kume: _____

❖ Nuuna xheysiti gaxhe ayfunxiti hantutte gaxhe

Shaho A. Nuuna xheysiti gaxa eruse oge, (2000), Schuele & Boudreau (2008)			
uttuxa	Lossunxita	Hantute beyutase	Beyutasi waydi addusutesa
Kato kato shahuwaka	<p>Shahe: “Kana hine katuwa acha ulke ohuwa” (Ka)</p> <p>Bhikile: “/ga/-/la/-/la/ aba ktoni medhe? (galala)</p> <p>Bayse: “zawade hinesa /de/ baasa ? (zawa)</p> <p>Bude: zawade hinesa yese ulke shahuwa. (za/wa/de) = 3ulke</p>		
Woluke xhygutesa	<p>Oonunte shahe: ha katitapa ani lami’I katitani woluke xheygutesa? Dargute, zingale, worgute? Dargutiyara worgutiyaara</p> <p>Meddhe: “ani xheysuni peda bishay: bakka, shanka, kedda?”</p>		
Achaara aalicira xheysita shahe	Ani lam’i katitani acha woli bisha xheyse keengesa? banga, gossa, badho		
Acha-alsuwara xheysit sula shahe	<p>Shahe: ani xheysuni peda bishay: malla, bakka, bolla?</p> <p>Sule: “ani xhysuni woli bishay: maata, toora, woota?”</p>		
Achaara aaliciraara xheyse cike	<p>Acha xheysi: ‘maxe’ /m/ baasa? ‘axe’</p> <p>Aalicira xheyse: ‘nuu’ /u/ baasa? ‘nu’</p>		
Xheysita wola ici kato medhe	“aba ktoni ha xheysitapa ne degexe: /k/-/a/-/n/-/a/?” kana		
Kato xheysituka cike	“anxhi xheysuna ‘kana hinesa yeasa?’” (4- /k+/a+/n/-/a/		
Xheysita go’utte	Oonunte shahe: “woli bisha maaqe xheyse:		

	galla, gobbara gil'a hinesa?" (/g/)		
	Shah: "galshe" ha katuwa yese xheysita xheyguwayte"? /g/-/a/-/l/-/sh/-/e/		
	Sule: "ani katoni wolla anguwaasi: ade, zaga, zaade?" (zaga)		
	Bhikile: "aba katowu: /k/-/ee/-/m/-/o/ medhe? (keemo)		
	Bude: "aanxhi xhysytani 'toora' hinesa yesa?" (4--/t+/oo+/r+/a/		
	Bayse: "bade /b/ baasa?" (ade)		
	Kose: /axe/ hine kato gara /k/ hine xheyse kosete aba katoni ne degexe? /kaxe/		
	Dhaaluse: maxe hine katuwa /m/ godo /k/ gelese ne degexe katoy /kaxe/ hinesako/		

Appendix IIa: Interview Questions for Teachers

I have some questions I'd like to ask you related to this lesson. Would you mind if I taped the interview? It will help me stay focused on our conversation and it will ensure I have an accurate record of what we discussed.

Place of the interview: _____ Participant's Code: _____

School Name: _____ Size/ length: _____

Mode of the interview: _____ File format: _____

Interviewer: _____ Interviewee Date: _____

Section A: Participant's bio-data

1. Please would you introduce your school's name?
2. In which class you are teaching and what number of students are in a class?
3. What is your highest academic qualification?
4. How long have you been teaching the Koorete language in early grade?

Section B: Teachers Practice of Phonological Awareness

5. Were you taught in your college courses about the components of phonological awareness?
_____ If yes, what types of activities? _____
6. Were you taught in your college courses how to teach the components of phonological awareness? _____ If yes, what type of teaching method do you use?
7. How would you describe your literacy program in terms of PA in early grade?
8. What kinds of activities do you integrate into your teaching practice of PA?
9. How do you assess your phonological awareness practice in your daily lesson?
10. How do you identify and help struggling readers during your daily lesson presentation?
11. Do you feel that you are adequately prepared to teach PA in early grades?
12. Is there a literacy-rich environment to teach reading in early grades??? If yes, would you mention available materials? If not, why?

13. How would you describe your daily lesson preparation and presentation concerning teaching PA? Is it adequate?
14. Do you prepare additional supplementary reading materials and use them to support your lessons? If yes, which ones are they? If not, why?
15. How often do you attend in-service training, workshops, and seminars regarding teaching PA?
16. What amount of time are you currently spending daily on teaching phonological awareness?
17. What are the challenges you experience teaching phonological awareness in the early grades classroom? How did you deal with these?
18. What do you recommend to improve these challenges related to teaching reading in your schools?

Appendekse IIb: Shahona Naqutese Erusaxi Nuuna Oyche

Ne sumaso ta beyorosa ne mato gisha orjenako ta gallate. Ha ne erunxaara wola aytesesa bidzi bidzi oychitako ta oyce. Teepeña ta shonqorosa ne pakada ayko nu wolla odo gara kahe nu mahorosa orjenako e go'e.

Oyci Godo: _____ Oycutachi beyta: _____

Erunxi Zawa: _____ Bhikilo geno: _____

Oychi Bisha: _____ Bhikilo bisha: _____

Oycache: _____ Oychi wonta: _____

Shaho A: shahutaxi geede mamaku

1. Ani erunxi zawapani ne yoodo?
2. Ani sumasoni ne eruse, aanxhi eriyasaxitani yesa?
3. Ani genowa ne erdese?
4. Aba gede woggani Koorete ne erusese?

Shaho B: Erusaxi xhysita gaxxhi sumaso hantutte

5. Kolejiya nuuna zeere xheysiti ayfunxe gaxhe gisha erdiya erdiya ne yecha? E maako, aba bisha lossunxitani ne erdecha?
6. Kolejiya, nuuna zeere xheysiti ayfunxe waysi e erusute oge erdiya ne yecha? E maako, aba bishitawa?
7. Ne zeerusiyaara diiziyaara eruse oge waysini ne beene?
8. Nuuna zeere xheysita erusese, aba bisha lossunxitana ne wonta erunxuka ne go'utteses?
9. Wonta ne erunxuka nayshi nuuna zeere xheysists gaxhe waysini ne make?
10. Nuuna xheysese zeeruse madhunge nayshita ne wonta erunxe erusuwaka waysina ne mare?
11. Nuuna zeere xheysita erusiyara wola aytesesa wonta erunxe erusese ne naqutte waysini ne beene ? elako e elediya ne maxe?
12. Zeerusiyaara diiziyara erusese bishe gayroy yesa yese? E maako, ohuwa? E badeso amee?
13. Wonta ne nuuna xheysita zeeruse naqutiyaara uqusiyaara waysini ne beene? Elesuwaa?

14. Nuuna xheysista erusese go'e maro miijhita nadhi go'uttuwa ne go'utte? E maako aba?
E dheeko amee?
15. Hanta gara lossunxita, zeeruse eruse oge killonxita aba gedesani mati mati ne degesese?
16. Wonta erunxaaka nuuna xheysita eruse aba gede wogani ne go'utte?
17. Nuuna xheysitsa erusiyaara wola aytese jheetiti abawa? Ha jheete waani ne beene?
18. Ha e apana zeeruse erusiyaara wola aytese jheetita aba ogenani bircheshe nu danda'e?

Appendix IIIa: Questionnaires for Teachers

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Linguistics and Philology

Dear Teacher,

Currently, I am conducting a Ph.D. research titled: ‘An Investigation of Early Grade Teachers’ Practice of Phonological Awareness: The Case of Koorete Language’. To achieve the objective of the study, different questionnaires have been designed to gather information. Hence, your co-operation and willingness to provide genuine response to each of the items determines the success of the study. Therefore, I kindly request you to respond to each of the items carefully and honestly according to the instruction. Please note that any information that you give to each item of the questionnaire will be kept confidential and it will be used only for research purpose.

The purpose of the questionnaire is to explore teachers’ perceptions of their preparedness in teaching phonological awareness in the first and second grades of the Koorete language.

Part 1: Personal Details

Name of Teacher (Pseudo name): _____ age _____ Gender _____

Name of School: _____ Grade level: _____

Subject: _____ Mother tongue: _____

Teacher’s qualification: _____ Teaching experience: _____ Date: _____

Part 2: Teachers' perceptions of their preparedness to teach phonological awareness

Please select the scale below that represents how you rate your preparation for teaching phonological awareness in the first grades using the Likert scale words provided: **Agree**, **Unsure**, **Disagree**, to present frequency and percentage.

Level of preparedness	Agree		Unsure		Disagree	
	Freq.	%	Freq.	%	Freq.	%
I ensure that I have integrated all components of PA in reading instruction						

I regularly prepare and plan the daily lessons before classroom presentation						
I can use supplementary reading materials in classroom teaching						
I have received adequate training before PA						
I have gained adequate awareness of teaching PA						

Part 3: Teachers' perceptions that hamper their preparation for teaching PA

	Agree		Unsure		Disagree	
	Freq	%	Freq.	%	Freq	%
Teachers' perception of the challenges						
Lack of adequate in-service training						
Inadequate subject content and pedagogical knowledge						
Lack of motivation toward the teaching profession						
Number of students' over-enrollment						
Lack of teachers' lesson preparation and daily lesson plan						
Lack of adequate supplementary reading materials						
Lack of adequate support from stakeholders						
Lack of conducive literacy environment (library, etc...)						

Appendekise IIIb: Erusaxiti diizi mahe oyche

Adisaaba Unbeersite

Humanitise Kolleege, Nuuna Diishi beyita, Gaazexhaxuntiyaara Muhuwaara,

Nuuna Zeeriyaara Olo zeerita Diishi beye Suma

Eehutese Erusaxo,

Hatte tani, ta PhD erunxi diishi beyo ‘Hacha sumaso Erusaxiti Nuuna Zeere Xheysita Waysi sumasuwa u Erusesa degexe: Koorete Nuunana. Hine diizoko ta hantiya yese’. E eluso degexese laga oyichitako maxo degexese naqutesa. Ha e gisha, aade maadhese maxo ingese ne mato maroy, ha diishi beyose orjeko e go’e. Ha e gisha, garamona e bidzi bidzi oyichita e woosoke ne mahorosa ta oyce. Ani ne inge maxoni ha diishi beyosewoko e go’utte.

Ha diizona mahute oyichi naquttosi e angusi ellusoy Koorete nuuna erusaxiti erususune muho jheetita degexeseke.

Shaho 1: Ye axi yeso mamako

Erusaxi sunxe: _____ bera _____ asanxete/maacete _____

Erunxi Zawa: _____ sumaso: _____

Erunxe: _____ Nuuna birche nuuna: _____

Erusaxi Erunxi genno: _____ Erusaxi hanta Bera: _____ Wonte: _____

Shaho 2: Erusaxi zeere xheysita erusiyaara aytese be naqutte u beyo oge.

Bidzunxo suma nayshe zeere xheysita erusiyaara wola aytesesa naqutte shahese danda’e ha e oomo yese uttuxituna shahuwayte: **eewa, eezo, oo’o** hinesuna e mahutiyaara e persentiyaara gaduwayte.

Naqutte genno	Eewa		Eezo		Oo’o	
	maaq.	%	maaq.	%	maaq.	%
Uddi zeere xheysita zeeruse erusiya gelisiko ta yese						
Uddi wogaa eruseme buro ta wonta erunse naqutoko ta naqutte.						
Zeeruse eruse kiidho maro miijhita go’utoko ta go’utte.						

Zeere xheysita eruseme buro worgusse lossunxo ettiko ta yese.						
Elle gaxhe xheysita erusiyaara wola aytesesa degesiko ta yese.						

Shaho 3: Zeere xheysita erusese ta naqutusune dhumo maaqese danda'e jheetitaara wola aytese erusaxi beyo

	Eewa		Eezo		Oo'o	
	maaq	%	maaq	%	maaq	%
Jheetiti gara erusaxito beyo						
Hanata gara lossuxo dheebe						
Ellese danada'e erunxaara eruse ogiyaara ere dheebe						
Erusaxiti erusese denxo dheebe						
Eriyasaxiti eruso sumaa lage						
Erusaxiti erusese naqutte dheebe						
Erunxe kiidhe zeeruse maro miijhita dheebe						
E worguse axiti nuuna eruse dicheshe mare dheebe						
Bisheshe zeeruse eruse garo dheebe (beyose, pissharo zawa...)						

Appendix IVa: Interview Questions for School Directors

Place of the interview: _____ Participant's Code: _____

School Name: _____ Size/ length: _____

Mode of the interview: _____ File format: _____

Interviewer: _____ Interviewee Date: _____

General information about the context of the school.

1. What is your school's name?
2. For how long have you been in teaching and Head of the school?
3. Have you received in-service training on how to support mother tongue teachers?
4. How many hours, per week, do you provide instructional support for your MT teachers?
5. How do the mother tongue language lesson plans would be reviewed in your school?
6. Do you support teachers on how to teach MT in early grades, particularly reading? How?
7. How do you describe the number of MT teachers and rate the performance of Koorete language teachers in your school?
8. What is the weekly period allocation of MT at grades 1 and 2 and how do you evaluate?
9. How do you evaluate the availability of MT textbooks, teachers' guides, supplementary reading materials, and the ratio of students in a class?
10. Is there a well-organized library in the school? Do lower grades use it? If not, how it could be solved?
11. In your school, who is responsible for observing teachers in the classrooms? And how often it occurs?
12. How do you know whether the school children are progressing in reading skills?
13. How often do teachers in your school attend in-service training in reading skills?
14. What can you say about the teacher's preparation and training in reading? Is it adequate?
15. Is teaching MT, particularly, PA a problem in early grade? If yes, what could you consider as the main problems?
16. What would you suggest to improve the existing challenges you mention?

Appendekise IVb: Erunxi Zawa Durkaxuse Nuuna Oyche

Oychi godo: _____ Oycutaxi beyta: _____

Erunxi Zawa: _____ Bhikili genno: _____

Oychi bisha: _____ Bhikilo bisha: _____

Oycache: _____ Oychi wonta: _____

➤ Erunxi zawa gayro gisha kume maxo

1. Ne erunxi zawa erusuwa?
2. Aanxhi woggasewu erusaxe maadhiyaara erunxi zawa durkaxe maadhi ne hantese?
3. Koorete nuuna eruse garani maaqe maro gara ne ettese erunxi yesa yesa?
4. Aba gede wogani Amaro laapa ne erusaxita nu mare/kiidhe?
5. Ne erunxi zawa Koorete nuuna wonta erunxe waysini hi paacce?
6. Erusaxiti Koorete erususune waysini hi mare, gardini zeeruse gara?
7. Hi erunxi zawa Koorete erusaxi taafuwara eruse ogiyara waysina hi beene?
8. Kooretese amaro laapuka ingute wogay abagedesawa, waani eruse oge hi makke?
9. Eriyasaxi pissharo, erusaxi durkeni maaqe maro miijhiti ayfunxi wani hi beene?
10. Pissharo zeeruse zaway yesaase? E yeso waani hi go'utte? E badeso wani birchuso?
11. Hi erunxi zawa erusaxe ooni beenesa? Waani e hantute?
12. Ne erusaxi zawa nayshi, zeeruse danda'o u dichiya yesesa waysini hi ere?
13. Zeeruse oge dichese, erusaxi hanta gara losso aba gedesani e degexiya yese?
14. Erusaxi zeeruse eruse naqutiyaara u lossunxuwaara waysini ne beene?Elesuwa?
15. Zeeruse erusey, gardini xheysi gaxaara xheysi diizo beyta erusey jheetiya? E maako amu jheetey?
16. Ha e apana ne denso zeeruse erusiyaara wola aytese jheete birchese amu mahe e worguse?

Appendix Va: Interview for College Instructors

Place of the interview: _____ Participant's Code: _____
School Name: _____ Size/ length: _____
Mode of the interview: _____ File format: _____
Interviewer: _____ Interviewee Date: _____

Section A: Participants bio-data

1. Please would you introduce your name and your college's name?
2. What is your highest academic qualification?
3. How long have you been teaching the Koorete language in college?

Section B: Instructors Practice of PA

4. How many courses are designed to teach reading in the mother tongue language? Do the courses incorporate phonological awareness skills?
5. What activities do you use to teach phonological awareness skills?
6. How do you teach the sound systems and letter-sound correspondence in the Koorete language?
7. How do you evaluate the trainee's phonological awareness practice in your daily lesson?
8. What amount of time are you currently spending daily on teaching phonological awareness?
9. What reading materials do you use to teach phonological awareness?
10. How do you evaluate the content of courses to teach phonological awareness?
11. How do you prepare your daily lesson about teaching phonological awareness?
12. What can you say about the teacher preparation and training on reading skills?
13. How do you make your children participate in reading activities?
14. Is there a well-organized rich literacy environment, library, and materials to teach PA?
Explain it.
15. Do you attend workshops, and seminars related to reading instruction in teaching MT?
16. Describe the most effective way to teach sound-letter correspondence.
17. What are the factors that affect teaching phonological awareness in the college?
18. What do you recommend to improve these challenges in your colleges?

Appendekise Vb: Koleejiya Yese Eruse Erusaxiti Nuuna Oyche

Oychi godo: _____ Oycutaxi beyta: _____

Erunxi Zawa: _____ Bhikili genno: _____

Oychi bisha: _____ Bhikilo bisha: _____

Oycache: _____ Oychi wonta: _____

Shaho A: shahutaxi geede mamaku

1. Ani Koleejiyani ne eruse?
2. Ani genowa ne erdese?
3. Aba gede woggani Koorete ne erusese?

Shaho B: Erusaxi xheysi gaxaara diizo beyta xheysaara eruse oge

4. Zeeruse erusese ani gede moojuleni naqutesa? E gidaa nuuna xheysiti gaxi modhusiya e addusutese?
5. Xheysi gaxaara diizo beyta xheysaara erusese aba lossunxitani ne go'utte?
6. Ha xheysi gaxaara diizo beytita wonta erunsa waysini ne eruse?
7. Eriyasaxiti xheysi gaxaara diizo beytiti xheysaara waysini ne make?
8. Nuuna xheysi gaxe erusese wontaa aba gede woggani ne go'utte?
9. Aba zeeruse miihhitani nuuna xheysiti gaxe erusese ne go'utte?
10. Xheysi diizo beytiti muho erusese gardesesa bishe oge addusuwa?
11. Pisshariti ayfunxa nuuna xheysi gaxenwonta erunsa waani ne make?
12. Wonat ne erunxe naqutte xheysi gaxaara ayssi wanu ne beene? Elesuwa
13. Zeeruse danda'uwaara wola ayssi, erusaxi naqutiyaara lossunxiyaara waysini ne beene?
14. Ne eriyasaxita zeeruse erusiyaaka waysine ne shahuse?
15. Zeeruse erusese bishe gayroy yesa yese? Addusuwa?
16. Zeeruse gara losunxita aba gedesani ne shahutiya yese?
17. Xheysi gaxaara xheysi diizo beyta muho erusese madhunxe jheetiti abawa?
18. Ha e apana ne denso jheetita ooxese amu mahe e worguse?

Appendix VIa: Content analysis guideline

Place: _____ Observant name: _____
 School name: _____ Grade: _____
 Subject: _____ Observer: _____
 Mode of data: _____ File format: _____
 Data collection date: _____ Length of recording: _____

Part I. Contents of the instructional materials to be analyzed at all levels.

Section A. Component of Phonological Awareness NRP (2000), Schuele & Boudreau (2008)			
Level of PA	Unit	Issues to be analyzed	Description of validity
Broad simple level/ Phonological level	Syllable	Isolation	
		Blending	
		Deletion	
		Segmentation/ Counting	
	Rhyme	Identity/Recognition	
		Production	
	Alliteration	Alliteration	
		Onset and Rime	Isolation
		Categorization	
Narrow complex level/ Phoneme level	Phoneme	Identity recognition	
		Isolation	
		Categorization	
		Blending	
		Segmentation	
		Deletion	
		Addition	
		Substitution	

Appendekise VIb: Eruse Miihiti ayfunxe beyo

Godoo: _____ Beyutaxi sunxe: _____
 Erunxi Zawa: _____ Sumaso: _____
 Erunxi sunxe: _____ Beyaxi sunxe: _____
 Bhikilo bisha: _____ Bhikilutasi bisha: _____
 Wonta: _____ Shonqutasi genno: _____

Shaho A. Nuuna xheysiti gaxa eruse oge, NRP, 2000; Schuele & Boudreau, 2008			
uttuxa	lossunxita	Hantute beyutase	Beyutasi waydi addusutesa
Kato kato shahuwaka	Shahe: Wolla bhikile: Bayse: bude:		
Woluke xhygutesa	Shahutte: Meddhe:		
Achaara aalicira xheysita shahe	Woli bishunte shahe:		
Acha-alsuwara xheysit sula shahe	Shahe: Sule:		
Achaara aaliciraara xheyse cike	Acha xheyse: Aalicira xheyse:		
Xheysita wola ici kato medhe	Xheysita bhikile:		
Kato xheysituka cike	Xheysita bude:		
Xheysita go'utte	Xheysi oonunte:		
	Shahe:		
	Sule:		
	bhikile:		
	Bude:		
	Bayse:		

Appendix VIIa: Sample Classroom Observation Transcript

Place: **Koore Zone** Observant name: **Teacher one (T1)**
 School name: **Sing Kela** Grade: **One**
 Subject: **Koorete** Observer: **Researcher**
 Mode of data: **Observation** File format: **MPG to .txt**
 Data collection date: **March 1, 2021** Length of recording: **20:10'**
 File name: **T₁2021-03-01-G₁-sk-ob-#01-20:10'-txt**

Teacher's Code	Teacher's reflection	Student's reflection (Ss)
T ₁ 2021-03-01-sk-ob-#01-20:10'-txt	It says, read the following sounds: <i>qa, qe, qi, qo, qu</i> Pointing to long vowels, how they are written?	Ss: long
	They are doubled, because vowels are doubled, how you pronounce, you pronounce <i>qaa</i> lengthen the vowel. You pronounce <i>qaa</i> lengthen.	lengthen
	This is also, This is	qa
	You pronounce short vowel, because it is not doubled	
	<i>qe,</i>	<i>qe</i>
	<i>qi,</i>	<i>qi</i>
	<i>Qo</i>	<i>qo</i>
	<i>Qu</i>	<i>qu</i>
	<i>This is long vowels, qaa,</i>	<i>qaa,</i>
	<i>qee,</i>	<i>qee</i>
	<i>qii,</i>	<i>qii</i>
	<i>qoo,</i>	<i>qoo</i>
	<i>Quu</i>	<i>quu</i>
	These letters are short vowels <i>qa, qe, qi, qo, qu</i> and the next ones are with long vowels <i>qaa, qee, qii, qoo</i> and <i>quu</i>	
	(1) Sounds produced with short vowels are <i>qa, qe, qi, qo, qu</i> , and with long vowels: <i>qaa, qee, qii, qoo, quu</i> and words: <i>eqo</i> 'string' <i>qoro</i> 'Judg', <i>goodze</i> 'round stone' <i>quail</i> .	
	<i>This sounds are doubled, therefore, they are pronounced by lengthen. You pronounce single vowels by shorten Look at the following words and say it!</i>	
	<i>Ego</i>	<i>ego</i>
	<i>Qirqace</i>	<i>qirqace</i>
	<i>Hayqe</i>	<i>hayqe</i>
	<i>Qoro</i>	<i>qoro</i>
<i>Qupula</i>	<i>qupula</i>	
<i>koodze</i>	<i>koodze</i>	
The given words are <i>eqo</i> "string", <i>qirqace</i> "species of bird", <i>hayqe</i> "intestine", <i>qoro</i> "judge" and so on.		

(2) Here I have a specific letter. It is /p/, pii, piire; this is /p/, poo, poosta; and /p/, poo, poolise.	
This says, <i>kooje</i> , it says <i>kooje</i> , This is <i>kooje</i>	
As we have seen here, when vowel doubled we pronounce by lengthen the vowels, when they are single we pronounce by shorten the vowels. You have learnt long vowels, correct?	Correct!
You have learnt long vowels, when it became long vowels, when it became short vowels. When vowels sounds are doubled we can say long vowels. The doubled vowels are pronounced by lengthen. Here it is a single, we can say <i>qa</i> , here it is double, we can say <i>qaa</i> When the vowels are doubled we pronounce by lengthen and when it is single we pronounce by shorten the sound.	
When we see that the sounds produced with short vowels are <i>qa, qe, qi, qo, qu</i> , the children follow it, and with long vowels: <i>qaa, qee, qii, qoo, quu</i> and read these words: <i>eqo</i> 'string' <i>qoro</i> 'Judg', <i>goodze</i> 'round stone' quail.	
Here it also request to write short vowels again and again.	write
Write this letters again and again What is this	<i>q</i>
It says write ' <i>q</i> ' again and again, again?	<i>q</i>
This?	<i>q</i>
Again <i>qa</i> , again <i>qa</i>	<i>qa</i>
How about this?	<i>qaa</i>
We pronounce ' <i>qaa</i> ' long vowel, because the vowel sounds are doubled therefore, we pronounce as long ' <i>qaa</i> '. we pronounce by lengthen the vowel <i>qaa, qaa</i>	
How we pronounce this? Look at me and listen what I say.	<i>ii</i>
We say this <i>qee, ee</i>	
How you say this <i>ee</i> , it is doubled <i>qee, qee</i> , we pronounce like this by vowel lengthen, say it!	<i>ee</i>
The vowel is doubled therefore, we pronounce <i>qaa, qaa, qaa, qaa</i> , Also, the vowel <i>qa</i> is single therefore, we pronounce, <i>qa, qa, qa</i>	
This also, <i>qaa, qaa, qaa</i> because we pronounce lengthen the vowel	
When it is doubled we pronounce by lengthen and when it is single we pronounce shorten the vowels. As a result, they are long and short vowels	
Now write it!	We are writing.

Have you finished?	Yes some/no others
Do you understand?	silent
Students do you understand?	yes
How I pronounced this one?	<i>qa</i>
<i>Qa</i>	
This is.....?	<i>qee/qaa</i>
<i>Qaa</i>	<i>qaa</i>
<i>Qaa</i>	<i>qaa</i>
This is also	<i>qe</i>
Because it is not doubled	
This is <i>qee</i> , we say <i>qee</i> , because vowels are doubled	<i>qee</i>
This is also?	<i>qi</i>
<i>qii or qi</i>	<i>qi</i>
<i>Qi</i>	<i>qii</i>
This... (pointing to <i>qii</i>) <i>qii</i>	<i>qii</i>
This is also,	<i>qo</i>
This	<i>qoo</i>
This is?	<i>qu</i>
This is?	<i>quu</i>
Therefore, when vowels are doubled, we pronounce?	Lengthen
When it is single, we pronounce shorten vowel Say the following words. How you say this?	<i>eqo</i> 'string'
This is?	<i>qirqace</i> 'species of bird' <i>hayqe</i> "qoro"
This is? <i>Hayqe</i>	<i>hayqe</i> 'intestine'
This is? <i>qoro, qoro</i>	<i>qoro/qoro</i> 'judge'
This is?	<i>qupula</i>
This is?	<i>naxe</i>
This is <i>kooje</i> , because there are two <i>oo</i> 's	<i>kooje</i>
There are two <i>oo</i> 's therefore, we pronounce long vowels. Write this again and again.	
How you pronounce this 'me'	<i>me</i>
This is 'mee'	<i>mee</i>
<i>mu</i> 'pointing to 'mu'	<i>mu</i>
<i>Muu</i>	<i>muu/maa</i>
'm' with 'a' we pronounce ma. With 'aa' we pronounce maa, there is vowel lengthen	<i>ma/maa</i>
<i>Mo</i>	<i>mo</i>
<i>Moo</i>	<i>moo</i>

Place: **Koore Zone** Observant name: **Teacher one (T2)**
School name: **Dano Bulto** Observer: **Researcher**
Subject: **I** Grade: **One**
Mode of data: **Observation** File format: **MPG to .txt**
Data collection date: **March 3, 2021** Length of recording: **22:22'**
File name: **T₂2021-03-03-G₁-db-ob-#02-22:22'-txt**

Teacher's Code	Teacher's reflection	Student's reflection (Ss)
T ₂ 2021-03-03-db-ob-#02-22:22'-txt	What is this letter? /p/	/p/
	Say it again?	/p/
	Ok, we have these syllables like <i>p<i>ii</i>, p<i>oo</i></i> and words <i>p<i>ii</i>re, p<i>oo</i>sta</i> and <i>p<i>oo</i>lise</i> .	
	Read this syllable? Pointing to /p/, /p <i>ii</i> /, /p <i>ii</i> re/	/p/, /p <i>ii</i> /, /p <i>ii</i> re/
	Say this syllable pointing to /p/, /p <i>oo</i> /, /p <i>oo</i> sta/	/p <i>oo</i> /, /p <i>oo</i> sta/
	Pointing to the syllable and a word /p/, /p <i>oo</i> /, /p <i>oo</i> lise/	/p <i>oo</i> /, /p <i>oo</i> lise/
	(2) <i>Here I have a specific letter. It is /p/, p<i>ii</i>, p<i>ii</i>re; this is /p/, p<i>oo</i>, p<i>oo</i>sta; and /p/, p<i>oo</i>, p<i>oo</i>lise</i>	
	Good morning	
	We learn Koorete language, open your textbooks.	
	Harry up, write down	
	Look up there and write accordingly! Look carefully and write near by	
	Write as it is; write as it is in the given line carefully. Very good, very good	
	Hurry up, write as soon as possible.	
	Finished? Write separated letters separately and related letters nearly.	
	Now, listen here, ok? Ok, have you listened? Listen carefully; our today's lesson is lesson 1. Long and short letters. We have met today for the first time after the opening of second semester, therefore, we learn about long and short vowels, what letters?	
	Say again!	Long and short vowels.
	We see together about long and short vowels.	Short vowels
	They are long vowels and short vowels and they are written on the blackboard, therefore,	
	What is this?	Short vowel
	Short vowel This is also?	Long vowel
	Very good, very good, you are great!	Short vowel
	What is this letter? 'Pointing to short vowel'	
	What is this letter? 'pointing to long vowel'	Long vowel
	What are those letters in this column?	Long vowels.

	What are those letters in this column? Very good, you are great	
	Who can say this?	<i>A</i>
	Ok, This also?	<i>Aa</i>
	This also	<i>a</i>
	Good, other also, Say this one, Say it after me, Ok.	
	<i>A</i>	<i>a</i>
	<i>aa</i>	<i>aa</i>
	<i>I</i>	<i>I</i>
	<i>Ii</i>	<i>Ii</i>
	<i>Ita</i>	<i>Ita</i>
	<i>o</i>	<i>o</i>
	<i>oo</i>	<i>oo</i>
	<i>u</i>	<i>u</i>
	<i>uu</i>	<i>uu</i>
	<i>e</i>	<i>e</i>
	<i>ee</i>	<i>ee</i>
	(7) The short vowels are (<i>a, e, I, o, u</i>) and the long vowels are (<i>aa, ee, ii, oo, and uu</i>). Please say the sounds after me, <i>a, e, I, o, u</i>	
	Do you understand?	<i>Yes</i>
	When you say short vowel you say shortly or when you say double vowel, you lengthen the pronunciation	Shall we write
	It is ok, When I say you need to follow	
	<i>a</i>	<i>a</i>
	<i>aa</i>	<i>aa</i>
	<i>aafe</i>	<i>aafe</i>
	<i>a</i>	<i>a</i>
	<i>aa</i>	<i>aa</i>
	<i>aafe</i>	<i>aafe</i>
	<i>I</i>	<i>I</i>
	<i>Ii</i>	<i>Ii</i>
	<i>iita</i>	<i>iita</i>
	<i>Indo</i>	<i>Indo</i>
	Can we say 'indo' mother?	
	<i>I</i>	<i>I</i>
	<i>Indo</i>	<i>Indo</i>
	<i>Ii</i>	<i>Ii</i>
	<i>Iita</i>	<i>Iita</i>
	<i>a</i>	<i>a</i>
	<i>acho</i>	<i>acho</i>
	<i>aa</i>	<i>aa</i>
	<i>aafe</i>	<i>aafe</i>
	<i>Ii</i>	<i>Ii</i>
	<i>Iita</i>	<i>Iita</i>
	<i>oo</i>	<i>oo</i>

<i>oo'o</i>	<i>oo'o</i>
<i>o</i>	<i>o</i>
<i>ota</i>	<i>ota</i>
<i>u</i>	<i>u</i>
<i>uu</i>	<i>uu</i>
<i>uuxe</i>	<i>uuxe</i>
<i>u</i>	<i>u</i>
<i>utta</i>	<i>utta</i>
<i>uuxe</i>	<i>uuxe</i>
<i>e</i>	<i>e</i>
<i>ee</i>	<i>ee</i>
<i>eewa</i>	<i>eewa</i>
This lesson is when vowel sounds have shortens vowel pronunciation and consonant sounds are pronounced in single, here we have learned. Here also, we see when consonant take vowels and when vowel sound are taking consonant sounds. Before we see the other who can stand and say this as I have pronounced? Come here and read it loudly.	
<i>A</i>	<i>a</i>
<i>aa</i>	<i>aa</i>
<i>I</i>	<i>I</i>
<i>Ii</i>	<i>Ii</i>
<i>o</i>	<i>o</i>
<i>oo</i>	<i>oo</i>
<i>i/u</i>	<i>i/u</i>
<i>i/u</i>	<i>i/u</i>
<i>u</i>	<i>u</i>
<i>uu</i>	<i>uu</i>
<i>e</i>	<i>e</i>
<i>ee</i>	<i>ee</i>
Have you finished?	Yes we have finished.
Today we will learn, section 4.3 on page 52. It is, alphabet, what is it?	Alphabet
Let's see together, we see alphabets. How is it sequentially? How you read this? <i>Miiqe!</i> How you pronounce? <i>Miiqe!</i>	

Place: **Koore Zone** Observant name: **Teacher one (T3)**
 School name: **Qore Biko** Observer: **Researcher**
 Subject: **Koorete** Grade: **One**
 Mode of data: **Observation** File format: **MPG to .txt**
 Data collection date: **March 5, 2021** Length of recording: **32:33'**
 File name: **T₃2021-03-05-G₁-qb-ob-#03-32:33'-txt**

Teacher's Code	Teacher's reflection	Student's reflection (Ss)
T ₃ 2021-03-05-qb-ob-#03-32:33'-txt	What we have been learnt yesterday?	<i>Diizo beyta 'p'</i>
	word stand by 'p' are:	<i>203uce, peyxha, poolise, poosta, pite, piire, paqe, pirapiro</i>
	All of you, you need to read	
	Who can read?	<i>Pige ayxey iitakko.</i>
	<i>Lako gara yesa?</i>	<i>Yeley 203uce puuco</i>
	<i>Haysso gara yesesa?</i>	<i>Poolisey kayso aytto.</i>
	<i>Oysoo gara yesesa?</i>	<i>Kafoy fangena dendo.</i>
	<i>Ichicho gara yesesa?</i>	<i>Ade penga e icho.</i>
	The whole sentence from 1-5	
	<i>(3) Today we're learning about the letter /p/ and how to read it, so piire "flower", pila "warp", poosta "posta", poolise "police", prapro "butterfly" and narpe "needle"</i>	
	<i>Pige ayxey iitakko.</i>	<i>Pige ayxey iitakko.</i>
	<i>Yeley puce puuco</i>	<i>Yeley 203uce puuco</i>
	<i>Poolisey kayso aytto.</i>	<i>Poolisey kayso aytto.</i>
	<i>Kafoy fangena dendo.</i>	<i>Kafoy fangena dendo.</i>
	<i>Ade penga e icho.</i>	<i>Ade penga e icho.</i>
	Who can read the whole sentences? YES MEKIDES	Yes teacher: <i>Pige ayxey iitakko.</i> <i>Yeley puuce puuco</i> <i>Poolisey kayso aytto.</i> <i>Kafoy fangena dendo.</i> <i>Ade penga e icho.</i>
	<i>(3) Today we're learning about the letter /p/ and how to read it, so piire "flower", pila "warp", poosta "posta", poolise "police", prapro "butterfly" and narpe "needle"</i>	
	Write in your exercise book.	
What do we say to this sound? It is /p/ (pointing to the word), <i>piire</i> (flower), <i>pila</i> (chain), <i>poosta</i> (posta), <i>poolise</i> (police), <i>prapro</i> (butterfly), and <i>narpe</i> (needle). Who can read these words?		

Place: **Koore Zone** Observant name: **Teacher one (T4)**
 School name: **Jijola** Observer: **Researcher**
 Subject: **Koorete** Grade: **One**
 Mode of data: **Observation** File format: **MPG to .txt**
 Data collection date: **March 8, 2021** Length of recording: **18:53'**
 File name: **T42021-03-08-G1-j-ob-#04-18:53'-txt**

Teacher's Code	Teacher's reflection	Student's reflection (Ss)
T42021-03-08-j-ob-#04-18:53'-txt	Have you finished?	Yes, we have finished.
	Today we learn about the letter 'q'. How we read this 'pointing to a word' 'miqe' is segmented into (qe, q) what is says?	'miqe'
	How do we read this word? (Points to the word), /miqe/, (points to the word) Why do we use is IT ? It's written in long vowels. What does it mean when you refer to other words? Qalo, do you know, qalo, "goat", qalo is written in short vowels	Ss [silent] For farming [quietly],
	(9) How do we read this word? (Points to the word), Ss [silent], T: /miqe/, (points to the word) [miqe], why do we use it? Ss: for framing. T: It's written in long vowels. What does it mean when you refer to other words? Ss: [quietly], T: qalo, you know, qalo, "goat", qalo is written in short vowels.	
	To plough the garden. The word 'miqe' can be what? However, they are written in long vowels! It is written in long vowel.	
	When we come to the next it says: 'qalo' 'goat', segmented into (qa, q); is written in short vowel. Do you know 'qalo'? qino 'head' segmented into (qi, q). However, the word head 'qalo' is written in short vowel. The lambs of sheep, the lamb of goat so on.	
	Also, when we come here how you read this? The head of man 'qino' head is this one by showing his head.	Qino
	We can see that the word miqe "drill" is segmented into (qe, q); qalo 'goat', segmented into (qa, q); qino 'head' segmented into (qi, q); or quluula "queried", segmented into (qu, q).	
	(4) We can see that the word miqe "drill" is segmented into (qe, q); qalo 'goat', segmented into (qa, q); qino 'head' segmented into (qi, q); or qu luula "queried", segmented into (qu, q).	
	This is also, 'quluula' yes? Quluula "queried", segmented into (qu, q). That has no horns. If it fights it cannot heart you. If it has horn it can heart you.	No horns
	I ask you Eskinder, can you read this?	Miqe
	miqe	miqe
	We use miqe for what?	To plough.
	Yes it can give use. What is this	qalo

	What this it say	<i>qalo</i>
	This is also?	<i>Qino</i>
	This also? Quluula	<i>quluula</i>

Place: **Koore Zone** Observant name: **Teacher one (T5)**
School name: **Sing Kela** Observer: **Researcher**
Subject: **Koorete** Grade: **Two**
Mode of data: **Observation** File format: **Mp4 to .txt**
Data collection date: **March 1, 2021** Length of recording: **28:09'**
File name: **T52021-03-01-G2-sk-ob-#05-28:09'-txt**

Teacher's Code	Teacher's reflection	Student's reflection (Ss)
T52021-03-01-sk-ob-#05-28:09'-txt	What it does mean mother's love ' <i>indo eeha</i> '	To obey mother
	others	Respect mothers
	To obey mother, fetch water, and listening what the mother says are mother's love we have seen in unit two. Listen I have a reading passage aboutreading passage	
	Have you listen, may I repeat? Reading the passage	yes
	¹¹ <i>Gadhesa handay oonewa?</i> <i>Who went to the market?</i>	<i>Indo</i> <i>/mother/</i>
	<i>(5)These letters are short vowels qa, qe, qi, qo, qu and the next ones are with long vowels qaa, qee, qii, qoo and quu.</i>	
	<i>Sonkoro Woonguwa Hiday Oonewa? Who said you should buy sugar?</i>	<i>Chalge</i>
	<i>Nayshi beyndoko woxisina amee hando? Why the children run to their mother?</i>	To welcome
	What does the mother brought to her children?	<i>lalo</i>
	What does the mother brought to her children?	Sugar and <i>lale</i>
	Is it clear?	Yes
	What is our today's lesson?	The love of mother.

Place: **Koore Zone** Observant name: **Teacher one (T6)**
 School name: **Dano Bulto** Observer: **Researcher**
 Subject: **Koorete** Grade: **Two**
 Mode of data: **Observation** File format: **MPG to .txt**
 Data collection date: **March 3, 2021** Length of recording: **21:14'**
 File name: **T62021-03-03-G2-db-ob-#06-21:14'-txt**

Teacher's Code	Teacher's reflection	Student's reflection (Ss)
T ₆ 2021-03-03-db-ob-#06-21:14'-txt	How is the sister of Bena?	Nurka
	Bena, Bena's textbook and his sister Nurka was our yesterday's lesson.	
	Who told putting textbook in the rain was not good?	His mother/ Nurka's / mother
	Is Nurka older or younger brother?	Younger
	She is younger, If I say older, the answer is wrong or write?	False
	Today our lesson is the use of food. 'kaxa go'unxe'. Go'unxe means 'tikim'	tikim
	(11) <i>Kaxay go'esi, harge ooxese, dicesaara osa degexesaarako.</i> Food serves to protect against disease, grow, and generate energy. Is the use of all types of food similar? <i>Kaxay axi yelese inge go'unxi uddi bidzi bishako?</i> A balanced diet is not good? <i>Kaxa kaaci miyeyi iitako?</i>	
	<i>Benay waakahidese axuna e maaqicha? How do you describe Bena?</i> <i>Aanxhunxo sumaso eriyasaxuni e maaqicha? What class is he in?</i> <i>Benay be pissharo zawako botti yoodo. Bena forgot his book at home?</i> <i>Kaxay harge ooxese, gara dicesaara osa ingeseke e go'e.</i> <i>Food protects against disease, promotes the body's growth, and provides energy.</i>	
	Listen once, you will write later, the use of food, 'kaxa go'unxe' food has so many uses for human being, we can't one two three it is beyond. It has more than one two three, they are first, protect disease, second, growth body and third, energy giver. Therefore, the use of food is divided into three.	
	On other and, eating balanced diet is very important. What it does mean balanced diet? Is it good or bad?	It is good!

	<p>We need to eat <i>enset</i>, <i>injera</i>, bread, meat, and butter by missing different foods.</p> <p>For example, we don't need to eat <i>enset</i> only regularly, but need to mix variety foods.</p> <p>When we see the use of eating balanced diet, meat grows our body, butter also used to give heat our body and give energy, the third usage is banana, green paper lemon are used to protect disease from our body.</p>	
	Food gives similar function true or false?	It is false
	How many advantages do food has? It has so many advantages.	
	From the given which one helps to grow our body? A. butter B. milk C. meat	C. meat
	Food serves to protect against disease, grow, and generate energy. Is the use of all types of food similar? A balanced diet is not good?	

Place: **Koore Zone** Observant name: **Teacher one (T7)**
School name: **Qore Biko** Observer: **Researcher**
Subject: **Koorete** Grade: **Two**
Mode of data: **Observation** File format: **MPG to .txt**
Data collection date: **March 5, 2021** Length of recording: **36:46'**
File name: **T72021-03-05-G2-qb-ob-#07-36:46'-txt**

Teacher's Code	Teacher's reflection	Student's reflection (Ss)
T72021-03-05-qb-ob-#07-36:46'-txt	Who can remember our yesterday's lesson?	
	We learnt Bena and his book. Don't we learn?	Yes we have learnt!
	Bena and his book! When we learn Bena was What kind of person?	He was active person
	What was his grade?	He was second grade student
	Who can remember yesterday lesson. Others	Bena was reading his book.
	Is Nurka tearing her brother textbook? Say True or false	false
	Is Bena forgetting his book at school?	False
	His mother told him where he left his textbook?	True

Who told where he left the book?	Mother
He left his textbook at home?	At home
He was skillful man. He was reading his book. We eat food to grow our bodies and provide human energy.	
Give answers for the following questions, it was your homework. Nurke is.....Bena A. elder brother B. sister C. elder sister D. twins	B. sister
(13) <i>How do you describe Bena? What class is he in? Tell true or false: Bena forgot his book at home? Food protects against disease, promotes the body's growth, and provides energy.</i>	
Is Nurka female or male?	Female
Where Bena left his book? It is choice A. at home B. on table C. on enset D. on lemon	At home
Which one is the correct answer?	It is B.
(12) <i>Kaxa nu muunesi gara dicesaara osa degexesaarako.</i> We at food to grow our bodies and provide human energy. <i>Harage garapa ooxe danada'e lam'I kaxa bishaara; Nu garay dicorosa mahe haydzi kaxa bisha diizuwaite.</i> Write down two types of food that protect our body from disease and three types of food that help our body gro.	
Our today's lesson is the use of Foods. What are the uses of foods?	It protect hungry,
Also, yes?	For drink
It protects and gives long life, and?	Give health
First, it protect disease, Second, it gives energy. When we eat food, it gives energy, it protect our body from disease.	
What is the use of cleaning our body?	It protects disease.

	Food uses to give energy and build our body in order to protect from disease. If we eat food we become powerful. The foods we eat are: meat, egg, banana, green paper and lemon etc. and it protect from disease. Therefore, we eat food.	
	Write down two types of food that protect our body from disease and three types of food that help our body grow. These foods are?	Meat, egg, banana, mango, orang, green paper and lemon
	If we eat these all food the disease couldn't attack us. If you eat too much food what will happen?	It blows our abdomen

Place: **Koore Zone** Observant name: **Teacher one (T8)**
School name: **Jijola** Observer: **Researcher**
Subject: **Koorete** Grade: **Twoh'~~~~**
Mode of data: **Observation** File format: **MPG to .txt**
Data collection date: **March 8, 2021** Length of recording: **31:10'**
File name: **T82021-03-08-G2-j-ob-#08-31:10'-txt**

Teacher's Code	Teacher's reflection	Student's reflection (Ss)
T82021-03-08-j-ob-#08-31:10'-txt	Can you tell me the name of these games (pointing to the pictures in the textbook)?	
	Our today lesson is the use of food ' <i>Kaxa Bishita</i> ' Haven't we learnt about the use of food?	Yes, we have learnt.
	Human being in this world it needs what?	Food
	Yes it needs food for human being. If we couldn't eat food we couldn't survive and stay alive.	No we can't survive
	New born child cry for breast because it knows how the food is needed. The breast feeding is food.	
	(14) Can you tell me the name of these games (pointing to the pictures in the textbook): <i>Ha Kaasiti sunxe ohuwayte (bishunchi gara gil'ana beysisina)</i> ?	
	When we start today's lesson it is types of game what?	types of games
	Games have types, for girls, boys, boy and girls plays and so on	Yes, they are

	Yes it is different kinds isn't it?	different.
	Can you tell any games from your environment? Your book tells several, Football, hand ball	Jumping rope, Football, jumping,
	Other	Jumping?
	What is the first game pointing to the picture in the textbook? Jumping rope	Rope jumping
	What is the first game pointing to the picture in the textbook? Jumping rope The first one is?	Rope jumping Rope jumping
	What is the second game pointing to the picture in the textbook?	football
	Football or handball?	football
	The picture is showing.	YES
	What is the third game pointing to the picture in the textbook?	running
	(15) <i>Can you tell me the name of these games (pointing to the pictures in the textbook?)</i>	
	Is football for boys only?	no
	Yes, girls can play! What is the fourth game pointing to the picture in the textbook? In your textbook? What is here in the third?	<i>Malo cache</i>
	What is the fourth game pointing to the picture in the textbook? In your textbook?	High jump
	It is high jump?	
	What is the sixth one?	It is struggling
	Struggling is not quarrel, it is a kind of game, and it is a type of sport. What is it?	It is sport?
	This is what?	types of games

Appendekise VIIb: Sumaso Beyo Esapadiizo

Godo:	Koore Zoone	Beyutaxi sunxe:	Erusaxi bidzo (T1)
Erunxi Zawa:	Sing Keela	Sumaso:	Bidzunxo
Erunxi sunxe:	Koorete	Beyaxi sunxe:	Paacache
Bhikilo bisha:	Suma beyo	Bhikilutasi bisha:	MPG pa diizo
Wonta:	Laapunxa 1, 2014	Shonqutasi genno:	20:10'

Erusaxe beyta	Erusaxi Zeere (T)	Eriyasaxiti maho (ss)
	<i>Ha e oomo yese diizo beytita xheyguwayte hidiki e hine, qa, qe, qi, qo, qu Assi hay nu beesune, wola haya waani u hisese?</i>	<i>Ss; galala</i>
	<i>Wolako u lattese, artaxi lattese gisha, abadi hi xheyge, qaa hidiko galalsi he xheyge. Galalsiko qaa hidi hi xheyge</i>	<i>galalsi</i>
	<i>Ha esachi asii, ha esa</i>	<i>qa</i>
	<i>Ha tana hi xheyge, abase biya e lato baa gisha</i>	
	<i>Ta xheysgete xheyguwayte qa, ,</i>	<i>qa,</i>
	<i>qe,</i>	<i>qe</i>
	<i>qi,</i>	<i>qi</i>
	<i>qo</i>	<i>qo</i>
	<i>qu</i>	<i>qu</i>
	<i>Ha esi assi qaa,</i>	<i>qaa,</i>
	<i>qee,</i>	<i>qee</i>
	<i>qii,</i>	<i>qii</i>
	<i>qoo,</i>	<i>qoo</i>
	<i>quu</i>	<i>quu</i>
	<i>(1) Hata diizo beytituna medhuta xheysita qa, qe, qi, qo, qu, raa galala arxaxi diizo beytituna medhuta xheysita qaa, qee, qii, qoo, ha esa u maqusune usuna medhuta katiti eqo qoro, goodzeko.</i>	
	<i>Ha usiti goochuti u xheygute biya latese gisha artaxi biya latese gisha gooshiko hi xheyge</i>	
	<i>Assi ha biya lattobaa hatana hi xheyge hiyoko</i>	
	<i>Haya hi yoosune: ha katita xheyguwaytediko e hine, ha e oomo yese katita xheyguwayte</i>	
	<i>Eqo</i>	<i>eqo</i>
	<i>qirqace</i>	<i>qirqace</i>
	<i>hayqe</i>	<i>hayqe</i>
	<i>qoro</i>	<i>qoro</i>
	<i>qupula</i>	<i>qupula</i>
	<i>kooje</i>	<i>kooje</i>

T_2021-03-01-sk-ob-#01-20:10'-txt

	<i>Ha esi kooje hidiko e hine, ha esi kooje hidiko e hine, ha esi kooje hidi</i>	
	<i>Hate haya nu beedonike arxaxi biya laka aykatese gooshi nu xheyge, biya lake e dheeba aykese hatusi nu xheyge, ha esume buro galala xheyse tamardi erdiko hi yese zaadiya?</i>	aadeko
	<i>Buro galala xheyse, aba giziya galala e maaqesa, aba giziya hata e maaqesa tamaardi erdiko hiyese hiyoko. egisha</i>	
	<i>Galala xheyse nu hinesi arxaxi biya lake saatiyako galala xheysedi nu hine. Biyalakeniyaako wake nu xheyge gooshi nu xheyge.</i>	
	<i>Hate hay biya lake e dheedine qa hidi, hayasi biya latine qaa hidi nu xheyge</i>	
	<i>Yenikeko biya lakeniyaka gooshi nu xheyge begoshe assi begoshe e yeseniyaka hatana nu xheyge.</i>	
	<i>Hidi assi hatta haya e gadesesi ha diizo beytita mati mati diizuwayte e hine</i>	diizuwayte
	<i>ha diizo beytita mati mati diizuwayte</i>	diizuwayte
	<i>Ha esi abani</i>	q
	<i>q mati mati diizuwayte e hine gisha, hateni</i>	q
	<i>Ha esichi</i>	q
	<i>Mati mati qa, mati mati qa</i>	qa
	<i>Ha esi abani hine</i>	qaa
	<i>Qaa hidiko gooshi nu xheygedi hiyoko, ha esa hatana qaa nu hinesi Haya assi lam'I qaa wola lati woli geedena lami qaa wola lati e yoodo gisha gooshiko nu xheyge hiyoko. Ha esa qaa hidiko nu xheyge qaa, qaa</i>	
	<i>Haesa abadi nu xheyge assi? Ta aafiya beewayte ta ohesa haysuwayte</i>	ii
	<i>Haesa qee hidiko, ee hidiko</i>	
	<i>Ii nu hinesi qi show to i</i>	
	<i>Ha esa abadi ee hidiko abase biya elatase gisha qee, qee, yeyisi gooshi nu xheyge haya haysuwayte, haya haysuwayte</i>	ee
	<i>Biya latese gisha qaay biya latese gisha qaa, qaa, qaa, qaa hidi nu hine Haya assi qay biya lato baa bidzo bidzo gisha qa, qa, qa</i>	
	<i>Ha esi assi qaa, qaa, qaa haesa gooshi nu xheyge</i>	
	<i>Biya elatase bootaka gooshi nu xheyge, mike yese bootaka hata nu xheyge hiyoko, haesapa</i>	

	<i>dendi galala xheysaara hata xheysaaray ye ebishako hiyoko,</i>	
	<i>hate diizuwayte</i>	<i>diiziya</i>
	<i>itusoytuwa?</i>	<i>Ee/oo'o</i>
	<i>Hingusi geliya e yese</i>	<i>miku</i>
	<i>Naysho geliya e yese</i>	<i>eewa</i>
	<i>Ha esa abadi ta hido</i>	<i>qa</i>
	<i>qa</i>	
	<i>Ha esachi</i>	<i>Qee/qaa</i>
	<i>qaa</i>	<i>qaa</i>
	<i>Ha esi assi</i>	<i>qe</i>
	<i>Abase biya latto baaso</i>	
	<i>Ha esako qee nu hine, ha esako qee hidi nu hine artaxi biya latese gisha</i>	<i>qee</i>
	<i>Ha esi assi</i>	<i>qi</i>
	<i>Qii hidiyani qi hidi</i>	<i>qi</i>
	<i>qi</i>	
	<i>Ha esi</i>	<i>qii</i>
	<i>qii</i>	<i>qii</i>
	<i>Ha esichi assi</i>	<i>qo</i>
	<i>Ha esachi</i>	<i>qoo</i>
	<i>Ha esachi</i>	<i>qu</i>
	<i>Ha esachi</i>	<i>quu</i>
	<i>Ha e gisha artaxi biya lakeniyaka waake xheygute</i>	<i>galalisi</i>
	<i>Biya lakuwaaniyaka hatusi e xheygutte,</i>	<i>hatusi</i>
	<i>Hatusi, diizuwayte</i>	
	<i>Ha e oomo yese katita xheguwayte</i>	
	<i>Ha esi abadi hine? eqo</i>	<i>eqo</i>
	<i>Ha esachi</i>	<i>qirqace</i>
	<i>Ha esachi</i>	<i>hayqe</i>
	<i>hayqe</i>	
	<i>Ha esachi</i>	<i>Qoro/qore</i>
	<i>Qoro, qoro</i>	
	<i>Ha esachi</i>	<i>qupula</i>
	<i>Ha esachi</i>	<i>Naxe</i>
	<i>Ha esa kooje ha lam'I oo yese gisha</i>	<i>kooje</i>
	<i>Esuse lam'I ooko yesa e gisha gooshiko nu xheygehiyeko. Ha esa mati mati e bisha diizuwayte</i>	
	<i>Ha esi aba hine 'me'</i>	<i>me</i>
	<i>Ha esi 'mee'</i>	
	<i>mu</i>	<i>mu</i>
	<i>muu</i>	<i>Muu/maa</i>
	<i>m xheygisine ma. Lam'aara yesete maa gooshi bidzaara yesetese</i>	<i>Ma/maa</i>

	<i>mo</i>	<i>mo</i>
	<i>moo</i>	<i>moo</i>
	<i>moo</i>	<i>moo</i>

Godoo: **Koore Zoone** Beyutaxi sunxe: **Erusaxi bidzo (T2)**
 Erunxi Zawa: **Dano Bulto** Sumaso: **Bidzunxo**
 Erunxi sunxe: **Koorete** Beyaxi sunxe: **Paacache**
 Bhikilo bisha: **Suma beyo** Bhikilutasi bisha: **MPG pa diizo**
 Wonta: **Laapunxa 3, 2014** Shonqutasi genno: **22:21'**

Erusaxe beyta	Erusaxi Zeere (T)	Eriyasaxiti maho (ss)
	<i>Ha diizo beytay abawa?/P/</i>	<i>/P/</i>
	<i>Seke hiwayte?</i>	<i>/p/</i>
	<i>Ha ulkeko yesa pii, poo, katita, piire, poosta raa poolise.</i>	
	<i>Ha ulke zeerusuwayte? Beysisina /p/, /pii/, /piire/</i>	<i>/p/, /pii/, /piire/</i>
	<i>Ha ulke xheyguwayte /p/, /poo/, /poosta/</i>	<i>/poo/, /poosta/</i>
	<i>Ulke gararaara kato gara beysisidi /poo/, /poosta/, /poo/, /poolise/</i>	<i>/poo/ /poolise/</i>
	<i>(2) Haya e bidzi bidzi diizo beytana katiti medhutese, /p/, pii, piire; /p/ poo, poosta, /p/ poolise.</i>	
	<i>Xhaakuwayte, Kooreteko</i>	
	<i>Modhiya hi adhese udinawo</i>	<i>Galatay wontose eluwaye</i>
	<i>Kooreteko hanzo nu tamarase koorete pisharo udinawo do'uwayte</i>	
	<i>Ukke diizuwayte</i>	
	<i>Ha esa ha e geede diizuwaye</i>	
	<i>Ye e gida godo gadi gida gadi gode aanguwa</i>	
	<i>Seya xhaakuwa</i>	
	<i>Woya e yesenike nadhi beedi dizuwa! Ishi</i>	
	<i>Wolgara shiishi nadhi beedi diizuwayte.</i>	
	<i>E yesenike e bishake diizuwayte, nadhi modhusi e bishake, diizuwayte hanke shidhi woli da'aana e bishake xhaakuwayte. Maaruwa xhaakuwayte. Goshi. Goshi, aawu</i>	
	<i>Ukke ukkedi diizuwayte, goshi goshi</i>	
	<i>itusoytu? Woligarapa zarusi tagadesesa woli garapa zarapa zarusi gaduwayte, woli da'aa ta gadesesa woli da'aa gaduwayte.</i>	
	<i>Hana yoona haysuwayte, ishi?, ishi siidoytuwa? Mikidi haysuwayte, handzo wonta wolla erese nu</i>	<i>Galala diizo beytaara hata diizo beytaara</i>

T_2021-03-03-db-0b-#02-22:21'-txt

	<i>danada'esi lossunxo bidzo bidzi gara galala diizo beytaara hata diizo beyta xhesysitako handzo wonata nu tamaaresi. Bidzunxo era bosha nu tucuwaapa ayti hanzo wola nu mutese gisha handzo wolla nu beenesi galala diizo beytaara hata diizo beytaarako, aba diizo beytaara aba diizo beytaara?</i>	
	<i>Iski seke</i>	<i>Galala diizo beytaara hata diizo beytaara</i>
	<i>Galala diizo beuyaara hata diizo beytaarako handzo wolla nu beenesi</i>	<i>hata diizo beytaara</i>
	<i>Ye usitini diizo beytitini hatte woga hi buruwaaka ha karxi saleeda gara bente ha hatte ta diizeseesitako, ha e gisha wolla handzo wontaka erese nu danda'esi galala diizo beytaara hata diizo beytaarako wolla handzo erese nu danda'e</i>	
	<i>Ha esa,ha esi abawa?</i>	<i>Hata diizo beyta</i>
	<i>Hata diizo beyta</i>	
	<i>Ha esichi?</i>	<i>Galala diizo beyta</i>
	<i>Galala</i>	<i>diizo beyta</i>
	<i>Goshi goshi modhitawoko gobezoch</i>	
	<i>Ha esi aba diizo beytani?</i>	<i>Hata diizo beyta</i>
	<i>Ha esi aba diizo beytani?</i>	<i>Galala diizo beyta</i>
	<i>Ha sulesesi be kumena aba diizo beytako?</i>	<i>Galala diizo beyta</i>
	<i>Ha sule yesesi be kumena aba diizo beytako</i>	<i>Hata diizo beyta</i>
	<i>Goshi goshi gobezoch goshi modheko</i>	
	<i>He esa xheygesa isiti</i>	<i>hay</i>
	<i>ishi</i>	<i>a</i>
	<i>Ha eschi?</i>	<i>Aa</i>
	<i>Ha esichi</i>	<i>a</i>
	<i>modheko</i>	
	<i>Peda assi, peda ass, peda assi</i>	
	<i>Ha esa xheygesa</i>	
	<i>Ishi tani burona hikete tagarapa ekuwayte, ishi</i>	
	<i>a</i>	<i>a</i>
	<i>aa</i>	<i>aa</i>
	<i>i</i>	<i>i</i>
	<i>ii</i>	<i>ii</i>
	<i>iita</i>	<i>iita</i>
	<i>ii</i>	<i>ii</i>
	<i>o</i>	<i>o</i>
	<i>oo</i>	<i>oo</i>
	<i>u</i>	<i>u</i>
	<i>uu</i>	<i>uu</i>
	<i>e</i>	<i>e</i>
	<i>ee</i>	<i>ee</i>
	<i>Bidzi diizo beyta, hata diizo beyta xheygisine hatusi oo'oyne bidza hi xheyge, se wola latese</i>	

	<i>arxaxi diizo beyta xheygisine gooshiko waaka hiine, hi hixheyge malako.</i>	
	<i>Ha esa a hidi nu hine, ha esa aan goshi</i>	
		<i>Nu xhaapere</i>
	<i>Ishi ishi modheko</i>	
	<i>Tani hikete tagarapa katataleko e worguse</i>	
	<i>a</i>	<i>a</i>
	<i>aa</i>	<i>aa</i>
	<i>aafe</i>	<i>aafe</i>
	<i>a</i>	<i>a</i>
	<i>aa</i>	<i>aa</i>
	<i>aafe</i>	<i>aafe</i>
	<i>i</i>	<i>i</i>
	<i>ii</i>	<i>ii</i>
	<i>iita</i>	<i>iita</i>
	<i>iita</i>	<i>iita</i>
	<i>indo</i>	<i>indo</i>
	<i>Iindo hita e hiyute, hiyutuwa e hiyute? hiyutuwaaso</i>	
	<i>i</i>	<i>i</i>
	<i>indo</i>	<i>indo</i>
	<i>ii</i>	<i>ii</i>
	<i>iita</i>	<i>iita</i>
	<i>ii</i>	<i>ii</i>
	<i>iita</i>	<i>iita</i>
	<i>a</i>	<i>a</i>
	<i>acho</i>	<i>acho</i>
	<i>aa</i>	<i>aa</i>
	<i>aafe</i>	<i>aafe</i>
	<i>aafe</i>	<i>aafe</i>
	<i>aa</i>	<i>aa</i>
	<i>aa</i>	<i>aa</i>
	<i>aafe</i>	<i>aafe</i>
	<i>ii</i>	<i>ii</i>
	<i>iita</i>	<i>iita</i>
	<i>ii</i>	<i>ii</i>
	<i>iita</i>	<i>iita</i>
	<i>oo</i>	<i>oo</i>
	<i>Oo'o</i>	<i>Oo'o</i>
	<i>o</i>	<i>o</i>
	<i>ota</i>	<i>ota</i>
	<i>o</i>	<i>o</i>
	<i>ota</i>	<i>ota</i>
	<i>oo</i>	<i>oo</i>
	<i>Oo'o</i>	<i>Oo'o</i>
	<i>u</i>	<i>u</i>
	<i>uu</i>	<i>uu</i>

	<i>uuxe</i>	<i>uuxe</i>
	<i>u</i>	<i>u</i>
	<i>utta</i>	<i>utta</i>
	<i>utta</i>	<i>utta</i>
	<i>uuxe</i>	<i>uuxe</i>
	<i>utta</i>	<i>utta</i>
	<i>u</i>	<i>u</i>
	<i>utta</i>	<i>utta</i>
	<i>uu</i>	<i>uu</i>
	<i>uuxe</i>	<i>uuxe</i>
	<i>e</i>	<i>e</i>
	<i>ee</i>	<i>ee</i>
	<i>eewa</i>	<i>eewa</i>
	<i>eewa</i>	<i>eewa</i>
	<i>Ha usi arxaxiti diizo beytiti hati u xheygutusuniyaara galali u xheygutusuniyaara arataxi diizo beyta biya lato badi u xheygutusuneko hatiyaara galaliyaara u xheygutusuneko ha haya nu erdosi,</i>	
	<i>Hayayi assi, artaxi araxaxi diizo beyta, arxaxi artaxi diizo beyta begara etti galalaiyaara hatiyaara u xheygutesako haya assi nu beene</i>	
	<i>Ye esa nu beenesume burona, ha esa dendi hatte ta aandonike aangesa</i>	<i>hay</i>
	<i>yowwa</i>	
	<i>What we have been learnt yesterday?</i>	<i>Diizo beyta 'p'</i>
	<i>'p' na dendeesiti:</i>	<i>puuce, peyxa, pite, piire, paqe, pirapiro</i>

Godó: **Koore Zoone** Beyutaxi sunxe: **Erusaxi bidzo (T3)**
Erunxi Zawa: **Qore biko** Sumaso: **Bidzunxo**
Erunxi sunxe: **Koorete** Beyaxi sunxe: **Paacache**
Bhikilo bisha: **Suma beyo** Bhikilutasi bisha: **MPG pa diizo**
Wonta: **Laapunxa 5, 2014** Shonqutasi genno: **32:33'**

Erusaxe beyta	Erusaxi Zeere (T)	Eriyasaxiti maho (ss)
T₃2021-03-05-qb-ob-#03-32:33'-txt	<i>All of you, you need to read</i>	
	<i>Who can read?</i>	<i>Pige ayxey iitakko.</i>
	<i>Lako gara yese?</i>	<i>Yeley puce puuco</i>
	<i>Haysso gara yesesa?</i>	<i>Poolisey kayso aytto.</i>

	<i>Oyso gara yesesa?</i>	<i>Kafoy fangena dendo.</i>
	<i>Ichicho gara yesesa?</i>	<i>Ade penga e icho.</i>
	<i>The whole sentence from 1-5</i>	
	<i>Pige ayxey iitakko.</i>	<i>Pige ayxey iitakko.</i>
	<i>Yeley puce puuco</i>	<i>Yeley puce puuco</i>
	<i>Poolisey kayso aytto.</i>	<i>Poolisey kayso aytto.</i>
	<i>Kafoy fangena dendo.</i>	<i>Kafoy fangena dendo.</i>
	<i>Ade penga e icho.</i>	<i>Ade penga e icho.</i>
	<i>Who can read the whole sentences? YES MEKIDES</i>	<i>Yes teacher: Pige ayxey iitakko. Yeley puce puuco Poolisey kayso aytto. Kafoy fangena dendo. Ade penga e icho.</i>
	<i>(3) Handzo xheysi /p/ nu ere, waanu nu zeeruse, piire, pila, poosta, poolise raa narpe hine katitako.</i>	
	<i>Write in your exercise book</i>	
	<i>Alsobaytu?</i>	<i>alsuunxhiko</i>
	<i>Handzo wonta erese nu danda'esi, dhike 4.3 gara 52 waqo garako beyese nu danda'e. Ha esa nu beenesi, Diizo beyta hinesako, aba hinesa?</i>	<i>Diizo beyta hinesa</i>
	<i>Wolla beyse nu danda'e, diizo beyta hinesa nu beene?</i>	

Godó:	Koore Zoone	Beyutaxi sunxe:	Erusaxi bidzo (T4)
Erunxi Zawa:	Jijola	Sumaso:	Bidzunxo
Erunxi sunxe:	Koorete	Beyaxi sunxe:	Paacache
Bhikilo bisha:	Suma beyo	Bhikilutasi bisha:	MPG pa diizo
Wonta:	Laapunxa 8, 2014	Shonqutasi genno:	18:53'

Erusaxe beyta	Erusaxi Zeere (T)	Eriyasaxiti maho (ss)
T42021-03-08-j-ob-#04-18:53'-1xt	<i>Itusoytu?</i>	<i>Eewa itusuunxhiko.</i>
	<i>Hanzo /p/ hine diizo beyta gishako nu ere.waysini ha kato zeeruseses nu danda'e? 'miiqe' (qe,q)</i>	<i>'miiqe'</i>
	<i>Ha kato waani ne zeeruse (kato gara beysisidi)</i>	<i>Eru (miku)</i>
	<i>(miiqe) (beysisidi)</i>	<i>'miiqe'</i>
	<i>Laga wogga 'miiqe' nu go'utesi abasewa? Woota wootese, 'miiqe' nu hine katoya abawa? Be goshe ee'ese danda'esa, galala diizo beytana diizutesa. Lakuwa nu yoosune 'qalo' e shahutesi (qa,q), hata diizo beytana diizutesako. 'qalo era ne ere? E shahutesi (qi,q), maaqe baaka ;qalo hinesi hata diizo beytanako diizutese. Deyshi galoko.</i>	
	<i>Ha esi assi'quluulako maaquwaaye? E shahutesi quluula (qu, q). ye esini ushume keenguwaasako. Keeruwa'ayko miidhako e miiddhe.</i>	<i>Ushumey baaso</i>
	<i>(4) Miiqe hine katoy (qe, q); qalo hinesi (qa, q); qino (qi, q); quluula hinesi (qu, q) hidi e shahutte.</i>	
	<i>(9)Ha kato waanu nu zeeruse? (gil'usisidi). Eru. Miki, Eria: /miiqe/, abase nu go'utte? Eria: wootase. Eru: galala arxaxunako e diizutte. Peda katosene go'uttusune e beyses. Eru: qalo, galoy deyshuko e diizutesi hatanako.</i>	
	<i>Ha esa zeerusuwa, Eskindir?</i>	<i>miiqe</i>
	<i>miiqe</i>	<i>miiqe</i>
	<i>Abasewa miiqe nu go'utte?</i>	<i>wootase</i>
	<i>Ee marako e mare, ha esi abawa?</i>	<i>qalo</i>
	<i>Abadiwa e hine?</i>	<i>qalo</i>
<i>Ha esi assi?</i>	<i>qino</i>	
<i>Ha esi assi?quluula</i>	<i>quluula</i>	

(T ₅ 2021-03-01- G ₂ .sk-ob-#05-txt).	(10) <i>Gadhesa handay oonewa? Who went to the market? Sonkoro Woonguwa Hiday Oonewa? Who said you should buy sugar? Nayshi beyndoko woxisina amee hando? Why did the children run to their mother?</i>	
(T ₆ 2021-03-03-d G ₂ .b-ob-#06-txt).	(11) <i>Kaxay go'esi, harge ooxese, dicesaara osa degexesaarako. Kaxay axi yelese inge go'unxi uddi bidzi bishako?</i>	
(T ₇ 2021-03-05- G ₂ .qb-ob-#07-txt).	(13) <i>Benay waakahidese axuna e maaqicha? Aanxhunxo sumaso eriyasaxuni e maaqicha? Benay be pissharo zawako botti yoodo. Kaxay harge ooxese, gara dicesaara osa ingeseke e go'e.</i>	
(T ₈ 2021-03-08- G ₂ .j-ob-#08-txt).	(14) <i>Ha Kaasiti sunxe ohuwayte (bishunchi gara gil'ana beysisina).</i>	

Appendix VIIIa: Sample Interview Transcript

Place of the interview: **Koore Zone**

Participant's Code: **T1**

School Name: **Sing Kela**

Size/ length: **6:08'**

Mode of the interview: **Face to face**

File format: **m4a to .txt**

Interviewer: **Researcher**

Interviewee Date: **March 1, 2021**

File name: **T₁2021-03-01-G₁-sk-I-#01-6:08'-txt**

R: My name is Samuel Zinabu, I am a PhD student at Addis Ababa University. I am conducting research on early grade reading. You are one of the selected teachers who provide relevant information about reading in the early grades. I would like to thank you for coming and your willingness. Would you first introduce yourself?

T1: My name is T1, I teach Koorete language in Sing Keela primary school.

R: What subject and in which grade do you teach?

T1: I teach Koorete language in first grade.

R: What is your academic status?

T1: I am certified in native language teaching by Dilla College of Teachers Education. I teach native language from 1st to 4th grade.

R: How long have you been teaching Koorete language?

T1: I have five years of teaching experience.

R: How many students are in your class?

T1: There are about 82 students in the first grade.

R: How do you evaluate your reading activities and training?

T1: (34) Our training program in the teacher training program was weak because we were the first to be joined into the mother tongue language department. Therefore, we could not get proper support and reference material as the mother tongue language is beginner. In addition, right from the start, we were unable to get any in-service training on the content and

pedagogical knowledge of reading lessons in the native language. Because of these gaps, our preparedness to teach phonological awareness is weak

T1: I evaluate the students by giving classwork, group work and asking oral questions.

R: Ok, which book do you use, when you teach?

T1: I use the students' textbook, there are no other supplementary reading materials.

R: To what extent is the textbook accessible in the classroom?

T1: Most of the time, the lack of students' textbook is a crucial challenge, I have a single textbook and There is no other textbook for students.

R: How do you support your children's reading skills? Do you use reading materials?

T1: I use the textbook and prepare from there.

R: What are the challenges in teaching reading?

T1: ¹⁵The shortage of textbooks, the lack of well-organized libraries and reading materials, and overcrowding in classrooms are major challenges in teaching reading.

R: The lack of textbooks and the number of students in the classroom are the biggest challenges.

T1: I always teach you to write on the board.

R: Have you taken training on learning to read in early grades?

T1: Have you taken training on learning to read in early grades?

R: What challenges do you face when reading in the classroom?

T1: (42) The challenges in the classroom are, firstly, the lack of textbooks, secondly, excessive enrolment, and lack of supplementary materials are main factors that hinder my lesson preparation.

T1: Most of the time I teach writing on the board, I do not use any supplementary materials in early grades.

T1: Since I started teaching native language, I have not received any training related to teaching reading in early grades.

R: What are the biggest challenges that arise at this school, if there is an explanation for them?

T1: As I mentioned earlier, the biggest challenges are firstly the students in the classroom and secondly the lack of textbooks. These two are the most common problems in school. ...²⁷ the factors faced in the classroom are over-enrollment of students, lack of textbooks, and lack of a library in the early grades

R: How we as teachers solve these problems, if you have any suggestions please would you mention it?

T1: The solution is to talk to stakeholders to reprint the textbooks.

R: Ok thank you for your time.

T1: You're welcome.

Place of the interview: **Koore Zone** Participant's Code: **T2**

School Name: **Dano Bulto** Size/ length: **7:14'**

Mode of the interview: **Face to face** File format: **m4a to .txt**

Interviewer: **Researcher** Interviewee Date: **March 3, 2021**

File name: **T₂2021-03-03-G₁-db-I-#02-7:14'-txt**

R: My name is Samuel Zinabu; I am a PhD student at Addis Ababa University. I am conducting research on early grade reading. You are one of the selected teachers who provide relevant information about reading in the early grades. I would like to thank you for coming and your willingness. First, would you introduce yourself?

T2: My name is T2, I teach Koorete language in Dano Bulto Elementary School.

R: What grade level do you teach and how many children are in the classroom?

T2: I teach first grade and there are 38 children in the classroom.

R: What is your academic qualification and field of study?

T2: Since I graduated from Dilla Teachers Education College and am taking a summer English teaching course.

R: How long have you been teaching Koorete language?

T2: I have five years of teaching experience in the native language.

R: How do you evaluate your training and preparation for reading activities in the classroom?

T2: Of course I have a diploma in teaching the native language, but that is not enough.

R: How do you rate your education in relation to your reading teaching methods at college?

T1: We are the first trainee teachers at the university and I have learned enough in terms of assessment. I also assess children's reading skills by providing reading activities and help the weaker reader by providing more opportunities to practice reading.

R: When teaching reading, would you use supplemental materials prepared by you or the school during your class presentation? If so, how you use it?

T2: Most children don't know the sound of language, so I use familiar pictures to teach the given sounds. ⁴¹I believe my lesson preparation and presentation are sufficient to support students' reading practice.

R2: Are there additional reading pictures in the classroom?

T2: No, there isn't. I try to bring some culture-related images and identify and name them.

R: On the other hand, how do you help struggling readers during your class presentation?

T2: There are three types of children in the class. Some may start writing the lesson incorrectly. So I walk around the class asking and identifying active participants, intermediate and passive learners. Once identified, I support passive learners by repeating the lessons.

R: From your experience, do you have a suggestion for teaching phonological awareness in early grades?

T2: My suggestion is to get the children to draw sounds, pictures and flashcards on cardboard and other suitable materials. Using familiar materials from home is very important to support children's reading development.

R: How do you evaluate the content of the textbook as it relates to teaching reading in the early grades?

T2: There is a textbook, it's good. However, there are problems with some content in the lesson and the answers given do not match.

R: How do you rate your daily lesson preparation and planning? Is it appropriate?

T2: Planning is very important, so I try to prepare my lessons before presenting in the classroom. ²⁸In my opinion, I am sufficiently prepared for my teaching, but the main obstacles are a lack of textbooks, a lack of in-service training, and a lack of support from stakeholders. ³⁵In my opinion, my preparation for daily class presentations is sufficient; I try to present the lessons taught accordingly. However, our daily lesson preparation is limited due to the lack of support from stakeholders, the lack of in-service training programs, and the lack of appropriate additional reading material. Therefore, we are not as encouraged and have not prepared our courses as expected.

R: How do you get your students to participate in daily classes?

T2: As I mentioned before, if the textbook is available to all children, I can get them to practice reading. However, due to the lack of textbooks, I try to make them sit and read as a group. R: Is there a library in your school? If so, how do you use it?

T2: No, library, the children learn from their class teacher.

R: Have you completed any further training since you started working as a teacher? Can you mention common challenges that prevent teachers from teaching reading in early grades?

T2: (16) In my opinion, several challenges affect our teaching practice: lack of textbooks, lack of literature-rich environment, lack of libraries and reference books in the mother tongue, lack of family support, poor school organization, lack of motivation towards teachers, lack of responsibility for the development of the mother tongue, the language is not made available to the academic community and other scientists for further study. The school has a single first grade textbook borrowed from another school. Even some pages are not included in the textbook.

R: What is the possible solution to the challenges you mentioned in the above section?

T2: The solution is that all stakeholders should provide adequate support and budget to work on the development of the language. Since language is people's identity, the entire community should also pay attention to their language development. The zonal administration, zonal education office, school and other concerned authorities did not conduct in-service training to improve native language reading skills in the early grades in Koorete language.

R: Ok thank you for your time.

T2: You're welcome.

Place of the interview: **Koore Zone**

Participant's Code: **T3**

School Name: **Qore Biko**

Size/ length: **21: 45'**

Mode of the interview: **Face to face**

File format: **m4a to .txt**

Interviewer: **Researcher**

Interviewee Date: **March 5, 2021**

File name: **T₃2021-03-05-G₁-qb-I-#03-21:45'-txt**

R: My name is Samuel Zinabu, I am a PhD student at Addis Ababa University. I am conducting research on early grade reading. You are one of the selected teachers who provide relevant information about reading in the early grades. I would like to thank you for coming and your willingness. Would you first introduce yourself?

T3: My name is T3 and I teach the Koorete language.

R: What grade level do you teach and how many children are there?

T3: I teach first and third grade. There are 40 students in the first grade and 38 students in the third grade.

R: What is your academic qualification?

T3: How I learned and have sufficient knowledge to teach early grade reading.

R: How long have you been teaching Koorete language? I'll start with the class work.

R: Ok, my main question is that identifying speech sounds, reading skills and reading skills are based on sounds and letters. So how well do you understand sounds and letters in the classroom? What type of lessons do they practice? You mentioned that you have obtained a diploma, how confident are you in your training?

T3: When identifying the sounds?

R: Yes, how much did you teach identifying sounds? I learned enough about phonetic recognition and word reading. Can I tell you the overall result?

T3: I taught important points in teaching of mother tongue language. I received sufficient knowledge about teaching reading in early grades from the teacher training college.

R: Ok, how much have you learned how to teach the reading method, the assessment of reading skills, that is, how to assess children's understanding, how you have trained?

T3: I learned in college to get the kids to practice the sounds repeatedly and say the words after the teacher until they identify the sound.

R: Okay, when we teach reading in the classroom, how does the teaching of reading go in your classroom, how do you explain, do you think in your classroom when you teach the children, as you see, how do you evaluate the teaching of reading for the children?

T3: There are several challenges when teaching reading. For example, when we were learning the native language, there were at least some textbooks, but currently there is not a single textbook in the classroom. We had the opportunity to practice, watch and read the activities in the textbook. But currently, because of the lack of textbooks, we write on the blackboard, we wait for them to write in their notebooks, and we force them to practice reading over and over again. If there is a textbook, we simply open the chapter, lesson section and page number and make them follow the teacher's lesson presentation. While we write on the board and wait for the children to finish copying the lesson, the allotted 40 minutes are over.

R: What you use when teaching, for example, some corresponding sounds and letters do not match. The letters are different from the sounds, but some sounds and letters correspond to each other. For example, the sound /b/ is a similar sound in Koorete, Amharic and English. Also, for example, the letter /c/ in Koorete is used for /ts/ sounds, in English it is used for /s/ and /k/. How do you teach them such sounds in the Koorete language?

T3: I teach them to identify vowel and consonant sounds, I get them to change consonant phonemes from vowel phonemes, and then they identify /c/ sounds and /a/ sounds to form a phoneme /ca/. They identify the /e/ sound from /ce/. I teach them that when we add other vowel sounds, the phoneme changes.

R: As you mentioned, a daily lesson is allotted 40 minutes. So how many minutes a day do you spend teaching sounds and letters? In fact, there are four skills involved in teaching language: listening, speaking, reading and writing. How much time do you spend teaching reading in daily lessons?

T3: (17) As I mentioned before, if there is enough textbook and they are used for learning, little time is required for reading practice unless repeating the activities takes too much time. When there are enough books, we don't waste time copying on the board. The time we spend

copying on the board and the time they copy in their practice can take up too much time. This shows how much teaching time is wasted in the classroom. The lack of textbooks forced me to copy the lessons and spend the allotted time. As I said, I didn't create an annual and weekly plan because I didn't have a textbook. (36) I spent the allotted time on teaching practice in the classroom while writing the daily lessons on the board.

R: Ok, do you use supplemental reading materials when teaching reading when they are mentioned?

T3: I show the sounds repeatedly until they understand the sounds and letters. The lack of a textbook caused me not to create an annual and weekly plan. (44) I have a reasonable understanding of the language's sound system, reading instructions and prepared my lesson adequately.

R: How do you help students who struggle with reading in the classroom?

T3: In fact, I don't help students with reading difficulties because they need enough time to identify them and help them individually. The given time is not enough to help such students in the classroom, more time is needed.

R: Ok, please mention the challenges that prevent you from using an effective instructional reading method from your teaching experience. Would you perhaps even suggest a possible method? When things are difficult for your teaching practice?

T3: As I mentioned before, if there are textbooks, picture cards and flashcards like in English, it was good to help the children through these materials, but we don't have textbooks and supplementary reading materials. ⁴³my lesson preparation was enough to draw the children's attention to the lesson.

R: Ok, how do you rate? What textbooks and teacher manuals are there regarding teaching phonological awareness? Is the textbook relevant to making children aware of the phonetic system of the Koorete language? As you mentioned, you have been teaching this language for more than five years. How do you rate the quality of the textbooks?

T3: As I told you, the content of the textbook does not exist, some pages are not there, and more or less the content and pictures are good. If the children learn enough in the early grades with the appropriate textbooks and additional reading material, they can easily deal with the sound system of the language in the early grades. The lack of teaching materials hinders the practice of effective reading instruction.

R: For others perhaps, since you have five years of teaching experience and have participated in in-service training, workshops and seminars on teaching reading in early grades?

T3: I have not had any training in language teaching since I started teaching native language.

R: Ok, if there are any other challenges related to teaching the Koorete language, would we mention them?

T3: We are not in a position to talk about the challenges; the crucial problem in teaching phonological awareness is the lack of textbooks. When it comes to technical speaking, learning to read or recognizing sounds, the lack of textbooks is the biggest challenge. It is difficult to say that I support the children appropriately. There are some berries that interfere with our classroom presentation. Some children try to understand, others suffer from a lack of adequate support from teachers and in class. As we wonder how time passes.

R: Ok, would you please mention common challenges that hinder your reading practice in the early grades classroom?

T3: (17) The biggest challenge to our reading practice is the lack of textbooks, and lack of relevant materials in teaching speech sound of Koorete language. By saying that we have adequately taught about teaching reading skills, and we are trying to help them. I didn't create an annual and weekly plan because I didn't have a textbook.

R: Ok thank you for your time.

T3: You're welcome.

Place of the interview: **Koore Zone**

Participant's Code: **T4**

School Name: **Jijola**

Size/ length: **18: 32'**

Mode of the interview: **Face to face**

File format: **m4a to .txt**

Interviewer: **Researcher**

Interviewee Date: **March 8, 2021**

File name: **T42021-03-08-G1-j-I-#04-18:32'-txt**

R: My name is Samuel Zinabu; I am a PhD student at Addis Ababa University. I am conducting research on early grade reading. You are one of the selected teachers who provide relevant information about reading in the early grades. I would like to thank you for coming and your willingness. Would you first introduce yourself?

T4: My name is T4. I teach first grade Koorete language.

R: How many children are there in the class?

T4: In the first class section A there are 15 male and 12 female, a total of 27; in first grade section B, there are 12 female and 14 male, a total of 26 students.

R: Where have you taught and what is your academic qualification?

T4: As I learned at Dilla Teachers Training College, it is certified to teach mother tongue in the early grades.

R: How long have you been teaching Koorete language?

T4: I started working at E.C. in 2010; this is the fifth year since I started teaching.

R: How much did you learn about teaching reading in your native language at teacher training college?

T4: Since I work in the language and it is also my native language, I have completed appropriate training at the University of Education. Therefore, I would say that I have sufficient knowledge to teach reading. ⁴⁵I am certified to teach my native language and am a native speaker of the language; I have sufficient awareness of mother tongue language teaching in the initial stages.

R: Have you adequately taught how to assess children's sound recognition method?

T4: I have taught enough in college and try to draw a picture on the board and ask the children to identify the sounds.

R: How much time did you invest in teaching?

T4: From the allotted 40 minutes, I try to ask each student to identify the sounds without allocating time for each activity.

R: What type of reading materials do you use in class?

T4: Yes, flashcards and use various teaching cards that I have prepared to support my teaching.

R: How do you support struggling readers in the classroom?

T4: I try to identify and evaluate the weekly assessment result and do a separate catch-up course once a week.

R: From your experience, do you have a suggestion for teaching reading?

T4: Yes, as I mentioned earlier, we need to use charts that show geminated sounds and support our children's reading practice.

R: How do you evaluate the existing textbook in terms of teaching reading?

T4: When the textbook was printed, it had very limited numbers; therefore, since there is a shortage of textbooks, more printed textbooks are needed. In addition, the content of the textbook has not yet been revised, so is it necessary to revise the content?

R: How do you rate your daily lesson preparation?

T4: I would say my lesson preparation is not enough. Even I have to use flashcards and picture cards to support my lessons, but I don't.

R: Have you prepared supporting materials?

T4: Yes, I have reading materials for class.

R: When teaching reading, how do you ensure that your children participate in class participate?

T4: I make them read the daily lesson by giving them the opportunity to read.

R: Is there a library in your school and are there books in the library?

R: Is there a library in your school and are there books in the library?

T4: There are no books in Koorete language, but there is a library in the school and there are some books donated by World Vision but not used by the children it. ¹⁸Through our reading instruction, we experience the shortage of textbooks, the lack of a body responsible for revising and reprinting textbooks, and language development in general.

R: Have you taken part in any in-service training on Topic reading lessons?

T4: Yes, I took part in a training course prepared by World Vision. ²⁹Our teacher training has not been supported with reading materials, we do not have sufficient support from the school and we do not have a textbook or use supplementary reading materials.

R: If you mention the biggest challenges in school.

T4: The first challenge is the lack of textbooks; this applies not only to this school but to all schools in the Koore zone. The second challenge is that Koorete language instruction is only limited to early grade 1-4 but needs to be expanded to grades 1-8. The third challenge is that the textbook is not printed and handed out to us; these three are the main problems. (18) Through our reading instruction, we experience the shortage of textbooks, the lack of a body responsible for revising and reprinting textbooks, and language development in general.

R: What are the solutions to the above challenges?

T4: The problems need to be discussed and progress made in access to textbooks. We are ready to support financially.

R: Ok thank you for your time.

T4: You're welcome.

Place of the interview: **Koore Zone**

Participant's Code: **T5**

School Name: **Sing Kela**

Size/ length: **11: 08'**

Mode of the interview: **Face to Face**

File format: **m4a to .txt**

Interviewer: **Researcher**

Interviewee Date: **March 1, 2021**

File name: **T52021-03-01-G2-sk-I-#01-11:08'-txt**

R: My name is Samuel Zinabu; I am a PhD student at Addis Ababa University. I am conducting research on early grade reading. You are one of the selected teachers who provide relevant information about reading in the early grades. I would like to thank you for coming and your willingness. Would you first introduce yourself?

T5: Thank you very much, my name is T5, I teach Koorete at this school.

R: How many children are in the classroom?

T5: There are 36 students in my classroom.

R: How long have you been teaching Koorete language?

T5: I have four years of teaching experience.

R: How much did you learn about teaching reading in your native language at teacher training college?

T5: I don't think so, I didn't receive adequate training because we are the trainee teachers and there were many gaps, which means there was a lack of trained teachers, training materials and an attractive learning environment.

R: Have you had enough training on how to assess children's sound recognition method?

T5: Yes, I learned effectively, but in practice there are several challenges here, such as the lack of textbooks and other supporting materials in the native language for teaching reading. (20) The existing textbook does not address the relevant components of reading proficiency for the level. In addition, the lack of a Koorete textbook, library, and teacher's manual makes reading practice difficult in the early grades. In general, students do not learn to read in their native language.

R: Currently children are suffering from a lack of identifying sounds and symbols in their reading skills. How do you teach reading instruction in the classroom and what teaching methods do you use?

T5: The way I teach reading is firstly using the lesson from their textbook and secondly using teaching materials during class presentation. I spent a lot of time doing reading exercises.

R: In a daily lesson there is speaking, listening, reading and writing. How long did you spend teaching reading lessons during your daily class?

T5: Ok, it's great, there are several reading lessons. That is why I spent a lot of time teaching reading. In addition to the textbook, I try to introduce other reading materials and spend at least 20 minutes reading every day.

R: Do you use supplementary reading materials prepared by you or your school in the classroom? Which are they?

T5: In fact, I don't use any supplementary materials. I often use student textbooks. When I teach, I try to present a story from my head and ask them to write it down and bring it to class to read aloud. (19) I use the only textbook that I borrowed from other schools to copy the lessons and the children do not have the opportunity to see and practice reading activities.

R: In the classroom, some students are active and others are passive. How do you support these struggling readers in the classroom?

T5: I support them by giving them advice and getting them to practice reading again and again.

R: From your experience, do you have a suggestion for learning to read?

T5: My suggestion is to get the children to draw sounds, pictures and flashcards on cardboard and other suitable materials.

R: How do you evaluate the content of the textbook in relation to teaching reading in the early grades?

T5: It's okay; The Koorete textbook issue is a big issue in our district. The existing books are worn out and need further editing and revision based on early grade reading literature. The existing textbook does not address the relevant components of reading skills for the level. Additionally, the lack of a Koorete textbook, library, and teacher's manual makes reading practice difficult in the early grades. In general, students do not learn to read in their native language.

R: How do you rate your daily lesson preparation and planning?

T5: Planning is very important, so I try to prepare my lessons before presenting in the classroom. Teaching without a plan is difficult.

R: How do you get your students to participate in daily classes?

T5: As I mentioned before, if the textbook is available to all children, I can get them to practice reading. However, due to the lack of textbooks, I try to make them sit and read as a group. (37) both teachers and the students did not have textbooks. This means that children do not have the opportunity to practice the language's sound system. The lack of reading materials and textbook influenced my planning and preparation about teaching phonological awareness in early grade.

R: Is there a library in your school? Are there enough books in the library?

T5: There is no reading library in our school and there are no reading books except the textbook we use.

R: Have you taken part in in-service training on teaching reading in the native language?

T5: This is a big problem in our zone; I didn't take part in any training or seminars from the beginning.

R: What are the most common challenges related to reading and mother tongue teaching at your school?

T5: Ok, in teaching reading the biggest challenge is the lack of textbooks, there are no books, the one we use is missing some pages, and we don't know why those involved are not working in this regard. We tried to contact the Zoning Education Office but there was no response. The second challenge is that some of our people give less importance to their own language. This is a misunderstanding because they want their children to speak a different second language. (21) Also, the zonal administration, zonal education office, school, and other concerned authorities did not conduct in-service training to improve native language reading skills in the early grades. The lack of library and reading materials is also the most common challenges in teaching phonological awareness in early grades. ¹⁹I use the only textbook I borrowed from other schools to copy the lessons and the children do not have the opportunity to see and practice reading activities.

R: What is the possible solution to the challenges you mentioned in the above section?

T5: The solution is that all stakeholders should provide adequate support and budget to work on the development of the language. Since language is people's identity, the entire community should also pay attention to their language development. The zonal administration, zonal education office, school and other concerned authorities did not conduct in-service training to improve native language reading skills in the early grades in Koorete language.

R: Ok thank you for your time.

T5: You're welcome.

Place of the interview: **Koore Zone**

Participant's Code: **T6**

School Name: **Dano Bulto**

Size/ length: **12: 12'**

Mode of the interview: **Face to face**

File format: **m4a to .txt**

Interviewer: **Researcher**

Interviewee Date: **March 3, 2021**

File name: **T₆2021-03-03-G₂-db-I-#06-12:12'-txt**

R: My name is Samuel Zinabu; I am a PhD student at Addis Ababa University. I am conducting research on early grade reading. You are one of the selected teachers who provide

relevant information about reading in the early grades. I would like to thank you for coming and your willingness. Would you first introduce yourself?

T6: Thank you, my name is T6, I teach second grade. Since we started teaching reading, our reading lessons have changed.

R: What academic qualification do you have?

T6: I taught at the teacher training college in Dilla. I received the certification to teach the Koorete language in the first grades in the diploma.

R: How long have you been teaching Koorete language?

T6: I graduated in 2010, E.C., and started teaching in 2011. E.C: How many children are there in your class?

T6: There were 62 students in my class, some of them dropped out, some were transferred to another school, but now I have 57 students in the classroom.

R: How do you rate our children whether they recognized the sound and could read words?

T6: I assess by asking questions, revising the lesson, and giving classwork and homework.

R: Are there enough textbooks in your classroom, which book do you use, how do you see it?

T6: There is a lack of textbooks at the current school. In my first school; even we didn't even have a single textbook in Alfacho for the teacher. The existing textbooks are not attractive and contain enough pictures to simplify teaching. And there are long sentences that the children don't understand. (30) I did not receive any reading materials during the lecture presentation³¹.

R: How do you evaluate the content of the textbook based on your experience with children's learning levels?

T6: When we see the content of the textbook, as I learned, a textbook should contain pictures, be attractive and be written briefly. If he wants to teach about trees, he should show the green color and show in the picture how he absorbed the food through the roots.

R: Is there a reading room or library in the school, what does it look like?

T6: Yes, there is a library, but the number of books is limited.

R: Have you taken part in any in-service training on teaching reading in your native language?

T6: No, I didn't take part in any training.

R: As you mentioned, you have some experience in other schools, like Alfacho and now you work at Dano Elementary School. What are the main problems in teaching the Koorete language and teaching reading and phonics systems in the Koorete language?

T6: As I have observed, the biggest challenge is the lack of phonological awareness in teaching. This is the second school where I have seen the same problem. Before children come to school, they must familiarize them with the phonetic system of the language. After they enter first grade, they also need to learn the phonetic system of the language. Even now I help them identify the sounds, but they don't recognize the sounds. For example, in English we have the letter /h/ and in Koorete we use the vowel /a/ together and read /ha/. If they have accurately learned each letter in the beginning, middle and end positions of words and recognize each sound earlier, it might be easier to understand the language's phonetic system. When I see their reading level, most children are unable to recognize sounds and read words. (22) There is a lack of in-service capacity-building training to update teachers' content and pedagogical knowledge of MT reading instruction in early grades. ²³There is a lack of textbooks in the current school. In my first school; Even we didn't even have a single textbook for the teacher. The existing textbooks are not attractive and contain enough pictures to simplify teaching. And there are long sentences that the children do not understand. ..³⁸the lack of reading materials and the absence of alphabetical charts in the language affected the teachers teaching practice of PA.

R: What is your possible suggestion to solve the problems you mentioned in the above section?

T6: Until then we did not have trained teachers in the Koorete language, now the education system uses certified teachers in the native language. If we seriously work on the quality of education, we can improve our children's academic performance.

R: Ok thank you for your time.

T6: You're welcome.

Place of the interview: **Koore Zone**

Participant's Code: **T7**

School Name: **Qore Biko**

Size/ length: **36: 42'**

Mode of the interview: **Face to face**

File format: **m4a to .txt**

Interviewer: **Researcher**

Interviewee Date: **March 5, 2021**

File name: **T72021-03-05-G2-qb-I-#07-36:42'-txt**

R: My name is Samuel Zinabu; I am a PhD student at Addis Ababa University. I am conducting research on early grade reading. You are one of the selected teachers who provide relevant information about reading in the early grades. I would like to thank you for coming and your willingness. Would you first introduce yourself?

T7: My name is T7 and I teach at Qore Biko primary school.

R: Ok, what grade level do you teach and how many children are in the classroom?

T7: I teach second grade and there are 40 students in the classroom.

R: Ok, what is your academic qualification, where did you do your training?

T7: I taught at Dilla Teachers College and am teaching second grade which I learned.

R: How long have you been teaching Koorete language?

T7: This is the third year I had been graduated.

R: You mentioned that you graduated from Dilla TTC. How much have you learned about teaching phonological awareness and phonics?

T7: I have sufficient knowledge of the phonetic system and the orthography of the language.

R: How do you assess the learning success of your learners? Have you received adequate training in the institution's teaching method?

T7: Yes, when we teach the sound system we encourage the children to ask questions and do separate tests for males and females to identify and support them based on their understanding.

R: How do you view your children's reading as a way to learn? Are they adequately supported and do they have the appropriate skills? Are they really learning to read in your classroom?

T7: Before asking how you teach: When we teach in the classroom, I write down words and take turns reading them orally. If they can't read, I help them read and let them write words. Another major problem is that due to the war in the region, most children are promoted from first grade to second grade without adequately completing classroom instruction. (39) Also, I did not use a lesson plan to prepare her lesson.

R: When you teach sound and symbol, how to get them to recognize the correspondence between sound and symbol, some children suffer. Some sounds and symbols correspond to each other, but others do not.

T7: It's okay, for the question, how do you support sound and symbol accordingly. For example, if I write and show the sound /a/, they might say /e/, if I say /be/, and others might say /bi/; Therefore, I explain that in Koorete it is /a/ and in English it is /e/, which makes the sounds different. For example, the letter /c/ is the sound /tʃ/ in the Koorete language, but the sound /k/ or /s/ in English. As they say the sound, they learn the letters. Most of the time they even learn sounds at home. Presenting a dog or a dog waiting for food can help them read with the picture to identify the sounds. How do you get your kids to practice reading in the classroom?

T7: Since they are children, the teachers repeat the last lesson and teach them about daily lessons at the beginning. Children from first to third grade make enough attempts to practice phonological awareness; they can read without any problems. If I use 15 to 20 minutes, I give the remaining minutes at least 25 minutes for their reading practice.

R: When teaching reading, would you use supplemental materials prepared by you or the school during your class presentation? If so, how you use it?

T7: I asked the school but couldn't find it. The school reported that all teaching materials were damaged and maintenance was planned for the second semester. I don't use any supplementary reading materials, I just ask the children verbally about the lessons. For example, if I hold my wrist and ask for the name of the letter, they might answer “K” in Amharic, which helps them understand the sounds of the language.

R: Maybe it's important how important it is to teach in the classroom, what's in the classroom, what's there? Are there supporting materials in class?

T7: There are no pictures and other supporting materials help our lesson presentation. There were some materials prepared by the students, but now they are damaged.

R: On the other hand, how do you help struggling readers during your class presentation?

T7: There are three types of children in the class. Some may start writing the lesson incorrectly. So I walk around the class asking and identifying active participants, intermediate and passive learners. After identifying myself, I arrange additional catch-up courses for these passive learners.

R: Ok, how do you rate the content of the second grade teacher and student textbook in terms of reading skills? Is it able to get the children to read too?

T7: The content of the second grade textbook requires children to learn first orally and then in writing, but the textbook contains too many reading texts. It is beyond their learning ability if the third grade textbook could be for the second grade and the second grade textbook could be for the first grade, the third grade could be the fourth and the fourth could be five is good.

R: What is your daily lesson preparation like? do you think your preparation is sufficient for the daily class presentation?

T7: The teacher is always ready, even if I don't prepare a daily and annual plan due to the lack of a textbook; I try to prepare my daily lessons as best as possible.

R: When preparing your daily lesson, do you prepare supplementary reading material and use it daily lesson?

T7: I use some pictures from the environment; I do not prepare on-site instructional reading materials.

R: How do you get your children to practice reading in the classroom? Does your school have a library and how is it used?

T7: Yes, but there are no books in Koorete language, so no one goes to the library. It's shocking to see that the textbook I use doesn't have the most pages. If there are books, children can practice reading, so this will affect children's reading performance.

R: Have you taken any service training on teaching the native language or teaching reading in the native language?

T7: No I have not attended any in-service training on teaching reading and mother tongue.

R: What are the most common challenges associated with teaching reading and mother tongue at your school?

T7: The challenges we face in teaching reading are, firstly, the lack of supplementary reading materials, even if we do not have a teacher's guide and a student textbook. We borrowed this book from Kele Primary School. The textbook I use is strange, almost 20 pages are missing and I copied some missing parts from other school teachers. I applied to the principal and he brought it with him from Kele Primary School. Since some pages of the textbook are missing, I did not create an annual plan. (32) There are no textbooks or additional reading material; as a result we don't prepare any lesson plan. In particular, there are no materials in the native language section; we teachers work without support. (24) The School does not access the textbooks, the content of the textbook consists of long paragraphs, and the reading comprehension activities exceed the children's learning ability. (25) In School, we face several challenges: lack of library and reading materials, lack of teacher manuals, lack of teacher preparation, and lack of in-service capacity-building training in native language reading instruction.

R: What do you suggest as a solution to the problems you mentioned in the above section?

T7: My suggestion is that we as a school community at least try to copy the existing materials for the children, the teachers have to get involved in printing the materials. Also, relevant body needs to be involved in language development, especially for the revision of the textbooks and work on other supplementary materials.

R: Ok thank you for your time.

T7: You're welcome.

Place of the interview: **Koore Zone**

Participant's Code: **T8**

School Name: **Jijola**

Size/ length: **19: 28'**

Mode of the interview: **Face to face**

File format: **m4a to .txt**

Interviewer: **Researcher**

Interviewee Date: **March 8, 2021**

File name: **T82021-03-08-G2-j-I-#08-19:28'-txt**

R: My name is Samuel Zinabu; I am a PhD student at Addis Ababa University. I am conducting research on early grade reading. You are one of the selected teachers who provide

relevant information about reading in the early grades. I would like to thank you for coming and your willingness. Would you first introduce yourself?

T8: My name is T8 and I teach at Jijola Primary School.

R: How many children are in the classroom?

T8: We have 130 students in the second grade.

R: What is your academic qualification?

T8: I have a degree in teaching the Koorete language.

R: How long have you been teaching Koorete language?

T8: This is the 4th year since I started teaching.

R: How much did you learn about teaching reading in your native language at teacher training college?

T8: I have adequately trained and helped them read Students in teaching and learning to read?

T8: When assessing, I assess them by getting them to read as quickly as possible during class.

R: If you have phonological awareness and phonics teach, how do you teach children to identify the sound and symbol correspondence?

T8: In English the sound and symbol correspondence is complex, in this language I teach the phonemes in the language. I write the letters and name the sounds.

R: To what extent do you teach phonological awareness activities in the classroom to strengthen your children's reading skills? Is there a specific time for reading practice?

T8: Listening and responding is kind of easy, but reading is difficult, so I give 10 minutes of reading practice in the classroom every day.

R: Do you use any reading materials in reading class?

T8: Use while teaching animals and plants I use local materials. (40) I try to use real objects and materials to support my reading instruction.

R: Are there supplementary materials in your school?

T8: Yes, there are some local materials.

R: How do you support the fighter reader in the classroom?

T8: For the fighter reader I Try to use them during the Support teaching presentations based on their reading ability.

R: From your personal experience, how do you judge the content of students' textbook, does it depends largely on their learning level?

T8: In the second grade textbook, some lessons are beyond your ability to learn, the reading text is somehow above your learning level.

R: How do you rate your daily lesson preparation, is it sufficient?

T8: In my opinion, my lesson preparation is adequate. (33) I try to use real objects such as a tree leaf, boxes of figurines, or pictures and include important components of phonological awareness activities when I teach reading lessons in my classroom

R: When you evaluate your colleagues' lesson preparation, is it really adequate, have they also prepared for it?

T8: As far as I am concerned, teachers are ready to help their children, but Die School does not provide relevant materials such as textbooks and other materials.

R: How do you get your children to participate in your lessons?

T8: I give the children the opportunity to come forward and write on the board and work in groups during class.

R: Ok, on the other hand, is there a library in your school? If so, is there enough reading material? Do children use it enough? How do you see that? The first question is: Are there materials, especially reading materials, in the native language? How do the children use these?

T8: In this school, I am the fourth, you have been there since the beginning, and even the new teachers suffer from the lack of textbooks. I didn't see the children using the textbook during lesson presentation; this is common challenge in schools.

R: Ok, have you taken part in any training, workshops or seminars since you started teaching the Koorete language to improve your teaching profession?

T8: No, I have not attended any training or seminars for professional development in the last four years.

R: What are the most common challenges that hinder the teaching of phonological awareness in school and zone schools?

T8: The most important factors one thing that affects reading skills in this class is a lack of textbooks. The lack of textbooks affects the reading practices of students and teachers. The main reason for teaching reading is the lack of a textbook. There are enough teachers in schools, but there are insufficient reading materials to support teachers' teaching in schools. (26) Teaching in second grade is kind of difficult for the level; the students' textbooks do not cover the basic reading skills of reading instruction in the native language.

R: What is the solution to this problem?

T8: The main solution is to revise and print the native language and fully commit to native language teaching.

R: Ok thank you for your time.

T8: You're welcome.